



MONROE PUBLIC SCHOOLS

BOARD MEETING #18

October 13, 2015

7:00 p.m.

BOARD OF EDUCATION

MR. ROBERT YEO, PRESIDENT

MR. LAWRENCE VANWASSHENOVA, VICE-PRESIDENT

MR. RYAN PHILBECK, SECRETARY

DR. TEDD MARCH, PARLIAMENTARIAN

MR. MATTHEW BUNKELMAN, TRUSTEE

MRS. FLOREINE MENDEL, TRUSTEE

MRS. CYNTHIA TAYLOR, TRUSTEE

SUPERINTENDENT OF SCHOOLS

DR. BARRY N. MARTIN

“Monroe Public Schools is committed to being the premier education organization in the region. We are devoted to promoting high expectations for all in a state-of-the-art 21st century curriculum. We recognize that the students and communities we serve are our customers, and we promise to make all decisions in their best interest.”

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Prepared by the Office of the Superintendent, Gayle Lambert, Secretary

MONROE PUBLIC SCHOOLS BOARD OF EDUCATION

Board Meeting #18
Tuesday, October 13, 2015
7:00 p.m.

AGENDA

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A. Roll Call and Call to Order	Mr. Yeo	1
1. Pledge of Allegiance to the Flag	Mr. Yeo	
2. I See Grey Movement	Dr. Martin	
3. MHS Equestrian Team Recognition	Dr. Martin	
B. Public Commentary – Agenda Items Only	Mr. Yeo	
C. Discussion and Action Items		
1. Approval of Minutes	Mr. Yeo	2
Move to approve the minutes of the following meetings as submitted:		
• September 22, 2015, Board Work Session		
• September 22, 2015, Board Meeting #17		
2. Reports and Updates	Mr. Yeo	7
• September 14, 2015, Board Personnel Committee Meeting Minutes		
• September 21, 2015, Board Curriculum Committee Meeting Minutes		
• October 5, 2015, Board Personnel Committee Meeting Minutes		
• October 8, 2015, Board Policy Committee Meeting Minutes		
3. Consent Agenda – Teacher Appointments	Mrs. Everly	18
Move that Agenda Items C.4 – C.8 be considered as a Consent Agenda, and that the consent agenda items be approved as recommended.		
4. Teacher Appointment	Mrs. Everly	19
Move to approve the appointment of Morgan Valentine as a teacher with Monroe Public Schools effective September 8, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.		
5. Teacher Appointment	Mrs. Everly	22
Move to approve the appointment of Danielle Jozwiak as		

a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

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| <p>6. Teacher Appointment
Move to approve the appointment of Lynn Calgie as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.</p> | <p>Mrs. Everly 26</p> |
| <p>7. Teacher Appointment
Move to approve the appointment of _____ as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.</p> | <p>Mrs. Everly 28</p> |
| <p>8. Teacher Appointment
Move to approve the appointment of _____ as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.</p> | <p>Mrs. Everly 29</p> |
| <p>9. Maintenance Appointment
Move to approve the appointment of _____ as a Classification 1 Skilled Trades with Monroe Public Schools effective _____ and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.</p> | <p>Mr. Oley 30</p> |
| <p>10. Acceptance of 2014/15 Financial Audit
Move to accept the 2014/15 Financial Audit as prepared by the firm of Cooley, Hehl, Wohlgamuth & Carlton, of Monroe, Michigan.</p> | <p>Mrs. Eighmey 31</p> |
| <p>11. MHS Pink Out Donation
Move to approve a donation to the Cancer Connection of 50% of the ticket sales up to, but not exceeding, \$500.00 from the Pink Out basketball game.</p> | <p>Dr. Martin 32</p> |
| <p>12. MHS Softball Scoreboard Purchase
Move to approve the purchase of the Monroe High School softball scoreboard from Varsity Scoreboards at a cost not</p> | <p>Dr. Martin 33</p> |

to exceed \$10,582.11. This project will be funded through revenue in advertisement sales with any remaining expenses taken from the 2015/16 Athletic budget.

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|---|--------------------|-----------|
| <p>13. MHS CTE – Solar/Wind Combo Units
Move to approve the cost to repair, replace and refurbish three stationary solar/wind combo trainers at Monroe High School. This purchase will not exceed \$5400.00 and will be funded utilizing the Chrysler Corporation STEM grant and Added Cost funds.</p> | <p>Mrs. Everly</p> | <p>38</p> |
| <p>14. Consent Agenda – Overnight Field Trips
Move that Agenda Items C.15 – C.18 be considered as a Consent Agenda, and that the consent agenda items be approved as recommended.</p> | <p>Mrs. Everly</p> | <p>41</p> |
| <p>15. Manor – Camp Kimball
Move to approve the Manor Elementary 6th grade trip to Camp Kimball in Reading, Michigan, in accordance with board policies for field trips and excursions.</p> | <p>Mrs. Everly</p> | <p>42</p> |
| <p>16. MHS Varsity Volleyball Tournament
Move to approve the attendance of the varsity volleyball team at the Mt. Morris High School Volleyball Tournament in Birch Run, Michigan, in accordance with board policies for field trips and excursions.</p> | <p>Mrs. Everly</p> | <p>48</p> |
| <p>17. MMS Choir – Mackinac Music Clinic
Move to approve the attendance of the Monroe Middle School Choir at the Mackinac Music Clinic on Mackinac Island. This trip will be in accordance with board policies for field trips and excursions.</p> | <p>Mrs. Everly</p> | <p>53</p> |
| <p>18. MHS Equestrian Club
Move to approve the attendance of the Monroe High School Equestrian Club at the State Equestrian Meet in Midland, Michigan, in accordance with board policies for field trips and excursions.</p> | <p>Mrs. Everly</p> | <p>67</p> |
| <p>19. 2015/16 District and School Improvement Professional Development Plan
Move to approve the 2015-2016 Professional Development Plan at a cost not to exceed \$65,000.00. This expenditure will be funded utilizing the 2015-2016 Curriculum and Human Resource general fund budgets.</p> | <p>Mrs. Everly</p> | <p>70</p> |

<p>20. Letter of Intent – MCISD and MPS Move to approve the letter of intent between MCISD and Monroe Public Schools to explore the feasibility of a shared purchasing arrangement for one or more medical benefit plans in order to stabilize or reduce current health premium costs.</p>	Dr. Martin	94
<p>21. Superintendent’s Comments</p>	Dr. Martin	
<p>22. Old Business</p>	Mr. Yeo	
<p>23. New Business</p>	Mr. Yeo	
<p>24. Public Commentary – Any Topic</p>	Mr. Yeo	
<p>25. Closed Session Move to convene in closed session to consult written advice of counsel, Section 8(h) of the Open Meetings Act.</p>	Mr. Yeo	97
<p>26. Adjourn and Reconvene Move that the closed session be adjourned and Board Meeting #18 be reconvened into open session.</p>	Mr. Yeo	98
<p>27. Adjournment Move that the October 13, 2015, Board Meeting #18 of the Monroe Public Schools Board of Education be adjourned.</p>	Mr. Yeo	99

ROLL CALL

	<u>Present</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____
Dr. March	_____	_____
Mrs. Mentel	_____	_____
Mr. Philbeck	_____	_____
Mrs. Taylor	_____	_____
Mr. VanWasshenova	_____	_____
Mr. Yeo	_____	_____

APPROVAL OF MINUTES

ENCLOSURES

- September 22, 2015, Board Work Session Minutes
- September 22, 2015, Board Meeting #17 Minutes

RECOMMENDATION

Move to approve the following minutes as submitted:

- September 22, 2015, Board Work Session
- September 22, 2015, Board Meeting #17

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Ms. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MONROE PUBLIC SCHOOLS BOARD OF EDUCATION

Work Session

Tuesday, September 22, 2015

5:30 p.m.

MINUTES

Roll Call and Call to Order

Board Members Present: President Robert Yeo, Vice President Lawrence VanWasshenova, Secretary Ryan Philbeck (arrived at 5:39 p.m.), Parliamentarian Dr. Tedd March (arrived at 5:55 p.m.), Trustee Matthew Bunkelman (arrived at 5:51 p.m.), Trustee Floreine Mentel, and Trustee Cynthia Taylor

Board Members Absent: None

Administrators Present: Barry Martin, Julie Everly, Katherine Eighmey, Jerry Oley, David Payne

Administrators Absent: None

Others Present: Jill Sauve, Sarah Rafko, Deb Sabo

President Yeo called the meeting to order at 5:34 p.m.

Focus School Report

Mrs. Everly distributed the Focus School Reports for Custer, Manor and Waterloo.

Preliminary Audit Report

Sara Rafko and Deb Sabo of Cooley, Hehl, Wohlgamuth & Carlton, P.L.L.C. presented copies of the audit report to board members followed by a discussion. The audit will be brought to the board for approval at the October 13, 2015, Board meeting.

