

BOARD PACKET

FEBRUARY 25, 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 & CLOSED MEETING MINUTES (2-11-2019);
WORKSHOP MINUTES (2-12-2019)**
- C. APPROVAL OF AGENDA**
 - 1. Approval of Agenda
- D. SCHOOL PRESENTATIONS**
 - 1. American Heart Association – CPR Kits
- 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. Personnel – Retirements, Resignations
 - 2. January Budget Report
- I. ACTION ITEMS**
 - 1. Mill Creek New Course Proposals
 - 2. Literacy Curriculum Proposal
- J. DISCUSSION ITEMS**
- K. BOND UPDATE**
- L. PUBLIC PARTICIPATION:** *See Policy 0167.3*
- M. BOARD COMMENTS**
- N. INFORMATION ITEMS**
- O. CLOSED SESSION – none planned**

CALENDAR

- ***Tuesday, February 26th – 6:00pm**
Y5/KG Information Night - DEEC
- ***Tuesday, March 5th – 6:30pm**
Angst Screening – DHS CPA
- ***Thursday, March 7th – 7:00pm**
Community Education Night
Anxiety & Depression - CPA
- ***Monday, March 11th – 8:30am**
Community Chat – Creekside
- ***Monday, March 11th – 5:00pm**
Board Workshop – 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 25, 2019**

A. ROLL CALL

**B. MEETING MINUTES & CLOSED MEETING MINUTES (2-11-2019);
WORKSHOP MINUTES (2-12-2019)**

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. American Heart Association – CPR Kits.

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. Personnel – Retirements, Resignations. Your packet contains a retirement letter from fiscal services coordinator Sandra Darr, effective February 28, 2019, and a resignation from DHS teacher Michael Kedroske, effective March 1, 2019.

* An appropriate motion might be, "I move that the Board of Education acknowledge the retirement of Sandra Darr and accept the resignation of Michael Kedroske."

2. January Budget Report. Your packet contains budget information from January, 2019.

* An appropriate motion might be, "I move that the Board of Education accept the January 2019 budget report."

BOARD NOTES
FEBRUARY 25, 2019

I. ACTION 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*. These proposals were presented and discussed at the February 11, 2019 meeting and are presented for action tonight.

* An appropriate motion might be, "I move that the Dexter Board of Education approve the attached proposals for two new elective courses at Mill Creek Middle School: *Mindfulness* and *Sim Money*, along with the requested start-up costs for materials."

2. Literacy Curriculum Proposal. Your packet contains an executive summary and resource adoption proposal regarding a structured literacy program called the Sondag System. This proposal was presented by Special Education Director Anne Nakon and discussed by the Board at the February 11, 2019. This item is presented for action this evening.

* An appropriate motion might be, "I move that the Board of Education adopt and purchase the Sondag Systems I and II: Improving Reading Skills & More, as outlined in the attached proposal, at a total cost of not more than \$14,750.00."

J. DISCUSSION ITEMS – none planned

K. BOND UPDATE

L. PUBLIC PARTICIPATION

M. BOARD COMMENTS

N. INFORMATION ITEMS

O. CLOSED SESSION – none planned

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 11, 2019**

The meeting was called to order at approximately 7:00pm by Board President Michael Wendorf

A. ROLL CALL

Members Present: Ron Darr, Mara Greatorex, Dick Lundy, Barbara Read, Julie Schumaker, Michael Wendorf, Student Representative Chad Robards

Members Absent: Ron Darr, Daryl Kipke, Student Representative Hollie Pastorino

Administrative & Supervisory Staff: Jami Bronson, Anne Nakon, Brett Pedersen, Sharon Raschke, Tammy Reich, Mollie Sharrar, Barb Santo, Christopher Timmis, Hope Vestergaard

DEA: Jessica Baese, Allison Campbell, Andy Damman

DESPA: none

Guests: Greg Brand, Heidi and Todd Biggs, Lawrence and Cathy Coogan

- B. MEETING MINUTES** – Barbara Read made a motion to approve the meeting minutes from 1/14/2019. Dick Lundy 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. Dick Lundy made a motion that the Board approve the agenda as presented. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Julia Diab and Simone Kasischke performed a string duet. Peter Fifelski, Connor Fischer, Owen Carlson, Owen Ackerman, and Will Kletzka performed a saxophone quintet.
2. Board president Michael Wendorf presented certificates of recognition to students who were selected for Middle School Band and Orchestra and High School Band All-State Honors.
3. Ed Foundation President Lori Moss shared highlights of the EFD Fall 2018 grant awards, including two mental health grants – the Mill Creek Mental Health Matters Conference on February 7th and the upcoming screening of *Angst* on March 5th.

