

BOARD PACKET

October 30, 2017



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

BOARD MEETING AGENDA

- A. ROLL CALL**
- B. MEETING MINUTES:** 10/9/2017
- C. APPROVAL OF AGENDA**
- D. SCHOOL PRESENTATIONS**
- 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. Receive September 2017 Budget Report
- I. ACTION ITEMS**
 - 1. Granger Engagement Letter
 - 2. Personal Safety Curriculum Proposal
 - 3. Collaboration Lab Bid Package
 - 4. New Elementary School Earthwork and Utilities Bid Package
- II. DISCUSSION ITEMS**
 - 1. DHS New Physical Education Course Proposals
 - 2. Inclement Weather /Building Issue Delay
 - 3. Literacy Cooperation Resolution
- III. PUBLIC PARTICIPATION:** *See Policy 0167.3*
- IV. BOARD COMMENTS**
- V. INFORMATION ITEMS**
 - 1. Draft Facilities Committee Minutes 10/5/17
 - 2. Draft Finance Committee Minutes 10/9/17
 - 3. Board of Governance Standards
 - 4. Annexation of 8100 Shield Road
- VI. CLOSED SESSION – none**

CALENDAR

- *Monday, November 13th – 7:00pm**
Board Meeting (Creekside)
- *Thursday, November 9th – 6:00pm**
Facility Committee (Copeland)
- *November 23rd & 24th**
Thanksgiving Break
- *Monday, December 11 – 7:00pm**
Board Meeting (Creekside)
- *Monday, January 8th – 7:00pm**
Board Meeting (Creekside)
- *Monday, January 22nd – 7:00pm**
Board Meeting (Creekside)

BOARD NOTES
OCTOBER 30, 2017

A. ROLL CALL

B. MEETING MINUTES (10/9/2017)

C. APPROVAL OF AGENDA

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

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

D. SCHOOL PRESENTATIONS – none

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. Receive Budget Report. Your packet includes district financial information for September, 2017.

* An appropriate resolution might be, "I move that the Board accept the September 2017 Budget Report."

I. ACTION ITEMS

1. Granger Notice to Proceed Letter. Your packet includes a letter dated October 27 2017 from Granger Construction regarding authorization to proceed with certain bond work while the Construction Management contract is still being negotiated and executed.

* An appropriate motion might be, "I move that the Board of Education authorize the Superintendent to execute the attached Notice to Proceed agreement."

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2. Personal Safety Curriculum Proposal. Your packet includes an executive summary and supporting materials from Director of Instruction Mollie Sharrar regarding a proposed personal safety curriculum for Wylie and Creekside. This course was previously discussed at the September 25, 2017 board meeting.
 - * An appropriate motion might be, "I move that the Board of Education approve the purchase of the *Safer, Smarter Schools* curriculum for Wylie and Creekside to be used starting this winter for a total cost of \$1,200.00."
 3. Collaboration Lab Package. Your packet contains a recommendation letter along with a bid tabulation from Granger Construction for the Design Build Collaboration Lab project.
 - * An appropriate motion might be, "I move that the Dexter Board of Education award contracts and assign them to Granger Construction as shown in the attached recommendation letter dated October 26, 2017 for Design Build Collaboration Lab project."
 4. New Elementary School Earthwork and Utilities Bid Package. Your packet contains a recommendation letter along with a bid tabulation from Granger Construction for Bid Package No. 1 - New Elementary School Earthwork and Utilities.
 - * An appropriate motion might be, "I move that the Dexter Board of Education award contracts and assign them to Granger Construction as shown on the attached recommendation letter dated October 27, 2017 for Bid Package No. 1 - New Elementary School Earthwork and Utilities."
- J. DISCUSSION ITEMS**
1. DHS New Physical Education Course Proposals. Your packet contains proposals for two new high school physical education courses: DHS Wellness Center, and Yoga and Personal Improvement. Dexter High School Principal Kit Moran and Director of Instruction Mollie Sharrar will be available to answer questions about these proposed courses. These proposals are presented for discussion purposes only this evening.
 2. Inclement Weather/Building Issue Delay. Dexter Community Schools have not offered a two-hour delay schedule for inclement weather or building issues for at least fifteen years. After the recent power outage cancellation, it was requested that the district consider adopting a two-hour delay schedule as an option. As a matter of practice, it would be appropriate for the board to discuss researching

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this option and providing direction for the Superintendent on whether or not to continue looking at the option for future consideration. This item is presented for discussion purposes only this evening.

3. Literacy Cooperation Resolution. The Washtenaw Association of School Boards and Washtenaw Superintendents Association is committed to early childhood literacy. As a show of support throughout the county, it is requested that each local Board of Education approve the following resolution:

“The Board of Education of the Dexter Community Schools, in the interest of all children of Washtenaw County, supports a continued effort to identify the highest impact programs, services and supports that may improve early childhood literacy for all children in Washtenaw County. The DCS community remains our top priority. Our support in a county-wide collaborative effort is contingent upon the full participation of all other traditional public school districts in Washtenaw County. The DCS Board of Education defers to the Superintendent to manage the DCS participation in this effort such that it does not compromise the DCS’ commitment to our students, families, and community. This statement does not obligate DCS to any financial commitment.”

- * An appropriate motion might be, “I move that the Board of Education approve the attached Literacy Cooperation Resolution.”

K. PUBLIC PARTICIPATION: *See Policy 0167.3 for details.*

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. Draft Facilities Committee Minutes 10/5/17
2. Draft Finance Committee Minutes 10/9/17
3. Board of Governance Standards
4. Annexation of 8100 Shield Road

N. CLOSED SESSION – none



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	Prior Year FYTD	% Rec'd/Spent
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	5,119,639.00	65,378.11	182,558.17	.00	4,937,080.83	255,043.69	4
Function Code R100 - Local Sources - 100 Totals	\$5,119,639.00	\$65,378.11	\$182,558.17	\$0.00	\$4,937,080.83	\$255,043.69	4 %
Function Code R200 - Non-Education Sources - 200							
	3,781.00	.00	.00	.00	3,781.00	.00	0
Function Code R200 - Non-Education Sources - 200 Totals	\$3,781.00	\$0.00	\$0.00	\$0.00	\$3,781.00	\$0.00	0 %
Function Code R300 - State Sources - 300							
	28,951,443.00	.00	3,540.57	.00	28,947,902.43	(4.05)	0
Function Code R300 - State Sources - 300 Totals	\$28,951,443.00	\$0.00	\$3,540.57	\$0.00	\$28,947,902.43	(\$4.05)	0 %
Function Code R400 - Federal Sources - 400							
	869,529.00	.00	.00	.00	869,529.00	1,790.89	0
Function Code R400 - Federal Sources - 400 Totals	\$869,529.00	\$0.00	\$0.00	\$0.00	\$869,529.00	\$1,790.89	0 %
Function Code R500 - ISD / Other Sources - 500							
	4,209,505.00	376.00	3,950.33	.00	4,205,554.67	39.70	0
Function Code R500 - ISD / Other Sources - 500 Totals	\$4,209,505.00	\$376.00	\$3,950.33	\$0.00	\$4,205,554.67	\$39.70	0 %
Function Code R600 - In from other Funds - 600							
	229,106.00	.00	.00	.00	229,106.00	.00	0
Function Code R600 - In from other Funds - 600 Totals	\$229,106.00	\$0.00	\$0.00	\$0.00	\$229,106.00	\$0.00	0 %
Account Type Revenue Totals							
	\$39,383,003.00	\$65,754.11	\$190,049.07	\$0.00	\$39,192,953.93	\$256,870.23	0 %
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	19,563,445.00	1,329,719.18	1,425,565.18	90,052.93	18,047,826.89	1,469,387.33	7
Sub Function Code 120 - Added Needs - 120	4,040,415.00	216,282.99	231,196.41	.00	3,809,218.59	200,525.48	6
Function Code 100 - Instruction Totals	\$23,603,860.00	\$1,546,002.17	\$1,656,761.59	\$90,052.93	\$21,857,045.48	\$1,669,912.81	7 %
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	4,256,589.00	284,917.95	306,822.89	116,991.00	3,832,775.11	301,233.15	7
Sub Function Code 220 - Support Services-Instructional - 220	2,056,907.00	188,597.30	372,317.67	70,762.81	1,613,826.52	381,541.21	18
Sub Function Code 230 - Support Services-Administration - 230	777,838.00	47,993.83	138,039.13	.00	639,798.87	128,910.05	18
Sub Function Code 240 - Support Services-School Admin - 240	2,282,775.00	179,387.21	403,433.80	.00	1,879,341.20	389,299.77	18
Sub Function Code 250 - Support Services-Business - 250	678,381.00	36,468.43	119,109.04	.00	559,271.96	111,611.34	18
Sub Function Code 260 - Operations and Maintenance - 260	3,513,190.00	300,924.14	784,484.99	384,016.39	2,344,688.62	729,577.21	22
Sub Function Code 270 - Pupil Transportation - 270	1,559,771.00	73,748.32	173,063.67	40,955.71	1,345,751.62	179,342.83	11
Sub Function Code 280 - Support Services-Central - 280	284,456.00	18,647.16	66,341.07	.00	218,114.93	65,682.62	23
Function Code 200 - Supporting Services Totals	\$15,409,907.00	\$1,130,684.34	\$2,363,612.26	\$612,725.91	\$12,433,568.83	\$2,287,198.18	15 %
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	206,766.00	42,358.32	78,020.61	30,021.59	98,723.80	.00	38
Sub Function Code 330 - Community Activities - 330	.00	.00	.00	.00	.00	1,757.89	+++
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	.00	+++
Sub Function Code 370 - Non Public School Pupils - 370	.00	.00	.00	.00	.00	.00	+++
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	.00	+++
Function Code 300 - Community Services Totals	\$206,766.00	\$42,358.32	\$78,020.61	\$30,021.59	\$98,723.80	\$1,757.89	38 %
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	.00	+++
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	567,591.00	.00	.00	.00	567,591.00	.00	0



