

BOARD PACKET

FEBRUARY 11, 2019



Our Vision:
Champion Learning –
Develop, Educate, and Inspire!

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This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda below (Bylaw 0166).

BOARD MEETING AGENDA

- A. ROLL CALL
- B. MEETING MINUTES (1-14-2019)
- C. APPROVAL OF AGENDA
 - 1. Approval of Agenda
- D. SCHOOL PRESENTATIONS
 - 1. Mill Creek Ensemble Performances
 - 2. All-State Band and Orchestra Honors
 - 3. Education Foundation Grant Awards
- E. SUPERINTENDENT UPDATE
- F. STUDENT REPRESENTATIVES UPDATE
- G. PUBLIC PARTICIPATION: *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*
- H. CONSENT ITEMS
 - 1. December Budget Report
- I. ACTION ITEMS
 - 1. Approve Schools of Choice for 2019-20
- J. DISCUSSION ITEMS
 - 1. Mill Creek New Course Proposals
 - 2. Literacy Curriculum Proposal
 - 3. UM-CEDER Summit Pilot Program Analysis
 - 4. WISD Board Election Information
 - 5. Committee Roster Update
- K. BOND UPDATE
 - 1. December Bond Report
- L. PUBLIC PARTICIPATION: *See Policy 0167.3*
- M. BOARD COMMENTS
(no committee meetings since last Board meeting)
- N. INFORMATION ITEMS
 - 1. Michael McHugh NFHS Coaches Association Award
 - 2. Nice Job Notes December 2018
 - 3. Pedestrian Crosswalk Assessment Report 2-7-2019
- O. CLOSED SESSION
 - 1. Superintendent Quarterly Evaluation

CALENDAR

- *Tuesday, February 12th – 7:00pm
BOE Workshop – Creekside
Innovation Room (#311)
- *Monday, February 25th – 7:00pm
Board Meeting – Creekside
- *Tuesday, February 26th – 6:00pm
Y5/KG Information Night - DEEC
- *Tuesday, March 5th – 6:30pm
Angst Screening – DHS CPA
- *Monday, March 11th – 6:00pm
Community Chat – Creekside
- *Monday, March 11th – 7:00pm
Board Meeting – Creekside
- *Tuesday, March 12th – 6:30pm
Beyond Measure Screening – CPA
- *March 20th & 21st – Y5 & KG Roundup
Dexter Early Elementary Complex
- *March 25th-29th – Spring Break

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BOARD NOTES
FEBRUARY 11, 2019

A. ROLL CALL

B. MEETING MINUTES (1-14-2019).

C. APPROVAL OF AGENDA

1. Approval of Agenda. Board policy provides that the Superintendent of Schools shall prepare an agenda for all Board meetings as directed by the President of the Board of Education.

* An appropriate motion might be, "I move that the agenda be approved as presented/amended."

D. SCHOOL PRESENTATIONS

1. Mill Creek Ensemble Performances.
2. All-State Band and Orchestra Honors.
3. Education Foundation of Dexter Grant Awards.

E. SUPERINTENDENT UPDATE

F. STUDENT REPRESENTATIVES UPDATE

- G. PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*

H. CONSENT ITEMS

1. December Budget Report. Your packet contains summary financial information for December, 2018.

* An appropriate motion might be, "I move that the Board of Education receive the December 2018 budget report."

I. ACTION ITEMS

1. Approve Schools of Choice for 2019-20. Your packet contains an executive summary from Superintendent Chris Timmis regarding continuing the District's current practice of offering limited schools of choice slots.

* An appropriate motion might be, "I move that the Board of Education offer thirty slots for the DHS IB Programme (ten students each in grades 9, 10, and 11) plus a minimum of one student in each grade level from Young Five through eighth grade, as well as at least one spot for the Virtual School for the 2019-20 school year."

J. DISCUSSION ITEMS

1. Mill Creek Course Proposals. Your packet includes elective course descriptions, a community forum summary, and a recommendation from Mill Creek Principal Jami Bronson for two proposed electives for 2019-20: *Mindfulness* and *Sim Money*. This item is

BOARD NOTES
FEBRUARY 11, 2019

presented for discussion this evening. Mill Creek staff will be present to provide additional information and answer any questions.

2. Literacy Curriculum Proposal. Your packet contains an executive summary and resource adoption proposal regarding a literacy program called the Soliday System. Members of the structured literacy team will be at the meeting to provide further information. This item is presented for discussion this evening.
3. U of M CEDER Summit Pilot Program Analysis. Your packet includes an executive summary from Superintendent Chris Timmis regarding the CEDER Summit Pilot Evaluation Report, as well as the evaluation report itself. This item is presented for discussion this evening.
4. WISD Board Election Information. Your packet includes information regarding the June 3, 2019 WISD Board of Education Election ballot deadlines and filing procedures. This item is presented for discussion only.
5. Committee Roster Update. Board President Michael Wendorf has made some adjustments to Board committee memberships. An updated roster is included in your packet.

K. BOND UPDATE

L. PUBLIC PARTICIPATION

M. BOARD COMMENTS

N. INFORMATION ITEMS

1. NFHS Honors Boys Swim and Dive Coach Michael McHugh. Coach McHugh has been named the 2017-18 Central Section Coach of the Year Award. The Central Section includes Illinois, Indiana, Iowa, Michigan, and Wisconsin.
2. Nice Job Notes – December 2018
3. Pedestrian Crosswalk Assessment 2-7-2019

O. CLOSED SESSION

1. Superintendent Quarterly Evaluation. [simple majority]

* An appropriate motion might be, "I move that the Board of Education move to closed session for the purpose of discussing the Superintendent's Quarterly Evaluation."

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 14, 2019**

The meeting was called to order at approximately 7:01pm by Superintendent Chris Timmis.

A. ROLL CALL

Members Present: Ron Darr, Mara Greatorex, Daryl Kipke, Dick Lundy, Barbara Read, Michael Wendorf, Student Representative Hollie Pastorino
Members Absent: Julie Schumaker, Student Representative Chad Robards
Administrative & Supervisory Staff: Sharon Raschke, Mollie Sharrar, Barb Santo, Christopher Timmis, Hope Vestergaard
DEA: Jessica Baese
DESPA: none
Guests: Greg Brand, Daniel Alabre´, Amanda Maher, Julie Hodder

1. Hope Vestergaard administered the oath of office to new trustee Mara Greatorex.
2. Dick Lundy made a motion that the Board of Education suspend bylaws 0151 and 0152 and postpone election of offices except secretary until the July business meeting. Daryl Kipke seconded the motion. **Motion Carried (unanimous).**

Superintendent Chris Timmis ceded the gavel to Board President Michael Wendorf.

3. Dick Lundy made a motion that Ron Darr be nominated for the office of Secretary and that nominations be closed and a unanimous ballot cast. Michael Wendorf seconded the motion. **Motion Carried (unanimous).**

B. MEETING MINUTES – Daryl Kipke made a motion to approve the meeting minutes from 12/10/2018. Ron Darr seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Board policy provides that the Superintendent of Schools shall prepare an agenda for all meetings as directed by the President of the Board of Education. Dick Lundy made a motion to approve the agenda as presented. Barbara Read seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS – Board Recognition Month

1. Superintendent Chris Timmis thanked the Board for their service and presented them with Dexter jackets.
2. DEA Representative Jessica Baese gave each school library an award-winning book in honor of the Board of Education from the Dexter Education Association. The books were: Nothing Stopped Sophie by Cheryl Bardoe, given to Anchor; Unstoppable – How Jim Thorpe and the Carlisle Indian School Football Team Defeated Army by Art Coulson, to Beacon; I Hate Reading by Beth Bacon, to Wylie; The Parker Inheritance by Varian Johnson, to Creekside; The Girl Who Drank the Moon by Kelly Barnhill, to Mill Creek; and Becoming by Michelle Obama, to Dexter High School.

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 14, 2019**

E. SUPERINTENDENT UPDATE

The Superintendent updated the Board on several items:

1. The Superintendent thanked the Board of Education and administrators Sharon Raschke, Barb Santo, Mollie Sharrar, and Hope Vestergaard for keeping things running smoothly during his leave.
2. CFO Sharon Raschke attended a hearing regarding increasing Brian Tungl's embezzlement monthly restitution earlier in the day. Tungl has disability claim appeals pending so Judge Swartz pushed the matter to March 25th for further consideration.
3. Bates staff have started the first phase of moving furnishings and materials to Beacon. Speed packers will move most remaining materials January 23rd and teachers will unpack their classrooms on January 24th and 25th while the Bates students combine with Cornerstone activities those mornings in the new building. The dedication ceremony will be February 11th at 5pm.
4. The Knowledgeworks and CEDER (Summit) reports are wrapping up. The next step will be to determine priorities, process, and plans to implement work based on these reports.
5. Dr. Gleason will return Tuesday Jan. 16th for a follow-up interactive workshop about the community reads book "At What Cost? Defending Adolescent Development."

