

BOARD PACKET

JANUARY 25, 2016



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

MONDAY, JANUARY 25, 2016 – 7:00 P.M.
CREEKSIDE MEDIA CENTER
2615 BAKER RD.
DEXTER MI 48130



BOARD OF EDUCATION
DEXTER COMMUNITY SCHOOLS
734-424-4100

Vision: Champion Learning -- Develop, Educate, and Inspire
BOARD MEETING AGENDA

- A. **ROLL CALL - PLANNED ABSENCES: NONE**
- B. **MEETING MINUTES – 1/11/2016**
- C. **APPROVAL OF AGENDA**
- D. **SCHOOL PRESENTATIONS**
 - 1. M-STEP Results – Jeff Dagg
- 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 – New Hire
 - 2. Personnel – Leaves of Absence
 - 3. December Budget Report
- I. **ACTION ITEMS**
 - 1. Schools of Choice Slots for 2016-17
 - 2. Mill Creek Uniform Proposal
- J. **DISCUSSION ITEMS**
 - 1. High School Course Proposals
- K. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- L. **BOARD COMMENTS**
- M. **INFORMATION ITEMS**
 - 1. Finance Minutes 1/13/2016
- N. **CLOSED SESSION**
 - 1. Superintendent Evaluation

CALENDAR

- *Monday, February 8 – 7:00pm
Board Meeting (Creekside)
- *Monday, February 15
Presidents' Day
- *Wednesday, February 17 – 7:00pm
State of the School District (CPA)
- *Monday, February 22 – 7:00pm
Board Meeting (Creekside)
- *Tuesday, March 1 – 7:00pm
Community Screening of
Most Likely to Succeed (CPA)

- Board Members Only (Confidential Item)
- # Board Members Only (Public Document - Limited Supply)

Mission: We will encourage and develop each student's individual abilities, skills, and character to shape tomorrow's world through positive relationships, best practices, and a shared sense of purpose.

**BOARD NOTES
BOARD MEETING
JANUARY 25, 2016**

- A. **ROLL CALL: PLANNED ABSENCES – NONE**
- B. **MEETING MINUTES & CLOSED MINUTES (1/11/2016)**
- C. **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 would be, "I move that the agenda be approved as presented/amended."

- D. **SCHOOL PRESENTATIONS: M-STEP results (Jeff Dagg)**
- 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 – New Hire. Your packet contains a letter of recommendation for hire from Wylie Principal Katie See for an open third grade teaching position created by Brian King's retirement.

- * An appropriate motion might be, "I move that Margaret Hanna be offered a probationary contract for the remainder of the 2015-16 school year."

- 2. Personnel – Leaves of Absence. Your packet contains a request for maternity leave from Technology Coach Meredith Nickerson and a request for maternity leave from Wylie teacher Jessica Leonard.

- * An appropriate motion might be, "I move that the Board approve Meredith Nickerson's maternity leave from approximately April 11, 2016 through the end of the current school year and approve Jessica Leonard's request for maternity leave from approximately early March through mid-May, 2016."

3. Personnel – Resignation. Your packet contains a resignation letter from Dexter High School teacher Daniela Bickel effective January 15, 2016.

* An appropriate motion might be, “I move that Board acknowledge the resignation of Dexter High School teacher Daniela Bickel effective January 15, 2016.”

4. December Budget Report. Your packet contains budget information for the month of December 2015.

* An appropriate motion might be, “I move that Board receive the December Budget Report.”

I. ACTION ITEMS:

1. Schools of Choice Slots for 2016-17. Your packet includes a memo from Superintendent Chris Timmis with his recommendations for opening School of Choice slots for the 2016-17 school year. The Board of Education had an opportunity to discuss this item at the January 11, 2016 board meeting and it is now being presented for action this evening.

* An appropriate motion might be, “I move that the Dexter Board of Education approve the attached Schools of Choice 2016-17 recommendation.”

2. Approve Mill Creek Uniform Purchase. Your packet includes a memo from Mill Creek music teacher Andrew Damman requesting approval to purchase new uniforms for the 7th grade band and additional uniforms for the 8th grade. You had the opportunity to discuss this item at the January 11, 2016 board meeting and it is now being presented for action this evening.

* An appropriate motion might be, “I move that the Board approve the purchase of approximately one hundred and seventy (170) 7th grade vest uniforms at an estimated cost of \$5,100, approximately twenty-five (25) 8th grade blazer uniforms at an estimated cost of \$1,500, and approximately twenty-five (25) 8th grade garment bags at an estimated cost of \$275 from Orefice LTD.”

J. DISCUSSION ITEMS:

1. High School Course Proposals. Your packet includes proposals for several new Dexter High School IB course proposals from IB Coordinator Debora Marsh. These include *IB Business Management SL*, *IB Theater SL*, and *IB Sport, Exercise, and Health Science SL*. This item is for discussion purposes only and will be placed as an action item on the February 8th board meeting agenda.

K. PUBLIC PARTICIPATION: *See Policy 0167.3*

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. Finance Committee Minutes (1/13/2016) – enclosed for your information.

N. CLOSED SESSION: Superintendent Evaluation

MINUTES
ORGANIZATIONAL BOARD MEETING
CREEKSIDE – 7:00pm
JANUARY 11, 2016

A. ROLL CALL

Members Present: Ron Darr, Bonnie Everdeen, Dick Lundy (via phone), Barbara Read, Julie Schumaker, Michael Wendorf, Student Representatives Rylee Kim and James Morgan

Members Absent: Daryl Kipke

Administrative & Supervisory Staff: Jami Bronson, Sharon Raschke, Mollie Sharrar, Chris Timmis, Hope Vestergaard

D.E.A.: Jessica Baese, Joe Romeo, Andrew Damman

D.E.S.P.A.: none

Transportation: none

Press: Sean Dalton, We Love Dexter

Guests: Connor Sikora, Michael Sikora, Harold Castle, Matthew Gaechter, Laura Gaechter, Jason Feig, Olivia Najarian, Faith Wesorick

The meeting was called to order at approximately 7:00pm by Superintendent Christopher Timmis.

B. MEETING MINUTES

The Board reviewed meeting minutes from 12/7/2015 and closed session minutes from 12/7/2015.

A motion was made by Michael Wendorf and seconded by Dick Lundy to approve the meeting minutes and closed session minutes of 12/7/2015.

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.

A motion was made by Julie Schumaker and seconded by Ron Darr to approve the agenda as presented. **Motion Carried (unanimous).**

1. Election of Officers.

Superintendent Chris Timmis, as temporary chairman, presided through the election of officers.

A motion was made by Dick Lundy and seconded by Ron Darr that Michael Wendorf be nominated for the office of President and that nominations be closed and a unanimous ballot be cast. Michael Wendorf accepted the nomination. **Motion Carried (unanimous).**

A motion was made by Ron Darr and seconded by Barbara Read that Julie Schumaker be nominated for the office of Vice President and that nominations be closed and a unanimous ballot be cast. Julie Schumaker accepted the nomination. **Motion Carried (unanimous).**

A motion was made by Barbara Read and seconded by Ron Darr that Bonnie Everdeen be nominated for the office of Secretary and that nominations be closed and a unanimous ballot be cast. Bonnie Everdeen accepted the nomination. **Motion Carried (unanimous).**

A motion was made by Julie Schumaker and seconded by Ron Darr that Dick Lundy be nominated for the office of Treasurer and that nominations be closed a unanimous ballot be cast. Dick Lundy accepted the nomination. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Three CS&L students from Mill Creek made statements thanking the board for their commitment to quality education, and presented tokens of appreciation from the different buildings: cardinal placemats and a poster from Bates students and art teacher Julie Nichols, a banner from Cornerstone elementary signed by Cornerstone students and staff, gift bags and bookmarks decorated and created by Wylie students, as well as a poster, and blueberry muffins made by Creekside's Kitchen/Garden class students and teacher Kristen Korff, as well as gift certificates from Food & Nutrition to the new DHS café. Joe Romeo, on behalf of DEA, presented Newbery and Caldecott award winning books that will be given to each building library in honor of the board's service.
2. Jason Feig presented a certificate noting the district's appointment to the College Board's A.P. Honor Roll and made a short speech highlighting the achievement.

E. SUPERINTENDENT UPDATE

Superintendent Chris Timmis updated the board on the following subjects:

- The passage of Michigan Senate Bill 571, which effectively gags schools and municipalities from communicating regarding ballot proposals during the sixty days prior to an election. He noted the last minute enlargement of the bill from 10 to 57 pages, and the remarks of many senators who were required to vote without knowing there were substantive changes.
- The Tungl embezzlement pretrial hearing has been rescheduled for February 22, 2016.
- Students are clamoring for snow days and enjoy using social media to reach out to the Superintendent to make their wishes known.

F. STUDENT REPRESENTATIVES UPDATE

James Morgan noted that the boys' swim team has won both of the invitational meets they have participated in so far this season. He mentioned students and teachers are busy wrapping up the end of first semester.

Rylee Kim mentioned that the boys' basketball team had their season opener; scheduling for next year is in process and students are excited about their options; the marching band is preparing to go to Disney for spring break; and the Coming Home pep rally will focus more on the basketball teams than on the students.

G. PUBLIC PARTICIPATION - no requests to speak

H. CONSENT ITEMS

The following consent items were approved in bulk with Julie Schumaker making the motion to approve with Bonnie Everdeen seconding the motion. **Motion Carried (unanimous).**

1. Personnel – New Hire

The Board moved that Mary Beth DiFranco be offered a probationary contract for the 2015-16 school year.

2. Personnel – Leave of Absence

The Board approved the extension of Megan LeBarre's leave of absence for the remainder of the 16-16 school year, and approved Joanne Shipley's request for FMLA leave through approximately March 4, 2016.

3. Personnel – Retirement

The Board acknowledged the retirement of Wylie teacher Brian King effective February 1st, 2016.

4. November Budget Report

The Board accepted the November 2015 budget report.

I. ACTION ITEMS

1. Board Member Compensation

Board policy 0144.1 regulates the amount of annual compensation. This compensation will be paid in two installments on or about December 15 and June 15 and shall not be contingent on the number of meetings scheduled or attended. Board members again decided to reduce their annual pay of \$840 by 50% for the 2016 calendar year.