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	Prior Year FYTD	% Rec'd/Spent
Function Code 500-600 - Other Financing Uses Totals	\$567,591.00	\$0.00	\$0.00	\$0.00	\$567,591.00	\$0.00	0 %
Account Type Expense Totals	\$39,788,124.00	\$2,719,044.83	\$4,098,394.46	\$732,800.43	\$34,956,929.11	\$3,958,868.88	10 %
Fund(COA) 11 - General Fund Totals	(\$405,121.00)	(\$2,653,290.72)	(\$3,908,345.39)	(\$732,800.43)	\$4,236,024.82	(\$3,701,998.65)	965 %



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Fiscal Year to Date 09/30/17

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							
	2,036,280.00	258,773.69	591,799.14	.00	1,444,480.86	643,257.87	29
Function Code R100 - Local Sources - 100 Totals	\$2,036,280.00	\$258,773.69	\$591,799.14	\$0.00	\$1,444,480.86	\$643,257.87	29 %
Function Code R300 - State Sources - 300							
	37,084.00	.00	.25	.00	37,083.75	.25	0
Function Code R300 - State Sources - 300 Totals	\$37,084.00	\$0.00	\$0.25	\$0.00	\$37,083.75	\$0.25	0 %
Function Code R400 - Federal Sources - 400							
	125,000.00	39,559.65	39,559.65	.00	85,440.35	18,917.03	32
Function Code R400 - Federal Sources - 400 Totals	\$125,000.00	\$39,559.65	\$39,559.65	\$0.00	\$85,440.35	\$18,917.03	32 %
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	.00	+++
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code R600 - In from other Funds - 600							
	567,591.00	.00	.00	.00	567,591.00	.00	0
Function Code R600 - In from other Funds - 600 Totals	\$567,591.00	\$0.00	\$0.00	\$0.00	\$567,591.00	\$0.00	0 %
Account Type Revenue Totals	\$2,765,955.00	\$298,333.34	\$631,359.04	\$0.00	\$2,134,595.96	\$662,175.15	23 %
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	150,229.00	15,812.02	15,996.64	.00	134,232.36	12,204.43	11
Function Code 100 - Instruction Totals	\$150,229.00	\$15,812.02	\$15,996.64	\$0.00	\$134,232.36	\$12,204.43	11 %
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	6,793.00	.00	.00	.00	6,793.00	.00	0
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	.00	+++
Sub Function Code 260 - Operations and Maintenance - 260	92,491.00	6,531.59	9,912.92	10,530.37	72,047.71	64,681.54	11
Sub Function Code 270 - Pupil Transportation - 270	80,000.00	4,400.00	4,400.00	8,145.00	67,455.00	.00	6
Sub Function Code 290 - Support Services-Other - 290	670,954.00	23,453.63	63,317.56	11,020.00	596,616.44	148,100.81	9
Function Code 200 - Supporting Services Totals	\$850,238.00	\$34,385.22	\$77,630.48	\$29,695.37	\$742,912.15	\$212,782.35	9 %
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	276,179.00	25,624.22	50,701.25	.00	225,477.75	61,080.19	18
Sub Function Code 320 - Community Recreation - 320	464,846.00	5,838.04	95,254.39	24,213.70	345,377.91	128,821.59	20
Sub Function Code 350 - Care of Children - 350	774,503.00	58,048.08	151,361.35	.00	623,141.65	183,257.69	20
Sub Function Code 390 - Other Community Services - 390	126,647.00	39,559.65	43,318.50	.00	83,328.50	21,914.64	34
Function Code 300 - Community Services Totals	\$1,642,175.00	\$129,069.99	\$340,635.49	\$24,213.70	\$1,277,325.81	\$395,074.11	21 %
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	86,583.00	.00	.00	.00	86,583.00	.00	0
Function Code 500-600 - Other Financing Uses Totals	\$86,583.00	\$0.00	\$0.00	\$0.00	\$86,583.00	\$0.00	0 %
Account Type Expense Totals	\$2,729,225.00	\$179,267.23	\$434,262.61	\$53,909.07	\$2,241,053.32	\$620,060.89	16 %
Fund(COA) 23 - Community Service Fund Totals	\$36,730.00	\$119,066.11	\$197,096.43	(\$53,909.07)	(\$106,457.36)	\$42,114.26	537 %



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

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							
	1,137,017.00	140,033.07	146,150.95	.00	990,866.05	134,425.34	13
Function Code R100 - Local Sources - 100 Totals	\$1,137,017.00	\$140,033.07	\$146,150.95	\$0.00	\$990,866.05	\$134,425.34	13 %
Function Code R300 - State Sources - 300							
	55,105.00	.00	.00	.00	55,105.00	.00	0
Function Code R300 - State Sources - 300 Totals	\$55,105.00	\$0.00	\$0.00	\$0.00	\$55,105.00	\$0.00	0 %
Function Code R400 - Federal Sources - 400							
	292,005.00	.00	.00	.00	292,005.00	.00	0
Function Code R400 - Federal Sources - 400 Totals	\$292,005.00	\$0.00	\$0.00	\$0.00	\$292,005.00	\$0.00	0 %
Function Code R500 - ISD / Other Sources - 500							
	106,090.00	.00	.00	.00	106,090.00	.00	0
Function Code R500 - ISD / Other Sources - 500 Totals	\$106,090.00	\$0.00	\$0.00	\$0.00	\$106,090.00	\$0.00	0 %
Account Type Revenue Totals	\$1,590,217.00	\$140,033.07	\$146,150.95	\$0.00	\$1,444,066.05	\$134,425.34	9 %
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	.00	+++
Sub Function Code 260 - Operations and Maintenance - 260	2,390.00	.00	1,414.88	.00	975.12	1,339.61	59
Sub Function Code 290 - Support Services-Other - 290	1,422,838.00	96,400.12	163,665.39	532,628.33	726,544.28	160,069.48	12
Function Code 200 - Supporting Services Totals	\$1,425,228.00	\$96,400.12	\$165,080.27	\$532,628.33	\$727,519.40	\$161,409.09	12 %
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	142,523.00	.00	.00	.00	142,523.00	.00	0
Function Code 500-600 - Other Financing Uses Totals	\$142,523.00	\$0.00	\$0.00	\$0.00	\$142,523.00	\$0.00	0 %
Account Type Expense Totals	\$1,567,751.00	\$96,400.12	\$165,080.27	\$532,628.33	\$870,042.40	\$161,409.09	11 %
Fund(COA) 25 - School Lunch Fund Totals	\$22,466.00	\$43,632.95	(\$18,929.32)	(\$532,628.33)	\$574,023.65	(\$26,983.75)	-84 %



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

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							
	10,423,583.00	1,429.21	4,545.08	.00	10,419,037.92	61,767.74	0
Function Code R100 - Local Sources - 100 Totals	\$10,423,583.00	\$1,429.21	\$4,545.08	\$0.00	\$10,419,037.92	\$61,767.74	0 %
Function Code R300 - State Sources - 300							
	.00	.00	.00	.00	.00	.00	+++
Function Code R300 - State Sources - 300 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	.00	+++
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code R600 - In from other Funds - 600							
	.00	.00	.00	.00	.00	.00	+++
Function Code R600 - In from other Funds - 600 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Account Type Revenue Totals	\$10,423,583.00	\$1,429.21	\$4,545.08	\$0.00	\$10,419,037.92	\$61,767.74	0 %
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 250 - Support Services-Business - 250	51,000.00	150.00	1,299.11	.00	49,700.89	150.00	3
Function Code 200 - Supporting Services Totals	\$51,000.00	\$150.00	\$1,299.11	\$0.00	\$49,700.89	\$150.00	3 %
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	10,372,583.00	.00	.00	.00	10,372,583.00	.00	0
Function Code 500-600 - Other Financing Uses Totals	\$10,372,583.00	\$0.00	\$0.00	\$0.00	\$10,372,583.00	\$0.00	0 %
Account Type Expense Totals	\$10,423,583.00	\$150.00	\$1,299.11	\$0.00	\$10,422,283.89	\$150.00	0 %
Fund(COA) 30 - Debt Retirement Fund Totals	\$0.00	\$1,279.21	\$3,245.97	\$0.00	(\$3,245.97)	\$61,617.74	+++



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	Prior Year FYTD	% Rec'd/Spent
Fund(COA) 47 - 2017 Capital Projects Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	.00	.00	.00	.00	.00	.00	+++
Function Code R100 - Local Sources - 100 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
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 230 - Support Services-Administration - 230	.00	.00	.00	.00	.00	.00	+++
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	.00	+++
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	.00	.00	.00	.00	.00	.00	+++
Function Code 500-600 - Other Financing Uses Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Account Type Expense Totals							
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++
Fund(COA) 47 - 2017 Capital Projects Fund Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++