F. STUDENT REPRESENTATIVES UPDATE

1. Student representative Hollie Pastorino updated the Board on goings-on in the district.

G. PUBLIC PARTICIPATION

1. Parent Amanda Maher asked a question.

H. CONSENT ITEMS: There was only one consent item on the agenda. Ron Darr made a motion to that the Board of Education offer a probationary teaching contract to Sarah Kirkwood for the remainder of the 2018-19 school year. Dick Lundy seconded the motion. **Motion Carried (unanimous).**

I. ACTION ITEMS

1. Board Member Compensation. Barbara Read made a motion that the annual compensation for Board members be \$840.00 for the 2019 term of office. Ron Darr seconded the motion. **Motion Carried (unanimous).**
2. Bid Package 10: Wylie Diving Boards. Dick Lundy made a motion that the Dexter Board of Education award contracts for Wylie Diving Boards to Advanced Pool Services and assign them to Granger Construction for management as shown in the attached recommendation letter dated January 11, 2019. Barbara Read seconded the motion. **Motion Carried (unanimous).**
3. MASB/MASA Winter Conference Participation. Dick Lundy made a motion that the Board of Education authorize registration fees and associated travel expenses for any interested Board members to attend the MASB winter conference this February. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 14, 2019**

J. DISCUSSION ITEMS

1. District Traffic Study. President Michael Wendorf shared with the Board the outcome of a meeting with Dr. Timmis, Sharon Raschke, the Mayor, traffic engineers, and other city staff regarding safe routes to school and street crossings for students and families. The next meeting will be February 12th, at which time the city will share their engineer's final recommendations. The District expects the parties to reach a resolution at that time regarding plans moving forward.
2. Declaration of Commitment/Conflict of Interest Forms. Board members signed and returned these annual declarations.
3. November 2018 Financial Narrative. The Board had the opportunity to discuss financial results shared by CFO Sharon Raschke.
4. Community Chat Guidelines. The Board had the opportunity to discuss revisions to the community chat guidelines discussed at the December 10, 2018 meeting. No changes were suggested.
5. Committee Roster Update. For the time being, Mara Greatorex will fill the committee seats previously held by Rob Mitzel (facilities, policy) and all committee assignments will be reviewed at the July business meeting. Anyone desiring a change in the interim should speak with President Michael Wendorf.

K. PUBLIC PARTICIPATION – none

L. BOND UPDATE

1. The Board had the opportunity to ask questions about the November 2018 Bond Report. Dr. Timmis summarized the current status of ongoing projects.

M. BOARD COMMENTS

1. Facilities Update. This topic was covered earlier in the agenda under other items.
2. Community Chat Summary. Approximately six people attended the community chat prior to the meeting. Topics included hiring and retaining bus drivers, special education services for students with dyslexia, and a marching band tower for the twin turf fields.

N. INFORMATION ITEMS

1. Facilities Minutes
2. Nice Job Notes - November 2018

O. CLOSED SESSION – none

At approximately 9:12pm, Daryl Kipke made a motion to adjourn the meeting. Barbara Read seconded the motion. **Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 14, 2019**

MINUTES/hlv

Ron Darr
Secretary
Board of Education



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	5,483,543.00	64,015.34	220,749.94	.00	5,262,793.06	4	385,792.19
Function Code R100 - Local Sources - 100 Totals	\$5,483,543.00	\$64,015.34	\$220,749.94	\$0.00	\$5,262,793.06	4 %	\$385,792.19
Function Code R200 - Non-Education Sources - 200							
	5,412.00	.00	.00	.00	5,412.00	0	.00
Function Code R200 - Non-Education Sources - 200 Totals	\$5,412.00	\$0.00	\$0.00	\$0.00	\$5,412.00	0 %	\$0.00
Function Code R300 - State Sources - 300							
	30,190,030.00	2,760,810.29	8,241,673.09	.00	21,948,356.91	27	8,439,094.37
Function Code R300 - State Sources - 300 Totals	\$30,190,030.00	\$2,760,810.29	\$8,241,673.09	\$0.00	\$21,948,356.91	27 %	\$8,439,094.37
Function Code R400 - Federal Sources - 400							
	1,661,926.00	.00	.00	.00	1,661,926.00	0	.00
Function Code R400 - Federal Sources - 400 Totals	\$1,661,926.00	\$0.00	\$0.00	\$0.00	\$1,661,926.00	0 %	\$0.00
Function Code R500 - ISD / Other Sources - 500							
	4,633,128.00	1,152,559.50	1,925,210.07	.00	2,707,917.93	42	799,158.04
Function Code R500 - ISD / Other Sources - 500 Totals	\$4,633,128.00	\$1,152,559.50	\$1,925,210.07	\$0.00	\$2,707,917.93	42 %	\$799,158.04
Function Code R600 - In from other Funds - 600							
	223,726.00	.00	80,652.02	.00	143,073.98	36	78,315.08
Function Code R600 - In from other Funds - 600 Totals	\$223,726.00	\$0.00	\$80,652.02	\$0.00	\$143,073.98	36 %	\$78,315.08
Account Type Revenue Totals	\$42,197,765.00	\$3,977,385.13	\$10,468,285.12	\$0.00	\$31,729,479.88	25 %	\$9,702,359.68
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	20,764,004.00	1,701,745.97	7,772,059.53	44,817.81	12,947,126.66	37	7,476,025.78
Sub Function Code 120 - Added Needs - 120	4,483,770.00	362,296.42	1,581,242.33	.00	2,902,527.67	35	1,432,092.44
Function Code 100 - Instruction Totals	\$25,247,774.00	\$2,064,042.39	\$9,353,301.86	\$44,817.81	\$15,849,654.33	37 %	\$8,908,118.22
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	4,152,035.00	344,493.51	1,564,108.24	118,792.60	2,469,134.16	38	1,652,540.30
Sub Function Code 220 - Support Services-Instructional - 220	2,414,531.00	182,065.43	1,154,635.11	15,082.98	1,244,812.91	48	1,008,337.64
Sub Function Code 230 - Support Services-Administration - 230	613,580.00	76,169.44	278,565.08	282.50	334,732.42	45	344,728.07
Sub Function Code 240 - Support Services-School Admin - 240	2,468,946.00	217,976.67	1,184,856.11	.00	1,284,089.89	48	1,091,248.94
Sub Function Code 250 - Support Services-Business - 250	678,455.00	86,273.65	332,845.75	2,272.99	343,336.26	49	310,377.18
Sub Function Code 260 - Operations and Maintenance - 260	3,676,888.00	258,096.34	1,531,906.49	178,699.56	1,966,281.95	42	1,739,242.55
Sub Function Code 270 - Pupil Transportation - 270	1,554,175.00	132,254.38	685,705.58	23,189.18	845,280.24	44	675,460.66
Sub Function Code 280 - Support Services-Central - 280	314,504.00	21,688.18	175,177.30	.00	139,326.70	56	141,862.56
Function Code 200 - Supporting Services Totals	\$15,873,114.00	\$1,319,017.60	\$6,907,799.66	\$338,319.81	\$8,626,994.53	44 %	\$6,963,797.90
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	250,564.00	10,878.68	85,059.58	35,781.26	129,723.16	34	149,213.38
Sub Function Code 330 - Community Activities - 330	200.00	.00	.00	.00	200.00	0	.00
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	14,273.00	68.11	408.66	.00	13,864.34	3	.00
Sub Function Code 390 - Other Community Services - 390	(10.00)	.00	.00	.00	(10.00)	0	.00
Function Code 300 - Community Services Totals	\$265,027.00	\$10,946.79	\$85,468.24	\$35,781.26	\$143,777.50	32 %	\$149,213.38
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	528,592.00	.00	150,000.00	.00	378,592.00	28	200,000.00



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Function Code 500-600 - Other Financing Uses Totals	\$528,592.00	\$0.00	\$150,000.00	\$0.00	\$378,592.00	28 %	\$200,000.00
Account Type Expense Totals	\$41,914,507.00	\$3,394,006.78	\$16,496,569.76	\$418,918.88	\$24,999,018.36	39 %	\$16,221,129.50
Fund(COA) 11 - General Fund Totals	\$283,258.00	\$583,378.35	(\$6,028,284.64)	(\$418,918.88)	\$6,730,461.52	-2,128 %	(\$6,518,769.82)