A motion was made by Bonnie Everdeen and seconded by Ron Darr that the annual compensation for Board members be \$420 for the 2016 calendar year. **Motion Carried (unanimous).**

2. Approve Additional Bonuses

The Board approved one-time, off-schedule bonuses for several employees who were inadvertently missing from the December 7, 2015 board approval list.

3. Special Education Millage Resolution

The Board approved a resolution supporting a Special Education Millage Proposal that the WISD would like to place on the May 3, 2016 ballot.

4. Policy – Second Reading

The Board reviewed for the second time draft policies 1240 (Evaluation of the Superintendent), 5320 (Immunization), 5830 (Student Fund-Raising), 7540.02 (District Web page), 0140 (Bylaw Revision), 0170 (Bylaw Revision), 1130/3110/4110 (Conflict of Interest), 1217/3217/4217/5772 (Weapons), 1420 (School Administrator Evaluation), 1630.01/3430.01/4430.01 (FMLA), 5517.02 (Sexual Violence), 8321 (Criminal Justice Information Security), 8500 (Food Service), 9211 (District Support Organizations).

A motion was made by Barbara Read and seconded by Ron Darr that draft policies 1240 (Evaluation of the Superintendent), 5320 (Immunization), 5830 (Student Fund-Raising), 7540.02 (District Web page), 0140 (Bylaw Revision), 0170 (Bylaw Revision), 1130/3110/4110 (Conflict of Interest), 1217/3217/4217/5772 (Weapons), 1420 (School Administrator Evaluation), 1630.01/3430.01/4430.01 (FMLA), 5517.02 (Sexual Violence), 8321 (Criminal Justice Information Security), 8500 (Food Service), 9211 (District Support Organizations) be approved for second reading and final approval as presented. **Motion Carried (unanimous).**

J. **DISCUSSION ITEMS**

1. Financial Summary Report & Narrative

Board members reviewed and discussed the Financial Summary Report and Financial Narrative from Chief Financial Officer Sharon Raschke.

2. Mill Creek Uniform Proposal

Andrew Damman presented information about the current state of Mill Creek's band uniforms, as well as cost estimates for replacement 7th grade uniforms and supplemental 8th grade uniforms necessitated by the growth of the band and varying sizes of students.

3. Conflict of Interest Form

Board members completed and returned this form to the Superintendent.

4. Declaration of Commitment

Board members completed and returned this form to the Superintendent.

5. Schools of Choice for 2016-17

Board members reviewed and discussed a recommendation from Superintendent Chris Timmis regarding Schools of Choice openings for the 2016-17 school year. This item will be placed on the January 25, 2016 agenda for action.

K. PUBLIC PARTICIPATION – no public comment

L. BOARD COMMENTS

Ron Darr thanked the teachers doing the AP programs at the high school.

Julie Schumaker shared notes from the WASB meeting:

- WASB is discussing and doing vision work for a countywide initiative similar to the Kalamazoo Promise.
- State budget hearings are coming up, with the State of the State speech happening on January 19th.

Julie also quoted a We Love Dexter article that said the city's retail market assessment found that the quality of DCS schools is driving housing and retail development in Dexter.

M. INFORMATION ITEMS – Nice Job Notes

A motion was made by Ron Darr and seconded by Julie Schumaker that the Board of Education move into executive session at approximately 8:35pm for the purpose of discussing negotiations. **Motion Carried (Roll Call. Ayes: Dick Lundy, Michael Wendorf, Julie Schumaker, Bonnie Everdeen, Ron Darr, Barbara Read. Nays: None).**

N. CLOSED SESSION – Negotiations

The Board discussed Negotiations.

President Michael Wendorf convened to open session at approximately 9:10pm.

A motion was made by Bonnie Everdeen and seconded by Ron Darr to adjourn the meeting at approximately 9:11pm.

MINUTES/hlv

Bonnie Everdeen, Secretary
Board of Education



Wylie Elementary School
3060 Kensington, Dexter, Michigan 48130
Katie See, Principal
734-424-4140
seek@dexterschools.org

To: Dexter Board of Education
From: Katie See
Subject: Classroom Teacher Recommendation
Date: January 21, 2016

As a result of our most recent interview process, we would like to recommend Margaret Hanna for the third grade teaching position at Wylie. Maggie previously taught in Texas for six years as a second and third grade classroom teacher. Before that she taught 3rd-5th grade Spanish in Flat Rock, Michigan. Maggie is a graduate of Central Michigan University where she received her Bachelor of Science degree. She has a Master of Education from Texas State University.

Our interview committee was comprised of: Laura Armbruster, Natalie Hanlon, Kate Boynton, Susan Karsch, Anouk Weiss, Megan Hedricks, Jessica Leonard, Mollie Kemp, and Wylie third grade students. We highly recommend Maggie and feel confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

Katie See
Principal

MARGARET O. HANNA

(contact info redacted)

TEXAS STATE UNIVERSITY
M. Ed., Elementary Education

Major: Elementary Education

Minor: Methods & Materials- Del Valle ISD Math Cohort

Advisor: Beth Bos

San Marcos, Texas
August 2011

CENTRAL MICHIGAN UNIVERSITY
B.S. Elementary Education

Major: Spanish

Minors: Reading in the Elementary Grades; Bilingual Bicultural Education

Advisor: Barbara Senesac

Mount Pleasant, Michigan
December 2007

TEACHING EXPERIENCE

Joseph Gilbert Elementary School

Del Valle ISD Austin, TX

Second and third grade bilingual teacher

2011-2015

- Created and implemented data binders in second grade classroom to track academic and personal goals and growth for each student
- Facilitated student-led parent conferences twice per school year
- Tailored lesson plans to diverse groups of students in each self-contained classroom using differentiated materials and groupings
- Utilized multiple methods of assessment, including Spanish-language assessments to create leveled groups for guided reading, writing, and math instruction
- Translated for colleagues and communicated with parents during conferences, phone calls, and written correspondence that required a Spanish-speaker
- Made campus-level decisions as 2nd grade representative of Campus Advisory Team
- Represented campus on district bilingual committee

Baty Elementary School

Del Valle ISD Austin, Texas

Third Grade Bilingual Teacher

2009- 2011

- Teacher of the Year 2010-2011
- Led school Positive Behavior Initiative Support (PBIS) team
- Created and presented PBIS initiatives training to all school staff
- Presented guided reading strategies and processes to third grade team
- Planned literacy workshop lessons using best practices for third grade team
- Prepared students for state testing through after-school tutoring
- Achieved 95% passing rate for twenty students on Reading and Math state tests in 2010

LANGUAGE AND LITERACY EXPERIENCE

District Summer Book Bus

Del Valle Independent School District

Program Founder

2013-2015

- Proposed idea of a summer mobile library, gaining approval and support of district superintendent
- Led initial implementation of a district-wide Book Bus offering thousands of books to students during summers 2013-present.
- Facilitated donation of over 4,000 books
- Collaborated with district personnel to optimize routes focusing on low-income populations
- Created bilingual marketing materials to advertise and generate excitement

- Recruited and scheduled teacher volunteers to staff the Book Bus
- Checked out over 1,700 digitally catalogued books per summer

Battle of the Books

Gilbert Elementary

Coach

2014-2015

- Prepared third, fourth and fifth graders for district-wide Battle of the Books competition
- Engaged students in purposeful reading of a variety of genres
- Created original study materials for student preparation
- Guided students to create and self-assign organizational roles within team

University of Texas at Austin Research Project

Gilbert Elementary

Teacher research participant

2013-2015

- Assisted in Project Elite reading comprehension model as trained
- Implemented research-based routine to build vocabulary and comprehension
- Translated vocabulary to Spanish to connect with students' previous knowledge

ICLC MAESTRO Study Abroad Program

Alajuela, Costa Rica

Study abroad student

2010

- Pursued immersive Spanish program for continued language development
- Lived with host family for two week summer program
- Studied educator-specific Spanish in small group setting with international students
- Experienced Central American culture and climate

LEADERSHIP AND MENTORING EXPERIENCE

The Leader in Me Pilot Program

Gilbert Elementary

Lead facilitator

2014-2015

- Created and led pilot group of teachers and administrators in book study and discussion group
- Guided pilot teachers in scaffolded implementation of The Leader in Me principles in classrooms
- Showcased student leaders at school-wide events
- Organized district-funded attendance of The Leader in Me Symposium in San Antonio, TX

Girls on the Run

Gilbert Elementary

Head Coach

2011-2015

- Founded Baty and Gilbert campus chapters of Girls on the Run (GOTR) extra-curricular program
- Facilitated eight successful semester program "seasons"
- Recruited, hired and managed volunteer coaching staff
- Fundraised over \$3,600 in registration costs for Title-I participants
- Maintained most participants of any GOTR chapter in the Austin area
- Motivated twenty-five students per season to complete season-ending 5-K race events

New Teacher Mentor

Gilbert Elementary

Mentor

2014-2015

- Conducted monthly meetings with second-year teacher
- Observed instruction and provided feedback and suggestions
- Taught daily reflection and goal-setting habits

University of Texas at Austin Student Teaching Mentor

Baty and Gilbert Elementary Schools

Cooperating Teacher

2009-2013

- Mentored five University of Texas at Austin students during pre-student teaching and student teaching assignments
- Observed instruction and provided written and oral feedback

- Guided sessions of reflection after observations
- Assisted in goal-setting for future lessons
- Provided opportunities for hands-on practice in the classroom
- Collaborated in meetings between student teacher and university supervisors

AWARDS & GRANTS

Masters Program Scholarship

Tuition and books grant-funded for Title I elementary math teacher cohort

Texas State University

2010-2011

Teacher of the Year

Nominated by peers and selected by faculty/staff vote

Baty and Gilbert Elementary Schools

- Winner, 2010-2011
- Finalist 2009-2010
- Nominated 2011-2012, 2012-2013 and 2014-2015

COMMUNITY VOLUNTEER SERVICE

Back on My Feet

Nonresidential member

Austin, TX Chapter

2013- 2015

- Attended early morning runs to build community with members experiencing homelessness
- Cultivated and maintained authentic relationships with residential members
- Engaged particularly guarded members by bringing my dog to join the running team
- Challenged my own prejudices concerning individuals experiencing homelessness and overcoming addiction
- Arranged for Back on My Feet members to volunteer at Girls on the Run end-of-season 5-K Race

January 5, 2016

Dr. Chris Timmis
7714 Ann Arbor Street
Dexter, MI 48130

Dear Dr. Timmis,

Enclosed is a statement from my midwife verifying pregnancy and stating the approximate due date of birth.