Board Monthly Financial Report

Fiscal Year to Date 09/30/17

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	Prior Year FYTD	% Rec'd/Spent
Fund(COA) 48 - 2008 Capital Projects Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,463,606.00	714.66	3,280.68	.00	2,460,325.32	3,138.70	0
Function Code R100 - Local Sources - 100 Totals	\$2,463,606.00	\$714.66	\$3,280.68	\$0.00	\$2,460,325.32	\$3,138.70	0 %
Function Code R500 - ISD / Other Sources - 500							
	47,890,000.00	.00	.00	.00	47,890,000.00	.00	0
Function Code R500 - ISD / Other Sources - 500 Totals	\$47,890,000.00	\$0.00	\$0.00	\$0.00	\$47,890,000.00	\$0.00	0 %
Account Type Revenue Totals							
	\$50,353,606.00	\$714.66	\$3,280.68	\$0.00	\$50,350,325.32	\$3,138.70	0 %
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 250 - Support Services-Business - 250	441,844.00	.00	.00	.00	441,844.00	.00	0
Sub Function Code 260 - Operations and Maintenance - 260	.00	.00	.00	.00	.00	.00	+++
Sub Function Code 270 - Pupil Transportation - 270	6,162,000.00	.00	366,610.00	.00	5,795,390.00	.00	6
Sub Function Code 280 - Support Services-Central - 280	10,219,490.00	.00	329,324.80	20,579.80	9,869,585.40	315,923.94	3
Function Code 200 - Supporting Services Totals	\$16,823,334.00	\$0.00	\$695,934.80	\$20,579.80	\$16,106,819.40	\$315,923.94	4 %
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	33,254,447.00	3,492.82	54,744.76	34,964.40	33,164,737.84	37,240.40	0
Function Code 400 - Government Agencies & Prior Period Totals	\$33,254,447.00	\$3,492.82	\$54,744.76	\$34,964.40	\$33,164,737.84	\$37,240.40	0 %
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	275,825.00	.00	.00	.00	275,825.00	.00	0
Function Code 500-600 - Other Financing Uses Totals	\$275,825.00	\$0.00	\$0.00	\$0.00	\$275,825.00	\$0.00	0 %
Account Type Expense Totals							
	\$50,353,606.00	\$3,492.82	\$750,679.56	\$55,544.20	\$49,547,382.24	\$353,164.34	1 %
Fund(COA) 48 - 2008 Capital Projects Fund Totals							
	\$0.00	(\$2,778.16)	(\$747,398.88)	(\$55,544.20)	\$802,943.08	(\$350,025.64)	+++
Grand Totals							
	(\$345,925.00)	(\$2,492,090.61)	(\$4,474,331.19)	(\$1,374,882.03)	\$5,503,288.22	(\$3,975,276.04)	1,293 %

October 27, 2017

Dr. Christopher Timmis, Superintendent
Dexter Community Schools
7714 Ann Arbor St
Dexter, MI 48130

Re: 2017 Bond Program 81-050-4-K12-16-01
Notice to Proceed for Construction Management Services

Dear Dr. Timmis,

You have requested that we assemble this Notice to Proceed for the district's review and your Board of Education's consideration and approval. This Notice to Proceed establishes a mutual agreement between Dexter Community Schools (DCS) and Granger Construction Company ("Granger") as follows:

- DCS intends to enter into a contract under terms approved by its Board of Education with Granger to provide Construction Management (CM) services for scope covered in its 2017 Bond Program
- DCS desires Granger to begin planning and executing certain aspects of the work, even as the CM contract is being negotiated and executed
- DCS hereby authorizes Granger to incur direct and indirect costs up to \$2,000,000 (two million) as it begins the project; the district guarantees payment (reimbursement) to Granger of any costs up to this limit
- DCS has the right to review all documentation pertaining to any costs it is being asked to pay under the terms of this Notice to Proceed
- Costs in excess of the \$2,000,000 must be approved via an additional Notice to Proceed, or by virtue of executing the CM contract

We look forward to successful execution of the 2017 Bond Program.

Sincerely,



Jerald S. Brand | LEED AP | VP

Agreement and acceptance:

Dr. Christopher Timmis
Superintendent, Dexter Community Schools

Date




HEADQUARTERS

6267 Aurelius Rd
Lansing, MI 48911-4230

517.393.1670 
517.393.1382 

WEST MICHIGAN

940 Monroe Ave NW, Ste 142
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616.454.2900 
616.454.9700 

SOUTHEAST MICHIGAN

39475 13 Mile Rd, Ste 100
Novi, MI 48377

248.724.2950 
248.489.5753 

OHIO

175 S Third St, Ste 200
Columbus, OH 43215

614.705.2280 

Executive Summary

Dexter Community Schools

Personal Safety Curriculum

Purpose:

- Update personal safety curriculum for students, parents, and staff.
- Provide more comprehensive lessons for students and resources for students and families.

Explanation of Program:

- This online curriculum was developed by Lauren Book, M.S. Ed, and a multidisciplinary team of educators and developmental psychologists to teach children critical personal safety information in a developmentally and age appropriate way.
- *Safer, Smarter Kids* and *Safer, Smarter Teens* are evidence-based, pedagogically sound, spiral curriculum programs based on developmental milestones; as a child's world expands, so too does the content of the lessons to meet their increasing safety needs.
- The *Safer, Smarter Schools* program empowers children with tools to not only protect them from abuse, but also to teach them about important esteem and safety issues such as bullying, Internet safety and empowerment.
- Parent information is included in the curriculum and provides extension activities to complete at home, along with access to SaferSmarterFamilies.org – a custom, interactive safety resource that provides prevention tips, tools, and activities for families with children in grades K-12, including special tips for parents of children with developmental delays/disabilities.
- Themes highlighted in lessons: Cyber Safety, Peer Pressure, Body Boundaries and Personal Space, Avoiding Unsafe Situations, Self-Esteem and Personal Power, Respecting Self and Others, and Abuse and Getting Help.

Need for Updated Resources:

- The original personal safety lessons provided in Michigan Model haven't been updated since 2009.
- Videos provided for lessons were made in 1984 when the Michigan Model was first created and have never been updated. They will not play accurately with Apple TV, which has been installed in classrooms.
- Lessons were created before the height of social media and many advances in how we gather and share information. The *Safer, Smarter Schools* curriculum provides lessons surrounding healthy and safe forms of communication relevant to what students are now more often exposed to.
- The current Personal Safety lesson is taught in isolation, whereas Safer, Smarter Schools curriculum is much more comprehensive and provides a natural progression of material presented across the grade levels.

Recommendation:

- School counselors at both Wylie and Creekside would like to recommend the purchase of the *Safer, Smarter Schools* curriculum for both classroom lessons and additional resources for families. The counselors would like to begin using this curriculum winter of the current 2017/18 school year. The cost for both buildings is as follows:

Item	Cost per unit	Units Needed	Total Cost
Grade level materials: (includes all printable resources, access to videos, teacher training videos, and teacher guides)	\$300.00	1 unit - 3rd grade 1 unit - 4th grade 1 unit - 5th grade 1 unit - 6th grade	\$1200.00

Form A-3
Instructional Resource Review
(textbooks, reference materials, classroom technology, online resources, media)

Date: 9/11/17

Applicant(s): Carrie Ragnes and Mollie Kemp, School Counselors

Building(s) Involved: Wylie and Creekside

Grade(s) and/or Course: Personal Safety, grades 3-6

Targeted population: All students in both buildings

Describe the teaching resource(s) being considered:

- This online curriculum was developed by Lauren Book, M.S. Ed, and a multidisciplinary team of educators and developmental psychologists to teach children critical personal safety information in a developmentally and age appropriate way.
- *Safer, Smarter Kids* and *Safer, Smarter Teens* are evidence-based, pedagogically sound, spiral curriculum programs based on developmental milestones; as a child's world expands, so too does the content of the lessons to meet their increasing safety needs.
- The *Safer, Smarter Schools* program empowers children with tools that are not only protect from abuse, but also important esteem and safety issues such as bullying, Internet safety and empowerment.
- Parent information is included in the curriculum and provide extension activities to complete at home, and access to SaferSmarterFamilies.org – a custom, interactive safety resource that provides prevention tips, tools, and activities for families with children in grades K-12, including special tips for parents of children with developmental delays/disabilities.

Connection to specific goals within the strategic plan:

Strategic plan goal: Community of Learners - the district will foster a community of learners that includes all learners. We want students to have a skill set and awareness that they can use to navigate their safety not only while they are at school, but also outside of school as well as beyond their graduation from Dexter.

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

Although the program does not directly reflect the current District Improvement Plan, the State of Michigan health standards include teaching personal safety strategies.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks. Here is a sampling of what the Michigan Health Education Grade Level Standards include:

Grade 3

Strand 3: Safety

- 3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.
- 3.8 Analyze environments to determine whether they are safe places.

Grade 4

Strand 3: Safety

- 3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.
- 3.14 Analyze how one influences the safety of others when adult supervision is not present.

Grade 5

Strand 3: Safety

- 3.1 Explain the importance of respecting personal space and boundaries.
- 3.2 Describe the characteristics of appropriate and inappropriate touch.