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,057,877.00	174,808.42	1,183,348.82	.00	874,528.18	58	1,094,696.18
Function Code R100 - Local Sources - 100 Totals	\$2,057,877.00	\$174,808.42	\$1,183,348.82	\$0.00	\$874,528.18	58 %	\$1,094,696.18
Function Code R300 - State Sources - 300							
	43,698.00	.00	.25	.00	43,697.75	0	.25
Function Code R300 - State Sources - 300 Totals	\$43,698.00	\$0.00	\$0.25	\$0.00	\$43,697.75	0 %	\$0.25
Function Code R400 - Federal Sources - 400							
	125,000.00	21,195.05	29,094.09	.00	95,905.91	23	75,077.06
Function Code R400 - Federal Sources - 400 Totals	\$125,000.00	\$21,195.05	\$29,094.09	\$0.00	\$95,905.91	23 %	\$75,077.06
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	+++	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600							
	512,850.00	.00	150,000.00	.00	362,850.00	29	200,000.00
Function Code R600 - In from other Funds - 600 Totals	\$512,850.00	\$0.00	\$150,000.00	\$0.00	\$362,850.00	29 %	\$200,000.00
Account Type Revenue Totals	\$2,739,425.00	\$196,003.47	\$1,362,443.16	\$0.00	\$1,376,981.84	50 %	\$1,369,773.49
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	110,038.00	15,382.91	74,997.53	.00	35,040.47	68	78,326.17
Function Code 100 - Instruction Totals	\$110,038.00	\$15,382.91	\$74,997.53	\$0.00	\$35,040.47	68 %	\$78,326.17
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	7,075.00	120.74	724.44	.00	6,350.56	10	751.74
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	81,850.00	6,651.47	26,213.72	11,398.37	44,237.91	32	29,974.06
Sub Function Code 270 - Pupil Transportation - 270	80,000.00	6,699.20	39,997.92	52,470.00	(12,467.92)	50	26,389.92
Sub Function Code 290 - Support Services-Other - 290	685,550.00	29,163.15	347,352.18	170.00	338,027.82	51	298,305.03
Function Code 200 - Supporting Services Totals	\$854,475.00	\$42,634.56	\$414,288.26	\$64,038.37	\$376,148.37	48 %	\$355,420.75
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	272,525.00	24,738.03	146,959.16	.00	125,565.84	54	129,107.28
Sub Function Code 320 - Community Recreation - 320	378,588.00	18,347.02	201,892.73	550.00	176,145.27	53	205,926.93
Sub Function Code 350 - Care of Children - 350	856,385.00	64,235.20	389,983.85	.00	466,401.15	46	364,672.95
Sub Function Code 390 - Other Community Services - 390	125,000.00	21,195.05	29,094.09	.00	95,905.91	23	78,835.91
Function Code 300 - Community Services Totals	\$1,632,498.00	\$128,515.30	\$767,929.83	\$550.00	\$864,018.17	47 %	\$778,543.07
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	83,573.00	.00	35,226.72	.00	48,346.28	42	33,358.74
Function Code 500-600 - Other Financing Uses Totals	\$83,573.00	\$0.00	\$35,226.72	\$0.00	\$48,346.28	42 %	\$33,358.74
Account Type Expense Totals	\$2,680,584.00	\$186,532.77	\$1,292,442.34	\$64,588.37	\$1,323,553.29	48 %	\$1,245,648.73
Fund(COA) 23 - Community Service Fund Totals	\$58,841.00	\$9,470.70	\$70,000.82	(\$64,588.37)	\$53,428.55	119 %	\$124,124.76



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	1,056,558.00	82,935.64	470,636.26	.00	585,921.74	45	461,149.57
Function Code R100 - Local Sources - 100 Totals	\$1,056,558.00	\$82,935.64	\$470,636.26	\$0.00	\$585,921.74	45 %	\$461,149.57
Function Code R300 - State Sources - 300							
	73,727.00	6,405.20	19,215.60	.00	54,511.40	26	21,860.59
Function Code R300 - State Sources - 300 Totals	\$73,727.00	\$6,405.20	\$19,215.60	\$0.00	\$54,511.40	26 %	\$21,860.59
Function Code R400 - Federal Sources - 400							
	295,473.00	24,418.51	77,770.20	.00	217,702.80	26	67,551.88
Function Code R400 - Federal Sources - 400 Totals	\$295,473.00	\$24,418.51	\$77,770.20	\$0.00	\$217,702.80	26 %	\$67,551.88
Function Code R500 - ISD / Other Sources - 500							
	137,600.00	.00	25,759.91	.00	111,840.09	19	32,482.87
Function Code R500 - ISD / Other Sources - 500 Totals	\$137,600.00	\$0.00	\$25,759.91	\$0.00	\$111,840.09	19 %	\$32,482.87
Account Type Revenue Totals	\$1,563,358.00	\$113,759.35	\$593,381.97	\$0.00	\$969,976.03	38 %	\$583,044.91
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	2,735.00	.00	2,144.11	.00	590.89	78	1,664.88
Sub Function Code 290 - Support Services-Other - 290	1,398,797.00	125,184.64	577,293.55	376,976.32	444,527.13	41	572,784.87
Function Code 200 - Supporting Services Totals	\$1,401,532.00	\$125,184.64	\$579,437.66	\$376,976.32	\$445,118.02	41 %	\$574,449.75
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	140,153.00	.00	45,425.30	.00	94,727.70	32	44,956.34
Function Code 500-600 - Other Financing Uses Totals	\$140,153.00	\$0.00	\$45,425.30	\$0.00	\$94,727.70	32 %	\$44,956.34
Account Type Expense Totals	\$1,541,685.00	\$125,184.64	\$624,862.96	\$376,976.32	\$539,845.72	41 %	\$619,406.09
Fund(COA) 25 - School Lunch Fund Totals	\$21,673.00	(\$11,425.29)	(\$31,480.99)	(\$376,976.32)	\$430,130.31	-145 %	(\$36,361.18)



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 30 - Debt Retirement Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	11,332,047.00	274,767.87	297,885.06	.00	11,034,161.94	3	23,152,888.11
Function Code R100 - Local Sources - 100 Totals	\$11,332,047.00	\$274,767.87	\$297,885.06	\$0.00	\$11,034,161.94	3 %	\$23,152,888.11
Function Code R300 - State Sources - 300							
	.00	.00	.00	.00	.00	+++	.00
Function Code R300 - State Sources - 300 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	+++	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600							
	.00	.00	.00	.00	.00	+++	.00
Function Code R600 - In from other Funds - 600 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Account Type Revenue Totals	\$11,332,047.00	\$274,767.87	\$297,885.06	\$0.00	\$11,034,161.94	3 %	\$23,152,888.11
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 250 - Support Services-Business - 250	51,000.00	732.15	3,711.85	.00	47,288.15	7	15,875.99
Function Code 200 - Supporting Services Totals	\$51,000.00	\$732.15	\$3,711.85	\$0.00	\$47,288.15	7 %	\$15,875.99
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	11,281,047.00	.00	2,086,428.13	.00	9,194,618.87	18	24,014,084.03
Function Code 500-600 - Other Financing Uses Totals	\$11,281,047.00	\$0.00	\$2,086,428.13	\$0.00	\$9,194,618.87	18 %	\$24,014,084.03
Account Type Expense Totals	\$11,332,047.00	\$732.15	\$2,090,139.98	\$0.00	\$9,241,907.02	18 %	\$24,029,960.02
Fund(COA) 30 - Debt Retirement Fund Totals	\$0.00	\$274,035.72	(\$1,792,254.92)	\$0.00	\$1,792,254.92	+++	(\$877,071.91)