Superintendent's Evaluation Process

Due to time constraints, this item will be discussed at the work session on October 13, 2015.

Adjournment

Motion by Dr. March; support by Mr. Philbeck that the 5:30 p.m., September 22, 2015, Work Session of the Monroe Public Schools Board of Education be adjourned.

Vote: Motion carried by a 7-0 hand vote at 7:06 p.m.

Ryan Philbeck, Secretary

MONROE PUBLIC SCHOOLS BOARD OF EDUCATION

Board Meeting #17

September 22, 2015

7:00 p.m.

MINUTES

Roll Call and Call to Order

Board Members Present: President Robert Yeo, Vice President Lawrence VanWasshenova, Secretary Ryan Philbeck, Parliamentarian Dr. Tedd March, Trustee Matthew Bunkelman, Trustee Floreine Mentel, and Trustee Cynthia Taylor

Board Members Absent: None

Administrators Present: Barry Martin, Julie Everly, Katherine Eighmey, Jerry Oley, David Payne

Administrators Absent: None

President Yeo called the meeting to order at 7:12 p.m.

Public Commentary-Agenda Items Only

There was none at this time.

Approval of Minutes

Motion by Mr. VanWasshenova; support by Mrs. Mentel to approve the minutes of the following meetings as submitted:

- September 8, 2015, Board Meeting #16

Vote: Motion carried by a 7-0 roll call vote.

Reports and Update

The Informational Reports (Contracted Services Recommendations, Contracted Coaches, and Club Paid Coaches) were received.

Staff Resignations

Motion by Mrs. Taylor; support by Mr. Bunkelman to approve the resignations from Monroe Public Schools of Sonya Kalasho effective September 4, 2015; Daniel Fuerstenberg effective September 25, 2015; Mark Pitcher effective September 21, 2015; Sue Sacks effective September 30, 2015; and Mary Dolores Gagne effective November 25, 2015.

Vote: Motion carried by a 7-0 roll call vote.

Consent Agenda

Motion by Mrs. Taylor; support by Mr. VanWasshenova that Agenda Items C.5 – C.6 be considered as a Consent Agenda, and that the consent agenda items be approved as recommended.

- C.5 **Teacher Appointment** - Move to approve the appointment of Jessica Harmon as a teacher with Monroe Public Schools effective September 28, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.
- C.6 **Teacher Appointment** – Move to approve the appointment of Emily Owens as a teacher with Monroe Public Schools effective September 23, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

Vote: Motion carried by a 7-0 roll call vote.

Clerical Appointment

Motion by Mr. Philbeck; support by Mr. Bunkelman to approve the appointment of Melinda Carr as a secretary with Monroe Public Schools effective September 28, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

Vote: Motion carried by a 7-0 roll call vote.

DreamBox Learning - MMS

Motion by Mr. Bunkelman; support by Mr. VanWasshenova to approve the purchase of the one year DreamBox Learning site license for Monroe Middle School at the cost of \$6,000.00. This purchase will be funded from the 2015-16 general fund curriculum budget.

Vote: Motion carried by a 7-0 roll call vote.

Superintendent Comments

Congratulations to Manor Elementary School art teacher Melissa Cramer who has been invited to display her art creations at the very prestigious 2015 Art Prize in Grand Rapids. Only 1,500 artists in the world were invited to display their creations. Melissa's display is called "Women at Work: Viewing with an open mind inspires truth" and includes 25 tool belts which she made entirely from clay.

Homecoming week starts Monday at Monroe High School. The Homecoming game is Friday, October 2, against Bedford, and the Homecoming Dance is on Saturday, October 3. The Homecoming Parade will take place at 5:00 p.m. on Friday, October 2.

Congratulations to the Monroe First Downers and the Monroe Football Mothers working with the Athletic Department for last Friday's Military Tribute night. It was a very moving pre-game show with a moment of silence for those soldiers who were killed in action since 9-11, including several who were Monroe High School students.

This weekend, we will have a booth at the Liberation of Michigan festival at Hellenberg Field. With Monroe High School dating back to the 1860s, our schools have played a part in Michigan's history. Our booth will feature some historic artifacts from our schools.

Over the weekend following the 9-11 observance, we had a Facebook posting which produced more than 45,000 visits, nearly 400 "shares" and more than 100 positive comments, including one from a woman in New York City who escaped from the north tower when the World Trade Center was destroyed. The piece which produced all of the interest was the message that MHS Principal Sandy Kreps shared over the PA system with her students near the end of the school day. It talked about the importance of 9-11 and what it meant for us as Americans.

This is an important night for our instrumental music program. Parents and their fifth grade students met at Monroe Middle School to sign up to participate in the band or orchestra program. Last week, all 500 fifth graders were treated to a short concert at Monroe Middle School as Mr. Chris Morelli and Mrs. Ann Felder explained each instrument and what is involved in playing in the band and orchestra. Our MHS band and orchestra also visited all of the elementary schools last week and played some short concerts to encourage students to take up an instrument when they get to the 5th grade.

There will be a special board meeting with the Monroe City Council to discuss matters of mutual interest on Monday, October 26, at 6:30 p.m. at Monroe High School.

You may have heard of the I See Grey movement which is an effort to get people to see others as human first and to extend love, respect and unity to inspire change to others. One of the persons who is a driving force in this movement is our Orchard Center High School Principal Chantele Henry. On Friday, several activities are planned in our schools in connection with I See Grey. First, students will be encouraged to wear grey clothing and they will be urged to change their profile pictures on social media to a grey version. They also are being urged to use social media to explain what I See Grey means to them. A special 30-minute podcast also has been developed featuring Mrs. Henry and others talking about I See Grey and what the movement is all about.

There will be a real treat at Monroe High School this Friday when our friends at Sodexo offer a crepes bar at lunch time. Lunch will include two made-to-order crepes with fresh fruit topping, a choice of fruit or vegetable and milk.

The first student count day for this school year is Wednesday, October 7.

Public Commentary-Any Topic

Lynn Mitosinka asked for the Board's assistance in obtaining a release for her sons who are 7th graders at MMS. She expressed her concerns with student/teacher ratio, quality of education, abilities of some of the teachers, safety, and classroom behavior. Dr. Martin said he would like to meet with Mrs. Mitosinka to discuss some other options at the middle school.

Wendy Barth asked for an update on the mini-libraries. Mr. Oley is working with Mr. Nestor at the high school to construct the mini-libraries. Mr. Oley will contact Mrs. Knabusch-Taylor's family to confirm the plans that were originally developed.

Old Business

Mr. Yeo complimented Mrs. Kreps on the 9/11 message she delivered to staff and students.

New Business

Mr. Yeo summarized the Board's concern with some student's ability to pay the fee to participate in athletics. The administrative team met and came up with some ideas to increase player participation, particularly at the middle school. Dr. Martin agrees that this should be explored, but we need to make sure we look at it within the constraints of our financial responsibility to the district. Dr. Martin suggested forming a committee to develop recommendations and discuss again at a future meeting.

Adjournment

Motion by Mr. VanWasshenova; support by Dr. March that the September 22, 2015, Board Meeting #17 of the Monroe Public Schools Board of Education be adjourned.

Vote: Motion carried by a 7-0 hand vote at 8:01 p.m.

Ryan Philbeck, Secretary

REPORTS AND UPDATES

BOARD COMMITTEES/OTHER REPORTS

- September 14, 2015, Board Personnel Committee Meeting Minutes
- September 21, 2015, Board Curriculum Committee Meeting Minutes
- October 5, 2015, Board Personnel Committee Meeting Minutes
- October 8, 2015, Board Policy Committee Meeting Minutes

Monroe Public Schools Board Personnel Committee Meeting Minutes

Date of Meeting: September 14, 2015

Present: Ryan Philbeck, Cindy Taylor and Robert Yeo
Julie Everly, Barry Martin and Holly Scherer

Next Meeting: October 5, 2015

1. **Call to Order:** The meeting was called to order at 5:08 PM
2. **Public Commentary:** None
3. **Staffing Updates:** Mrs. Everly introduced the staff update changes. Most recently we've hired a Student Service Provider at Monroe High School. She noted that Peggy Jacob's background in career counseling will be a nice addition to the team. As of Monday evening, Mrs. Everly reported that we have acceptance for a Spanish Candidate from Jessica Harmon. Finally, it was noted that there are nine positions that we are still working to fill across the district. Mrs. Everly reported that interviews are scheduled for two clerical positions this week and the biggest struggle we have at this time will be the domino impact of internal movement.

Mr. Yeo asked about hiring back retirees. Mrs. Everly shared that we do have a few retirees that are coming back to ancillary roles. Those retirees return with the understanding that they are paid at the rates for the position that the interview and are selected for. It was noted that the retirees would be paid by Monroe Public Schools directly, as the state prohibits retirees returning as third party contracts; and that they would fall under the earning limits established by the state as well.