Strand 4: Social and Emotional Health

4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

Strand 7: Social Skills

7.12 Demonstrate how to communicate assertively.

Grade 6

Strand 2: Access Information

3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the internet.

Strand 3: Health Behaviors

3.8 Describe strategies to avoid unsafe situations.

Strand 4: Social and Emotional Health

4.1 Describe some common causes of stress and the health effects of stress.

4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

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?** The Safer, Smarter Schools curriculum appeals to visual and auditory learners. It also provides an opportunity for students to demonstrate learning through active discussion, self-reflection, and physical demonstration. The program includes adaptive lesson plans, already created by Safer, Smarter Schools.
- 2. In what way(s) does the resource appeal to students?** Videos have colorful comic book style graphics with age appropriate language and terms. The same “characters” frequent the videos as students move through the program. There is also time given for students to work in groups and interact with one another.
- 3. Does the material support cultural diversity and gender equity?** Lessons are not gender specific and are designed to educate all students. Multiple ethnicities are represented in the “characters” that appear throughout the videos.
- 4. Does the material encourage critical thinking and problem solving? Give examples.** 6th grade lessons include: writing a journal entry, designing a campaign flyer, and determining point of view pre and post. 5th grade lessons include: working in pairs to complete a problem/solutions chart, journal entry, and determining point of view pre and post.
- 5. What teacher aids are provided?** The curriculum is an online resource, which offers access to all grade level lesson plans, videos, and printable student resources. Teacher training videos are available to consumers of the program to provide best practice examples. There is also an interactive web toolkit for parents, which include scenarios for practicing safe choices.
- 6. Describe what other alternatives were considered and why were they are not being proposed:** We researched a couple of other web-based programs, which were narrower in scope and lacked the depth of this program. One of the strengths of this particular resource is its careful and continuous alignment with state standards. Another is its pervasiveness; it is being adopted by many districts nationwide, and is the primary curriculum in the state of Florida.
- 7. For text-based resources:** N/A

Title of Text:

Publisher:

Address:

Copyright Date:

ISBN:

- a. **Is the reading level appropriate for the users?** Yes, there are different units designed for each grade level. The instruction is evidence-based, pedagogically sound, and follows a spiral curriculum based on developmental milestones.
- 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.**
The student resources are provided in units which contain a glossary of terms, pre and post assessments, student journals, and activities. Both worksheets and videos are of high interest and quality. Each lesson is designed for 30-45 minutes, and can be taught in isolation.

- c. **Does it provide and promote uses of technology? Links to websites?**

The kits for each grade level includes materials such as the following:

- USB with videos, lesson materials and parent letters (Parent letters available in Spanish and Creole)
- Cyber Citizen License
- Poster and Poster Clings
- Glossary Sheet
- Buddy's Quiz Whiz Cards and Team Signs
- Standards Reference Sheet
- In addition, teacher and parent training videos are available through the site, along with an online guide to creating a Family Safety Plan

8. Community review

Date of review: 8/30/17 at Creekside and Wylie's Open Houses, 10/17/17 at Creekside

Location of meeting(s): Wylie and Creekside

Number of attendees: Several hundred at open houses, three at parent review

Keep a record of the meeting(s): Third-sixth grade parents were contacted and attended a meeting to review the curriculum and offer feedback. Parents who were interested and unable to attend reviewed the materials digitally and offered feedback to the Wylie and Creekside Counselors.

Comments & recommendations: Parents believed updating was a worthwhile endeavor and were in support of the resource adoption. They commented positively about the continuity of curriculum and realistic approach. Parents felt the resources provide a solid foundation regarding cyber-safety and contribute to empowering our youth with valuable tools. They mentioned the purchase would be a good return on investment.

Projected costs (explain as needed):

Breakdown of costs (provide additional breakdown for bundles of support materials)

4 number of units needed

\$300.00 per grade cost per unit

\$1200.00 total cost

\$0 professional development costs

Counselors will complete PPD time needed (explain PD plan)
on own time

K-12 administrative team recommendation: Yes

Comments/suggestions: Approval to proceed with recommended purchase

October 26, 2017

Dr. Chris Timmis
Superintendent of Schools
Dexter Community Schools
7714 Ann Arbor Road
Dexter, MI 48130

Re: Dexter Community Schools Contract Recommendation
Design Build Collaboration Lab project

Dear Dr. Timmis:

Proposals for the Collaboration Lab Design Build RFP were received on behalf of Dexter Community Schools (DCS) Thursday, July 20th, 2017.

A tabulation of the bids received is attached for your reference.

We have reviewed the proposals, interviewed bidders, and recommend the 2nd bidder as the lowest responsive and qualified bidder, providing the best value to DCS. The low bid had multiple flaws and the bidder did not to resolve them to meet the requirements of the bid documents.

Granger recommends that DCS award the Design Build Construction Agreement to Krull Construction Company as shown below. The firm is owned by a local Dexter resident, and Ann Arbor based Krull Construction Co. has served DCS successfully on many projects. This bid was solicited before the bond vote as a design build contract wherein DCS will hold the contract. Granger will serve as Agent on your behalf.

Contractor	Base Bid	Recommended Alternate 1*	Recommended Contract
Krull Construction Co.	\$ 595,500	\$ 34,200	\$ 629,700

**Add Alternate Number 1: Provide full height masonry exterior.*

Other expenses anticipated for this project include minor general conditions costs, a modest annexation fee to the City of Dexter, and the utility tap-in fee for the new building. We request that the Board of Education consider and take action on the above contract recommendation at the meeting scheduled for October 30, 2017. Please feel free to contact me at (734) 904-1169 if you have any questions or require additional information.

Sincerely,
GRANGER CONSTRUCTION COMPANY



Gregory J. Brand, P.E., LEED AP
Senior Project Manager

att: Bid tabulation form
cc: S. Raschke, DCS
J. Brand, GCC



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911-4230

517.393.1670 P
517.393.1382 F

WEST MICHIGAN
940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503

616.454.2900 P
616.454.9700 F

SOUTHEAST MICHIGAN
39475 13 Mile Rd, Ste 204
Novi, MI 48377

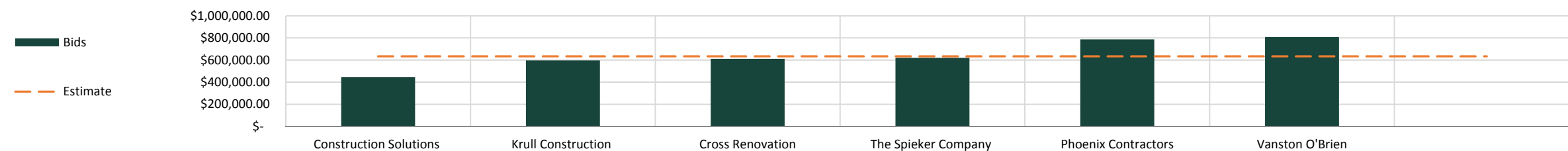
248.724.2950 P
248.489.5753 F

BID TABULATION

WORK:	Collaboration Lab Design Build
--------------	---------------------------------------

PROJECT NUMBER	N/A	ESTIMATE	\$ 633,496
PROJECT DESCRIPTION	DEXTER COMMUNITY SCHOOLS	LOWEST RESPONSIVE BID (incl accepted alternate 1)	\$ 629,700
BUILDING	Collaboration Lab	LOWEST RESPONSIVE BIDDER	Krull Construction
DELIVERY METHOD	Design-Build	VARIANCE FROM ESTIMATE	\$ (3,796)
ARCHITECT	N/A	VARIANCE FROM ESTIMATE (%)	-0.60%
BID DATE	7/20/2017		

Addenda		Bidder	Base Bid	Bid Bond	Alternate 1 - Masonry Exterior - Recommended	Alternate 2 - Breezeway - NOT Recommended		Remarks
1	2							
X	N/A	Construction Solutions	\$ 446,700.00	N/A	\$ 1,800.00	\$ 15,800.00		Non-responsive
X	N/A	Krull Construction	\$ 595,500.00	N/A	\$ 34,200.00	n/b		
X	N/A	Cross Renovation	\$ 610,000.00	N/A	\$ 50,000.00	\$ 20,000.00		Non-responsive
X	N/A	The Spieker Company	\$ 619,700.00	N/A	\$ 33,000.00	n/b		
X	N/A	Phoenix Contractors	\$ 787,000.00	N/A	\$ 18,500.00	\$ 22,400.00		
X	N/A	Vanston O'Brien	\$ 808,225.00	N/A	\$ 21,032.32	\$ 14,311.01		



ADDENDA ISSUED
Addendum 1

October 27, 2017

Dr. Chris Timmis
Superintendent of Schools
Dexter Community Schools
7714 Ann Arbor Road
Dexter, MI 48130

Re: Dexter Community Schools Bond Project
New School Contract Recommendation
01-31-01 Earthwork & Utilities

Dear Dr. Timmis:

Bids for the Earthwork and Utilities portion of the New Elementary School Project were received on behalf of Dexter Community Schools (DCS) on Thursday, October 26th. A complete tabulation of the bids received is attached for your reference. The low bid received is \$1,957,000, which is slightly above the budgeted amount of \$1,873,332. After review with and concurrence from the DCS Board Facilities Committee, we recommend proceeding with this work and evaluating value engineering options in this and future bid packages to allow the project to stay on schedule. We have reviewed the bids and interviewed the low bidders to evaluate if they are providing a complete scope as designed. The recommendations represent the lowest responsive bidder and best value to DCS.