I am requesting a FMLA Leave of Absence to commence on or about April 11th, 2016. I intend to use 45 days of my accumulated personal and sick days, plus 4 days of unpaid leave, which will establish the last teacher day of the 2015-2016 school year as terminating my FMLA leave of absence. It is my intention to return to my employment on July 1st, 2016 on an as-needed basis per my role on the Instructional Support Team. I will return to work full-time on the Instructional Support Team upon the start of the 2016-2017 school year.

May I please receive written notification from the Board of Education granting this leave.

Sincerely,

A handwritten signature in black ink, appearing to read 'Meredith B. Nickerson', with a long horizontal flourish at the end.

Meredith B. Nickerson

cc: Dexter Board of Education, Mollie Sharrar



Maternity Leave Request

Jessica Leonard <leonardj@dexterschools.org>

Tue, Jan 12, 2016 at 12:48 PM

To: Chris Timmis <timmisc@dexterschools.org>, Hope Vestergaard <vestergaardh@dexterschools.org>

Dear Dr. Timmis,

I am writing to request a maternity leave during March, April and part of May 2016. My due date is March 14th, 2016. I plan to continue to work close to my due date, but would like to leave the option open to take up to 10 sick days before my due date, if needed. As my due date approaches, I will be in close contact with Katie See and Mike Wagner regarding the exact date my leave will begin. At this time, I plan to return in the beginning of May.

Thank you for your consideration of my request.

Sincerely,

Jessica Leonard

cc: Katie See, Wylie Elementary Principal

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[Jessica Leonard](mailto:leonardj@dexterschools.org)
Special Education
Resource Room Teacher
Dexter Community Schools

Please note my new e-mail is: leonardj@dexterschools.org



William Moran <moranw@dexterschools.org>

Resignation

Daniela Bickel <bickeld@dexterschools.org>
To: William Moran <moranw@dexterschools.org>

Fri, Jan 15, 2016 at 1:02 PM

Dear Mr. Moran,

As per our conversation, I would like to officially tender my resignation from Dexter Community Schools today. I have accepted a school counselor position with Britton Deerfield Schools and their school board welcomed me as a new employee yesterday evening.

Although I am very excited to begin my career as a school counselor, I leave Dexter High School with a heavy heart and immense gratitude to you and the entire school district. I grew a lot as a teacher and a counseling intern over the last two and a half years.

It was a pleasure to work for you and the rest of the administration. I really appreciated your philosophy of putting students first and I intend to carry that mindset on in my new district. I will miss Dexter High School and its dedicated staff very much.

Thank you very much for the opportunities and the support you provided for me.

Sincerely,
Daniela Bickel



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|---|-----------------|----------------------|----------------|--------------|-----------------|-----------------|---------------|
| Function Code 11 - General Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| Function Code R100 - Local Sources - 100 Totals | 4,875,034.00 | 30,895.42 | 235,606.99 | .00 | 4,639,427.01 | 103,509.33 | 5% |
| Function Code R200 - Non-Education Sources - 200 | \$4,875,034.00 | \$30,895.42 | \$235,606.99 | \$0.00 | \$4,639,427.01 | \$103,509.33 | 5% |
| Function Code R200 - Non-Education Sources - 200 Totals | 3,564.00 | .00 | .00 | .00 | 3,564.00 | 477.55 | 0% |
| Function Code R300 - State Sources - 300 | \$3,564.00 | \$0.00 | \$0.00 | \$0.00 | \$3,564.00 | \$477.55 | 0% |
| Function Code R300 - State Sources - 300 Totals | 27,357,475.00 | 2,503,598.61 | 7,447,012.70 | .00 | 19,910,462.30 | 7,557,639.56 | 27% |
| Function Code R400 - Federal Sources - 400 | \$27,357,475.00 | \$2,503,598.61 | \$7,447,012.70 | \$0.00 | \$19,910,462.30 | \$7,557,639.56 | 27% |
| Function Code R400 - Federal Sources - 400 Totals | 868,055.00 | 56,889.13 | 56,888.13 | .00 | 811,166.87 | .00 | 7% |
| Function Code R500 - ISD / Other Sources - 500 | \$868,055.00 | \$56,889.13 | \$56,888.13 | \$0.00 | \$811,166.87 | \$0.00 | 7% |
| Function Code R500 - ISD / Other Sources - 500 Totals | 3,698,542.00 | 46,520.20 | 478,997.20 | .00 | 3,219,544.80 | 639,940.70 | 13% |
| Function Code R600 - In from other Funds - 600 | \$3,698,542.00 | \$46,520.20 | \$478,997.20 | \$0.00 | \$3,219,544.80 | \$639,940.70 | 13% |
| Function Code R600 - In from other Funds - 600 Totals | 250,770.00 | 98,288.24 | 98,288.24 | .00 | 152,481.76 | .00 | 39% |
| Function Code R600 - In from other Funds - 600 Totals | \$250,770.00 | \$98,288.24 | \$98,288.24 | \$0.00 | \$152,481.76 | \$0.00 | 39% |
| Account Type Expense | | | | | | | |
| Function Code 100 - Instruction | | | | | | | |
| Sub Function Code 110 - Basic Functions - 110 | 18,297,426.00 | 1,617,268.18 | 6,914,311.52 | 51,875.35 | 11,331,239.13 | 6,521,783.88 | 38% |
| Sub Function Code 120 - Added Needs - 120 | 3,655,127.00 | 378,311.33 | 1,292,104.76 | .00 | 2,363,022.24 | 1,243,841.53 | 35% |
| Function Code 100 - Instruction Totals | \$21,952,553.00 | \$1,995,579.51 | \$8,206,416.28 | \$51,875.35 | \$13,694,261.37 | \$7,765,625.41 | 37% |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 210 - Support Services-Pupil - 210 | 3,971,842.00 | 349,144.40 | 1,441,916.69 | 52,205.60 | 2,477,719.71 | 1,322,430.89 | 36% |
| Sub Function Code 220 - Support Services-Instructional - 220 | 1,924,716.00 | 173,078.83 | 861,152.40 | 44,767.34 | 1,018,796.26 | 1,103,255.36 | 45% |
| Sub Function Code 230 - Support Services-Administration - 230 | 720,626.00 | 43,215.95 | 346,207.30 | 996.77 | 373,421.93 | 376,051.02 | 46% |
| Sub Function Code 240 - Support Services-School Admin - 240 | 2,196,065.00 | 189,784.67 | 1,017,583.05 | (195.98) | 1,178,677.93 | 1,036,546.40 | 48% |
| Sub Function Code 250 - Support Services-Business - 250 | 720,365.00 | 82,958.19 | 337,386.66 | 36,239.46 | 346,738.88 | 315,255.31 | 47% |
| Sub Function Code 260 - Operations and Maintenance - 260 | 3,365,433.00 | 318,828.38 | 1,629,097.92 | 257,371.85 | 1,478,963.23 | 1,665,975.34 | 48% |
| Sub Function Code 270 - Pupil Transportation - 270 | 1,588,484.00 | 166,265.21 | 665,600.62 | 604.12 | 922,279.26 | 694,109.55 | 42% |
| Sub Function Code 280 - Support Services-Central - 280 | 200,287.00 | 7,166.28 | 57,672.16 | .00 | 142,614.84 | 59,842.06 | 29% |
| Function Code 200 - Supporting Services Totals | \$14,687,818.00 | \$1,330,441.91 | \$6,356,616.80 | \$391,989.16 | \$7,939,212.04 | \$6,573,465.93 | 43% |
| Function Code 300 - Community Services | | | | | | | |
| Sub Function Code 330 - Community Activities - 330 | .00 | 2,256.30 | 2,256.30 | .00 | (2,256.30) | .00 | +++ |
| Sub Function Code 350 - Care of Children - 350 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Sub Function Code 370 - Non Public School Pupils - 370 | 1,706.00 | .00 | .00 | .00 | 1,706.00 | .00 | 0 |
| Sub Function Code 390 - Other Community Services - 390 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Function Code 300 - Community Services Totals | \$1,706.00 | \$2,256.30 | \$2,256.30 | \$0.00 | (\$550.30) | \$0.00 | 132% |
| Function Code 400 - Government Agencies & Prior Period | | | | | | | |
| Sub Function Code 400 - Other Government Agencies - 400 | .00 | .00 | .00 | .00 | .00 | 53,173.17 | +++ |
| Function Code 400 - Government Agencies & Prior Period Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$53,173.17 | +++ |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 600 - Fund Modifications - 600 | 910,988.00 | 215,463.58 | 415,463.58 | .00 | 495,524.42 | 200,000.00 | 46% |
| Function Code 500-600 - Other Financing Uses Totals | \$910,988.00 | \$215,463.58 | \$415,463.58 | \$0.00 | \$495,524.42 | \$200,000.00 | 46% |



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|---|-----------------|----------------------|------------------|----------------|-----------------|------------------|---------------|
| Account Type Expense Totals | \$37,553,065.00 | \$3,543,741.30 | \$14,980,752.96 | \$443,864.51 | \$22,128,447.53 | \$14,592,264.51 | 40 % |
| Fund(COA) 11 - General Fund Totals | (\$499,625.00) | (\$807,549.70) | (\$6,663,959.70) | (\$443,864.51) | \$6,608,199.21 | (\$6,290,697.37) | 1,334 % |