Discussion was held on the Administrator changes. Dr. Martin and Mrs. Everly noted that they have been meeting with all of the administrators and providing focus and direction for them as a team overall. They will continue to meet with the new hires and the transfers to continue movement in the direction of the district improvement plans.

4. **Professional Development:** Mrs. Everly shared that with all the staff movement, we have really tapped into our reserve of staff as part of the succession planning and this points out the need for continued coaching and professional development opportunities. With the new cadre of coaches and new teachers; we will be bringing the annual professional plan to the board. As we are growing people, it takes time to have conversations and stretch thinking. Mr. Yeo agreed a lot of great things are happening with the culture and movement.
5. **Old Business:** Mrs. Taylor has gathered information for board discussion on updating the Superintendent Evaluation tool. Information will be distributed to the board members and discussion will be held at the Board Workshop on September 22nd.
6. **New Business:** Mrs. Taylor asked how the enrollments were looking. Dr. Martin noted that initial predictions are lower than anticipated, however it is still early in the year. We continue to budget based on 100 student loss.
7. **Future Agenda Items:** None
8. **Next Meeting:** October 5, 2015 at 5:00 PM
9. **Adjournment:** The meeting was adjourned at 5:59 PM.

**Monroe Public Schools
Board Curriculum Committee**



Date of Meeting: September 21, 2015
Next Meeting: October 19, 2015

- 1) **Call to Order:** Julie Everly called the meeting to order at 5:00 p.m.
- 2) **Public Commentary:** None
- 3) **In Attendance:** Montyne Barbee, Jennifer Barker, Matt Bunkelman, Julie Everly, Bill Ferrara, Cindy Flynn, Scott Hoppert, Barry Martin, Larry VanWasshenova
- 4) **Monroe Middle School Exploratory Changes:** Monroe Middle School is having conversations about the direction of the exploratory classes at MMS. They want to be sure they are going in the right direction for students and their interests for the future. Career inquiry, robotics, and history versus Hollywood are some of the ideas being discussed. There have been many suggestions regarding classes along with supporting the arts. Next school year Monroe Middle School would like to offer a world language as a sample to 7th graders. The students who have this can move into their 8th grade year with that finished and have a possibility to continue with the foreign language in high school.
- 5) **Dreambox Expansion:** Jennifer Barker and Jill Wilson, middle school teachers, both had the opportunity to work with Dreambox when they taught at the elementary level. MMS students were excited when they found out they would have Dreambox. The students were familiar with the program and knew it helped them. The amount of time a student invests in the program determines their progress. As a student progresses, it opens up new math concepts for them to work with. If a student is having difficulty, the program will move them back and give them another approach at the new math concept.
- 6) **CTE Health Sciences Update:** The Health Science Pathway has been a very exciting program to get started and the teachers are excited as well. The furniture that was ordered has started coming in and the lab is taking shape. The stools are designed for the students to stay focused and to help them stay on task.

The CNA program that is held from 3:30 to 7:00 has started out very well. We have ten students in the class and they are from a variety of schools in Monroe County. We have three students from Monroe High, one student from Summerfield, five students from Ida, and one student from Bedford Public Schools.

7) **Curriculum Department Alignment of Duties:** We are working on a chart to clearly point out what each person in the Curriculum Department is doing. We will be happy to share that at the next meeting or as soon as it is finished.

8) **Old Business:**

9) **New Business:**

10) **Adjournment:** Julie Everly adjourned the meeting at 6:30 p.m.

Syllabus

STEM EXPLORATION EXPERIENCE

Course Name: STEM Exploration Experience
Course Number: DRAFT
Course Credit: .5 HS Credit, 1 class period/day (based on an 18 wk semester schedule)
School Year: 2016/17
Instructor: MHS CTE Faculty (6)

Course Description/ Course Objectives:

This program will provide STEM (Science, Technology, Engineering, and Mathematics) experiences for students at Monroe High School to better enable them to make important Career Pathway decisions concerning their evolving Educational Development Plan (EDP). Students will rotate through several different areas of technology as they develop basic skills using hands-on and teaming exercises and learn the foundational theories of those STEM areas. Each of the experiences will build from safety and fundamental skills, through the completion of a project that incorporates those skills attained. Experiences will include three weeks in each of the following programs: Computer Aided Design (CAD), Construction Trades; Welding; Machine Tool/Manufacturing; Robotics/Renewable Energy; Automotive Maintenance. Employability and Soft Skills will be taught and reinforced throughout all areas. Career options, certifications required, and future educational opportunities are also explored. Students will have the opportunity to discover what areas best suit their own personal interests and goals, and be able to use that information to successfully prepare for their futures.

Student Competencies:

Employability skills, career options, identifying and creating safe working conditions, and the fundamental skills required to be successful in each area of concentration will be developed as students experience hands-on projects in the following areas:

- Design and produce a 3D prototype model using the SolidWorks CAD software package.
- Construct a small structure, including design, supply acquisition, and project building.
- Fabricate a personally selected welding project after performing the safe operation of various types of welding equipment and practicing successful welding techniques.
- Manufacture a personally selected machine tool/manufacturing project after performing the safe operation of various types of hand tools and metal forming equipment and practicing successful manufacturing techniques.
- Engineer a robotic solution to a simple, real-world problem that also meets environmental standards
- Perform basic automotive servicing operations.

Required Text:

Various technical manuals and operational instructions.

References & Other Resources:

Bring Your A-Game to Work, Eric Chester; Employability/Citizenship Skills grading rubric

Course Outline:

STEM CAREER AND PROGRAM EXPLORATION (Computer Aided Design, Construction, Welding, Machine Tool/Manufacturing, Robotics/Renewable Energy, and Automotive)

CAD 3D Modeling Instructor: Victoria Sweet

Description of Course:

The “3D Modeling Using SolidWorks” is three weeks of hands-on activities utilizing state-of-the-art software and hardware in a classroom style setting. The instructor will lead the class through basic part design and demonstrate how that design becomes a prototype on a 3D Rapid Prototyping Printer. Students will learn how to design with SolidWorks and print a 3D project of their own. Each student will receive a 1-year license for SolidWorks Education Edition software and a certificate of completion.

- Week 1: Technical measurement standards. Introduction to SolidWorks software suite, sketching techniques, introduction to part modeling
- Week 2: Basic part modeling, 3D modeling best practices, introduction to assemblies
- Week 3: Introduction to 3D rapid prototyping, presentation by a local, CAD Designer, career opportunities, additional education, and certifications explained, open lab, self-directed 3D project completion.

CAD Session, D-226

Construction Trades Instructor: Nate Nestor

Description of Course:

Introduction to residential construction: housing history, blueprint fundamentals, terminology, framing systems. Model building supplies included, each participant will keep the model they build.

- Week 1: Technical measurement standards. Housing history, blueprint basics (lines, dimensions, measurement, sketching). Hand tool and general safety.
- Week 2: Successful “Green” construction techniques, scale model building
- Week 3: Finish models, construction industry speaker, career opportunities, additional education, and certifications explained.

CONSTRUCTION Session, D-118

Welding Instructor: Glenn Zorn

Description of Course:

Students will be introduced to various manufacturing and metal forming processes and techniques. Fundamental ARC Welding, Metal Forming Bench Work, and an introduction to Machine Tooling will be experienced.

- Week 1: Introduction to welding safety, technical measurement standards, review of metals (aluminum ferrous and non-ferrous), equipment set-up, hands-on practice of fundamental welding skills.
- Week 2: Basics of arc welding connections, learn to strike an arc and mig weld.
- Week 3: Guest speaker, career opportunities, additional education, and certifications explained. Additional skill building and student selected project completion.

WELDING Session, I-104

Machine Tool/Manufacturing Instructor: Tim Smith

Description of Course:

Students will be introduced to various manufacturing and metal forming processes and techniques. Metal Forming Bench Work, and an introduction to Machine Tooling will be experienced.

- Week 1: Technical measurement standards. Introduction to Machine Tool trades, hand tool and shop safety, basic drill press operation, metal forming bench work project.
- Week 2: Overview of safe lathe and milling machine operation, introduction to CAD/CAM process
- Week 3: Guest speaker, career opportunities, additional education, and certifications explained. Additional skill building and student selected project completion.

Machine Tool/Manufacturing Session, I-102

Robotics/Renewable Energy Instructor: Mike Mountain

Description of Course:

Students will learn the foundational theories of renewable energy as they participate in basic robotics engineering. A teaming environment will be practiced as students design and build a robotic system that solves a real-world problem while using renewable energy concepts.

- Week 1: Technical measurement standards. Introduction to renewable energy systems; solar, wind, thermal, chemical. Design and build a model of a renewable energy source. Introduction to robotic systems and programming.
- Week 2: Robotic system project selection, design and construction, solving a real-world energy problem, (Instructor approval of project required).
- Week 3: Guest speaker, career opportunities, additional education, and certifications explained. Selected engineering project completion and demonstration.