E. SUPERINTENDENT UPDATE

The Superintendent updated the Board on several items:

1. The District will be screening two movies on student mental health: *Angst* on March 5th and *Beyond Measure* on March 12th. Both are open to the public and will be shown at 6:30pm at the CPA on their respective dates.
2. The Anchor-Beacon building dedication was a well-attended event.
3. Dr. Timmis and Michael Wendorf will meet with the City on February 12th to discuss the finalized Crosswalk Safety report.
4. The District plans to review the number of snow days used at the end of the month to determine what needs to happen regarding meeting state-mandated instructional time.

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 11, 2019**

F. STUDENT REPRESENTATIVES UPDATE

1. Student representative Chad Robards updated the Board on goings-on at the schools.

G. PUBLIC PARTICIPATION

1. Parent Heidi Bigg read a statement regarding the proposed structured literacy resource adoption.
2. Parent Lawrence Coogan read a statement regarding allegations of unsportsmanlike conduct at Dexter Hockey events.

- H. CONSENT ITEMS:** There was only one consent item on the agenda. Julie Schumaker made a motion to that the Board of Education receive the December 2018 budget report. Barbara Read seconded the motion. **Motion Carried (unanimous).**

I. ACTION ITEMS

1. Approve Schools of Choice for 2019-20. Dick Lundy made a motion 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. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

J. DISCUSSION ITEMS

1. Mill Creek Course Proposals. Mill Creek Principal Jami Bronson shared information about two new proposed electives for 2019-20: *Mindfulness* and *Sim Money*.
2. Literacy Curriculum Porposal. Special Education Director Anne Nakon presented a proposal to purchase Soday structured literacy resources.
3. U of M CEDER Summit Pilot Program Analysis. The Board had the opportunity to the CEDER Evaluation Report of the Summit Learning program which has been piloted at Mill Creek and Creekside for the past three years. After discussion, Dick Lundy made a motion that the Board take action to adopt the Summit Learning curriculum as a regular program. Julie Schumaker seconded the motion. **Motion Carried (unanimous).**
4. WISD Board Election Information. The Board had the opportunity to discuss information regarding deadlines for the upcoming WISD Board election.
5. Committee Roster Update. The Board reviewed the updated committee roster. Julie Schumaker agreed to chair the Superintendent Evaluation process.

K. PUBLIC PARTICIPATION – none

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 11, 2019**

L. BOND UPDATE

1. Mill Creek and Wylie remodeling work has started. The facilities committee will be looking at options to fix issues with the old Creekside wrestling room so the space can be used. The high school redesign committee will soon visit a high school in Bloomfield Hills to glean ideas for DHS.

M. BOARD COMMENTS

1. No committees have met since the last board meeting.
2. Julie Schumaker said the K-2 complex is beautiful and congratulated Michael McHugh for his coaching honor.
3. Barbara Read shared that she attended a parliamentary procedures workshop at the MASB conference and is looking forward to bringing what she learned to the Board for implementation.

N. INFORMATION ITEMS

1. Michael McHugh NFHS Coaches Association Award
2. Nice Job Notes - December 2018
3. Pedestrian Crosswalk Assessment Report 2-7-2019

At approximately 9:06pm, Julie Schumaker made a motion that the Board move into closed session for the purpose of discussing the Superintendent's quarterly evaluation. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

O. CLOSED SESSION

At approximately 9:45pm, the Board returned to open session.