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 47 - 2017 Capital Projects Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	.00	95,897.23	234,633.02	.00	(234,633.02)	+++	54,021,079.06
Function Code R100 - Local Sources - 100 Totals	\$0.00	\$95,897.23	\$234,633.02	\$0.00	(\$234,633.02)	+++	\$54,021,079.06
Account Type Revenue Totals	\$0.00	\$95,897.23	\$234,633.02	\$0.00	(\$234,633.02)	+++	\$54,021,079.06
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 230 - Support Services-Administration - 230	.00	.00	.00	.00	.00	+++	38,155.20
Sub Function Code 250 - Support Services-Business - 250	.00	862.78	4,404.03	.00	(4,404.03)	+++	195,607.35
Sub Function Code 260 - Operations and Maintenance - 260	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 270 - Pupil Transportation - 270	.00	.00	88,400.00	.00	(88,400.00)	+++	.00
Sub Function Code 280 - Support Services-Central - 280	.00	12,553.00	154,110.80	81,281.57	(235,392.37)	+++	.00
Function Code 200 - Supporting Services Totals	\$0.00	\$13,415.78	\$246,914.83	\$81,281.57	(\$328,196.40)	+++	\$233,762.55
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	3,199,152.09	18,383,317.68	762,627.11	(19,145,944.79)	+++	1,347,548.57
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$3,199,152.09	\$18,383,317.68	\$762,627.11	(\$19,145,944.79)	+++	\$1,347,548.57
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	.00	.00	.00	.00	.00	+++	.00
Function Code 500-600 - Other Financing Uses Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Account Type Expense Totals	\$0.00	\$3,212,567.87	\$18,630,232.51	\$843,908.68	(\$19,474,141.19)	+++	\$1,581,311.12
Fund(COA) 47 - 2017 Capital Projects Fund Totals	\$0.00	(\$3,116,670.64)	(\$18,395,599.49)	(\$843,908.68)	\$19,239,508.17	+++	\$52,439,767.94



Board Monthly Financial Report

Fiscal Year to Date 12/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 48 - 2008 Capital Projects Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,463,606.00	.00	.00	.00	2,463,606.00	0	131,427.09
Function Code R100 - Local Sources - 100 Totals	\$2,463,606.00	\$0.00	\$0.00	\$0.00	\$2,463,606.00	0 %	\$131,427.09
Function Code R500 - ISD / Other Sources - 500							
	47,890,000.00	.00	.00	.00	47,890,000.00	0	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$47,890,000.00	\$0.00	\$0.00	\$0.00	\$47,890,000.00	0 %	\$0.00
Account Type Revenue Totals							
	\$50,353,606.00	\$0.00	\$0.00	\$0.00	\$50,353,606.00	0 %	\$131,427.09
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 250 - Support Services-Business - 250	441,844.00	.00	.00	.00	441,844.00	0	.00
Sub Function Code 260 - Operations and Maintenance - 260	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 270 - Pupil Transportation - 270	6,162,000.00	.00	.00	.00	6,162,000.00	0	366,610.00
Sub Function Code 280 - Support Services-Central - 280	10,219,490.00	.00	.00	196,813.00	10,022,677.00	0	498,343.55
Function Code 200 - Supporting Services Totals	\$16,823,334.00	\$0.00	\$0.00	\$196,813.00	\$16,626,521.00	0 %	\$864,953.55
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	33,254,447.00	.00	.00	.00	33,254,447.00	0	101,532.54
Function Code 400 - Government Agencies & Prior Period Totals	\$33,254,447.00	\$0.00	\$0.00	\$0.00	\$33,254,447.00	0 %	\$101,532.54
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	275,825.00	.00	.00	.00	275,825.00	0	.00
Function Code 500-600 - Other Financing Uses Totals	\$275,825.00	\$0.00	\$0.00	\$0.00	\$275,825.00	0 %	\$0.00
Account Type Expense Totals							
	\$50,353,606.00	\$0.00	\$0.00	\$196,813.00	\$50,156,793.00	0 %	\$966,486.09
Fund(COA) 48 - 2008 Capital Projects Fund Totals							
	\$0.00	\$0.00	\$0.00	(\$196,813.00)	\$196,813.00	+++	(\$835,059.00)
Grand Totals							
	\$363,772.00	(\$2,261,211.16)	(\$26,177,619.22)	(\$1,901,205.25)	\$28,442,596.47	-7,196 %	\$44,296,630.79

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Schools of Choice For 2019-2020

Purpose: To approve schools of choice slots for 2019-2020.

Explanation: According to Section 105 and 105c of the Michigan School Code, the Board of Education can open slots for out-of-district students to attend Dexter Community Schools. For several years, the Board offered limited schools of choice slots with many of the applications from current students who are in transition for housing.

DCS currently has 113 schools of choice students. Approximately 50% of the students attended DCS prior to becoming schools of choice students. The breakdown by grade level is as follows (last year's number is in parentheses) :

- Young Five= 3 students (1)
- Kindergarten= 13 students (17)
- 1st Grade= 13 students (9)
- 2nd Grade= 11 students (9)
- 3rd Grade= 13 students (8)
- 4th Grade= 7 students (8)
- 5th Grade= 7 students (5)
- 6th Grade= 9 students (5)
- 7th Grade= 6 students (5)
- 8th Grade= 7 students (4)
- 9th Grade= 8 students (5)
- 10th Grade= 7 students (8)
- 11th Grade= 9 students (8)

Historically, many of the applicants move into the district after initial acceptance under schools of choice. At least three of last year's SOC families did so during the 2018-19 school year.

While we are currently experiencing enrollment growth throughout the district, limited choice offers an opportunity to serve current families who are either in housing transition, retain existing students, and offer a high-quality education to students without adding additional class sections.

The districts we currently have students from are Pinckney, Ann Arbor, Whitmore Lake with the remainder from Brighton, Chelsea, Grass Lake, Howell, Jackson, Manchester, Michigan Center, Saline, Stockbridge, Trenton and Ypsilanti.

Recommendation: It is the recommendation of the Superintendent that the Dexter Community Schools Board of Education offer 30 slots for DHS IB Diploma Programme (10 in 9th grade, 10 in 10th grade, and 10 in 11th grade) plus a minimum of 1 student in each grade level from Young Five/Kindergarten through 8th grade, as well as at least one slot for the Virtual School for the 2019-2020 school year.

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DEXTER COMMUNITY SCHOOLS
Application to request the adoption of a new course

Date of application: 12/11/2018

Course Title: Mindfulness

Department:

Duration: 45 minutes

Prerequisite(s): none

Applicant(s): Crystal Zurek

Building Involved: Mill Creek

Targeted population: 7th and 8th Grade Students

Targeted year for implementation: 2019-2020

Describe your course request: I am proposing a new elective choice at Mill Creek called "Mindfulness." In this Mindfulness course, students will practice guided activities that will include observing nature and writing about it, practicing yoga, deep breathing techniques, mindful games, acts of kindness, practicing gratitude, journaling and other research-proven techniques to calm the body and connect students to themselves and the world.

Rationale: Why is a new course necessary?

Students in middle school face a unique set of struggles. They are navigating changes going on in their bodies and mind as well as in their world. Middle schoolers are taking on more responsibility and are being given more independence. The stress of these struggles can put them at risk for serious outcomes such as mental health disorders, substance abuse, and risky behaviors. Regions of the brain involved with empathetic responses are impacted through the practice of meditation, according to a study conducted by Dr. Richard Davidson and Dr. Antoine Lutz at the University of Wisconsin-Madison. The capacity to cultivate compassion, which involves regulating thoughts and emotions, may also be useful for alleviating depression, as well as preventing bullying and aggressive behavior in children and adolescents (Land, 2008). This Mindfulness course will provide students with tools that they can use to help them to navigate adolescence, be more resilient in adversity, and become a well, healthy adult.

Land, D. (2008, March 25). Study shows compassion meditation changes the brain. University of Wisconsin News. Retrieved from <http://www.news.wisc.edu/14944>

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course?

Students in the Mindfulness course will practice guided mindfulness that will include observing nature and writing about it, practicing yoga, deep breathing techniques, mindful games, acts of kindness, practicing gratitude, journaling and other research-proven techniques to calm the body and connect students to themselves and the world.

This course will address the following Michigan GLCE's, Common Core Standards and Summit Learning Skills:

Michigan 7th and 8th Grade Health GLCE's

4.6 Describe the signs and symptoms of stress.

4.7 Demonstrate the ability to use stress management techniques.

5.9 Create a plan to incorporate adequate rest and sleep in daily routines.

Common Core Standards

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

This standard applies to each and every lesson as students learn to reflect on their experiences, self-express, and listen to the ideas and perspectives of others.

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

This standard links directly with the objectives of Cognitive Flexibility and Resilience as

students learn to hold multiple concepts simultaneously and self-regulate when faced

with a challenge.

CCSS.MATH.PRACTICE.MP6 Attend to precision. This standard links to the objective of Focused Attention which is relevant in the Mental, Emotional, Social, and Global Literacy lessons, as children strengthen their "attention" muscles.