Robotics/Renewable Energy Session, F-118

Automotive Maintenance Instructor: Bryan Zamorski

Description of Course:

This career exploration program will take a hands-on approach to many of the tasks an entry level auto service technician will complete. Included will be proper vehicle hoisting techniques, safety inspections, and performing basic maintenance activities.

- Week 1: Shop safety, technical measurement standards, proper tool usage, properly hoisting of a vehicle
- Week 2: Major systems identification, safety inspection procedures
- Week 3: Fluid level inspection, identifying the correct fluid for the vehicle, and performing basic and roadside maintenance on the vehicle. Guest speaker, career opportunities, additional education, and certifications explained.

AUTO MAINTENANCE Session, F-115

Class Assignments:

In all areas a hands-on approach to learning has been implemented with the students having the “authority” to navigate their own educational progress during this semester-long experience. Guidelines are always laid out, and deadlines are always present, but the students are able to work at their own pace to build understanding and confidence performing the skills being presented in each STEM area.

Class Policies:

It is the student’s responsibility to know and adhere to all rules and policies set forth in the **MONROE PUBLIC SCHOOLS STUDENT HANDBOOK**. The rules and policies used for this experience are the same as those in your handbook with the following additions:

- 1.) Follow all safety rules at all times. Zero tolerance of horseplay.
- 2.) Respect all equipment; do not attempt to operate equipment until safe procedures are understood.
- 3.) During certain times throughout the course, the instructor will deem it necessary for students to wear personal safety equipment. All safety directives need to be strictly followed.
- 4.) Always be respectful to the instructors, other students and their property.

Evaluation & Grading:

Each student’s progress will be continually monitored through formative assessment by their instructors. Students will work towards mastery of the skills presented, a final project in each area will effectively demonstrate skills obtained. Employability/Citizenship skills will be evaluated on a daily basis using the prescribed rubric. Final grade in each STEM area will be calculated using: 20% Tests/Quizzes; 20% Skill Obtainment; 60% Employability/Citizenship. An average of the scores obtained during each of the six rotations will produce the final grade.

Employability and Citizenship Skills Rubric

	Academic Conduct	Work Completion	Teamwork	Professionalism
Exceeding 4	<p>The student</p> <ul style="list-style-type: none"> • Arrives on time, prepared for class every day. • Participates every day, actions drive instruction forward. • Consistently does what's expected and helps others do the same. 	<p>The student</p> <ul style="list-style-type: none"> • Completes work as assigned every day. • Routinely submits work on time. • Takes full advantage of retake/redo opportunities and support. 	<p>The student</p> <ul style="list-style-type: none"> • Effectively leads a group of students. • Can help resolve most conflicts. • Seeks out different points of view. • Embraces diversity in others. 	<p>The student</p> <ul style="list-style-type: none"> • Assumes responsibility for learning by seeking help and asking questions in a timely manner. • Consistently listens and follows suggestions given by adults. • Consistently demonstrates effective communication skills and willingness to work with adults.
Meeting 3	<p>The student</p> <ul style="list-style-type: none"> • Arrives on time, prepared for class consistently. • Participates In class, actions benefit instruction. • Accepts responsibility for actions, rarely requires redirection. 	<p>The student</p> <ul style="list-style-type: none"> • Consistently completes work assigned. • Usually submits work on time. • Takes advantage of retake/redo opportunities and support. 	<p>The student</p> <ul style="list-style-type: none"> • Effectively communicates with other students. • Does not participate in conflicts. • Accepts different points of view. • Accepts diversity in others. 	<p>The student</p> <ul style="list-style-type: none"> • Usually assumes responsibility for learning by seeking help and asking questions when needed. • Usually listens and follows suggestions given by adults. • Usually demonstrates effective communication skills and willingness to work with adults.
Developing 2	<p>The student</p> <ul style="list-style-type: none"> • Arrives on time, prepared for class inconsistently. • Participates in class, actions at times distract from instruction. • Usually follows redirection and changes actions. 	<p>The student</p> <ul style="list-style-type: none"> • Inconsistently completes work as assigned. • Inconsistently submits work on time. • Occasionally takes advantage of retake/redo opportunities and support. 	<p>The student</p> <ul style="list-style-type: none"> • Occasionally communicates effectively with other students. • Does not escalate conflicts. • Occasionally accepts different points of view. • Occasionally accepts diversity in others. 	<p>The student</p> <ul style="list-style-type: none"> • Occasionally seeks help and asks questions when needed. • Inconsistently listens and follows suggestions given by adults. • Sometimes demonstrates effective communication skills and willingness to
Beginning or Insufficient Progress 1	<p>The student</p> <ul style="list-style-type: none"> • Rarely brings materials to class, even with teacher coaching. • Rarely participates, comments often distract from instruction. • Does not follow redirection to change actions. 	<p>The student</p> <ul style="list-style-type: none"> • Rarely completes work as assigned. • Rarely submits work on time. • Rarely takes advantage of retake/redo opportunities and support. 	<p>The student</p> <ul style="list-style-type: none"> • Does not communicate effectively with other students. • Escalates conflict. • Does not accept different points of view. • Does not accept diversity in others. 	<p>The student</p> <ul style="list-style-type: none"> • Rarely seeks help and asks questions when needed. • Rarely listens and follows suggestions given by adults. • Rarely demonstrates effective communication skills and willingness to
No Evidence 0	<p>Even with help, the student</p> <ul style="list-style-type: none"> • Does not bring materials. • Does not participate. • Does not follow directions. • Escalates situation when given redirection. 	<p>Even with help, the student</p> <ul style="list-style-type: none"> • Does not complete work as assigned. • Does not submit work on time. • Does not take advantage of retake/redo opportunities and support. 	<p>The student</p> <ul style="list-style-type: none"> • Initiates conflict. <p>Even with help, the student</p> <ul style="list-style-type: none"> • Does not communicate effectively. • Does not accept different points of view. • Does not accept diversity. 	<p>Even with help, the student</p> <ul style="list-style-type: none"> • Does not seek help and ask questions. • Does not listen and follow suggestions given by adults. • Does not demonstrate effective communication skills or a willingness to work with adults.

Monroe Public Schools Board Personnel Committee Meeting Minutes

Date of Meeting: October 5, 2015

Present: Robert Yeo
Barry Martin and Holly Scherer; Kathy Eighmey and David Payne

Next Meeting: November 2, 2015

1. **Call to Order:** The meeting was called to order at 5:15 PM
2. **Public Commentary:** None
3. **Staffing Updates:** Mrs. Scherer shared the latest staffing updates. New to the list include resignations from a MHS School Climate Liaison and a District Medial Assistant; along with a retirement in the Custodial department. Still on the list are vacancies in several other groups. There was some discussion on the concern with staff shortages, especially with teachers. It was noted that we are particularly struggling to find a highly qualified science teacher for MHS; the remaining positions are temporarily filled with certified substitutes pending enrollment verifications. Dr. Martin noted that teacher shortages was a common theme at the conference he recently attended. Dr. Martin also shared that six candidates were offered interviews today for the Boiler Operator position.
4. **County Health Care Consortium:** Dr. Martin reported that the ISD, along with the county superintendents, are continuously looking at ways of saving money for employees on health care. Administration will be bringing a resolution to the board asking for agreement to be part of a consortium investigation and search for a county wide health care package. Dr. Martin reiterated that this is just a commitment for the investigation, the district will maintain the option to review and have input before any plan changes could be approved; and that would also be done in conjunction with the union leadership.
5. **Exempt Support Contracts:** Dr. Martin shared that we are looking at some changes to the exempt support contracts, thinking along the same lines of creativity as has been done with other groups, for finding money in areas of the contracts that could be revamped so that funds are available to increase the bi-weekly paychecks. There is also be some discussion on privatizing some of the lower technology support positions. This privatization could impact those at entry level; level 1 and 2. Mr. Payne noted that there is usually significant turnover in these levels. It would still be the intent for those that reach level 3 to be hired by MPS directly.
6. **Old Business:** None noted
7. **New Business:** Mr. Yeo reminded the committee that the board is in favor of finding ways to give back to our members; not just taking back. One idea being discussed at the board level is looking specifically at ways to compensation for performance, some type of recognition for accountability standards or going above and beyond. Dr. Martin confirmed that lots of states are moving away from step based (years of service and education) and more focus on incentive/performance based. This is a topic that both the board and administration plan to explore further.
8. **Future Agenda Items:** None
9. **Next Meeting:** November 2, 2015 at 5:00 PM
10. **Adjournment:** The meeting was adjourned at 5:47 PM.