At approximately 9:46pm, Michael Wendorf made a motion to adjourn the meeting. Barbara Read seconded the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Ron Darr
Secretary
Board of Education

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
WORKSHOP MINUTES – FEBRUARY 12, 2019
CREEKSIDE INNOVATION ROOM**

A. ROLL CALL

Members Present: Ron Darr, Mara Greatorex, Dick Lundy, Barbara Read, Julie Schumaker, Michael Wendorf

Members Absent: Daryl Kipke

Administrative & Supervisory Staff: Chris Timmis

Guests: none

The workshop was called to order at approximately 7:03pm by Board President Michael Wendorf.

B. 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. Julie Schumaker made a motion to approve the agenda. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

C. PUBLIC PARTICIPATION – none scheduled

D. DISCUSSION ITEMS – BOARD WORKSHOP

1. Schedule Superintendent Evaluation. The Board scheduled the Superintendent's evaluation for March 11th, 2019 at 5:00pm. The Community chat previously scheduled for 6:00pm that day will be moved to 8:30am, location TBD.
2. Head count for February 25 meeting. Michael Wendorf and Dick Lundy will not be available for the 2/25/19 meeting. Mara Greatorex, Ron Darr, and Julie Schumaker will be present. Barbara Read will phone in. Daryl Kipke's attendance is TDB.
3. KnowledgeWorks Opportunities Analysis Process. The Board discussed the KnowledgeWorks report and the following resulting topics: how to move forward; creating a shared vision; feedback transparency; Board member roles in the process; the learning continuum as a curriculum; and the decision-making model.

At approximately 8:55pm, Mara Greatorex made a motion to adjourn the workshop. Julie Schumaker seconded the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Ron Darr, Secretary,
Board of Education

February 13, 2019

Sharon Raschke, CFO
Business Office
Dexter Community Schools
7714 Ann Arbor St.
Dexter, MI 48130

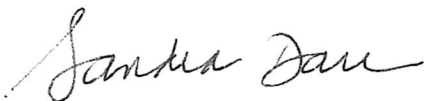
Dear Sharon,

This letter is to give my notice of retirement from Dexter Community Schools effective at the end of the day on ~~March 1~~, 2019.

SD February 28,

I have worked in the Business Office since 2010 and appreciate all the guidance, mentoring, and professional development you have extended to me. The office became my home away from home and I will miss everyone very much. The skills and knowledge I have gained here are tremendous. Most of all, I enjoyed being able to work independently and being trusted and respected. Our business office sits way out in front of other school districts and I have truly benefitted from that as well.

Best regards,

A handwritten signature in cursive script that reads "Sandra Darr".

Sandra Darr

Cc: Chris Timmis

Dear Dr. Timmis,

This letter is to formally notify the district that I intend to resign from my position as social studies teacher at Dexter High School. My final date of employment will be Friday 3/1/2019.

I want to sincerely thank you for giving me the opportunity to work for Dexter Community Schools for the past 3 years. Working at my alma mater alongside some of the most influential role models in my life has been a great privilege and honor. The staff, students, and administration within this school district have always had the undeniable ability to positively influence the lives of those around them, and I am so lucky to call Dexter home.

I will always be proud to say that I was born and raised a Dreadnaught and I am forever grateful for the people within this educational community that have played such a large role in making me the man that I am today.

I want to ensure that I do everything I can to make this transition as seamless as possible for the district, my administrators, my students, and their parents, so please let me know if I can be of assistance in any way during this transition. Feel free to reach me at (redacted) or by phone at (redacted) if you have any questions or need any additional information from me.

I wish you all the best and GO DREADS!