Habits of Success from Summit Learning -

Self-Direction: Driving forward the actions needed to achieve goals, with or without help.

Curiosity: Being interested in lots of things and wanting to understand more, even if it is challenging

Resilience: Bouncing back and dealing with challenging or harmful situations

Purpose: Charting a course for life that is meaningful and will have an impact on the world.

Growth Mindset: Believing that I can grow my intelligence, that I'm not just born with a fixed amount of it.

Self Efficacy: Believing that I can do something successfully.

Sense of Belonging: Feeling like I belong in my school community.

Relevance of School: Believing that school is valuable and the things I learn are interesting.

Self Awareness: Being aware of what I think, feel, do, my strengths and weaknesses, and of the impact I have on other people.

Empathy/Relationship Skills: Understanding how others might feel and having the skills to skills to maintain strong relationships with people.

Stress Management: Figuring out how to become calm and balanced when situations get stressful.

Self Regulation: Directing and maintaining my attention and emotions.

Cognitive Skills from Summit Learning Projects - Used throughout grades and content areas at Mill Creek

Inquiry: Asking Questions, Predicting/Hypothesizing, Designing Processes & Procedures

Speaking & Listening: Discussion/Contribution, Preparation, Norms/Active Listening

Connection to District Improvement Plan or School Improvement Plan(s):

Goal 3: All students in Dexter Community Schools will increase proficiency in reading. – We will be reading and discussing articles about mindfulness and well-being.

How will technology be integrated into the course?

Students will watch mindfulness videos and read articles on their Chromebooks. Students will learn about phone apps with mindfulness tools.

How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? The resources allow students to learn by reading, watching videos and practicing mindfulness techniques. We will discuss information that is read in class so that students can process the information.

By the end of the course, students will be able to:

- Define mindfulness;
- Describe health benefits of using mindfulness;
- Be more aware of their thoughts and emotions;
- Choose a mindful activity to practice on a daily basis;
- Choose a mindful activity to use in times of high emotion;
- Strengthen attention;
- Expand repertoire of skills for stress management;
- Integrate mindfulness into everyday life;
- Advocate for the ways that mindfulness can improve mental health in our school and community.

How does the material support cultural diversity and gender equity?

Mindfulness is something that students can practice no matter what culture or gender they identify with. The resources are made for all youth.

How will career or “real world” experiences be integrated into the course? Mindfulness is something that all people can use to improve their sense of well-being. Life can be stressful no

matter what life-path a person is on, and mindfulness can help a person to be more aware of how they are feeling and be able to manage that stress in a healthy way. Mindfulness will give student tools that will help them to navigate the real world in their careers, as parents, or as caring citizens. Students who take Mindfulness may be interested in a career as a mental health professional or an instructor in mindfulness or yoga.

How does the material encourage critical thinking and problem solving?

Students will be encouraged to think critically about their thoughts and feelings and the way that their body feels. Students will then practice using tools that will help them to feel calm more often and can help in moments of uncomfortable feelings.

What summative and formative assessments will be used to measure student achievement?

Students will start by setting a SMART goal about a health or wellness component that can be achieved by using mindfulness. Throughout the class, students will complete pre and post practice self-evaluations and journal entries to evaluate how they are progressing with mindfulness. At the end of the quarter, students will create a project that will show their learning and progress toward achieving their healthy SMART goal.

What Teacher aids are provided? I would like to purchase the Learning to Breathe Curriculum by Patricia C. Broderick, PhD.

The curriculum includes:

- Introduction: “Making a Case and a Place for Mindfulness in Education”
- Developmental assumptions of L2B;
- Theoretical foundations of L2B;
- Lesson objectives, main messages, and sample teacher narratives for both 6 and 18 session versions;
- In-depth description of group activities;
- In-class mindfulness practice scripts;
- Suggested home practices;
- Links to state and national assessment standards;
- Assessment information;
- Program process evaluation;
- Teacher resources about mindfulness;
- Background information on stress processes and adolescent development;

- Message to mindfulness teachers.
- Both versions of student workbook pages (downloadable);
- Audio of 4 mindfulness practices (downloadable);
- BREATHE poster set (downloadable);
- Wallet cards (downloadable).

Describe what other alternatives were considered and why were they are not being proposed: N/A

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$69.95
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: **\$69.95**

Instructional Resource Review

Date of department review/discussion: December 11, 2018

Location of meeting: Email

Number of attendees: 8

Record of the meeting including comments & recommendations: Positive reactions. Suggestions to add podcasts and journaling.

Date of admin review/discussion: January 15, 2019

Location of meeting: DHS IST

Number of attendees: 16

Record of the meeting including comments & recommendations:

Date of adjacent building review/discussion: January 22, 2019

Location of meeting: Email

Number of attendees: 3

Keep a record of the meeting(s):

Record of the meeting including comments & recommendations: None

Date of community review/discussion: January 17, 2019

Location of meeting: MC conference room

Number of attendees: 9

Keep a record of the meeting(s):

Record of the meeting including comments & recommendations: Submitted

Date of Board of Education review/discussion: January 28, 2019

Record of the meeting including comments & recommendations:

Date of Board of Education action:

DEXTER COMMUNITY SCHOOLS
Application to request the adoption of a new course

Date of application: 12/20/2018

Course Title: Sim Money

Department: Math

Duration: 45 minutes

Prerequisite(s): none

Applicant(s): Macy Selecman

Building Involved: Mill Creek

Targeted population: 7th and 8th Grade Students

Targeted year for implementation: 2019-2020

Describe your course request: I am proposing a new elective course for students at Mill Creek called Sim Money. In this course, students will learn financial skills which will prepare them for adult tasks they will need to be able to complete when they manage their own finances outside of school. Students will learn to create a budget, balance a checkbook, keep track of income and expenses, write checks, pay bills, and make decisions about housing and employment. They will also learn what the outcomes can be when making financial decisions.

Rationale: Why is a new course necessary?

Fiscal responsibility is not a topic covered extensively in any other courses at the middle school level. Exposing students to the idea of money management early on will help prepare them to be more money-conscious adults.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course?

One of our goals as educators is to develop our students into adults who will be productive members of society. A large part of being able to contribute to society is to understand how to manage yourself financially so that you can earn money by providing a service to others, and then use that money responsibly while putting it back into the economy. The big idea of the course is to know how to manage money and practice what goes into managing the expenses of being an adult.

This course will address the following Common Core Standards and Summit Learning Skills:

Common Core Standards

CCSS.MATH.7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP6 Attend to precision.

Habits of Success from Summit Learning

Self-Direction: Driving forward the actions needed to achieve goals.

Resilience: Bouncing back and dealing with challenging or harmful situations.

Purpose: Charting a course for life that is meaningful and will have an impact on the world.

Self Efficacy: Believing that I can do something successfully.

Connection to District Improvement Plan or School Improvement Plan(s):

Goal 3: All students in Dexter Community Schools will increase proficiency in reading. – We will be reading and discussing rules and procedures for money management

One of the focus areas of our district mission statement is to develop, challenge and inspire students. This course will help them develop the skills to manage their financial situations, as well as challenge them to think about the different outcomes of what could happen when they make financial decisions.

How will technology be integrated into the course?

Students will research jobs and salaries online, which will tie into their knowledge from their Careers and Technology course in 7th grade. They will also research housing values and interest rates using the internet. We will discuss both paper ledgers for balancing checkbooks as well as digital spreadsheets and learn to create formulas in the spreadsheets to keep track of finances.

How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? The resources allow students to learn by experience. Students will be able to work in groups with others who can support each other. The curriculum is differentiated in that we can assign students who need more of a challenge to do more with their simulated money by investing and learning about the stock market.

By the end of the course, students will be able to:

- Maintain and balance a checkbook
- Create a budget
- Write checks
- Know how to look for housing and what the difference is between renting and buying a home, including calculating mortgage costs
- Look at cost difference between purchasing/leasing new/used cars, and look at public transportation options
- Keep track of salary, bonuses, pay cuts

- Pay regular bills
- Know the difference between credit and debit cards
- Plan for yearly expenses, including taxes
- Understand the benefits of saving money early in life

How does the material support cultural diversity and gender equity?

The resources are made for all youth.

How will career or “real world” experiences be integrated into the course? This entire course is based on ‘real world’ experiences and preparing students for being able to manage their own real world finances during and after middle school and high school.

How does the material encourage critical thinking and problem solving?

Students will be encouraged to think critically about how to spend their money and the effects that spending money on certain things at certain times will have on their overall budget. They will need to anticipate potential problems that may come up in the budgeting and spending process and problem solve how to prepare for these problems.