**MONROE PUBLIC SCHOOLS
BOARD POLICY COMMITTEE MEETING MINUTES**

October 8, 2015

Present: Barry Martin, Robert Yeo, Floreine Mentel
Absent: Larry VanWasshenova

1. The meeting was called to order at 5:00 p.m.

2. **Public Commentary**

None

3. **Policy Updates**

The committee reviewed several new and amended policies recommended by the MASB after being adopted by the Board. These policies will be brought to the board for a first reading on October 27, 2015. They are as follows:

- Section 1000 Board Bylaws – 1152, 1170, 1950
- Section 2000 General School Administration – 2104, 2400, 2810
- Section 4000 Business Management – 4040, 4510, 4511, 4512
- Section 5000 Personnel – 5175, 5176, 5195, 5201, 5202, 5251, 5341, 5370, 5500, 5500-C2, 5505, 5510, 5516, 5520, 5540
- Section 6000 Negotiations – 6001

4. **Adjournment**

The meeting adjourned at 6:20 p.m.

CONSENT AGENDA – TEACHER APPOINTMENTS

ENCLOSURES

- C.4 Morgan Valentine
- C.5 Danielle Jozwiak
- C.6 Lynn Calgie
- C.7 _____
- C.8 _____

RECOMMENDATION

Move that Agenda Items C.4 – C.8 be considered as a Consent Agenda, and that the consent agenda items be approved as recommended.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

TEACHER APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of Morgan Valentine as a teacher with Monroe Public Schools. This teacher will be assigned as an elementary teacher for the 2015/16 school year.

Ms. Valentine holds a bachelor’s degree from Michigan State University. She was most recently employed with EduStaff as a long term substitute/interventionist assigned to Arborwood Elementary School. Ms. Valentine also taught summer learning academy for Monroe Public Schools.

Members of the interview panel were: Steve Pollzzie, Lisa McLaughlin, Terry Joseph and Mary Ann Cyr, principals; Shelly Gorowski and Elizabeth Dec, teachers; and Shelly Gorowski, parent.

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of Morgan Valentine as a teacher with Monroe Public Schools effective September 8, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MORGAN VALENTINE



EDUCATION: Michigan State University, East Lansing, Michigan
Major: Elementary Education Teaching Major: Language Arts
Teacher Certification Internship 2013-2014
Completed 12 Graduate Credits

CERTIFICATION: Michigan Elementary Provisional Certificate
K-5 All Subject Areas (K-8 All Subjects Self Contained Classroom)
Language Arts (BX) 6-8

CORE COMPETENCIES

- ☒ Creative Lesson Planning
- ☒ Classroom Management and Discipline
- ☒ Cultural Sensitivity
- ☒ Differentiated Instruction
- ☒ Parent Communication
- ☒ Formative and Summative Assessment
- ☒ Tracking and Analyzing Student Data
- ☒ ASD Student Support

TEACHING EXPERIENCE

Interventionist

Monroe, Michigan

April 2015 – Present

Arborwood Elementary Campus and Summer Learning Academy

- ☒ Provided individual and small group instruction to students requiring additional remediation in math or reading
- ☒ Collaborated with teachers to establish individual learning goals, develop effective practices, and evaluate student gains
- ☒ Blended innovative and traditional teaching methods to maximize instructional time
- ☒ Directed an after school intervention program helping students master basic phonemic awareness

EduStaff Substitute Teacher

Monroe County, Michigan

January 2015-
April 2015

Grades K-6, Six School Districts, 12
Elementary Schools

- ☒ Requested as a substitute teacher by numerous teachers throughout the district
- ☒ Maintained order in the classroom by efficiently executing lesson plans left by the teacher

Long-term PESG Substitute Teacher

East Lansing, Michigan

May 2013 –
June 2013

Grades 5-6, Glencairn and Whitehills
Elementary

- ☒ Supported English Language Learners through ESL instruction
- ☒ Implemented lessons created for fifth and sixth grade Spanish classes

TEACHING EXPERIENCE CONTINUED

Student Teacher

East Lansing, Michigan

August 2013 – May 2014

Whitehills Elementary School, 6th Grade

- Developed and implemented lesson plans as lead teacher using:
 - Common Core Standards for Literacy and Mathematics
 - GLCE's for Social Studies
 - NGSS for Science
- Differentiated instruction and utilized formative and summative assessments to evaluate student progress
- Facilitated a Title 1 Math intervention
- Played an active role during parent-teacher conferences, curriculum night, professional development and staff meetings

East Lansing and Lansing, Michigan

120 Field Hours

Lyons Elementary School, Kindergarten

St. Thomas Aquinas School, 3rd Grade

Cavanaugh Elementary School, Kindergarten

- Managed a classroom of students using multiple discipline and motivational strategies
- Created kinesthetic lessons using the Common Core Standards
- Served as lead teacher for a class field trip to MSU farms and MSU dairy store
- Investigated various forms of assessment that effectively evaluate student proficiency
- Directed small groups and supported individuals through literary exercises

Teacher Related Experience

Nanny

2007-2015

- Tutored three children after school in math and reading
- Promoted healthy living and eating habits

1st-3rd Grade Overnight Camp Counselor, SpringHill Camps

2011

- Provided an environment that was physically and emotionally safe for every camper
- Created life impacting experiences that encouraged spiritual growth

Assistant Coach, East Lansing Varsity Cheerleading Team 2011

2011

- Initiated team building exercises
- Supervised practices and game performances

TECHNOLOGY SKILLS

SMART Board

Microsoft Programs

Apple Products

Classroom Webpage

Document Camera

E-readers

TEACHER APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of Danielle Jozwiak as a teacher with Monroe Public Schools. This teacher will be assigned as an elementary teacher at Custer for the 2015/16 school year.

Ms. Jozwiak holds a bachelor’s degree in elementary education from North Arizona University. She was previously employed with Washington Parks Academy in Redford, Michigan.

Members of the interview panel were: Lisa McLaughlin, principal; Ronda Meier, assistant principal; Teresa Stewart and Mary Lu Strimbel, teachers; and Nini Riggs, parent.

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of Danielle Jozwiak as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

DANIELLE NICOLE JOZWIAK

EDUCATION

Northern Arizona University August 2004 to May 2008
Flagstaff, Arizona

- ~ Bachelor of Science Degree in Elementary Education, with an emphasis in science.
- ~ Awarded tuition scholarship for high academic achievement in high school.
- ~ Appeared on the Dean's List multiple times for high academic achievement.

Buena High School August 2000 to May 2004
Sierra Vista, Arizona
Activities

- ~ National Honor Society, Students Against Drunk Driving Club secretary, Key Club treasurer, Gifted and Talented, Club Reading is Fundamental, and Future Educators of America.

EXPERIENCE

First Grade Teacher July 2014 to September 2015
Washington Parks Academy Redford, Michigan

- ~ Taught class of 28 first grade students. Focus was teaching Saxon Math (second grade level) on a two person team. Taught two sections of math (once a day to two leveled groups), then inclusively taught writing, science, social studies, language, and citizenship to my homeroom group. This included Foss Kits for science, and our school's character traits monthly/bucket filling, as well as incorporating PBIS on a daily basis. Focused on incorporating differentiated instruction, project based learning, utilizing technology to involve students in advanced learning with Dreambox, Compass Learning, and Reading A to Z/Raz Kids.
- ~ Team leader for our schools PBIS team. Regularly held meetings, discussed ideas of how to incorporate PBIS in our school, maintained data for behavior, got feedback from other teachers on how it was working, communicated with other schools about PBIS plans, successes, and areas of weakness for improvement.

Middle School Science Teacher December 2013 to June 2014
Washington Parks Academy Redford, Michigan

- ~ Taught two sections of sixth grade science, one section of seventh grade science, and one section of eighth grade science. Incorporated inquiry based learning, provided accommodations and modifications for students who were identified as in need of such.
- ~ Assisted in the utilization and carry out of a character education program for at-risk students.
- ~ Assisted in monitoring two sections of Blended Learning Education in the Technology Lab. Students were monitored and assisted while working towards completing different modules that were supplementary to their daily classroom education in reading, writing, math, and science.

Personal Banker
J.P. Morgan Chase Bank

August 2013 to December 2013
Southgate, Michigan

- ~ Opened accounts for new customers, closed accounts, maintained consistent, excellent customer service, handled cash transactions, sold savings bonds, maintained positive relationships with my own customers by providing them with the best products to suit their needs, stop payments, official checks, money orders, opened and closed the branch, balanced the vault, performed audits on fellow co-workers.