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|--|----------------|----------------------|----------------|---------------|-----------------|-----------------|---------------|
| Fund(COA) 23 - Community Service Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 Totals | 2,044,687.00 | 163,448.47 | 1,147,639.67 | .00 | 897,047.33 | 1,140,657.70 | 56 % |
| Function Code R300 - State Sources - 300 | \$2,044,687.00 | \$163,448.47 | \$1,147,639.67 | \$0.00 | \$897,047.33 | \$1,140,657.70 | 56 % |
| Function Code R400 - Federal Sources - 400 | | | | | | | |
| Function Code R300 - State Sources - 300 Totals | 47,069.00 | .00 | .00 | .00 | 47,069.00 | .00 | 0 % |
| Function Code R400 - Federal Sources - 400 | \$47,069.00 | \$0.00 | \$0.00 | \$0.00 | \$47,069.00 | \$0.00 | 0 % |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| Function Code R400 - Federal Sources - 400 Totals | 125,000.00 | .00 | 22,179.42 | .00 | 102,820.58 | .00 | 18 % |
| Function Code R500 - ISD / Other Sources - 500 | \$125,000.00 | \$0.00 | \$22,179.42 | \$0.00 | \$102,820.58 | \$0.00 | 18 % |
| Function Code R600 - In from other Funds - 600 | | | | | | | |
| Function Code R500 - ISD / Other Sources - 500 Totals | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Function Code R600 - In from other Funds - 600 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ |
| Function Code R600 - In from other Funds - 600 Totals | | | | | | | |
| Function Code R600 - In from other Funds - 600 | 910,988.00 | 215,463.58 | 415,463.58 | .00 | 495,524.42 | 200,000.00 | 46 % |
| Function Code R600 - In from other Funds - 600 Totals | \$910,988.00 | \$215,463.58 | \$415,463.58 | \$0.00 | \$495,524.42 | \$200,000.00 | 46 % |
| Account Type Revenue | | | | | | | |
| Function Code 100 - Instruction Totals | \$3,127,744.00 | \$378,912.05 | \$1,585,282.67 | \$0.00 | \$1,542,461.33 | \$1,340,657.70 | 51 % |
| Account Type Expense | | | | | | | |
| Function Code 100 - Instruction Totals | 142,384.00 | 21,402.02 | 76,327.37 | .00 | 66,056.63 | 91,535.67 | 54 % |
| Sub Function Code 110 - Basic Functions - 110 | \$142,384.00 | \$21,402.02 | \$76,327.37 | \$0.00 | \$66,056.63 | \$91,535.67 | 54 % |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 220 - Support Services-Instructional - 220 | 6,764.00 | 120.46 | 722.76 | .00 | 6,041.24 | 155.40 | 11 |
| Sub Function Code 250 - Support Services-Business - 250 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Sub Function Code 260 - Operations and Maintenance - 260 | 203,262.00 | 16,048.27 | 69,308.54 | 9,085.84 | 124,867.62 | 93,179.12 | 34 |
| Sub Function Code 270 - Pupil Transportation - 270 | 75,000.00 | .00 | 26,150.57 | .00 | 48,849.43 | .00 | 35 |
| Sub Function Code 290 - Support Services-Other - 290 | 655,962.00 | 41,911.98 | 395,073.90 | 3,115.53 | 257,772.57 | 350,293.52 | 60 |
| Function Code 200 - Supporting Services Totals | \$940,988.00 | \$68,080.71 | \$491,255.77 | \$12,201.37 | \$437,530.86 | \$443,628.04 | 52 % |
| Function Code 300 - Community Services | | | | | | | |
| Sub Function Code 310 - Community Services Direction - 310 | 279,665.00 | 27,147.60 | 156,812.15 | 879.25 | 121,973.60 | 155,471.47 | 56 |
| Sub Function Code 320 - Community Recreation - 320 | 485,140.00 | 14,499.78 | 184,203.12 | (152.00) | 301,088.88 | 217,308.01 | 38 |
| Sub Function Code 350 - Care of Children - 350 | 1,052,722.00 | 97,092.57 | 584,306.80 | 449.00 | 467,966.20 | 436,547.63 | 56 |
| Sub Function Code 390 - Other Community Services - 390 | 126,675.00 | 41.25 | 22,330.56 | 1,157.14 | 103,187.30 | 544.60 | 18 |
| Function Code 300 - Community Services Totals | \$1,944,202.00 | \$138,781.20 | \$947,852.63 | \$2,333.39 | \$994,213.98 | \$809,871.71 | 49 % |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 600 - Fund Modifications - 600 | 100,170.00 | 42,826.31 | 42,826.31 | .00 | 57,343.69 | .00 | 43 |
| Function Code 500-600 - Other Financing Uses Totals | \$100,170.00 | \$42,826.31 | \$42,826.31 | \$0.00 | \$57,343.69 | \$0.00 | 43 % |
| Account Type Expense Totals | | | | | | | |
| Function Code 23 - Community Service Fund Totals | \$3,127,744.00 | \$261,090.24 | \$1,558,062.08 | \$14,534.76 | \$1,555,147.16 | \$1,345,035.42 | 50 % |
| Function Code 23 - Community Service Fund Totals | \$0.00 | \$117,821.81 | \$27,220.59 | (\$14,534.76) | (\$12,685.83) | (\$4,377.72) | +++ |



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|--|----------------|----------------------|---------------|----------------|-----------------|-----------------|---------------|
| Fund(COA) 25 - School Lunch Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | 1,210,570.00 | 90,318.43 | 567,318.32 | .00 | 643,251.68 | 718,134.93 | 47 % |
| Totals | \$1,210,570.00 | \$90,318.43 | \$567,318.32 | \$0.00 | \$643,251.68 | \$718,134.93 | 47 % |
| Account Type Expense | | | | | | | |
| Function Code R300 - State Sources - 300 | 56,130.00 | 4,800.39 | 14,401.17 | .00 | 41,728.83 | 14,408.78 | 26 % |
| Totals | \$56,130.00 | \$4,800.39 | \$14,401.17 | \$0.00 | \$41,728.83 | \$14,408.78 | 26 % |
| Account Type Revenue | | | | | | | |
| Function Code R400 - Federal Sources - 400 | 258,195.00 | 18,965.87 | 62,604.23 | .00 | 195,590.77 | 72,805.80 | 24 % |
| Totals | \$258,195.00 | \$18,965.87 | \$62,604.23 | \$0.00 | \$195,590.77 | \$72,805.80 | 24 % |
| Account Type Expense | | | | | | | |
| Function Code R500 - ISD / Other Sources - 500 | 144,000.00 | 33,351.72 | 34,454.23 | .00 | 109,545.77 | 42,257.71 | 24 % |
| Totals | \$144,000.00 | \$33,351.72 | \$34,454.23 | \$0.00 | \$109,545.77 | \$42,257.71 | 24 % |
| Account Type Revenue | | | | | | | |
| Function Code 200 - Supporting Services | 1,500,905.00 | 130,078.27 | 689,478.38 | 463,952.94 | 347,473.68 | 814,788.60 | 46 % |
| Totals | \$1,500,905.00 | \$130,078.27 | \$689,478.38 | \$463,952.94 | \$347,473.68 | \$814,788.60 | 46 % |
| Account Type Expense | | | | | | | |
| Function Code 500-600 - Other Financing Uses | 150,599.00 | 55,461.93 | 55,461.93 | .00 | 95,137.07 | .00 | 37 % |
| Totals | \$150,599.00 | \$55,461.93 | \$55,461.93 | \$0.00 | \$95,137.07 | \$0.00 | 37 % |
| Fund(COA) 25 - School Lunch Fund Totals | | | | | | | |
| Totals | \$12,303.00 | (\$38,103.79) | (\$71,947.42) | (\$463,952.94) | \$548,203.36 | \$30,047.94 | -585 % |



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|--|-----------------|----------------------|----------------|--------------|-----------------|-----------------|---------------|
| Fund(COA) 30 - Debt Retirement Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| Function Code R100 - Local Sources - 100 Totals | 10,220,746.00 | 5,395.33 | 9,394.17 | .00 | 10,211,351.83 | 34,402.54 | 0% |
| Function Code R500 - ISD / Other Sources - 500 | \$10,220,746.00 | \$5,395.33 | \$9,394.17 | \$0.00 | \$10,211,351.83 | \$34,402.54 | 0% |
| Function Code R500 - ISD / Other Sources - 500 Totals | 4,569,272.00 | .00 | 1,356,053.00 | .00 | 3,213,219.00 | 1,544,125.00 | 30% |
| Function Code R600 - In from other Funds - 600 | \$4,569,272.00 | \$0.00 | \$1,356,053.00 | \$0.00 | \$3,213,219.00 | \$1,544,125.00 | 30% |
| Function Code R600 - In from other Funds - 600 Totals | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Account Type Revenue Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 250 - Support Services-Business - 250 | \$14,790,018.00 | \$5,395.33 | \$1,365,447.17 | \$0.00 | \$13,424,570.83 | \$1,578,527.54 | 9% |
| Function Code 200 - Supporting Services Totals | \$1,000.00 | 961.35 | 1,924.71 | .00 | 49,075.29 | 20,082.68 | 4% |
| Function Code 200 - Supporting Services | \$51,000.00 | \$961.35 | \$1,924.71 | \$0.00 | \$49,075.29 | \$20,082.68 | 4% |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 500 - Debt Service - 500 | 15,205,233.00 | .00 | 1,782,616.38 | .00 | 13,422,616.62 | 1,975,841.38 | 12% |
| Function Code 500-600 - Other Financing Uses Totals | \$15,205,233.00 | \$0.00 | \$1,782,616.38 | \$0.00 | \$13,422,616.62 | \$1,975,841.38 | 12% |
| Function Code 500-600 - Other Financing Uses | \$15,256,233.00 | \$961.35 | \$1,784,541.09 | \$0.00 | \$13,471,691.91 | \$1,995,924.06 | 12% |
| Function Code 30 - Debt Retirement Fund Totals | (\$466,215.00) | \$4,433.98 | (\$419,093.92) | \$0.00 | (\$47,121.08) | (\$417,396.52) | 90% |