Sincerely,
Michael Kedroske



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	1,085,865.36	1,306,615.30	.00	4,176,927.70	24	1,629,237.57
Function Code R100 - Local Sources - 100 Totals	\$5,483,543.00	\$1,085,865.36	\$1,306,615.30	\$0.00	\$4,176,927.70	24 %	\$1,629,237.57
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	2,741,275.85	10,982,948.94	.00	19,207,081.06	36	11,098,075.09
Function Code R300 - State Sources - 300 Totals	\$30,190,030.00	\$2,741,275.85	\$10,982,948.94	\$0.00	\$19,207,081.06	36 %	\$11,098,075.09
Function Code R400 - Federal Sources - 400							
	1,661,926.00	65,606.25	65,606.25	.00	1,596,319.75	4	.00
Function Code R400 - Federal Sources - 400 Totals	\$1,661,926.00	\$65,606.25	\$65,606.25	\$0.00	\$1,596,319.75	4 %	\$0.00
Function Code R500 - ISD / Other Sources - 500							
	4,633,128.00	400.00	1,925,610.07	.00	2,707,517.93	42	1,982,077.04
Function Code R500 - ISD / Other Sources - 500 Totals	\$4,633,128.00	\$400.00	\$1,925,610.07	\$0.00	\$2,707,517.93	42 %	\$1,982,077.04
Function Code R600 - In from other Funds - 600							
	223,726.00	7,424.37	88,076.39	.00	135,649.61	39	78,315.08
Function Code R600 - In from other Funds - 600 Totals	\$223,726.00	\$7,424.37	\$88,076.39	\$0.00	\$135,649.61	39 %	\$78,315.08
Account Type Revenue Totals							
	\$42,197,765.00	\$3,900,571.83	\$14,368,856.95	\$0.00	\$27,828,908.05	34 %	\$14,787,704.78
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	20,764,004.00	1,678,687.15	9,450,746.68	10,985.44	11,302,271.88	46	9,033,540.18
Sub Function Code 120 - Added Needs - 120	4,483,770.00	403,332.16	1,984,574.49	.00	2,499,195.51	44	1,709,492.70
Function Code 100 - Instruction Totals	\$25,247,774.00	\$2,082,019.31	\$11,435,321.17	\$10,985.44	\$13,801,467.39	45 %	\$10,743,032.88
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	4,152,035.00	350,314.01	1,914,422.25	99,136.00	2,138,476.75	46	2,012,351.66
Sub Function Code 220 - Support Services-Instructional - 220	2,414,531.00	220,875.98	1,375,511.09	32,350.84	1,006,669.07	57	1,177,219.13
Sub Function Code 230 - Support Services-Administration - 230	613,580.00	36,449.99	315,015.07	230.50	298,334.43	51	435,239.17
Sub Function Code 240 - Support Services-School Admin - 240	2,468,946.00	191,405.39	1,376,261.50	.00	1,092,684.50	56	1,266,348.47
Sub Function Code 250 - Support Services-Business - 250	678,455.00	51,359.73	384,205.48	1,041.98	293,207.54	57	377,484.44
Sub Function Code 260 - Operations and Maintenance - 260	3,676,888.00	201,822.96	1,733,729.45	256,749.30	1,686,409.25	47	2,021,212.19
Sub Function Code 270 - Pupil Transportation - 270	1,554,175.00	121,571.57	807,277.15	17,836.90	729,060.95	52	778,808.49
Sub Function Code 280 - Support Services-Central - 280	314,504.00	22,238.97	197,416.27	.00	117,087.73	63	165,245.80
Function Code 200 - Supporting Services Totals	\$15,873,114.00	\$1,196,038.60	\$8,103,838.26	\$407,345.52	\$7,361,930.22	51 %	\$8,233,909.35
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	250,564.00	7,098.76	92,158.34	35,356.26	123,049.40	37	172,314.77
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	1,551.10	1,959.76	.00	12,313.24	14	.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	\$8,649.86	\$94,118.10	\$35,356.26	\$135,552.64	36 %	\$172,314.77
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	100,000.00	250,000.00	.00	278,592.00	47	200,000.00



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	\$100,000.00	\$250,000.00	\$0.00	\$278,592.00	47 %	\$200,000.00
Account Type Expense Totals	\$41,914,507.00	\$3,386,707.77	\$19,883,277.53	\$453,687.22	\$21,577,542.25	47 %	\$19,349,257.00
Fund(COA) 11 - General Fund Totals	\$283,258.00	\$513,864.06	(\$5,514,420.58)	(\$453,687.22)	\$6,251,365.80	-1,947 %	(\$4,561,552.22)