What summative and formative assessments will be used to measure student achievement? Students will be assessed on their ability to keep their spreadsheets balanced and to maintain a positive net worth. We will also have formative assessments on different financial vocabulary.

What Teacher aids are provided?

This elective course will be loosely based on “The Life Project” curriculum by Vicki Schultz. This curriculum includes blackline masters of many of the parts of the projects, as well as ideas for how to differentiate curriculum for different learners and different levels.

Describe what other alternatives were considered and why were they are not being proposed: N/A

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$0
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL:

\$0

Instructional Resource Review

Date of department review/discussion: January 16, 2019

Location of meeting: PLC rm 103

Number of attendees: 4

Record of the meeting including comments & recommendations:

All in favor of the course

Date of admin review/discussion: January 15, 2019

Location of meeting: DHS IST office

Number of attendees: 16

Record of the meeting including comments & recommendations: Admin are in support of this class and recommend getting with DHS staff who teach Financial Management to make sure there is a continuum of programming.

Date of adjacent building review/discussion:

Location of meeting: email with DHS High School teachers who teach Financial Management

Number of attendees: 3

Keep a record of the meeting(s):

Record of the meeting including comments & recommendations:

Compared 7/8th grade course to syllabus for 11/12th grade course

Suggestions from high school teachers - anything that would be incorporated in this category of a class would be helpful for students to hear at the 7/8th grade level.

Date of community review/discussion: Thursday, January 17th

Location of meeting: Mill Creek

Number of attendees: 9

Keep a record of the meeting(s):

Record of the meeting including comments & recommendations: Submitted

Date of Board of Education review/discussion: January 28, 2019

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Mill Creek Course Proposal Community Forum

January 17, 2019

Attendees: Sheri Ackerman, Jami Bronson, MaryBeth Dunklee, Cassie Kurowicki, Debra Lucking, Kate Onsted, Macy Selecman, Tammy Remington, & Crystal Zurek

1. Introductions

2. Explanation of the Course Proposal Mindfulness

- a. Practicing guided mindfulness activities, walks outside, journaling, yoga, deep breathing techniques, mindful games, acts of kindness & practicing gratitude.
- b. Likely benefits

A parent that has a 7th grader that deals with crippling anxiety and a HS student that has practice every night with school & athletics being so intensive, she is struggling with anxiety and she's an easy going kid. The parent feels this is a very important class and feels it should be required and not an elective. She feels that if MS students get this training it will help them later on. Especially with the pressure in HS with IB & AP classes. It will help by preparing them now so when things get more intense later, they can handle the stress. She would like this to be taught school wide. She said when her kids are struggling with anxiety she works with them by getting them to ground themselves, ie: count by fours, tell me three things you can see, what do you hear, helps bring breathing back to normal, ask silly questions to make her look around her environment and not focus on the anxiety she's experiencing. It isn't always triggered, sometimes it comes out of the blue, walking down the halls etc. Millennials are burned out, not lazy, they get a bad rap by society but they are the first generation to grow up in a highly competitive childhood with sports etc.

Another parent that has a senior said her student uses a free app called headspace, which works well. She would like to see meditation added to this program. She finds it helps her son. Crystal shared how "meditation" is uncomfortable for some people who may think of it as religious or spiritual due to its origins.

One parent has a 5th grader with ADD and was told that yoga & deep breathing would be great for him. She's not sure if nature walks and journaling would be

his thing. She thinks maybe learning how to write it down would help him learn how to not be embarrassed so he can cope when he doesn't receive a good grade, and can manage his emotions.

Another parent thinks the nature walks and getting outside every single day would be so helpful. Crystal said they could talk about what they see outside in nature to help with mindfulness. The parent asked how would they be able to apply some things in other classrooms, when they can't go on walks. Other than the breathing, how can they take full advantage outside of the classes. Crystal said maybe some stretches they can do in their chair, or use the what do you see, count by fours etc. A large part of the class would focus on self care, learning how to say positive things to ourselves. Think positive thoughts, it takes practice. Another parent said that practicing mindfulness when you are not having anxious moments, will help you to be able to use practices when you are having those moments.

One question that arose was, would there be an overlap on proper nutrition, as it relates to your emotional health? Crystal said students do get a lot of knowledge about nutrition in 8th grade life skills class.

A parent offered her feedback via email after reviewing the proposed course description: In terms of the mindfulness elective, I get that it may appeal to some people but I feel it is something that could be taken as an "easy elective". Neither of my kids seemed interested in it and my younger kid who is at Creekside did take something like that at Creekside and did not find it helpful.

Another parent that was unable to attend the meeting shared this feedback via email: I'm not sure if you are aware but Creekside began offering a flex class last year promoting mindfulness, might be worth finding out how that was received. I don't see how you can go wrong promoting self care and awareness, and this is a great target age to instill these habits. I love that there will be an emphasis on acts of kindness as well, and personally I think journaling has countless benefits. I think we should take any opportunity to enable students to identify and verbalize their feelings! This class could be a safe place to do that!

All parents that were present are in favor of this class. One thinks it should be mandatory.

3. **Explanation of the course proposal Sim Money.**

- a. Years of talking in the math department about what skills kids aren't getting in middle school to get training on real life. What is a budget, how do you make a spreadsheet to keep track of a budget?
- b. Kids would have a job, with a salary, would have to find housing and would have bills to pay, transportation costs etc.
- c. Learn how to write checks, credit vs debit cards, talk about why you would need a credit card to develop good credit etc. Paying taxes (if enough time in 9 week course) Online banking/bill pay. HS has financial management that does cover these topics, but on AP or IB path, student's wouldn't take this class.

One parent thinks it is too advanced for 7 & 8 graders. Jami talked about the previous Affluenza program and how eye opening it was for kids to see how much things cost and how quickly things add up. One parent thinks it would have been good for her now HS student to have had some of this information earlier.

Another parent thinks this would blow kids minds. Kids don't see people using money like they used to so this may make it more real since so much is done online. Would help kids understand why you can't eat out every night and don't understand about having to pay a mortgage or other bills. Very supportive of this class.

A parent likes the idea of learning a budget. Would like to see more about the importance of saving money. Statistics are alarming of people that don't have a rainy day fund. Said to have a save then spend option, using credit card with interest, how much does that item actually cost you vs saving enough money to buy it with debit/cash.

Talk more about saving money and compounding interest. Short term, maybe gaming system, long term, retirement.

Could it be possible to shadow a parent or mentor to see how they spend money as part of this class.

Parent had her daughter pay for her second cracked chromebook screen. Kids take more ownership when they pay for things themselves.

If in a pinch for time, you could forego the researching jobs and salaries portion of the class.

One parent said that she feels if their kids hear this from someone other than parents, they seem to understand it more.

A parent that was unable to attend the meeting emailed her feedback after reviewing the proposed class description: I think that the money management elective sounds like a great idea. I took something like that in high school. Neither of my kids thought that sounded interesting as a side note, though my son thought that that would be a good elective for high school as he thought it would be more relevant at that point.

Another parent unable to attend offered this feedback:

I am a big proponent of this class, in fact I just told my husband last month that I was surprised something like this wasn't already being offered in the schools. My oldest was complaining that knowing Shakespeare will not help him as an adult. I later told my husband that I could see where he was coming from and I would much rather him know how to balance a checkbook! I think we would all agree that most kids, especially in our district, really have no concept of how much things cost, I love that this course will have them researching salaries, housing values, etc.

A four-year college is not for everyone, and I really would love the schools to continue offering and investigating more opportunities for practical life skills.

Lastly, I am a big fan of Macy and eager to support anything she has a hand in!

All parents present were in favor of offering this 9 week elective class.



MILL CREEK MIDDLE SCHOOL

Jami Bronson, Principal ♦ Brett Pedersen, Assistant Principal

7305 Dexter Ann Arbor Road, Dexter, Michigan 48130

(734) 424-4150 fax (734) 424-4159

bronsonj@dexterschools.org ♦ pedersenb@dexterschools.org

To: Chris Timmis

Date: January 22, 2019

From: Jami Bronson

Re: Elective Recommendations

I would like to recommend the attached elective proposals to add to our current elective offerings. The proposed courses "Mindfulness" and "Sim Money" meet identified areas of need in our elective curriculum.

Administration, staff and parent focus groups have reviewed the course proposals. The course proposals were revised based on discussion and input from the focus groups.

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Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: Provide updated and comprehensive structured literacy resources and professional development for special education teachers and reading intervention specialists to support students with language-based reading difficulties.