Middle School Science Teacher
Corona Foothills Middle School

July 2008 to July 2012
Corona de Tucson, Arizona

- ~ Nominated and awarded Teacher of the Year in 2011, after four years of service.
- ~ One full year of science instruction completed on a 7th/8th grade team, three full years of science instruction completed on a 7th graded team, and one full year of science instruction completed on a 6th/7th grade team.
- ~ Team leader for the 6th/7th grade team containing a total of five teachers.
- ~ Cognitive Coach for two first year teachers.
- ~ Corona Foothills Middle School site Science Fair Coordinator.
- ~ National Junior Honor Society sponsor.
- ~ Students N'Art Program facilitator and creator.
- ~ Peer Tutoring Club facilitator and creator.
- ~ Collaborated in daily planning for 6th, 7th, and 8th grade science according to the Arizona State Standards.
- ~ Completed regular trainings having to do with curriculum, standards, essential elements of instruction, classroom management, procedures/routines, special education, technology, effective teaching, higher order questioning, proactive vs. reactive teaching, model products, gang prevention and identification, and handling severe behavior problems in the classroom.
- ~ Facilitator of regular Stepping Up program lessons in the classroom having to do with bullying, drug and alcohol prevention, and peer relationships.
- ~ Creator and facilitator of a school wide dance group that performed flash mobs, as well as at our school assemblies and community events.

Completion of Student Teaching
Flagstaff Middle School

January 2008 to May 2008
Flagstaff, Arizona

- ~ 16 weeks completed with cooperating teacher, Donna Natseway, in a 7th and 8th grade science classroom.

- ~ Planned grade level appropriate lesson plans, effectively instructed and evaluated student's learning while maintaining discipline in a classroom of up to thirty students with different abilities and ways of learning.

Curriculum Volunteer Hours

January 2007 to May 2007

Puente de Hohzo Elementary School

Flagstaff, Arizona

- ~ 40 plus hours completed.

- ~ Prepared projects, assisted with lesson plans and child assessment.

- ~ Helped organize and volunteered at the Literacy Festival, Odyssey of the Mind Tournament, and Reading Week.

Personal Banker

August 2006 to July 2008

National Bank of Arizona

Flagstaff, AZ and Tucson, AZ

Teller

June 2003 to August 2006

The Stockman's Bank

Sierra Vista, AZ & Flagstaff, AZ

Teller

September 2002 to June 2003

Huachuca Federal Credit Union

Sierra Vista, Arizona

- ~ Bank teller, vault teller, opened new accounts, closed accounts, processed loans, ran credit checks, customer service, kept track of business account finances for my own customers, stop payments, official checks, money orders.

Sales Associate

August 2005 to August 2006

Dillard's

Flagstaff, Arizona

- ~ Sales, merchandising, personal shopping, customer service.

REFERENCES

Available upon request.

TEACHER APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of Lynn Calgie as a teacher with Monroe Public Schools. This teacher will be assigned as an elementary teacher at Custer for the 2015/16 school year.

Ms. Calgie holds a Bachelor of Science in Elementary Education from Eastern Michigan University. She completed her student teaching this past spring in Bedford Schools. Ms. Calgie was most recently employed as a substitute teacher with EduStaff and working in Monroe County.

Members of the interview panel were: Lisa McLaughlin, principal; Ronda Meier, assistant principal; Teresa Stewart and Mary Lu Strimbel, teachers; and Nini Riggs, parent.

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of Lynn Calgie as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Lynn Calgie



CERTIFICATIONS

Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)

Early Childhood Pk-General and Special Education, ZS Endorsement

EDUCATION

Eastern Michigan University, Ypsilanti, MI

B.S. Elementary Education

2015

Major: Liberal Arts Elementary Teaching

Major: Early Childhood Education

CORE COMPETENCIES

Classroom Management

Website Development

Formative and Summative Assessment

Professional Collaboration

Differentiated Instruction

Cooperative Learning

TEACHING EXPERIENCES

Jackman Road Elementary, Temperance, MI

Student Intervention Provider

2015

Jackman Road Elementary, Temperance, MI

Student Teacher – Young Fives

2015

Custer 2 Elementary, Monroe, MI

Student Teacher – 2nd grade

2014

Monroe County ISD, Monroe, MI

Substitute Teacher K-12

2014

REFERENCES



TEACHER APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of _____ as a teacher with Monroe Public Schools. This teacher will be assigned as an art teacher at Orchard Center High School for the 2015/16 school year.

Members of the interview panel were:

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of _____ as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

TEACHER APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of _____ as a teacher with Monroe Public Schools. This teacher will be assigned as an math/science teacher at Monroe Middle School for the 2015/16 school year.

Members of the interview panel were:

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of _____ as a teacher with Monroe Public Schools effective October 14, 2015, and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MAINTENANCE APPOINTMENT

BACKGROUND

On behalf of the administration and the interview panel I am recommending the appointment of _____ into a Classification 1 Skilled Trades position with Monroe Public Schools. _____ will be assigned as a Boiler Operator for the district.

Members of the interview panel were: Jerry Oley, Director of Operations; Tim Salenbien, Custodial-Maintenance Supervisor; Rick Saenz and Tom Tippery, Maintenance.

ENCLOSURE(S)

Resume

RECOMMENDATION

Move to approve the appointment of _____ as a Classification 1 Skilled Trades with Monroe Public Schools effective _____ and place on the appropriate salary level as contained in the Master Agreement, and upon completion of all pre-employment requirements.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

ACCEPTANCE OF 2014/15 FINANCIAL AUDIT

BACKGROUND

The Business Office, central administration and Board Finance Committee of the Whole have reviewed in detail the financial report with representatives of Cooley, Hehl, Wohlgamuth & Carlton, CPA's on September 22, 2015.

It is the opinion of the auditors and the Board of Education that the financial statements present fairly, in all material respects, the financial position of each of our funds as of June 30, 2015.

ENCLOSURES

Reports were given in advance of the meeting.

RECOMMENDATION

Move to accept the 2014/15 Financial Audit as prepared by the firm of Cooley, Hehl, Wohlgamuth & Carlton, of Monroe, Michigan.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MHS PINK OUT DONATION

BACKGROUND

This winter, the MHS basketball teams will host the annual Pink Out basketball game. We received a request from the MHS Student Council for the Board to donate a portion of these tickets sales to the Cancer Connection.

RECOMMENDATION

Move to approve a donation to the Cancer Connection of 50% of the ticket sales up to, but not exceeding, \$500.00 from the Pink Out basketball game.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MHS SOFTBALL SCOREBOARD PURCHASE

BACKGROUND

On February 24, 2015, the Board approved a request to refurbish the MHS softball scoreboard at a cost of \$12,580.00. Because of time constraints, this project was never done.

To coincide with the renaming of the softball field, it was then decided to replace the existing scoreboard. The cost to replace the scoreboard is less expensive than the cost that was quoted to refurbish the scoreboard. Enclosed are two quotes for a new scoreboard and one quote for refurbishing the old scoreboard. This project would be paid for out of the Athletic budget and advertisement sales

ENCLOSURE

- Rendering of the new softball scoreboard
- Quote from Varsity Scoreboards
- Quote from Nevco
- Quote from Major Display

RECOMMENDATION

Move to approve the purchase of the Monroe High School softball scoreboard from Varsity Scoreboards at a cost not to exceed \$10,582.11. This project will be funded through revenue in advertisement sales with any remaining expenses taken from the 2015/16 Athletic budget.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

MODEL - VSBX320



VINCE ROSSI FIELD



8 ft

SPONSOR AREA
4' X 4'

BALL

STRIKE

OUT

SPONSOR AREA
4' X 4'

SPONSOR AREA
4' X 4'

<small>VARSITY FOOTBALL</small>										
GUEST	1	2	3	4	5	6	7	8	9	TOTAL
HOME	0	0	0	0	0	0	0	0	0	0

SPONSOR AREA
4' X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA
29.5" X 4'

SPONSOR AREA

29.5" X 28'



106 Max Hurt Drive
Murray, Kentucky 42071
www.varsityscoreboards.com

**SAVE 33% OR MORE
BUYING DIRECT!**

TOLL-FREE: 866-575-0577
FAX: 270-759-0004

Quotation

Date: 10/8/2015
Quote Number: 84129-3
Prepared By: Tassie Pace
Notes: **OPTIONS**: BATTERY FOR WIRELESS
REMOTE \$95.00. CONTROLLER CARRY
CASE \$95.00.

Customer: MONROE HIGH SCHOOL
Address: MONROE MI 48161
Phone: 7342653444
Fax:
Email: ray@monroe.k12.mi.us
Contact: JOHN RAY

Model	Description	Qty	Unit Price	Ext. Price
VSBX-320R	BASEBALL 8' X 20'	1	\$6,495.00	\$6,495.00
POWDER COAT	RED	1	\$0.00	\$0.00
LETTERING	WHITE	1	\$0.00	\$0.00
TRIM	WHITE	1	\$0.00	\$0.00
VSBX-WC2.4ARTNP	LCD WIRELESS NEW PLATFORM 1TX 1RX	1	\$745.00	\$745.00
VSBX-PN28	SPONSOR PANEL 31"X 28' OD	2	\$1,095.00	\$2,190.00
VSBX-SDP20	SIDE SPONSOR PANELS SET 4'X8	1	\$1,495.00	\$1,495.00
OCTOBER PROMOTION	FREE SPONSOR PANEL PN-28	1	(\$1,095.00)	(\$1,095.00)
Subtotal:				\$9,830.00
Total:				\$9,830.00

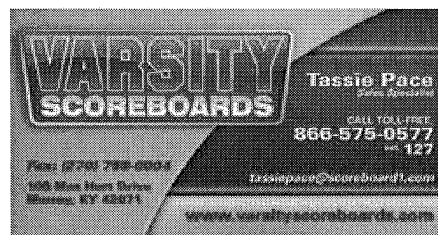
Shipping:	\$752.11
Sales Tax:	\$0.00
Quote Total:	\$10,582.11

Thank you for the opportunity to quote on your project! If you have any questions concerning this quotation or if there is anything else I can do for you, please give me a call.