Pending final review of financial and other qualification criteria, Granger recommends that Dexter Community Schools award the contract as indicated below and assign it to Granger for management.

Work	Contractor	Base Bid	Recommended Alternates	Recommended Contract
Earthwork & Utilities	Blaze Contracting	\$1,957,000	\$0	\$1,957,000

No alternates are recommended at this time.

We request that the Board of Education consider and take action on the contract recommendation above at the meeting scheduled for October 30, 2017. Please feel free to contact me at (734) 904-1169 if you have any questions or require additional information.

Sincerely,
GRANGER CONSTRUCTION COMPANY



Gregory J. Brand, P.E., LEED AP
Senior Project Manager

att: Bid tabulation form
cc: S. Raschke, DCS
J. Brand, GCC
E. Geiser, TMP



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911-4230

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517.393.1382 F

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940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503

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616.454.9700 F

SOUTHEAST MICHIGAN
39475 13 Mile Rd, Ste 204
Novi, MI 48377

248.724.2950 P
248.489.5753 F

Form A-2

New Course Proposal

Course Title: DHS Wellness Center
Department: Physical Education
Duration: Semester
Grade Level(s): 9 10 11 12
Prerequisite(s): Lifetime Fitness and Sport
Contact Person(s): Kelly Ottaviani
Proposal Date: September 2017

1. Why is a new course necessary?

This new course is necessary to help students learn how to take initiative for their own health and fitness journey. Students need gain the knowledge and self confidence on how to check into a wellness center, and then be able to navigate through the process and social interactions of creating teams with others, talking through modified rules of the game and being respectful to others while working out. Students will be able to use the knowledge and skills gained from Lifetime Fitness to continue being physically active.

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.

B.5.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous intensity level for 7 days a week.

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

The technology that will be used in this class will be online personal fitness workouts, ipads with an app that shows students a split screen of their form compared to a professional (ex. Student’s Basketball layup and a professional) so they are able to compare and see what they need to do to correct their form. Technology will be used, however, it will be limited so the students are focusing on being active.

4. How will career or “real world” experiences be integrated into the course?

The purpose of this course is to give students a real world experience where they are required to sign into a wellness center, choose their activity based upon the options that are available at that time/day, and then participate in that activity. They must use personal social skills to organize teams/tournaments, work in partners during group fitness and take initiative for their own personal health and fitness. Exposing students to different types of activities will give them the confidence to then do it on their own outside of school/class.

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

Students will be required to do a final project which will consist of creating their own sport with their group. Student will be given some in class time to work with their group and they will have access to the equipment that we have as a department. Students will have to do a written summary of the sport and also be able to present it to the class in a manner that their fellow classmates are able to understand and be able to play.

6. Resources needed and costs (Attach Form A-3)

None.

Attach a proposed course outline or syllabus that includes a course description as well as the scope and sequence of topics to be covered.

DHS Wellness Center Course Syllabus

DHS Wellness Center

Fall 2017 - Elective course

Grade Level(s): 9-12

NCAA Approved: No

Prerequisites: Lifetime Fitness and Spor

Text(s) & Material(s): No textbooks required. Folder is recommended

Course Objectives:

- Students will engage in physical activities, which will assist in improving or maintaining the following: cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, agility, balance, & coordination.
- Students will practice and be able to identify sport specific skills, rules, positions, strategies, history and much more; which will lead to a better understanding and provide more knowledge to help promote an active lifestyle into adulthood.
- Students will engage in sports of a team & individual variety, which promote social interaction and teamwork, as well as confidence and knowledge of many lifetime physical activities.

Summary of Course:

Students will be given a choice of activities to choose from on a daily basis. Class will be ran similar to a wellness center where students are responsible for picking their activity, organizing teams/tournaments and being active for the class period. Students must choose 3 different activities on a weekly basis.

Calendar: ***calendar is subject to change depending on weather, gym availability and other unforeseen circumstances*

<i>Weeks</i>	<i>Chapters - Topics</i>
<i>1</i>	<i>Intro to class, Locks, Getting started</i>
<i>2-16</i>	<i>Various fitness and sport related activities offered. Will change on a daily basis.</i>
<i>17-18</i>	<i>Work on Final Projects</i>
<i>19</i>	<i>Present Final Projects</i>

Assessment Tools:

- Physical/Skill Assessments
- Note Taking
- Written Assessments
- Projects

Grading Scale:

93-100% = A	67-69% = D+
90-92% = A-	63-66% = D
87-89% = B+	60-62% = D-
83-86% = B	0-59% = E
80-82% = B-	Percentages round up to the nearest whole number.
77-79% = C+	
73-76% = C	
70-72% = C-	

Participation Grade*= 60% of Semester Grade; *includes attendance, active participation, personal/social responsibility, etc.
Written Work**=10% of Semester Grade; **may include notes, homework, classroom work, projects, labs, etc.
Quizzes/Tests=30% of Total of Semester Grade

Semester Grade Determinants:

80% Semester, 20% Exam (*Failure to complete all requirements of the Final Exam will result in an Incomplete for the class*)

Class Rules...You Are Expected to:

- Follow all procedures & expectations
- Attend class daily & be on time for attendance
- Follow instructions the first time given
- Dress & actively participate every day

Consequences for Improper Behavior:

- 1st time: Warning & reminder
- 3rd time: Loss of points, call home, & written up
- 2nd time: Loss of points (call home if necessary)
- 4th time: Meeting w/principal, teacher, parent, & student

Grading Policy:

Each student will receive 100 participation points to start the term. It is up to the student to keep these points. A student will lose points for the following reasons:

- NOT DRESSING OR ANY ABSENCE= -3
- LATE FOR CLASS/NOT PREPARED= -1
- LACK OF PARTICIPATION DURING WARM-UPS= -1
- LACK OF PARTICIPATION DURING ACTIVITY/SPORT= -2
- IMPROPER LANGUAGE OR BEHAVIOR= -1 to -3 (depending on severity)

- LEAVING HALLWAY BEFORE BELL RINGS= -1
- SUSPENSION FROM SCHOOL (comply with school policies)

Participation/Assignment Expectations:

Physical Education classes are **participation** classes. In order for a student to get the ultimate benefit, he/she must engage in activity on a daily basis. Students are allowed up to 3 **excused** absences without having to make up any points. Absences must be excused! From there, when a class period is missed due to an unexcused, *excused*, non-participation, school business, or any other excuse, the student will be encouraged to to make-up the physical participation within one week of the missed class by one of the following ways:

1. Jog 5 laps under the supervision of one of the PE instructors. Make ups will be on Tuesday and Thursday from 7:30-8.
2. Write a summary, (at least a page & a half), of an assigned fitness journal article pertaining to the days lesson missed
3. *If it was a skill development day:* student will search for a YouTube video on each of the skills practiced in class that day, (no more than 4 skills). Watch video and list Do's and Dont's and a summary on provided worksheet
4. Recreate activity done in class, at home, and video yourself for 25 minutes doing that activity; then email it to your PE instructor

Failure to complete this within the week allowed, will result in the loss of **3** participation points. **Written work** also needs to be made up within one week in order to receive any credit; (10% off for each day late), after one week the assignment will not be graded for credit. **Cheating** (see pg 29 of K-12 Handbook)

Not dressing for class is not an option; without a "Parent no-dress" or "Doctor no-dress". If a student does not have clothes to change into, he/she may borrow from a friend or get some from his/her teacher.

Students who choose not to dress more than once in the same unit, will only be allowed to make-up one of those "no-dresses". This is to deter students from "skipping" entire units and still receiving credit by making up the days.

DHS Wellness Center Policies & Procedures

Kelly Ottaviani e-mail: ottavianik@dexterschools.org

Phil Jacobs e-mail: jacobsp@dexterschools.org

1. *Throw away gum, when entering the gym/aerobics room/pool (no food or drinks, other than water, are allowed in these areas).*

2. *Cell phones, iPods, or any other electronic devices are prohibited while in this class, including in the gym, aerobics room, weight room & classroom, if they are seen, they will be taken for parent pick-up.*

3. *Students are responsible for changing clothes and into tennis shoes in order to participate in class. Each student will be responsible for taking care of a school issued lock and locker. If a student loses, misplaces, breaks, etc. his/her issued lock, there will be a \$8.00 replacement fee, failure to pay the fine will result in an "Incomplete" in the class.*
 - a. *T-shirt (no thin strap tank tops)/Sweatshirt (we will be outdoors as much as possible)*

 - b. *Shorts/Sweatpants (no jeans or cargo pants)*

 - c. *Tennis shoes (non-marking, with good support and traction)*

 - d. *Swimsuit and towel (if/when needed)*

 - e. *Personal hygiene items*

- **Place your name on as many of your items as possible AND keep them LOCKED in your locker, to avoid having them stolen***

4. *Students are to be in the locker room or gym when the tardy bell rings.*

5. *The locker rooms are off limits during class activity time, regardless of reason, plan accordingly.*

6. *Students are to sit in assigned attendance squads upon entering the gym, until instructions*

are given out.