Explanation: New resources are needed to increase literacy supports with struggling readers. Students with language-based reading difficulties show improved progress with a structured literacy program, which will be used to supplement existing curricular resources. These resources focus on developing students' capacity to read fluently, and analyze, synthesize, and navigate written information. Struggling readers will continue to work with highly qualified special education teachers and reading intervention specialists based on identified needs using standardized, normed and classroom assessment data.

The Sondag System® is an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment. These resources were designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Sondag. Additionally, the Sondag System is one of only a handful of language programs recommended by the International Dyslexia Association.

This program is research-based. The National Reading Panel Report and The No Child Left Behind Act specify the required components for Research Based Curriculum. The Sondag System addresses all of these requirements.

We are proposing the adoption of the Sondag Systems I and II: Improving Reading Skills & More. This Orton-Gillingham based multisensory language program guides beginning readers, as well as intermediate and advanced students, through the complexities of the English language in a step-by-step, easy-to-follow process. This program was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices.

Recommendation: The Special Education and Instructional departments are recommending the purchase of the Sondag Systems 1 and 2 and professional development. The cost breakdown is as follows:

Sondag Teacher resources	For use in buildings	Item cost	Total cost
Sondag System 1 w/flash drive (grades Y5-2)	Anchor, Beacon, Wylie	\$1295	\$3,885
Sondag System 2 w/flash drive (grades 3-8)	Wylie, Creekside, Mill Creek, DHS	\$1295	\$5180
		Shipping/Handling	\$906.50
		Materials TOTAL	\$9,971.50
Professional Development	All buildings	\$4750	\$4750
		GRAND TOTAL	\$14,721.50

DEXTER COMMUNITY SCHOOLS
Application to request the adoption of a new course/resources

Date of application: February 11, 2019

Department: Reading/Special Education/Intervention

Applicant(s): Structured Literacy Team

Building Involved: All K-12

Targeted population: Students with reading-based language difficulties

Targeted year for implementation: 2019/2020

Rationale: New resources are needed to increase literacy supports with struggling readers. Students with language-based reading difficulties show improved progress with a structured literacy program, which will be used to supplement existing curricular resources. These resources focus on developing students' capacity to read fluently, and analyze, synthesize, and navigate written information. Struggling readers will continue to work with highly qualified special education teachers and reading intervention specialists based on identified needs using standardized, normed and classroom assessment data.

How is technology integrated into the resources? The Sondag program provides special education teachers with digital resources to use in one-on-one and small group sessions utilizing hard copy text. Supplemental resources are also available to teachers digitally and in print.

How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? The Sondag System® is an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment. These resources were designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Sondag. Additionally, the Sondag System is one of only a handful of language programs recommended by the International Dyslexia Association.

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What summative and formative assessments will be used to measure student achievement? The Sondag System includes a student workbook that is utilized for progress monitoring and mastery checks.

What Teacher aids are provided? The Sondag Systems includes complete lesson plans, student manipulatives, student workbooks for progress monitoring and mastery checks, and teacher resource books.

Describe what other alternatives were considered and why were they are not being proposed: The committee began by reviewing 22 programs, narrowing the selections down from eleven possibilities to five and contacted representatives to get further information. After speaking with representatives, the committee selected Sondag Systems as the resources that were the most comprehensive and effective (see chart at end for a full listing).

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$10,000 (approx.)
Professional Development:	\$2750
Release time: (10 teachers, two ½ days)	\$1000
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work: (1 day, 10 teachers)	\$1000
Other expenses (please explain below)	\$0
GRAND TOTAL:	\$14,750 (approx.) (Refer to chart at end)

Instructional Resource Review

Date of department review/discussion: November 6, 2018 & November 30, 2018

Location of meeting: Creekside Conference Room

Number of attendees: 12

Record of the meeting including comments & recommendations: The Structured Literacy team includes the Special Education Director, Executive Director of Instruction, K-12 Special Education Teachers, Speech and Language Specialists, Reading Support Specialists, and K-12 Literacy Coach. The team met multiple times to discuss needs, look at resources, and plan for improvement of literacy supports for students and professional development for staff.

Date of admin review/discussion: December 11, 2018 & January 15, 2019

Location of meeting: DHS IST office

Number of attendees: 14

Record of the meeting including comments & recommendations: The full administrative team met on Dec 11 and Jan 15 to discuss the need for updated resources. The admin team is in full support of professional development and updated resources.

Date of community review/discussion: February 5, 2019

Location of meeting: Creekside Conference Room

Number of attendees: 10

Record of the meeting including comments & recommendations: Members around the table have children and grandchildren in the district who have dyslexia and reading difficulties. Many have personal experience with the Sondag System as educators and families. Sample resources and lesson plans were available for attendees to review. Attendees were supportive of the Sondag system and appreciative of the plan to update supports for students with Dyslexia.

Date of Board of Education review/discussion: February 11, 2019

Record of the meeting including comments & recommendations:

Date of Board of Education action: February 25, 2019

Cost Breakdown

Sondag Teacher resources	For use in buildings	Item cost	Total cost
Sondag System 1 w/flashdrive (grades Y5-2)	Anchor, Beacon, Wylie	\$1295	\$3,885
Sondag System 2 w/flashdrive (grades 3-8)	Wylie, Creekside, Mill Creek, DHS	\$1295	\$5180
		Shipping/Handling	\$906.50
		Materials TOTAL	\$9,971.50
Professional Development	All buildings	\$4750	\$4750
		GRAND TOTAL	\$14,721.50

Programs considered	Phonology	Sounds	Syllable	Morphology	Syntax	Semantics	Comprehension
Lips	X	X	X	X			
Seeing Stars	X	X	X				
Wilson	X	X	X	X	X	X	X
Spell-Links	X	X	X	X	X	X	
Sonday	X	X	X	X	X	X	X
Orton Gillingham	X	X	X	X	X	X	
Barton	X	X	X	X	X	X	
Framing Your Thoughts					X		
Fast Forward	X	X	X	X	X	X	
Ebli	X	X	X	X			
Nessy	X	X	X	X	X	X	
Reading Mastery		X	X	X	X	X	X
Project Read	X	X	X	X	X	X	X
Mega Words	X	X	X	X	X	X	X
EET						X	
Tatum FAST	X	X	X	X	X	X	X

Representatives contacted

	Phonology	Sounds	Syllable	Morphology	Syntax	Semantics	Comprehension
Wilson	X	X	X	X	X	X	X
Sonday	X	X	X	X	X	X	X
Project Read	X	X	X	X	X	X	X
Mega Words	X	X	X	X	X	X	X
Tatum FAST	X	X	X	X	X	X	X

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Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: To adopt Summit Learning at Creekside Intermediate School and Mill Creek Middle School as a program offering for students. Summit Learning has been offered as a pilot since 2016.

Explanation: Attached is a program and pilot analysis conducted by the University of Michigan CEDER regarding the Summit Pilot at Dexter Community Schools. The report is provided as background to guide the discussion on moving Summit Learning from a Pilot to a Program Offering at Creekside Intermediate School and Mill Creek Middle School.

The findings from UM CEDER show that students enrolled in two years of Summit Learning significantly outperform their peers in NWEA Reading, NWEA math, and M-Step Reading. Furthermore, the findings show that Summit students scored higher on persistence, self-management, future aspirations, and acceptance than their peers. In addition, Summit students reported several non-cognitive development skill gains.

Recommendation: It is the recommendation of the Superintendent to move Summit Learning from a Pilot Program and adopt Summit Learning as an option for students at Creekside Intermediate School and Mill Creek Middle School.

June 3, 2019 WISD Board of Education Election Information

County Clerks Required to Accept Filings and Prepare Ballots for Upcoming ISD Meetings Convened to Fill ISD Board Positions

The statutes which govern the conduct of the biennial meetings convened by intermediate school districts to fill their board positions require county clerks to accept the filings submitted for the positions and prepare the ballots needed for the election of the positions. (MCL 380.612 and MCL 380.614) The following article outlines the provisions of law which govern the conduct of the meetings and the various duties which must be performed by Michigan's county clerks.

The duties a county clerk must perform to fill ISD board positions are limited in nature and clearly defined under the law. The duties do not have to be considered or documented by the members of the ISD's "coordinating committee."

Date of meeting: The meeting must be conducted by the ISD on the first Monday in June in every odd-numbered year. This year, the meetings will be conducted on **Monday, June 3, 2019**.