Board Monthly Financial Report

Fiscal Year to Date 12/31/15

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | Prior Year FYTD | % Rec'd/Spent |
|---|----------------|----------------------|------------------|----------------|-----------------|------------------|---------------|
| Function Code 48 - 2008 Capital Projects Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| Function Code R100 - Local Sources - 100 Totals | .00 | 381.72 | 1,295.49 | .00 | (1,295.49) | 479.72 | +++ |
| Function Code R500 - ISD / Other Sources - 500 | \$0.00 | \$381.72 | \$1,295.49 | \$0.00 | (\$1,295.49) | \$479.72 | +++ |
| Function Code R500 - ISD / Other Sources - 500 Totals | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Account Type Revenue | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ |
| Function Code 200 - Supporting Services | \$0.00 | \$381.72 | \$1,295.49 | \$0.00 | (\$1,295.49) | \$479.72 | +++ |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 250 - Support Services-Business - 250 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Sub Function Code 260 - Operations and Maintenance - 260 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Sub Function Code 270 - Pupil Transportation - 270 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Sub Function Code 280 - Support Services-Central - 280 | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Function Code 200 - Supporting Services Totals | .00 | .00 | (\$0.00) | .00 | 50.00 | 1,292,856.76 | +++ |
| Function Code 400 - Government Agencies & Prior Period | \$0.00 | \$0.00 | (\$50.00) | \$0.00 | \$50.00 | \$1,292,856.76 | +++ |
| Sub Function Code 400 - Government Agencies & Prior Period | .00 | .00 | 69,647.11 | 1,076.00 | (70,723.11) | 199,761.77 | +++ |
| Function Code 400 - Government Agencies & Prior Period Totals | \$0.00 | \$0.00 | \$69,647.11 | \$1,076.00 | (\$70,723.11) | \$199,761.77 | +++ |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 500-600 - Other Financing Uses | .00 | .00 | .00 | .00 | .00 | .00 | +++ |
| Account Type Expense | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ |
| Function Code 48 - 2008 Capital Projects Fund | \$0.00 | \$381.72 | \$69,597.11 | \$1,076.00 | (\$70,673.11) | \$1,492,618.53 | +++ |
| Function Code 48 - 2008 Capital Projects Fund Totals | \$0.00 | \$381.72 | (\$68,301.62) | (\$1,076.00) | \$69,377.62 | (\$1,492,138.81) | +++ |
| Grand Totals | (\$953,537.00) | (\$723,015.98) | (\$7,196,082.07) | (\$923,428.21) | \$7,165,973.28 | (\$8,174,562.48) | 755 % |

Schools of Choice For 2016-2017

Purpose: To approve schools of choice slots for 2016-2017 on the next board agenda.

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. Last year, the Board offered 20 slots for the high school International Baccalaureate Diploma Programme (5 in 9th grade, 5 in 10th grade, and 10 in 11th grade) plus a minimum of 16 slots for Kindergarten or Young 5's and a minimum of 1 student in each grade from 1-8.

This year, we enrolled 2 students in Young 5's, 6 in Kindergarten, 1 in 1st grade, 1 in 2nd grade, 2 in 3rd grade, 1 in 4th grade, 1 in 5th grade, 0 in 6th grade, 1 in 7th grade, 1 in 8th grade, 5 in 9th grade, 0 in 10th grade and 1 in 11th grade.

Currently, we know of the following students who have moved out of the district, but attend DCS: 5 in K, 2 in 1st, 2 in 2nd, 3 in 3rd, 1 in 8th, 1 in 10th, and 2 in 11th grades. We have also received interest from families with children in the following grades: 5 in K, 3 in 1st, 3 in 2nd, 1 in 3rd, 1 in 4th, 1 in 5th, 1 in 6th, 4 in 8th, 1 in 9th, 2 in 10th, 1 in 11th, and several who are interested in IB at DHS.

Based on current sections, class sizes, and historical enrollment trends the following is recommended for 2016-2017:

- Y5/Kindergarten = a minimum of 22 students
- 1st and 2nd grades = a minimum of 10 students each
- 3rd grade = a minimum of 5 students
- 4th – 8th grades = a minimum of 1 student each
- A total of 30 students for International Baccalaureate (10 in 9th grade, 10 in 10th grade, and 10 in 11th grade).

Recommendation: It is the recommendation of the Superintendent that the Dexter Community Schools Board of Education offer 30 slots for DHS IB Programme (10 in 9th grade, 10 in 10th grade, and 10 in 11th grade) plus a minimum of 22 students in Young 5s/Kindergarten, a minimum of 10 in 1st grade, a minimum of 10 in 2nd grade, a minimum of 5 in 3rd grade, and a minimum of 1 student each in grades 4 through 8.



Mill Creek Middle School
7305 Dexter Ann Arbor Rd
Dexter, Michigan 48130
734-424-4150
734-424-4159 fax

December 11, 2015

To: Jami Bronson
From: Andrew Damman
Re: Request for Uniform Proposal

The Dexter music programs have had a long history of excellence. Along with that excellence, many of the groups use uniforms to help support that excellence. Participating in many public events throughout the year, the Dexter Mill Creek Bands use uniforms to represent themselves in a formal and professional manner, along with representing the Dexter Community Schools.

The current 7th grade band uniforms were purchased in 1994 and are due for a complete replacement. Being about 22 years old, these uniforms have become stretched out, sag off the students, and look very baggy which can make it uncomfortable and difficult for students to perform. These uniforms are also made of wool, making the students incredibly hot during performances.

The current 8th grade band uniforms are in great condition. They were purchased the same year of 1994 and are still holding up very well. They are made of polyester and are breathable and comfortable for the students. However, due to the size of the band growing in the past couple of years, we have run out of sizes to fit the students and will need some additional blazer uniforms. We would also need garment bags to hold these blazers like the current uniforms.

I am requesting a proposal to help fund brand new uniforms for the 7th grade band and fund some additional 8th grade uniforms:

Approximately 170 - 7th grade vest uniforms with an estimated cost of \$5,100
Approximately 25 - 8th grade blazer uniforms with an estimated cost of \$1,500
Approximately 25 - 8th grade garment bags with an estimated cost of \$275

These estimates come from the vendor company Orefice LTD in Walker, MI. It would be my recommendation to suggest Orefice LTD as the main bid for these uniforms, because the current 8th grade uniforms came from that company and are still in great condition after 22 years. I have also heard great things about this company from the high school bands and surrounding school districts. I should also note the high school had to send in over 100 uniform pieces back to DeMoulin, the vendor for the marching uniforms, for repairs after only one year, where as Orefice materials have lasted over 2 decades.

We appreciate the consideration for helping support the Mill Creek Bands. It is my hope that with the continued care and design of new uniforms, they will last an additional 25-30 years.

Andrew Damman
Director of Bands
Dexter Mill Creek Middle School



7305 Dexter Ann Arbor Rd
 Dexter, Michigan 48130
 734-424-4150
 734-424-4159 fax

| 7th Grade Band – Concert Band Uniform Specifications | |
|--|---|
| Description: | Formal, vest uniform |
| Primary Color: | Maroon |
| Vest Specifications: | Formal constructed vest made of 100% polyester fabric. No collar. Lined with black satin. Mill Creek Band Dexter patch placed on left chest of the vest. 2 gold metal lyre/harp buttons. Quantity: 170 various sizes |
| Accessories: | Patch: Gold trim, white inset with black lettering 'Mill Creek Band' on top, 'Dexter' on bottom. Maroon inset with Gold lyre/harp. Buttons: 2 gold metal lyre/harp buttons |
| Estimated amount @ 170 uniforms | Orefice - \$5,100 |

| 8th Grade Band – Concert Band Uniform Specifications | |
|--|--|
| Description: | Formal, blazer coat uniform |
| Primary Color: | Maroon |
| Blazer Specification: | Formal, fully constructed blazer coat made of 100% polyester fabric. Shawl lapel. Lined with black satin with inner pocket on left side. Mill Creek Band Dexter patch placed on left chest of blazer. 1 gold metal lyre/harp button. Quantity: 55 various sizes |
| Accessories: | Patch: Gold trim, white inset with black lettering 'Mill Creek Band' on top, 'Dexter' on bottom. Maroon inset with Gold lyre/harp. Buttons: 1 gold metal lyre/harp buttons |
| Estimated amount @ 25 garment bags | Orefice - \$275 |
| Estimated amount @ 25 uniforms | Orefice - \$1,500 |



7305 Dexter Ann Arbor Rd
 Dexter, Michigan 48130
 734-424-4150
 734-424-4159 fax

| 7th Grade Band – Concert Band Uniform Specifications | |
|--|---|
| Description: | Formal, vest uniform |
| Primary Color: | Maroon |
| Vest Specifications: | Formal constructed vest made of 100% polyester fabric. No collar. Lined with black satin. Mill Creek Band Dexter patch placed on left chest of the vest. 2 gold metal lyre/harp buttons. Quantity: 170 various sizes |
| Accessories: | Patch: Gold trim, white inset with black lettering 'Mill Creek Band' on top, 'Dexter' on bottom. Maroon inset with Gold lyre/harp. |
| | Buttons: 2 gold metal lyre/harp buttons |
| Estimated amount @ 170 uniforms | Oreifice - \$5,100 |

| 8th Grade Band – Concert Band Uniform Specifications | |
|--|--|
| Description: | Formal, blazer coat uniform |
| Primary Color: | Maroon |
| Blazer Specification: | Formal, fully constructed blazer coat made of 100% polyester fabric. Shawl lapel. Lined with black satin with inner pocket on left side. Mill Creek Band Dexter patch placed on left chest of blazer. 1 gold metal lyre/harp button. Quantity: 55 various sizes |
| Accessories: | Patch: Gold trim, white inset with black lettering 'Mill Creek Band' on top, 'Dexter' on bottom. Maroon inset with Gold lyre/harp. |
| | Buttons: 1 gold metal lyre/harp buttons |
| Estimated amount @ 25 garment bags | Oreifice - \$275 |
| Estimated amount @ 25 uniforms | Oreifice - \$1,500 |

Course Proposal for:

IB Business and Management SL

1 year

11-12 grades

Business and Management is a rigorous class that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices, and skills. The core topics of study include Business Organization and Environment; Human Resources; Accounts and Finance, Marketing; and Operations Management. The course is designed as an Individuals and Society (group 3) IB course, but because a certified Math teacher will be teaching the course, the IB will allow math credit to be granted for this course as a senior level, non-IB math option for the MMC.