7. *Students are to respect other people and other people's property.*
8. *Students are to use the equipment for the activity for which it is intended.*
9. *Students are to play the game or participate in the activity, to the very best of their ability.
You will improve if you try.*
10. *Students are to put the equipment back in the place from which it came at the end of class.*
11. *Students should display and practice good sportsmanship at all times.*
12. *Students who have a problem in class should talk to the teacher so that an honest effort
can be made to solve the problem.*
13. *Only 2 parental notes to excuse activity for "medical" reasons will be accepted during the
term. A "No Dress" penalty will be given if more than 2 notes are received. Notes must be
presented **on the day** to be excused. This does not include doctor notes.*
14. *Doctor Notes: No point deduction is given while under doctors care, however after 1 week
of no participation, (due to doctors orders), written assignments will be given up until the end of
the 4th week; at which point a counseling appointment will be made & recommendation for
dropping the class will occur due to missing nearly 25% of the class.*
15. *After class is over, before the bell has rung, no one may leave the gym hallway, until the
bell rings.*

Form A-2

New Course Proposal

Course Title: Yoga and Personal Improvement

Department:Physical education

Duration:Semester

Grade Level(s): 9 10 11 12

Prerequisite(s):None

Contact Person(s):Kelly Ottaviani

Proposal Date: September 2017

1. Why is a new course necessary?

This course is necessary to give students another option to learn how to be physically active. There are several different types of yoga, which means there is something for everyone. Yoga has many important health and mental benefits including reducing anxiety, coping strategies, stress reduction, increasing flexibility and improved body composition. My goal throughout a student's time at DHS, is for them to learn and/or discover one activity that they enjoy doing, and to continue doing it beyond school to stay healthy and active. Yoga is a lifelong activity that anyone can do no matter what your ability level is, what injuries you have or how much time you have. There is something for everybody.

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.

A.4.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.

A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous intensity level for 7 days a week.

K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.

M.1.MS.6 Perform a five-element movement sequence with flow in dynamic settings.

M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and concepts

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation and compassion in dynamic settings.

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

Technology will be included in this course to the extent of using DVD's, online videos and making their own video. Students will also need to be able to match music with their yoga instruction. Technology will be used in this course, however, it will be limited because the point is to get students moving.

4. How will career or “real world” experiences be integrated into the course?

In this course, students will be exposed to several different types of yoga via myself, guest teachers, videos and peers. This will give students the knowledge and self confidence to be able to continue to practice yoga beyond their high school career. Trying something new can be very intimidating, and if you have already experienced yoga, you will be more likely to continue to do it.

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

Students will be responsible for physical assessments by demonstrating the correct form for different poses and will also be required to present their own yoga flow to the class as their final exam.

6. Resources needed and costs (Attach Form A-3)

The resources I am requesting are yoga mats, yoga blocks, and disinfecting wipes to keep the mats clean. (See attached form)

Attach a proposed course outline or syllabus that includes a course description as well as the scope and sequence of topics to be covered.

Dexter Community Schools - 5/25/2011

Yoga and Personal Improvement Course Syllabus

Yoga and Personal Improvement

Fall 2017 - Elective course

Grade Level(s): 9-12

NCAA Approved: No

Prerequisites:None

Text(s) & Material(s): No text books required. Folder is recommended

OBJECTIVES

- Students will engage in fitness activities, which will improve or maintain the following: cardiovascular endurance, muscular strength and endurance, flexibility, body composition, agility, balance, & coordination.
- Students will be able to identify vital health practices, which will lead to a more active and productive lifestyle.
- Students will engage in a variety of aerobic activities, which will promote social interaction and teamwork, as well as confidence and knowledge of many aerobic physical activities.

Summary of Course:

3 days per week - yoga

2 days per week - lifelong fitness activities

Possible Topics Covered Include

Physical Activities

Restorative yoga	Jump Rope
BollyFit	Kettlebells
Cardio Bootcamp	Kickboxing/Tae Bo
Circuits	Medicine Ball
Curves	Pilates
Dance/Hip Hop	Pure Bar
Interval Training	Hatha Yoga
Jazzercise	Zumba
Vinyasa Yoga	Walking Fitness

Cognitive Lessons

- Phases of Aerobic Workout
- F.I.T.T. Principle
- Cardiovascular Endurance
- Muscular Fitness (Strength & Endurance)
- Flexibility
- Nutrition for Peak Performance
- Healthy Body Composition

****All students are encouraged to bring a yoga mat and water bottle on a daily basis**

Calendar: ***calendar is subject to change depending on weather, gym availability and other unforeseen circumstances*

<i>Weeks</i>	<i>Chapters - Topics</i>
<i>Week 1</i>	<i>Intro to class, Locks, Getting started</i>
<i>Monday</i>	<i>Yoga (Release and Revive, Peak Posture)</i>
<i>Tuesday</i>	<i>Fitness and Mindfulness (Pilates, Barre)</i>
<i>Wednesday</i>	<i>Yoga (Vinyasa)</i>
<i>Thursday</i>	<i>Fitness (Walking fitness, etc)</i>
<i>Friday</i>	<i>Yoga (Exploration of different types of yoga)</i>
<i>Week 17-18</i>	<i>Final projects preparation</i>
<i>Week 19</i>	<i>Final project presentations</i>

Assessment Tools

- Physical Assessments •Written Assessments •Homework/Activity Logs
- Projects •Presentations

Grading Scale:

93-100% = A	67-69% = D+
90-92% = A-	63-66% = D
	60-62% = D-
87-89% = B+	
83-86% = B	0-59% = E
80-82% = B-	
	Percentages round
77-79% = C+	up to the nearest
73-76% = C	whole number.
70-72% = C-	

Participation Grade*= 60% of Semester Grade; *includes attendance, active participation, personal/social responsibility, etc.

Assignments**=20% of Semester Grade; **may include logs, homework, classroom work, essays, projects, labs, etc.

Quizzes/Tests=20% of Total of Semester Grade

Semester Grade Determinants:

80% Semester, 20% Exam (*Failure to complete all requirements of the Final Exam will result in an Incomplete for the class*)

Class Rules...You Are Expected to:

- Follow all procedures & expectations
- Follow instructions the first time given
- Attend class daily & be on time for attendance
- Dress & actively participate every day

Consequences for Improper Behavior:

- 1st time: Warning & reminder
- 2nd time: Loss of points (call home if necessary)
- 3rd time: Loss of points, call home, & written up
- 4th time: Meeting w/principal, teacher, parent, & student

Grading Policy:

Each student will receive 100 participation points to start the term. It is up to the student to keep these points. A student will lose points for the following reasons:

- NOT DRESSING OR ANY ABSENCE= **-3**
- LATE FOR CLASS/NOT PREPARED= **-1**
- LACK OF PARTICIPATION DURING WARM-UPS= **-1**
- LACK OF PARTICIPATION DURING ACTIVITY/SPORT= **-2**
- IMPROPER LANGUAGE OR BEHAVIOR= **-1 to -3** (depending on severity)
- LEAVING HALLWAY BEFORE BELL RINGS= **-1**
- SUSPENSION FROM SCHOOL (comply with school policies)

Participation/Assignment Expectations:

Physical Education classes are **participation** classes. In order for a student to get the ultimate benefit, he/she must engage in activity on a daily basis. Students are allowed up to 3 **excused** absences without having to make up any points. Absences must be excused! From there, when a class period is missed due to an unexcused, *excused*, non-participation, school business, or any other excuse, the student will be encouraged to to make-up the physical participation within one week of the missed class by one of the following ways:

1. Jog 5 laps under the supervision of one of the PE instructors. Make ups will be on Tuesday and Thursday from 7:30-8.
2. Write a summary, (at least a page & a half), of an assigned fitness journal article pertaining to the days lesson missed
3. *If* it was a skill development day: student will search for a YouTube video on each of the skills practiced in class that day, (no more than 4 skills). Watch video and list Do's and Dont's and a summary on provided worksheet
4. Recreate activity done in class, at home, and video yourself for 25 minutes doing that activity; then email it to your PE instructor

Failure to complete this within the week allowed, will result in the loss of **3** participation points. **Written work** also needs to be made up within one week in order to receive any credit; (10% off for each day late), after one week the assignment will not be graded for credit. **Cheating** (see pg 29 of K-12 Handbook)

Not dressing for class is not an option; without a "Parent no-dress" or "Doctor no-dress". If a student does not have clothes to change into, he/she may borrow from a friend or get some from his/her teacher.

Students who choose not to dress more than once in the same unit, will only be allowed to make-up one of those "no-dresses". This is to deter students from "skipping" entire units and still receiving credit by

making up the days.