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	153,378.78	1,336,727.60	.00	721,149.40	65	1,254,269.28
Function Code R100 - Local Sources - 100 Totals	\$2,057,877.00	\$153,378.78	\$1,336,727.60	\$0.00	\$721,149.40	65 %	\$1,254,269.28
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	55,657.03	84,751.12	.00	40,248.88	68	75,077.06
Function Code R400 - Federal Sources - 400 Totals	\$125,000.00	\$55,657.03	\$84,751.12	\$0.00	\$40,248.88	68 %	\$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	100,000.00	250,000.00	.00	262,850.00	49	200,000.00
Function Code R600 - In from other Funds - 600 Totals	\$512,850.00	\$100,000.00	\$250,000.00	\$0.00	\$262,850.00	49 %	\$200,000.00
Account Type Revenue Totals	\$2,739,425.00	\$309,035.81	\$1,671,478.97	\$0.00	\$1,067,946.03	61 %	\$1,529,346.59
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	110,038.00	15,057.60	90,055.13	.00	19,982.87	82	92,536.50
Function Code 100 - Instruction Totals	\$110,038.00	\$15,057.60	\$90,055.13	\$0.00	\$19,982.87	82 %	\$92,536.50
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	7,075.00	120.74	845.18	.00	6,229.82	12	877.03
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	1,318.80	27,532.52	11,345.27	42,972.21	34	32,511.91
Sub Function Code 270 - Pupil Transportation - 270	80,000.00	7,090.00	47,087.92	45,380.00	(12,467.92)	59	30,729.92
Sub Function Code 290 - Support Services-Other - 290	685,550.00	38,666.65	386,018.83	.00	299,531.17	56	331,385.76
Function Code 200 - Supporting Services Totals	\$854,475.00	\$47,196.19	\$461,484.45	\$56,725.27	\$336,265.28	54 %	\$395,504.62
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	272,525.00	23,485.40	170,444.56	.00	102,080.44	63	152,153.23
Sub Function Code 320 - Community Recreation - 320	378,588.00	9,636.24	211,528.97	550.00	166,509.03	56	221,031.53
Sub Function Code 350 - Care of Children - 350	856,385.00	57,462.69	447,446.54	.00	408,938.46	52	421,411.46
Sub Function Code 390 - Other Community Services - 390	125,000.00	55,657.03	84,751.12	.00	40,248.88	68	78,835.91
Function Code 300 - Community Services Totals	\$1,632,498.00	\$146,241.36	\$914,171.19	\$550.00	\$717,776.81	56 %	\$873,432.13
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	\$208,495.15	\$1,500,937.49	\$57,275.27	\$1,122,371.24	56 %	\$1,394,831.99
Fund(COA) 23 - Community Service Fund Totals	\$58,841.00	\$100,540.66	\$170,541.48	(\$57,275.27)	(\$54,425.21)	290 %	\$134,514.60



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	64,747.92	535,384.18	.00	521,173.82	51	537,203.38
Function Code R100 - Local Sources - 100 Totals	\$1,056,558.00	\$64,747.92	\$535,384.18	\$0.00	\$521,173.82	51 %	\$537,203.38
Function Code R300 - State Sources - 300							
	73,727.00	6,405.19	25,620.79	.00	48,106.21	35	28,766.69
Function Code R300 - State Sources - 300 Totals	\$73,727.00	\$6,405.19	\$25,620.79	\$0.00	\$48,106.21	35 %	\$28,766.69
Function Code R400 - Federal Sources - 400							
	295,473.00	19,952.73	97,722.93	.00	197,750.07	33	86,563.88
Function Code R400 - Federal Sources - 400 Totals	\$295,473.00	\$19,952.73	\$97,722.93	\$0.00	\$197,750.07	33 %	\$86,563.88
Function Code R500 - ISD / Other Sources - 500							
	137,600.00	31,254.05	57,013.96	.00	80,586.04	41	43,749.40
Function Code R500 - ISD / Other Sources - 500 Totals	\$137,600.00	\$31,254.05	\$57,013.96	\$0.00	\$80,586.04	41 %	\$43,749.40
Account Type Revenue Totals	\$1,563,358.00	\$122,359.89	\$715,741.86	\$0.00	\$847,616.14	46 %	\$696,283.35
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	1,854.42
Sub Function Code 290 - Support Services-Other - 290	1,398,797.00	107,015.25	684,308.80	335,331.49	379,156.71	49	668,609.81
Function Code 200 - Supporting Services Totals	\$1,401,532.00	\$107,015.25	\$686,452.91	\$335,331.49	\$379,747.60	49 %	\$670,464.23
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	\$107,015.25	\$731,878.21	\$335,331.49	\$474,475.30	47 %	\$715,420.57
Fund(COA) 25 - School Lunch Fund Totals	\$21,673.00	\$15,344.64	(\$16,136.35)	(\$335,331.49)	\$373,140.84	-74 %	(\$19,137.22)