Form A2
New Course Proposal

Course Title: Business Management SL

Department: Social Studies or Math

Duration: 1 year

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we don't offer any business classes, even though a large number of our students want to go into business as a career. This class will lay the foundation for a career in business. It also offers IB Diploma students the opportunity to double up on their Group 3 requirement giving them a single year SL course to complete during junior year. Because we have a six period day, it is impossible for students studying for the full IB Diploma to take all of their IB requirements over two years, we need options for students to fulfill their single year course.

2. What are the "big ideas" or "core concepts" that will be covered in the course? Consider Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

The syllabus includes 6 compulsory topics: change, culture, ethics, globalization, innovation and strategy. I have included a syllabus outline below:

Topic 1: Business organization and environment

- . 1.1 Nature of business activity
- . 1.2 Types of organization
- . 1.3 Organizational objectives
- . 1.4 Stakeholders
- . 1.5 External environment
- . 1.6 Organizational planning tools
- . 1.7 Growth and evolution
- . 1.8 Change and the management of change
- . 1.9 Globalization

Topic 2: Human resources

- . 2.1 Human resource planning
- . 2.2 Organizational structure
- . 2.3 Communication
- . 2.4 Leadership and management
- . 2.5 Motivation
- . 2.6 Organizational and corporate cultures
- . 2.7 Employer and employee relations
- . 2.8 Crisis management and contingency planning

Topic 3: Accounts and finance

- . 3.1 Sources of finance
- . 3.2 Investment appraisal
- . 3.3 Working capital

- . 3.4 Budgeting
- . 3.5 Final accounts
- . 3.6 Ratio analysis

Topic 4: Marketing

- . 4.1 The role of marketing
- . 4.2 Marketing planning
- . 4.3 Product
- . 4.4 Price
- . 4.5 Promotion
- . 4.6 Place (distribution)
- . 4.7 International marketing
- . 4.8 E-commerce

Topic 5: Operations management

- . 5.1 Production methods
- . 5.2 Costs and revenues
- . 5.3 Break-even analysis
- . 5.4 Quality assurance
- . 5.5 Location
- . 5.6 Innovation
- . 5.7 Production planning
- . 5.8 Project management

3. How will technology be integrated into the course (consider NETS/METS standards)? Technology will be used to run simulations, interpret data, and making business plans and presentations. Students will use technology on a regular basis during the course of this class.

4. How will career or “real world” experiences be integrated into the course? According to the Work Keys section of the MEAP, a large number of our students

want to study business. This course will not only give them the necessary background to explore the various aspects of business, but it will also help students apply the information they learn in economics classes as a possible career for the future.

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

All classwork will help students reach the outcomes of the summative assessments. The summative assessments include Paper 1 where students answer two of three structured questions, and one compulsory question including evaluative skills, Paper 2 where students answer one of two structured questions based on stimulus material with a quantitative element and answer two of three structured questions based on different stimulus material, and a Written Commentary based on three to five supporting documents about a real issue or problem facing a particular organization (1,500 words). I am attaching an Assessment at a Glance document below:

| | External assessment | | Internal assessment |
|------------------------------|--|---|--|
| | Paper 1 | Paper 2 | |
| Syllabus content | All five topics | All five topics | Any topic from the HL/SL core syllabus |
| Assessment objectives | 1–6 | 1–6 | 1–6 |
| Method | <p>Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Section A and section B are common to both HL and SL students. SL students do not have a section C.</p> | <p>SL Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks)</p> <p>SL Section B Students answer two of three structured questions based on stimulus material. (40 marks)</p> | <p>Written commentary Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25 marks)</p> |
| Total marks | 50 marks | 60 marks | 25 marks |
| Component time | 1¼ hours | 1¾ hours | 15 hours |
| Weighting | 35% | 40% | 25% |

6. Resources needed and costs (Attach Form A3)

I have added the A3 form below.

7. Scope and Sequence. Here is the scope and sequence of the year long course.

| Objective | Course component | Assessment tool |
|---|--|--|
| 1. Demonstrate knowledge and understanding of business terminology, concepts, principles and theories | <ul style="list-style-type: none"> External assessment Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion B SL—emphasized in criterion B |
| 2. Make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions | <ul style="list-style-type: none"> External assessment Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section C (HL) Paper 2 (HL and SL): both sections—emphasized in section A <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion D SL—emphasized in criteria B and D |
| 3. Analyse and evaluate business decisions using a variety of sources | <ul style="list-style-type: none"> External assessment Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section B Paper 2 (HL and SL): both sections—emphasized in section B <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion C SL—emphasized in criterion C |
| 4. Evaluate business strategies and/or practices showing evidence of critical thinking | <ul style="list-style-type: none"> External assessment Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section C (HL) Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion C SL—emphasized in criterion E |

| | | |
|---|--|--|
| 5. Apply skills and knowledge learned in the subject to hypothetical and real business situations | <ul style="list-style-type: none"> · External assessment · Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> · Paper 1 (HL and SL): all sections · Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criteria A and B · SL—emphasized in criteria A and B |
| 6. Communicate business ideas and information effectively and accurately using appropriate formats and tools | <ul style="list-style-type: none"> · External assessment · Internal assessment | <p>External assessment</p> <p>Paper 1 (HL and SL): all sections</p> <p>Paper 2 (HL and SL): both sections</p> <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criterion E · SL—emphasized in criterion F |
| <p>In addition, students at HL will be expected to:</p> <p>7. synthesize knowledge in order to develop a framework for business decision-making</p> | <ul style="list-style-type: none"> · External assessment · Internal assessment | <p>External assessment</p> <ul style="list-style-type: none"> · Paper 1 (HL): section C <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criterion C |

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students interested in Business and Management, as well as IB diploma students who need to have a single year Group 3 course to fulfill the requirements of the IB diploma. Additionally, some students interested in studying business may choose to take this class in combination with Business Math or as a senior level math class.

Describe the teaching resource(s) being considered:

Business Management for the IB Diploma Coursebook 2nd Edition \$56.70 per book

- **Series:** IB Diploma
- **Paperback:** 597 pages

- **Publisher:** Cambridge University Press; 2 edition (May 27, 2015)
- **Language:** English
- **ISBN-10:** 1107464374
- **ISBN-13:** 978-1107464377

Designed for class use, this Coursebook is tailored to the thematic requirements and assessment objectives of the IB syllabus. It includes learning objectives and summaries; integrated Theory of Knowledge material; text in clear sections, following the IB syllabus structure and content specifications; exam-style practice questions and a chapter on assessment and exam techniques. It is written by two practicing Business and Management teachers, Peter Stimpson and Alex Smith.

Connection to specific goals within the strategic plan: This coursebook will allow students to be inspired and to follow their interests as they explore the business world.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests and curricular offerings. The data from our EXPLORE, PLAN and ACT shows that 15% of our students hope for a career in Business and we don't offer any courses for those students. This course will allow those students to get a taste of the field of Business before they get to college.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks? The book follows the course specifically, meeting all the core information for the class. The overarching goal of the Common Core standards is to better prepare students for the demands of college and careers in our global economy. The Common Core State Standards focus on two key areas: English language arts and mathematics. The English language arts standards for reading, writing, speaking and listening, and language are also translated to literacy standards in history and social studies, science, and technical subjects. The expectation is that students will develop literacy skills specific to these subject areas in addition to what they learn in their English language arts classes. This coursebook links the concepts of the Common Core with the IB curriculum.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? Students will learn by doing, reading, experimenting and inquiry. Additionally, since IB is a global educational experience, the book is written in clear and specific English, so non-English speakers can understand that concepts, allowing for all students to have the opportunity to take the class and use the materials.

2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.

Also, the book offers practice assessments and case studies.

3. Does the material support cultural diversity and gender equity? Yes. IB is a global educational experience, thus the examples in the book are not centered on American companies and/or case studies.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers.

5. What Teacher aids are provided? The training for this course will happen this coming summer and the Online Curriculum Center of the IB offers many resources to accompany the book and the teaching of the course.

6. Describe what other alternatives were considered and why were they are not being proposed: The only books we considered were the Cambridge University Press books, which were older editions of the same book. We need to have IB approved materials for the IB class to ensure our student success.

7. For text based resources:

Title of Text: Business Management for the IB Diploma Coursebook

Publisher: Cambridge University Press

Address:

Copyright Date: May 27, 2015

ISBN: 978-1107464377

- a. Is the reading level appropriate for the users? Yes
- b. Does it provide students with resources for understanding the content and how to use the text? Table of Contents, Glossary, Index, Guideline Charts, Highlights for Chapter, Summaries, Vocabulary Lists, Chapter Reviews, Graphs, Diagrams, Concept Maps, Tables, etc. ? Yes
- c. Does it provide and promote uses of technology? Links to websites? Yes

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs \$1,701.00 for books

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: **Reviewed 1/12/16. No additional comments.**

Course Proposal for:

IB Theater SL

1 year

11-12 grades

IB Theater encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Form A2 New Course Proposal

Course Title: IB Theater

Department: English/Drama

Duration: 1 year for SL

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we offer only one Group 6 or Arts course for our IB Diploma students, and based on their schedules, we are unable to adequately fit them into a single class period. Also, this class will appeal to the large contingency of drama students that we have at the high school. This course will be very popular, because besides a couple of sections of Speech, students who like to perform really don't have any outlet during the school day. According to our EXPLORE, PLAN and ACT data, 22% of our students report that they want to pursue a career in the performing arts. This will give those students an opportunity to find out if this is a good career choice for them.