Sincerely,

Tassie Pace

Tassie Pace
Sales Associate
tassiepace@scoreboard1.com
866-575-0577 ext. 127



Quote valid for 30 days. Installation and electrical work not included. Visa, Mastercard, American Express and personal checks accepted for your convenience.



QUOTATION

Account Name	Monroe High School	Created Date	10/1/2015
Quote Number	00048468	Expiration Date	11/30/2015
Contact Name	John Ray	Prepared By	Matt Gruen
Title	Athletic Director	Title	Display & Scoring Consultant
Phone	(734) 265-3444	Fax	(618) 659-1821
Fax	(734) 265-3441	Email Address	mgruen@nevco.com
Email Address	ray@monroe.k12.mi.us		

Quantity	Model/Part #	Product Description	Line Item Description	Color	Dimensions L x H x W/D	Total Price
1.00	1608	Baseball/Softball LED Scoreboard	Red LED's/White Striping Comes Standard	#103 Cardinal Red	18'x6'x8"	\$8,779.76
1.00	ADO 24-2	Non-illuminated Outdoor Sign			24'x2'	\$1,307.68
1.00	ADO 24-2	Non-illuminated Outdoor Sign			24'x2'	\$1,307.68
4.00		4 x 3 Ad Panels for Sides				\$1,478.40
4.00		1x2 Filler Panels				\$246.40
1.00	Team Name Outdoor	Team Name Caption Plate instead of Home, Outdoor	Trojans			\$42.24
1.00	802-0300 - MPCX2 Baseball/Softball	Wireless Handheld Control			0.3'x0.5'x0.1'	\$263.12
1.00	MPCX2 Rec - Outdoor x6xx	In-board Wireless Receiver Kit				\$439.12
1.00	MPCX/MPCX2 Case	MPCX/MPCX2 Control Carrying Case (holds 2 controls)			12.4'x8"x4"	\$22.00

Ttl Shipping Wt (lbs)	1,495	Subtotal	\$13,886.40
		Freight	\$657.80
		US Fuel Surcharge	\$65.78
		Total	\$14,609.98

Additional Notes

Installation Not Included
 5 Year Warranty on Scoreboard
 1 Year Warranty on Controller
 4-5 Week Production and Delivery

Customers who purchased items in this quote also purchased the following:

ESTIMATE

Major Display

131 Franklin Plaza
 Franklin NC 28734
 386-804-3864
glen@majordisplay.com

ESTIMATE NO. 9428
 DATE February 19, 2015
 CUSTOMER ID MHS

TO Monroe High School
 901 Herr Rd.
 Monroe, MI 48161
 734-735-3468

P.O. Number	JOB	PAYMENT TERMS	DUE DATE
	Softball Upgrade	50% deposit 50% upon shipping	

QUANTITY	DESCRIPTION	UNIT PRICE	LINE TOTAL
1.00	Refurbish and upgrade existing 10 Inning Softball scoreboard	\$ 7,480.00	\$ 7,480.00
	Remove existing technology, wire new ribbon cables		
	Install new 4 driver scoring driver and communication technology		
	install all new LED digits with aluminum faceplates		
1.00	wireless controller console with Large LED readout	900.00	900.00
20.00	Labor and material to strip existing scoreboard, and repaint existing structure, return after paint cured to apply new Bold graphic captions and stripping and install new technology Two man crew labor and materials	120.00	2,400.00
2.00	Ad panel new aluminum graphic overlay panels to cover existing ad panels, full color gloss UV laminated print.	900.00	1,800.00

SUBTOTAL	\$ 12,580.00
SALES TAX	
TOTAL	\$ 12,580.00

THANK YOU FOR YOUR BUSINESS!

**MONROE HIGH SCHOOL
CAREER & TECHNICAL EDUCATION
SOLAR/WIND COMBO UNITS**

BACKGROUND

William Ferrara, Monroe High School CTE Director, is requesting approval to purchase Solar/Wind Combination Training Units for the Renewable Energy Class. This purchase is from Questech, the designer and manufacturer of the equipment already in use.

ENCLOSURE(S)

A quote from Questech to repair, replace, and refurbish three stationary solar/wind combo trainers at Monroe High School

RECOMMENDATION

Move to approve the cost to repair, replace and refurbish three stationary solar/wind combo trainers at Monroe High School. This purchase will not exceed \$5400.00 and will be funded utilizing the Chrysler Corporation STEM grant and Added Cost funds.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____



**MONROE HIGH SCHOOL
CAREER & TECHNICAL EDUCATION**

Bill Ferrara, Director

Marjorie Servis, Administrative Assistant 901 Herr Road Monroe, MI 48161 Ph. 734.265.3450 Fax 734.265.3451

CTE MEMO #011 15.16

TO: Julie Everly, Deputy Superintendent, MPS
FROM: Bill Ferrara, Director, CTE
DATE: September 29, 2015
RE: **Purchase Approval – SOLAR/WIND COMBO UNITS**
ENCL: Purchase Request Quote

I'm requesting our Board Of Education's approval for the purchase of equipment and supplies for Solar/Wind Combination Training Units for the Renewable Energy classes taught by Mr. Mike Mountain. This purchase is from Questech, the designer and manufacturer of the equipment already installed. Questech is also the sole provider of the curriculum being used in conjunction with the renewable energy equipment being used in the STEM Lab, (F-118). Funds used will be from a Chrysler Corporation STEM Grant and Added Cost accounts, a summary follows.

- Added Cost funds, \$3,100.00
- Chrysler Corporation STEM grant, \$2,300.00

Total Requested: **\$5,400.00**

Sincerely,

Bill Ferrara, Director
Career & Technical Education

cc

Sandy Kreps, Principal, MHS
Kathy Eighmey, Director Business and Finance

NOTICE OF NONDISCRIMINATION: It is the policy of Monroe Public Schools not to discriminate on the basis of race, color, national origin, gender, age, disability, religion, height, weight or marital status in its programs, services, employment, or any other activities. For information contact the office of the Superintendent of Schools, 1275 N. Macomb St., Monroe, MI 48162, 734-265-3010.



23751 Research Drive • Farmington Hills, MI 48335 • Phone: 800-229-0018 • Fax: 248-615-0808
www.questechzone.com

**Monroe High School
Quotation
September 29, 2015**

DESCRIPTION

Repair, replace and refurbish 3 stationary Solar / Wind combo trainers at Monroe High School.

To include:

New wind turbine, batteries, inverters, cable kits, hardware kits, hand and power tools.

Delivery, installation and testing of all components.

TOTAL \$5,400.00



CONSENT AGENDA – OVERNIGHT FIELD TRIPS

ENCLOSURES

- C.15 Manor – Camp Kimball
- C.16 MHS Varsity Volleyball Tournament
- C.17 MMS Choir – Mackinac Music Clinic
- C.18 MHS Equestrian Club

RECOMMENDATION

Move that Agenda Items C.15 – C.18 be considered as a Consent Agenda, and that the consent agenda items be approved as recommended.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

**MANOR ELEMENTARY SCHOOL
YMCA CAMP KIMBALL
OCTOBER 22-23, 2015**

BACKGROUND

Terry Joseph, Manor School principal, would like to petition the Board of Education for permission to take 6th grade students to Camp Kimball, a YMCA facility, in Reading, Michigan. While at camp they will develop goals for the year and participate in team building activities along with activities that are geared to their science and social studies curriculum. Families are responsible for the cost of their child to attend the camp; however, in the event of a hardship, Manor PTO will cover the cost to ensure 100 percent participation.

ENCLOSURE(S)

Monroe Public Schools Abbreviated Field Trip and Excursion Check List Form and a two day schedule are enclosed. The complete packet will be housed in the office of the Deputy Superintendent.

RECOMMENDATION

Move to approve the Manor Elementary 6th grade trip to Camp Kimball in Reading, Michigan, in accordance with board policies for field trips and excursions.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Monroe Public Schools Field Trip Information Form

Date of Trip: 10.22.15 - 10.23.15

Grade/Team/Organization Making Request: Manor 6th Grades

Destination: Camp Kimball

Address: 4502 Berlin Dr.