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	4,635,677.66	4,933,562.72	.00	6,398,484.28	44	29,444,402.41
Function Code R100 - Local Sources - 100 Totals	\$11,332,047.00	\$4,635,677.66	\$4,933,562.72	\$0.00	\$6,398,484.28	44 %	\$29,444,402.41
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	\$4,635,677.66	\$4,933,562.72	\$0.00	\$6,398,484.28	44 %	\$29,444,402.41
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 250 - Support Services-Business - 250	51,000.00	1,670.28	5,382.13	.00	45,617.87	11	17,381.96
Function Code 200 - Supporting Services Totals	\$51,000.00	\$1,670.28	\$5,382.13	\$0.00	\$45,617.87	11 %	\$17,381.96
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	\$1,670.28	\$2,091,810.26	\$0.00	\$9,240,236.74	18 %	\$24,031,465.99
Fund(COA) 30 - Debt Retirement Fund Totals	\$0.00	\$4,634,007.38	\$2,841,752.46	\$0.00	(\$2,841,752.46)	+++	\$5,412,936.42



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	117,226.06	351,859.08	.00	(351,859.08)	+++	54,036,465.30
Function Code R100 - Local Sources - 100 Totals	\$0.00	\$117,226.06	\$351,859.08	\$0.00	(\$351,859.08)	+++	\$54,036,465.30
Account Type Revenue Totals	\$0.00	\$117,226.06	\$351,859.08	\$0.00	(\$351,859.08)	+++	\$54,036,465.30
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	891.66	5,295.69	.00	(5,295.69)	+++	196,151.46
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	257,506.27	411,617.07	20,588.30	(432,205.37)	+++	.00
Function Code 200 - Supporting Services Totals	\$0.00	\$258,397.93	\$505,312.76	\$20,588.30	(\$525,901.06)	+++	\$234,306.66
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	3,084,214.34	21,467,532.02	219,016.73	(21,686,548.75)	+++	1,788,793.50
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$3,084,214.34	\$21,467,532.02	\$219,016.73	(\$21,686,548.75)	+++	\$1,788,793.50
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	\$3,342,612.27	\$21,972,844.78	\$239,605.03	(\$22,212,449.81)	+++	\$2,023,100.16
Fund(COA) 47 - 2017 Capital Projects Fund Totals	\$0.00	(\$3,225,386.21)	(\$21,620,985.70)	(\$239,605.03)	\$21,860,590.73	+++	\$52,013,365.14



Board Monthly Financial Report

Fiscal Year to Date 01/31/19

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	.00	10,219,490.00	0	502,785.30
Function Code 200 - Supporting Services Totals	\$16,823,334.00	\$0.00	\$0.00	\$0.00	\$16,823,334.00	0 %	\$869,395.30
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	138,350.54
Function Code 400 - Government Agencies & Prior Period Totals	\$33,254,447.00	\$0.00	\$0.00	\$0.00	\$33,254,447.00	0 %	\$138,350.54
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	\$0.00	\$50,353,606.00	0 %	\$1,007,745.84
Fund(COA) 48 - 2008 Capital Projects Fund Totals							
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	(\$876,318.75)
Grand Totals							
	\$363,772.00	\$2,038,370.53	(\$24,139,248.69)	(\$1,085,899.01)	\$25,588,919.70	-6,636 %	\$52,103,807.97

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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.

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.

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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 Sunday System includes a student workbook that is utilized for progress monitoring and mastery checks.

What Teacher aids are provided? The Sunday 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 Sunday 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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