Yoga and Personal Improvement Policies & Procedures
Kelly Ottaviani e-mail: ottavianik@dexterschools.org

Phil Jacobs e-mail: jacobsp@dexterschools.org

1. *Throw away gum, when entering the gym/aerobics room/pool (no food or drinks, other than water, are allowed in these areas).*
 2. *Cell phones, iPods, or any other electronic devices are prohibited while in this class, including in the gym, aerobics room, weight room & classroom, if they are seen, they will be taken for parent pick-up.*
 3. *Students are responsible for changing clothes and into tennis shoes in order to participate in class. Each student will be responsible for taking care of a school issued lock and locker. If a student loses, misplaces, breaks, etc. his/her issued lock, there will be a \$8.00 replacement fee, failure to pay the fine will result in an "Incomplete" in the class.*
 - a. *T-shirt (no thin strap tank tops)/Sweatshirt (we will be outdoors as much as possible)*
 - b. *Shorts/Sweatpants (no jeans or cargo pants)*
 - c. *Tennis shoes (non-marking, with good support and traction)*
 - d. *Swimsuit and towel (if/when needed)*
 - e. *Personal hygiene items*
- **Place your name on as many of your items as possible AND keep them LOCKED in your locker, to avoid having them stolen***
4. *Students are to be in the locker room or gym when the tardy bell rings.*
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9. *Students are to play the game or participate in the activity, to the very best of their ability.
You will improve if you try.*
10. *Students are to put the equipment back in the place from which it came at the end of class.*
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dropping the class will occur due to missing nearly 25% of the class.*
15. *After class is over, before the bell has rung, no one may leave the gym hallway, until the
bell rings.*

Form A-3

Instructional Resource Review

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

Date: September 2017

Applicant(s): Kelly Ottaviani

Building(s) Involved: Dexter High School

Grade(s) and/or Course: 9 10 11 12

Targeted population: All students

Describe the teaching resource(s) being considered:

The resources that I am asking for would be 35 yoga mats and 35 yoga blocks. For a mat that is going to sustain daily use by several students, it will cost approximately \$20 per mat for a total of \$700. Yoga blocks are approximately \$7 per block, for a total of \$245. Then I would need disinfecting wipes so the mats can be wiped down after each use. For a year supply would cost approximately \$50 for a grand total of \$995.

Connection to specific goals within the strategic plan:

This class will focus on developing the whole child and preparing them to have the confidence and knowledge to continue their individual fitness journey throughout their lifetime. This class will accommodate all learners, help incorporate students into community events such as yoga in the park, and provide them the tools to be active from cradle to career.

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

Studies have shown that physical activity can actually help increase student assessment scores by activating both sides of the brain. Our school is focused on Math, Reading and Assessment Literacy and if students are able to be active, learn coping strategies, and help to de-stress during their day, this could in turn help them in all academic areas.

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

These resources are beneficial for students so they can work at their own individual level and work on their own personal improvement.

A.4.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.

A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous intensity level for 7 days a week.

K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.

M.1.MS.6 Perform a five-element movement sequence with flow in dynamic settings.

M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and

concepts

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation and compassion in dynamic settings.

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?

The purpose of the yoga mats is so students have their own space to learn the practice of yoga and the yoga blocks allow for assistance with different flexibility levels and allows each student to work at their own individual level.

2. In what way(s) does the resource appeal to students?

Having yoga mats and blocks would appeal to students because then they are not responsible for bringing and storing their own mats and blocks. This would allow students to free up space in their PE lockers and would not create any financial burden on the students.

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

The videos that will be used, will support different genders, ethnicities, shapes, and abilities to show students that yoga is for everyone. I have several videos that I use will allow students to see that no matter how we are on the inside, yoga can benefit us all in the same ways.

4. Does the material encourage critical thinking and problem solving? Give examples.

With this class I want students to gain tools and knowledge of how to make physical activity a priority in their life. Yoga helps with stress, allows you to work around injuries, can be done at an individual level and helps with mental health and coping skills.

DRAFT

**Facilities Committee
Meeting Minutes**

Date: Thursday, October 5, 2017

Project: Dexter Community Schools – 2017 Bond

Location: Copeland Administration Bldg.

Time: 5:00 P.M.

Attendees: DCS: Chris Timmis, Sharon Raschke, Rob Mitzel, Ron Darr, Dick Lundy

GCC: Jerry Brand, Greg Brand, Mike Nowosad

1. Master Budget Draft for discussion
 - a. Greg Brand from Granger presented a draft version of the master bond budget for feedback on format.
2. New Elementary Budget update
 - a. Greg Brand from Granger presented the new elementary school budget and preliminary estimate information.
3. New Elementary Bidding plans
 - a. Greg Brand from Granger presented the bid package schedule for the new elementary school.
4. Athletic Field Bidding plans
 - a. Greg Brand from Granger presented the draft athletic field plans including possible phasing information.
5. WCRC Roundabout Project Update
 - a. Sharon Raschke provided an updated set of plans from the WCRC. Adding a leg for entrance into the Creekside parking lot was discussed.
6. Architect Contract update
 - a. Jerry Brand from Granger will provide a draft to Sharon Raschke.

Meeting concluded at 6:30 P.M.

DRAFT

**Dexter Community Schools
Finance Committee
Meeting Minutes
October 9, 2017**

Board Members

Present – Dick Lundy, Julie Schumaker, Michael Wendorf

Staff Committee Members

Present – Jessica Baese, John Heuser, Sharon Raschke, Chris Timmis

Others Present – Lisa Jones, Kim Lindsay (Lewis & Knopf)

Other Community Present – None

Meeting convened at 4:00 pm.

Approval of Minutes

A motion was made by Dick Lundy and supported by John Heuser to approve the finance committee meeting minutes of September 13, 2017. Approved.

Audience Participation

None.

Discussion Items

1. 2016-17 Audit Presentation

Kim Lindsay presented the financial audit for the fiscal year end 2016-17 and answered questions. The information will be presented to the full Board at tonight's meeting.

Meeting adjourned at 5:00 pm.

BOARD OF EDUCATION GOVERNANCE STANDARDS

What principles should affect school board decisionmaking? What are the behaviors of school boards—as well as individual school board members—that contribute to positive outcomes for students? The Board of Education Governance Standards were developed by school board members for school board members to provide a shared framework for effective school district governance.

Endorsed by the Michigan State
Board of Education

For more, visit:

miboardstandards.com



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OF SCHOOL BOARDS



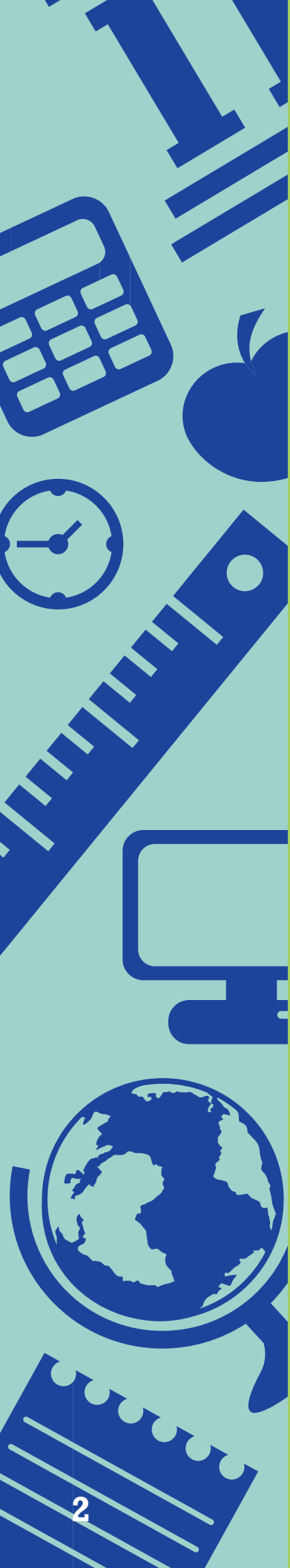


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Note: *Shared understanding of terms and practices is essential for effective school district governance. Key terms are defined within the Glossary at the back of this document. To alert the reader, these terms are underlined throughout the text.*

Introduction

Why do citizens serve on boards of education? School board members consistently report coming to service on a school board because they care deeply about doing the right things for children.¹ In serving, school board members give countless hours to the governance of public schools and open themselves up to the scrutiny and, sometimes, acrimony of their fellow citizens. While school board service is most certainly not for the timid or uninformed, it is an excellent means of impacting the lives of children in one's community. There is, after all, a correlation between the work of school boards and student achievement.² But, for the school board's impact on student achievement to be positive, the service must be guided by principles that support excellent outcomes for students and are reflective of research-based practices of effective school boards.²

The Board of Education Governance Standards are intended for use by local and intermediate school boards as well as individual school board members. They were developed by school board members *for school board members* to provide a shared framework for effective school district governance. By design, the Governance Standards are in simple terms so as to be easily understood and promote understanding across the board table and throughout communities.

Developing the Governance Standards was relatively straightforward work—research has benchmarked the practices of effective school boards, and MASB has access to the perspective and experiences of literally thousands of school board members and superintendents. The more complex work related to the Governance Standards must occur at school board tables across the state—in *living* the Standards—in holding ourselves and fellow board members accountable to the Standards. We must be disciplined in *our own* governance behaviors. We must respect our board colleagues enough to expect them to be disciplined in their governance behaviors. And we must have the courage to speak up when the performance of individuals or the board is not in alignment with the Standards. This is the challenge we must overcome if we are to do the right things for children.

¹ *Bartusek, L. (Ed.) IASB's Lighthouse Study: School Boards and Student Achievement. Iowa Association of School Boards, 2000.*

² *Dervarics, C. and O'Brien, E. Back to school: How parent involvement affects student achievement. Center for Public Education, 2011.*

Board of Education Governance Standards

Guiding Principles of the Board of Education:

**Accountability | Commitment to Learning | Inclusivity
Stewardship | Transparency | Vision-Driven**

① *The Board of Education, in cooperation with the superintendent and stakeholders, establishes and commits to a vision for the school district that emphasizes high expectations for achievement of all students and quality instruction.*

Questions to evaluate or prompt successful adoption of this standard include:

- 1.a. Has the Board of Education formally adopted a district plan that includes a concise vision statement?
- 1.b. Were stakeholders engaged in the district planning process?
- 1.c. Does the district plan include nonnegotiable goals related to student achievement and quality instruction?
- 1.d. Are school improvement or related turnaround efforts aligned to the district plan?
- 1.e. Has the Board of Education adopted a system to monitor progress toward goals?
- 1.f. Are resources aligned to the district plan?
- 1.g. Does the Board of Education proactively address barriers to implementing the vision even when doing so may be unpopular? (Such as with budget cuts, building closures, etc.)
- 1.h. Does the Board of Education establish goals for its performance based upon the district plan?
- 1.i. Are decisions of the Board of Education guided by the district plan and related goals?