Candidate filing deadline; filing official: A candidate must file a petition or a \$100.00 nonrefundable filing fee and an Affidavit of Identity with the ISD's "election coordinator" no later than **Monday, May 6, 2019**. The ISD's "election coordinator" is the clerk of the county in which the largest number of the district's registered electors reside.

Petition signature requirements: The following petition signature requirements apply if the candidate chooses to file a petition as opposed to the \$100.00 nonrefundable filing fee:

Population of ISD less than 10,000 according to most recent federal census: minimum of 6 signatures; maximum of 20 signatures.

Population of ISD 10,000 or more according to most recent federal census: minimum of 40 signatures; maximum of 100 signatures.

- An "Intermediate School District Nominating Petition" form is available for use by ISD candidates. County clerks are obligated to maintain a supply of the forms and distribute them to interested candidates. The form can be obtained through the commercial suppliers who handle election-related forms. The petition must be circulated on a city/township basis.
- Any registered voter who resides within the intermediate school district can sign the candidate's petition. An ISD candidate is not required to limit the circulation of his or her petition to his or her constituent school district of residence.
- An elector of the ISD may sign as many petitions as there are positions to fill on the ISD board.
- The county clerk serving as the ISD's filing official is responsible for determining the sufficiency of any petitions filed by ISD candidates.

Office term: ISD board members are elected to 6- year terms. The new terms commence on July 1 following the election.

Preparation of ballots for meeting: The county clerk serving as the ISD's filing official is responsible for preparing the ballots needed for the conduct of the meeting convened by the ISD to fill its board positions.

- The creation of a simple paper ballot which lists the candidates' names in alphabetical order is recommended.
- Several sets of the ballots should be prepared for the conduct of the meeting in the event that those participating in the meeting must vote more than once as referenced under "Voting and canvassing" below.

June 3, 2019 WISD Board of Education Election Information

- The chairperson of the meeting may accept nominations for an available position “from the floor” if no candidates filed for the position. Consequently, in an instance where no candidates file for an available ISD position, the ballot must contain several lines for the hand entry of the candidates who receive nomination at the meeting.

Conduct of meeting: The president and secretary of the ISD are responsible for convening and conducting any meetings held by the ISD to fill its board positions; county clerks are not required to play any role in the conduct of the meetings.

- The meetings are subject to the Open Meetings Act and must be publicly posted as required under the Act. The ISD is responsible for handling the posting requirements.
- The electoral body responsible for electing the ISD board seats which must be filled at the meeting comprises one representative from each constituent school district in the ISD. **The board of each constituent school district is required to designate its meeting representative by resolution during the three-week period which precedes the meeting.** In addition to designating the school district’s meeting representative, the resolution must identify the candidate the board supports for each ISD board position which must be filled. The statute which governs the process stipulates that the board “shall consider the resolution at not less than 1 public meeting before adopting the resolution.”
- The secretary of the ISD is required to notify the secretary of each constituent school district of the location and time of the meeting **at least 10 days before the meeting.** The notice must be sent by certified mail.

Candidate eligibility: The statutes which govern the election of ISD board members stipulate that:

- not more than two members of the ISD board “shall be from the same school district unless there are fewer districts than there are positions to be filled”;
- not more than three members of the ISD board may also be serving at the same time as a member of the board of a constituent district or board of directors of a public school academy.

Ensuring compliance with the above stipulations is the responsibility of the ISD board and the ISD officials handling the election of the ISD board members.

Voting and canvassing: The president and secretary of the ISD are responsible for supervising the voting process. The votes are canvassed at the meeting. The statutes which govern the voting process stipulate that each constituent district representative entitled to vote at the meeting is required to vote for the candidate supported for each position by the constituent board he or she represents “at least on the first ballot taken by the electoral body.”

Trish

Patricia (Trish) Reilly

Washtenaw County - Deputy Clerk/Program Manager Elections

200 N. Main Street, Suite 120

Ann Arbor, MI 48104

Phone 734-222-6730

Fax 734-222-6528



DEXTER COMMUNITY SCHOOLS

7714 Ann Arbor Street, Dexter, Michigan 48130

www.dexterschools.org

(734) 424-4100

Committee Roster 2018

updated 1/30/2019

X = Chair X = Member (X) = Alternate

<u>Committee</u>	<u>Wendorf</u>	<u>Schumaker</u>	<u>Lundy</u>	<u>Greatorex</u>	<u>Darr</u>	<u>Kipke</u>	<u>Read</u>
Policy				X	X		<u>X</u>
Finance	(X)	<u>X</u>	X			X	
Personnel & Negotiations: Supt. Evaluation	X	X	X			(X)	
As Needed: Facilities			X		X		X
Ad Hoc: Athletics				X	X	X	
WASB Rep.		X					
LRN Rep.		X					
E4DS Rep				X			

The Superintendent is an ex-officio member of each committee.

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January 9, 2018

Michael McHugh
Dexter High School
2200 N. Parker Road
Dexter, Michigan 48130

Dear Michael,

It is our honor and privilege to inform you, on behalf of the NFHS Coaches Association, that you have been selected to receive the 2017-18 Central Section Coach of the Year award for Boys Swimming & Diving. The NFHS Coaches Association Advisory Committee, in collaboration with its member state associations, selects coaches for state, sectional and national recognition each year and is proud to include you among its chosen winners!

This award denotes your status among the most elite coaches in your section, and as state coach of the year for your sport. You were specifically nominated by your state association, the Michigan High School Athletic Association, to receive this award and confirmed as the most deserving recipient by the NFHS Coaches Association. The Central Section includes Illinois, Indiana, Iowa, Michigan and Wisconsin. We rely on our member state associations to help us recognize those who are leading their sport, shaping their athletes and contributing in a positive way to their community. You will soon be receiving a certificate of recognition, which will be delivered by your state association.

Congratulations on being selected as the Central Section Coach of the Year for Boys Swimming & Diving! It is our pleasure to recognize you as a leader and role model. Again, thank you for your many contributions to the youth of our country and your community.

If you have any questions, please contact Hannah Wishart in the NFHS office via e-mail at hwishart@nfhs.org or by phone at (317) 822-5732. Also enclosed is some information regarding commemorative rings and watches that are available for purchase.

Sincerely,

Handwritten signature of Dr. Karissa L. Niehoff in black ink.

Dr. Karissa L. Niehoff
Executive Director, National Federation
of State High School Associations

Handwritten signature of Richard G. Baker in black ink.

Richard G. Baker
Chair, NFHS Coaches Association
Advisory Committee

NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS

Mailing Address: PO Box 690 | Indianapolis, Indiana 46206 | **Phone:** 317-972-6900 | **Fax:** 317.822.5700 | www.nfhs.org/100years

Shipping Address: NFHS Distribution Center | 1802 Alonzo Watford Sr. Drive | Indianapolis, Indiana 46202

Celebrating 100 Years of Service



Dexter Community Schools

Nice Job Notes

DECEMBER 2018

Amanda Albers
Vicki Allie
Laura Ayers
Nancy Baldus
Jim Barnes
Narda Black
Jill Breitag
Candice Brown (2)
Ashley Buntin
Alanna Butters
Raymond Candiotti
Patti Casavant
Trina Cox
Jeff Dagg
Matt Deloria
Deb Eber
Jessica Elkin
Val Eninsche
Sarah Fisk
Dave Gendernalik
Brook Gillum
Lisa Glover
Patrick Glynn (2)
Heather Green

Alice Hinterman
Leslie Hite
Juli Huddleston
Sharon Kantola
Susan Karsch
Emily Kissick (2)
Maureen Kline
Anthony Koch
Pam Krebs
Nate Lamb
Mary Leach
Kristen Linn
Aric Manly
Maria Mast
Craig McCalla
Briana McCoy
John McKaig
Lisa Melvin
Rori Meyerink
Rick Munir
Anne Nakon
Christie Newsome
Sharon Norris
Kelli Nowaczck

Linda Paciorka
Liz Palmer
Kelly Parachek
Tony Quint
Tammy Reich
Martin Ruhlig
Shelly Rychener
Barb Santo (2)
Linda Scafasci
Margaret Scheurer
Lori Schmidt
Kaitlin Schmoekel
Katie See (2)
Maureen Service
Mollie Sharrar
Ryan Spencer
Megan Stehley
Dennis Stockwell
Jennifer Suppes
Dan Henry &
Transportation
Maria Vasquez-Brieva
Mike Wagner
Jenny Whipple
Angie Williams

DECEMBER TOTAL = 77

RUNNING TOTAL = 36323