2. What are the "big ideas" or "core concepts" that will be covered in the course? Consider Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

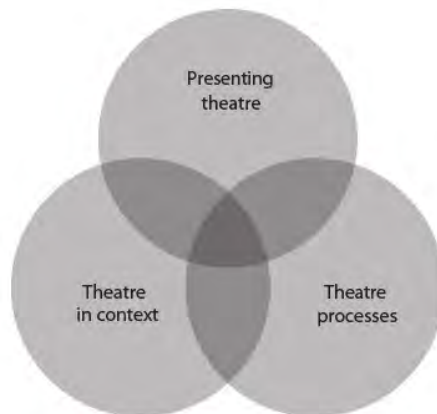
There are 3 core areas that the course focuses on: Theater Processes, Theater in Context, and Presenting Theater. Students will examine these three areas through the following roles: creator, designer, director, and performer. I have included the syllabus below:

Core areas

The theatre syllabus at SL consists of three equal, interrelated areas which have been designed to fully interlink with the assessment tasks, must be central to the planning and designing of the taught programme developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- creator
- designer
- director
- performer.



Theatre in context

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will:

- understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study

- experience practically and critically appreciate the theoretical contexts that inform different world theatre practices
- be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

Theatre processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers. Through the theatre processes area, students will:

- be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- observe and reflect on processes used in different theatre traditions and performance practices
- develop a range of skills required to make and participate in theatre.

Presenting theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience. Through the presenting theatre area, students will:

- apply their practical theatre skills, either individually or collaboratively, through a range of formats
- present their ideas about theatre and take part in theatre performances
- understand and appreciate how artistic choices can impact on an audience.

A sample Course Map is below:

| World theatre tradition | Performance convention | Moments of theatre | Essential production elements |
|------------------------------------|--------------------------------------|---|--|
| Kathakali | Mudras | A moment from the Ramayana | <ul style="list-style-type: none"> • Chutti mock-up • Stage space taped out |
| Comedy and tragedy, Ancient Greece | Gesture of the chorus | A sequence set to a piece of music by Jan Gabarek (b.1947) | <ul style="list-style-type: none"> • Performance space defined using stage platforms or blocks • Music |
| Wayang golek puppetry | Wayang golek puppeteer | A moment from Little Red Riding Hood | <ul style="list-style-type: none"> • Simple puppet |
| Commedia dell'Arte | Arlechino's physical acrobatic moves | A moment from the dinner scene in <i>Servant of Two Masters</i> | <ul style="list-style-type: none"> • Mock-up of half masks • Plates |

| | | | | |
|-----------|--|---|---|--|
| SL and HL | <i>Working with play texts</i> | Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators. | Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action. | Students direct at least one scene or section from one published play text which is presented to others. |
| SL and HL | <i>Examining world theatre traditions</i> | Students research and examine the various contexts of at least one world theatre tradition. | Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre. | Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition. |
| SL and HL | <i>Collaboratively creating original theatre</i> | Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches. | Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre. | Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others. |

The theatre journal

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. This is the students' own record of their two years of study and should be used to record:

- challenges and achievements
- creative ideas
- critical analysis and experience of live theatre productions as a spectator
- detailed evaluations
- experiences as a creator, designer, director and performer
- feedback

- reflections
- research
- responses to work seen
- responses to diverse stimuli
- skills acquisition and development.

Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences, rather than being simply a record of triumphs or an exhaustive chronicle of everything the student experiences in theatre. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course, developing the student's ability to record research, process and reflection, skills that are required in all assessment tasks.

3. How will technology be integrated into the course (consider NETS/METS standards)?

Students will use technology in a variety of ways including the filming and editing of some of the performances, researching, designing, and collaboration. Additionally they will keep their theater journals digitally. Additionally video extracts, handouts, images, props, photographs and so on will be used. And there will be a video recording of their final presentations sent to the IB for assessment.

4. How will career or "real world" experiences be integrated into the course? This class is based on how to analyze and perform. Students who like to act will get real world experience in understanding motivation of characters, have ideas about how to block and move the characters, and how to enjoy a performance from an intellectual point of view. Certainly they will see all kinds of performances as they live and grow in the world, and this course will help them be good audience members. When they create their own plays they will look at the world and find ways to examine how to tell the stories of their characters and still stay true to their messages.

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

There are both internal and external summative assessments which include: External Assessment 1 is a Director's notebook, External Assessment 2 is a Research presentation, and the Internal Assessment is a collaborative project where students create and present an original piece of theater lasting 13-15 minutes for a and to a specified target audience. I've attached the assessment

standards below:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a. Describe the relationship between theatre and its contexts
- b. Identify appropriate and valuable information from research for different specialist theatre roles (creator; designer; director; performer)
- c. Present ideas, discoveries and learning, gained through research and practical exploration to others

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Explain the relationship and significance of the integration of production, performance and research elements
- b. Explore and demonstrate different ways through which ideas can be presented and transformed into action
- c. Explain what has informed, influenced and had impact on their work

Assessment objective 3: demonstrate synthesis and evaluation

- a. Evaluate their work and the work of others
- b. Discuss and justify choices
- c. Examine the impact their work has had on others

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)
- b. Demonstrate organization of material including use and attribution of sources
- c. Demonstrate the ability to select, edit and present work appropriately

Additionally, the specifics for the assessments are below:

| Assessment tasks | SL | HL |
|--|-----|-----|
| External assessment | | |
| <p>Task 1: Solo theatre piece (HL only)</p> <ul style="list-style-type: none"> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. | N/A | 35% |
| <p>Task 2: Director’s notebook (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. | 35% | 20% |
| <p>Task 3: Research presentation (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. | 30% | 20% |
| Internal assessment | | |
| <p>Task 4: Collaborative project (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. | 35% | 25% |

Linking the theatre core syllabus areas to the assessment tasks

| AS PART OF THE CORE SYLLABUS, STUDENTS WILL BE EXPECTED TO: (from the perspectives of creator, designer, director, performer and spectator) | | FOR THE ASSESSMENT TASKS, STUDENTS WILL BE EXPECTED TO: (in the specialist theatre roles of creator, designer, director, performer) | |
|--|--|--|-----------------------|
| THEATRE IN CONTEXT | THEATRE PROCESSES | PRESENTING THEATRE | External/ Internal |
| HL only <i>Creating theatre based on theatre theory</i> | At HL, students research and examine the various contexts of at least one theatre theorist. At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory. | At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored. | External/ Internal |
| SL and HL <i>Working with play texts</i> | Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators. Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action. | Students direct at least one scene or section from one published play text which is presented to others. Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition. | SL HL |
| SL and HL <i>Examining world theatre traditions</i> | Students research and examine the various contexts of at least one world theatre tradition. Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre. | Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition. | SL HL |
| | | | 35% |
| | | | 20% |
| | | | 30% |
| | | | 20% |

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students who like drama as well as IB diploma students looking for a second option for their group 6 course of study will take this class. We have a large number of students who are in our drama programs, and we don't really have any classes for them to explore their talents in drama.

Describe the teaching resource(s) being considered: We currently own two different class sets of Theater books, and we have plenty of books of plays and scripts for the course to use—this class will NOT need books. According to the IB requirements students can use any relevant and appropriate supplementary materials that will enhance the presentation of their research into performance and demonstrate the process of their explorations, so a specific book is not required.

Connection to specific goals within the strategic plan: to offer our students the courses necessary to meet their interests and the educational foundation for their academic future. 22% of our students report that they want to pursue a career in the performing arts, so this class meets their interests and gives them the necessary foundation to continue the study of drama and theater in college.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests and the courses we offer.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks? Common Core encourages analysis and understanding of a variety of texts, including plays. Also, plenty of research shows that students who participate in the arts do better in school overall. Additionally the course meets the Speaking and Listening standards 1-6 of the Common Core.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? Studying theatre allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues including personal, political and spiritual values of others, particularly in relation to race, gender or religious beliefs.
2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.
3. Does the material support cultural diversity and gender equity? Yes.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness

5. What Teacher aids are provided? The training for this course will happen this coming summer.

6. Describe what other alternatives were considered and why were they are not being proposed: None

7. For text based resources: We don't need to buy anything.

- a. Is the reading level appropriate for the users?
- b. Does it provide students with resources for understanding the content and how to use the text?
- c. Does it provide and promote uses of technology? Links to websites?

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs:

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: reviewed 1-12-16; no further comments

Course Proposal for:

IB Sports, Exercise and Health Science SL

1 year only

11-12 grades

This class gives students the opportunity to be a sport and exercise scientist, who would be able to design exercise, training and health care for an athlete, after careful consideration of the physiological, biomechanical and psychological demands of the activity. This course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.

Form A2

New Course Proposal

Course Title: Sports, Exercise and Health Science SL

Department: Physical Education and Health Science

Duration: 1 year for SL

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we don't offer an IB Science class that can actually be accomplished in one school year. The students who try to take Biology, Chemistry or Physics in one year suffer because of the difficulty in getting in the hours of instruction and the hours of experiment time. It is both a burden to students and teachers. This course offers students who would like to explore a career in the medical field an opportunity to gain information and experience in their chosen field.