② *The Board of Education governs in a manner that is dignified and worthy of trust.*

Questions to evaluate or prompt successful adoption of this standard include:

- 2.a. Does the Board of Education demonstrate a unity of purpose and articulate a common vision for the district?
- 2.b. Is school district business conducted in an ethical, civil and responsible manner?
- 2.c. Does the Board of Education demonstrate knowledge of school district governance, research-based practices in education and school finance, as well as school and labor law?
- 2.d. Does the Board of Education govern with board-adopted policies and procedures?
- 2.e. Has the Board of Education adopted a budget based on realistic projections reflecting expenses that are less than income?
- 2.f. Do the interactions and decisions of the Board of Education serve as examples of effective and responsible leadership for the district's students?

3 *The Board of Education is accountable to the school district community.*

Questions to evaluate or prompt successful adoption of this standard include:

- 3.a.** Is the Board of Education knowledgeable of the students, families and community it serves including factors such as conditions that impact learning and desired outcomes?
- 3.b.** Does the Board of Education operate in an open and transparent manner?
- 3.c.** Prior to deliberating, does the Board of Education inform itself by listening to a diverse range of views from around the board table as well as across the community it serves?
- 3.d.** Is progress toward goals and student performance regularly reported to the community?
- 3.e.** Is the Board of Education's performance evaluated on a regular basis with the use of a valid and reliable assessment (internally, externally or both) and reported to the community?
- 3.f.** Has the Board of Education put policies in place that support successful implementation of the district plan?
- 3.g.** Does the Board of Education's governance of the school district demonstrate due concern with regard to financial and legal matters?

4 *The Board of Education holds the superintendent accountable for creating the outcomes identified in the school district plan.*

Questions to evaluate or prompt successful adoption of this standard include:

- 4.a.** Does the Board of Education provide policies and systems for oversight of district resources, infrastructure and compliance?
- 4.b.** Does the Board of Education receive regular reports regarding progress toward district goals?
- 4.c.** Does the Board of Education monitor student academic progress based on assessments that are valid and reliable?
- 4.d.** Has the Board of Education established clear expectations for the superintendent, as well as the means and timeline on which the superintendent is to be evaluated?
- 4.e.** Does the Board of Education actively participate in the support, development and evaluation of the superintendent?
- 4.f.** Does the Board of Education place an emphasis on continuous improvement despite challenging circumstances?
- 4.g.** Has the Board of Education established quality instruction and the development of master teachers as critical district priorities to guide the superintendent's work?
- 4.h.** Does the board spend more time on policies to improve student achievement and monitoring progress and less time on operational issues?

Individual Board Member Governance Standards

Guiding Principles of the Individual School Board Member:

Advocacy | *Civility* | *Courage* | *Empathy* | *Inquiry*
Integrity | *Regard for Authority of the Board* | *Selflessness*

1 *The individual school board member is motivated by and focuses on what is in the best interest of all students.*

Questions to evaluate or prompt successful adoption of this standard include:

- 1.a. Does the board member primarily concern him/herself with the goals that have been identified in the district plan?
- 1.b. Does the board member demonstrate concern for all students in action, deed and decisions?
- 1.c. Is the board member able to set aside personal issues and participate as a member of a board?
- 1.d. Does the board member maintain confidentiality when expected to do so?
- 1.e. Does the board member advocate for viable and effective PK-12 public education? (Such as by contacting legislators about PK-12 issues, legislation, state education funding, etc.; talking with parents and community members about how they can positively advocate for and participate in their district, etc.)

2 *The individual school board member believes in the importance of and actively engages in lifelong learning.*

Questions to evaluate or prompt successful adoption of this standard include:

- 2.a. Is the board member actively engaged in learning new concepts, skills or best practices?
- 2.b. Is the board member willing and able to develop competency in matters related to school governance such as school finance and policy, as well as school and labor law?
- 2.c. Does the board member seek out and engage in learning opportunities to improve his/her ability to serve effectively on a Board of Education?

3 *The individual school board member understands and respects both the authority and responsibilities of the Board of Education.*

Questions to evaluate or prompt successful adoption of this standard include:

- 3.a. Does the board member act in accordance with Michigan law, which does not vest individual board members with any type of independent legal authority?

Glossary

Accountability	Accountability is accepting responsibility for ensuring the conditions are in place for positive student outcomes and learning to occur.
Advocacy	Advocacy is actively supporting that which is in the best interest of Michigan’s public school students.
Civility	Civility is about more than just politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one’s preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreements. It is political in the sense that it is a necessary prerequisite for civic action. But it is political too in the sense that it is about negotiating interpersonal power such that everyone’s voice is heard, and nobody’s is ignored. ³
Commitment to Learning	Commitment to learning describes a dedication to the belief that everyone can learn and that lifelong learning is key to an individual’s ability to create positive outcomes.
Confidential	School board members become aware of information of which unauthorized disclosure could be prejudicial to the interest of the district and/or illegal.
Courage	Courage is the mental or moral strength to venture, persevere and withstand danger, fear or difficulty. ⁴
District Plan	At minimum, a district plan lays out the objectives a district intends to accomplish including the steps it will take to accomplish those objectives as well as the timeframe and metrics that will be used to evaluate progress. See Strategic Plan for the optimal alternative.
Empathy	Empathy is the capacity to understand, be aware of, be sensitive to and vicariously experience the feelings, thoughts and experience of another. ⁵
Inclusivity	Inclusivity is the policy of including people who might otherwise be excluded or marginalized. ⁶ This includes board members, stakeholders and students.
Integrity	Integrity is the concept of consistency of one’s actions, values, methods, measures, principles, expectations and outcomes. ⁷
Inquiry	Inquiry is an approach to understanding that is constructed in the process of people working and conversing together as they pose and solve problems, making discoveries and testing new knowledge in the course of shared activity. ⁸

³ *The Institute for Civility in Government, 2017.*

⁴ *Merriam-Webster, 2017.*

⁵ *Merriam-Webster, 2017.*

⁶ *The Oxford Pocket Dictionary of Current English, 2017.*

⁷ *Goree, 2007.*

⁸ *Galileo Educational Network, 2016.*

Regard for Authority of the Board	Regard for the authority of the board is the ability of an individual board member to respect and support the vote of the board of education even if his/her position was contrary to the decision.
Reliability	The extent to which a measurement gives results that are very consistent. ⁹
Selflessness	Selflessness is putting the needs and concerns of others ahead of one's self.
Stakeholders	Individuals and groups who have an interest in the welfare of a community's children and public school district including but not limited to district residents, students, business owners/operators, district staff members, union leadership, etc.
Stewardship	Stewardship is the careful and responsible management of the school district's resources including finances, facilities, human resources, etc.
Strategic Plan	<p>A strategic plan is a document that empowers school districts to plan for continuous change and is used to communicate with the entire school community the Board of Education's vision for the district, goals related to making that vision a reality and the actions needed to achieve those goals, as well as related support materials such as timelines and measurements.¹⁰</p> <p>It is established via a process that engages stakeholders in assessing the internal and external environments, analyzes the implications or relevant trends, and identifies effective strategies for achieving the desired future state of the school district.¹¹</p>
Transparency	Transparency describes a board's obligation to share information with citizens. Information on how officials conduct the public business and spend taxpayers' money must be readily available and easily understood. ¹²
Validity	Validity of an assessment is the degree to which it measures what it is supposed to measure. ¹³
Vision	A vision describes in detail the desired future state of a school district. It announces to staff members, parents and students where a district is heading and why they should take the trip with you. ¹⁴
Vision-Driven	Vision-driven describes a board that, in partnership with the superintendent and stakeholders, establishes a shared vision and plans for the school district to attain that vision. ¹⁵

⁹ *Wikipedia, 2017.*

¹⁰ *Balanced Scorecard Institute, 2017.*

¹¹ *National School Board Association, 2006.*

¹² *The Encyclopedia of American Politics, 2017.*

¹³ *Wikipedia, 2017.*

¹⁴ *Farmer, P. & Gabriel, J., n.d.*

¹⁵ *Iowa School Boards Association, n.d.*

**SPECIAL
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MASB Board of Directors



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

To: Board of Education

From: Sharon Raschke, CFO

Date: October 27, 2017

RE: Update on Annexation of 8100 Shield Rd

The Board previously adopted a resolution in support of annexation for the 8100 Shield Rd. into the City of Dexter. It is currently in Scio Township.

The request was approved up by the City of Dexter on October 23 and by Scio Township on October 24.

This action will give us access to water and sewer at that site. In addition, it will be beneficial to work within a single jurisdiction for site plan review.

The City of Dexter will now file with the Office of the Great Seal. At that point they file it and it is considered official.