2. What are the "big ideas" or "core concepts" that will be covered in the course?
Consider

Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

There are 6 compulsory topics: Anatomy, Exercise physiology, energy systems, movement analysis, skill in sport, measurement and evaluation of human performance. There are also 4 options that the instructor would choose from: Optimizing physiological performance, psychology of sport, physical activity and

health, nutrition for sport, exercise and health.

| Syllabus component | Teaching hours |
|---|-------------------------------|
| Core There are six compulsory topics in the core. | 80 |
| Topic 1: Anatomy 1.1 The skeletal system 1.2 The muscular system | 7 4 3 |
| Topic 2: Exercise physiology 2.1 Structure and function of the ventilatory system 2.2 Structure and function of the cardiovascular system | 17 5 12 |
| Topic 3: Energy systems 3.1 Nutrition 3.2 Carbohydrate and fat metabolism 3.3 Nutrition and energy systems | 13 4 2 7 |
| Topic 4: Movement analysis 4.1 Neuromuscular function 4.2 Joint and movement type 4.3 Fundamentals of biomechanics | 15 4 3 8 |
| Topic 5: Skill in sport 5.1 The characteristic and classification of skill 5.2 Information processing 5.3 Principles of skill learning | 15 4 6 5 |
| Topic 6: Measurement and evaluation of human performance 6.1 Statistical analysis 6.2 Study design 6.3 Components of fitness 6.4 Principles of training programme design | 13 2 4 4 3 |

Topic 1: Anatomy (7 hours)

- 1.1 The skeletal system
- 1.2 The muscular system

Topic 2: Exercise physiology (17 hours)

- 2.1 Structure and function of the ventilator system
- 2.2 Structure and function of the cardiovascular system

Topic 3: Energy systems (13 hours)

3.1 Nutrition

3.2 Carbohydrate and fat metabolism

3.3 Nutrition and energy systems

Topic 4: Movement analysis (15 hours)

4.1 Neuromuscular function

4.2 Joint and movement type

4.3 Fundamentals of biomechanics

Topic 5: Skill in sport (15 hours)

5.1 The characteristics and classification of skill

5.2 Information processing

5.3 Principles of skill learning

Topic 6: Measurement and evaluation of human performance (13 hours)

6.1 Statistical analysis

6.2 Study design

6.3 Components of fitness

6.4 Principles of training program design

Option A: Optimizing physiological performance (15 hours)

A.1 Training

A.2 Environmental factors and physical performance

A.3 Non-nutritional ergogenic aids

Option B: Psychology of sport (15 hours)

B.1 Individual differences

B.2 Motivation

B.3 Mental preparation for sport

B.4 Psychological skills training

Option C: Physical activity and health (15 hours)

C.1 Hypokinetic disease

C.2 Cardiovascular disease

C.3 Physical activity and obesity

C.4 Physical activity and type 2 diabetes

C.5 Physical activity and bone health

C.6 Prescription of exercise for health

C.7 Exercise and psychological well-being

Option D: Nutrition for sport, exercise and health (15 hours)

D.1 Digestion and absorption

D.2 Water and electrolyte balance

D.3 Energy balance and body composition

D.4 Nutritional strategies

| Syllabus component | Teaching hours |
|--|----------------|
| Options There are four options. Students are required to study any two options. | 30 |
| Option A: Optimizing physiological performance | 15 |
| A.1 Training | 5 |
| A.2 Environmental factors and physical performance | 6 |
| A.3 Non-nutritional ergogenic aids | 4 |
| Option B: Psychology of sport | 15 |
| B.1 Individual differences | 5 |
| B.2 Motivation | 3 |
| B.3 Mental preparation for sport | 4 |
| B.4 Psychological skills training | 3 |
| Option C: Physical activity and health | 15 |
| C.1 Hypokinetic disease | 1.5 |
| C.2 Cardiovascular disease | 3 |
| C.3 Physical activity and obesity | 2 |
| C.4 Physical activity and type 2 diabetes | 2 |
| C.5 Physical activity and bone health | 2.5 |
| C.6 Prescription of exercise for health | 1.5 |
| C.7 Exercise and psychological well-being | 2.5 |
| Option D: Nutrition for sport, exercise and health | 15 |
| D.1 Digestion and absorption | 3 |
| D.2 Water and electrolyte balance | 4 |
| D.3 Energy balance and body composition | 2 |
| D.4 Nutritional strategies | 6 |
| Internal assessment | 40 |
| Total teaching hours | 150 |

3. How will technology be integrated into the course (consider NETS/METS standards)?

Just like with any other health and fitness class, students will be using technology. Additionally, students must do investigations where they will use computers for simulations, data collection, data analysis and presentation of that data in forms for a presentation. The practical work, ICT and the learner profile taken together form the basis for pedagogy recommended for the course. Using technology for practical hands-on activities in the laboratory and the field is the dominant delivery method and process for teaching and learning.

4. How will career or “real world” experiences be integrated into the course? This class relates directly to a career in medicine. When looking at our EXPLORE, PLAN and ACT, we see that 27% of our students want to go into health services when they graduate and this course will not only help them decide if that is an appropriate career choice for them but it will also give them a chance to take a course directly related to their interests. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

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

Assessments are described completely on the attached forms. There are both internal and external summative assessments which include: Paper 1 which is a 30 question multiple choice test on the core of the syllabus, Paper 2 is where students answer a data based question and several short answer questions on the core AND answer one extended response question on the core from a choice of 3 options, Paper 3 is several short answer questions based on the options the teacher chooses. Additionally students have Practical Work which is submitted to the IB, that includes 30 hours of student investigations, AND the Group 4 interdisciplinary project (10hours). All class work leading up to the summative assessments will be formative.

| Component | Overall weighting (%) | Approximate weighting of objectives (%) | | Duration | Format and syllabus coverage |
|----------------|-----------------------|---|----|-------------------|--|
| | | 1+2 | 3 | | |
| Paper 1 | 20 | 20 | 0 | 45 minutes | 30 multiple-choice questions on the core syllabus |
| Paper 2 | 32 | 16 | 16 | 1 hour 15 minutes | Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three) |
| Paper 3 | 24 | 12 | 12 | 1 hour | Several short-answer questions (all compulsory) in each of the two options studied |

| | |
|---|------------|
| <p>Internal assessment/Practical work (40 hours) (48 marks)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Investigations (30 hours) A mixture of short- and long-term investigations (42 marks)</p> <p>Group 4 project (10 hours) Interdisciplinary project. Assessed for personal skills (PS) only. (6 marks)</p> | 24% |
|---|------------|

| Assessment component | Weighting |
|--|---|
| <p>External assessment (3 hours)</p> <p>Paper 1 (45 minutes) Syllabus content: Core Assessment objectives 1 and 2 30 multiple-choice questions on the core syllabus. (30 marks)</p> <p>Paper 2 (1 hour 15 minutes) Syllabus content: Core Assessment objectives 1–3 Section A: Students answer one data-based question and several short-answer questions on the core (all compulsory). (30 marks) Section B: Students answer one extended-response question on the core (from a choice of three). (20 marks) (50 marks)</p> <p>Paper 3 (1 hour) Syllabus content: Options Assessment objectives 1–3 Several short-answer questions (all compulsory) in each of the two options studied. (40 marks)</p> | <p>76%</p> <p>20%</p> <p>32%</p> <p>24%</p> |

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students interested in the health services. Consortium students, students who want to go into physical therapy, or medicine. IB Diploma students who are looking for an SL one year science class that will allow them to double up on HL classes in the social studies area, or the English or Arts areas.

Describe the teaching resource(s) being considered: We will need dynamometers, respiratory belts, stop watches, data logging software on the computer, and a book called IB Diploma Sports, Exercise and Health

Cost \$54.88

- **Paperback:** 368 pages
- **Publisher:** Oxford University Press (2012)
- **Language:** English
- **ASIN:** B00BNY2VRC

Connection to specific goals within the strategic plan: to offer our students the courses necessary to meet their interests and the educational foundation for their academic future.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other

standards and benchmarks? The book follows the course specifically, meeting all the core information. It will also meet the MMC requirements for Health.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the

students, and differentiated instruction? Students will learn by doing, reading, experimenting and inquiry.

2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.

3. Does the material support cultural diversity and gender equity? Yes.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers. There is no one scientific method, in the strict Popperian sense, of gaining knowledge, of finding explanations for the behaviour of the natural world. Science works through a variety of approaches to produce these explanations, but they all rely on data from observations and experiments and have a common underpinning rigour, whether using inductive or deductive reasoning. The explanation may be in the form of a theory, sometimes requiring a model that contains elements not directly observable. Producing these theories often requires an imaginative, creative leap. Where such a predictive theoretical model is not possible, the explanation may consist of identifying a correlation between a factor and an outcome. This correlation may then give rise to a causal mechanism that can be experimentally tested, leading to an improved explanation. All these explanations require an understanding of the limitations of data, and the extent and limitations of our knowledge. Science requires freedom of thought and open-mindedness, and an essential part of the process of science is the way the international scientific community subjects the findings of scientists

to intense critical scrutiny through the repetition of experiments and the peer review of results in scientific journals and at conferences. The syllabus details sections in the group 4 guides give references in teacher's notes to appropriate topics where these aspects of the scientific way of knowing can be addressed.

5. What Teacher aids are provided? The training for this course will happen this summer.

6. Describe what other alternatives were considered and why were they are not being proposed: None

7. For text based resources:

Title of Text: IB Diploma Sports, Exercise and Health: Course Book

Publisher: Oxford Press

Copyright Date: Nov. 8, 2012

ISBN: 978-0199129690

- a. Is the reading level appropriate for the users? Yes
- b. Does it provide students with resources for understanding the content and how to use the text? Table of Contents, Glossary, Index, Guideline Charts, Highlights for Chapter, Summaries, Vocabulary Lists, Chapter Reviews, Graphs, Diagrams, Concept Maps, Tables, etc. Yes
- c. Does it provide and promote uses of technology? Links to websites? Yes

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs \$1646.40 for a class set of books and \$1500 for the dynamometers, respiratory belts, stop watches, data logging software for the computer etc.

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: **Reviewed 1-12-16; no further comments**

Dexter Community Schools 12/1/2010

**Dexter Community Schools
Finance Committee
Meeting Minutes
January 13, 2016**

Board Members

Present – Bonnie Everdeen, Julie Schumaker

Staff Committee Members

Present – Sharon Raschke, Joe Romeo, Chris Timmis

Other Staff Present – Kim Covert

Other Community Present – None

Others Present – None

Meeting convened at 7:30 am.

Approval of Minutes

A motion was made by Bonnie Everdeen to approve the finance committee meeting minutes of November 19, 2015. Approved.

Audience Participation

None.

Discussion Items

Sharon Raschke explained the history and current status of Inter fund Transfers.

Chris Timmis and Kim Covert described the current budget gap and policy and political challenges of moving forward. The current projected budget gap is \$200,000.

Kim presented information on Community Education departments at surrounding school districts. She identified preliminary budget savings from utilizing a countywide program thru Edustaff for hiring hourly employees to reduce the current payroll tax (primarily State retirement benefit cost) burden.

Chris and Kim presented facility rental history and current status of standard and special arrangements.

The committee directed administration to develop a comprehensive list of facility usage and rental rates, and recommend a plan for moving forward, including any Board policy changes that may be necessary.

Meeting adjourned at 9:00 am.