City: Reading State: Mich Zip: 49274

Means of Transportation: Trinity Transportation

Number of Students and Adults Involved: 75 students, 20 adults

Exact Loading Location: Manor School

Estimated Time of Departure: 8:00 a.m.

Estimated Time of Departure from Destination: 12:00 p.m.

Expected Time of Arrival: 4:00 p.m.

Purpose of Trip: Develop interest, appreciation,
Knowledge & Concern for natural communities
within the environment

Faculty Supervisor: Angela Ashcraft, Mary
Wolf, Michelle Homer

Substitute(s) needed: Yes No (This does not secure the substitute)

Principal's Signature: [Signature] Date: 10/2/15

Approved Denied

Assistant Superintendent's Signature: [Signature] Date: 10/2/15

Approved Denied

MONROE PUBLIC SCHOOLS

ABBREVIATED FIELD TRIP & EXCURSION CHECK LIST FORM

Complete details of this field trip can be obtained from the Assistant Superintendents of Secondary and/or Elementary Curriculum. All details are in compliance with Board Policy IICA.

FIELD TRIP DESCRIPTION:

Destination and Description of Trip:

YMCA Camp Kimball (4502 Berlin Dr. Reading, MI 49074)
The goal of Kimball Camp YMCA is for
students to develop interest, appreciation, knowledge
and concern for natural communities. All lessons
involve each student in the learning process
and compliment school curriculum. (see attached)

School(s): Manor Elementary 6th Grade

Chaperones: -will need at least 7 parent chaperones
names aren't yet gathered

Michelle Homer Angela Ashcraft
Mary Wolf

Method of Transportation: Trinity Transportation

Date of Departure: 10/22/15 Time of Departure: 8:00

If overnight, number of nights: 1

Date of Return: 10/23/15 Time of Return: 4:00

Number of Students Participating: ~75

Number of Staff Supervising: 3

Number of Other Adults Assisting: _____

Number of School Days Student will be Attending Trip: 2

Cost Per Child: \$60.00

Cost Per Chaperone: \$25.00

Monroe Public Schools Funds Being Used to Pay for:

Students: Yes No
Chaperones: Yes No

Included in this field trip request packet are copies of the following:

- Full compliance with Board of Education Policy IICA - Field Trips & Excursions Forms
- Signed parent permission forms for each student participant (IICA - FI)
- Field Trip Permission Forms (F-II)
- Compliance with Educational Academic Field Trip regulations - Standard Practice Bulletin I-11
- Written request to appropriate building principal
- Written description of field trip to parents
- Written approval by building principal
- Detailed itinerary (Out of country trips may not have detailed itinerary until 30 days prior to trip)
- List of approved chaperones
- Identification of funding sources
- Signed private vehicle use (for transporting students - EEAE-F-3)
- Description of arrangements made for students with financial hardship
- All necessary signed contracts/agreements with participating travel agents
- Emergency telephone numbers for all participants
- Description of this trip and congruency with course curriculum
- Emergency Contingency Plan included, if method of transportation is flying.
- Turn in Criminal History forms, on non-staff chaperones, to the Superintendents Office prior to any deposits being made to any travel agent.

Updated: 09/12/06

MONROE PUBLIC SCHOOLS FIELD TRIP CHECK LIST

Complete the following check list before submitting a formal request to the Board of Education for approval of overnight, out-of-state (except Cedar Point, Toledo, and vicinity) or out-of-country field trips. Follow the timelines as outlined in Board Policy IICA.

- Written request to appropriate principal
- Written approval by such principal and the superintendent or his/her designee
- Written parent permission form (IICA-F1/Board Policy Manual)
- Completion of curriculum alignment form:

All field trips should be designed to enhance the curriculum standards and benchmarks. List below a brief description of activities, lessons, projects, etc. leading up to, during, and following this field trip.

Pre-trip lessons:

Newton's laws of motion - review 5th grade
science content

How this trip will engage students in activities congruent to our content standards during this trip:

Canoe Explorers - students will learn first
hand the concepts of encroachment & succession as
the canoe through long lake.
Pendulum Physics - students will test Newtons
laws of motion on a 40ft high giant swing.

Follow-up classroom lessons:

In trimester 2 & 3, students will build upon
activities listed above and take understanding
further during classroom study of Common Core.

- Contract(s) with agent(s) making travel/accommodation arrangements
- Detailed Itinerary
- Funding sources
- Chaperones
- Arrangements made for students with financial hardship
- If private vehicle(s) used, Form EEAE-F-3 (Board Policy Manual) attached.

Drafted: 1/20/95
Revised: 12/16/97

Lead Teacher: Angela

Kimball Camp YMCA Nature Center

of Students:

Grade:
5th

Total Number:

October 22 – 23, 2015

Thursday

Friday

10:00 a.m. Arrival / Unload Buses

7:00 a.m. Wake Up

10:05 a.m. Rules of the Camp

7:45 a.m. Flagpole / Gophers

10:15 a.m. Unpack In Cabins

8:00 a.m. Breakfast / Prep for Main Events**

10:45 a.m. Teambuilding/Orientation hike

9:15 a.m. Main Event Rotation #3

11:45 a.m. Gophers / Meal Spiel

11:15 p.m. Free Time/Field Game/pack

12:00 p.m. Lunch / Prep for Main Events**

11:45am Flagpole/Gophers

1:00 p.m. Main Event Rotation #1:

12:00pm Lunch

3:00 p.m. Break**

1:00 p.m. Free time/Field game/pack

3:15 p.m. Main Event Rotation #2:

2:00 p.m. Leave

5:15 p.m. Flagpole/Gophers

5:30 p.m. Dinner

6:30 p.m. Free Time

- High Ropes (paid for)
- Goliath
- Basketball/Volleyball
- Archery

7:45 p.m. Square Dance

9:00 p.m. Campfire with S'mores

10:00 p.m. Night Hikes/Lights Out

**MONROE HIGH SCHOOL
VARSITY VOLLEYBALL TOURNAMENT
OCTOBER 16-17, 2015**

BACKGROUND

Monroe High School Athletic Director, Dr. John Ray, would like to petition the Board of Education for permission for the varsity volleyball team to participate in the Mt. Morris High School volleyball tournament. The tournament will be held on Saturday, October 17, 2015, with 20 teams participating.

ENCLOSURE(S)

The Monroe Public Schools Abbreviated Field Trip and Excursion Check List form is enclosed. The complete packet will be housed in the office of the Deputy Superintendent.

RECOMMENDATION

Move to approve the attendance of the varsity volleyball team at the Mt. Morris High School Volleyball Tournament in Birch Run, Michigan, in accordance with board policies for field trips and excursions.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Monroe Public Schools
Field Trip Information Form

Overnight

Date of Trip: 10/16/15

Grade/Team/Organization Making Request: Monroe Varsity Volleyball

Destination: Mt. Morris Volleyball Tourney

Address: 12130 Tiffany Blvd 844-323-9702

City: Birch Run State: MI Zip: 48415

Means of Transportation: Approved Parents

Number of Students and Adults Involved: 14 students / 8 adults

Exact Loading Location: Monroe High School

Estimated Time of Departure: 3:00 pm

Estimated Time of Departure from Destination: 10/16/15

Expected Time of Arrival: 5:00 pm on 10/16/15

Purpose of Trip: Volleyball Tournament

Faculty Supervisor: Kim Windham

Substitute(s) needed: Yes No (This does not secure the substitute)

Principal's Signature: [Signature] Date: _____

Approved Denied

Assistant Superintendent's Signature: [Signature] Date: 10/2/15

Approved Denied

Number of Other Adults Assisting: 8

Number of School Days Student will be Attending Trip: 0

Cost Per Child: 0

Cost Per Chaperone: 0

Monroe Public Schools Funds Being Used to Pay for:

Students: Yes

No

Chaperones: Yes

No

*Cost to district
4 hotel rooms*

Included in this field trip request packet are copies of the following:

- Full compliance with Board of Education Policy IICA – Field Trips & Excursions Forms
- Signed parent permission forms for each student participant (IICA - FI)
- Field Trip Permission Forms (F-II)
- Compliance with Educational Academic Field Trip regulations - Standard Practice Bulletin I-11
- Written request to appropriate building principal
- Written description of field trip to parents
- Written approval by building principal
- Detailed itinerary (Out of country trips may not have detailed itinerary until 30 days prior to trip)
- List of approved chaperones
- Identification of funding sources
- Signed private vehicle use (for transporting students - EEAE-F-3)
- Description of arrangements made for students with financial hardship
- All necessary signed contracts/agreements with participating travel agents
- Emergency telephone numbers for all participants
- Description of this trip and congruency with course curriculum
- Emergency Contingency Plan included, if method of transportation is flying.
- Turn in Criminal History forms, on non-staff chaperones, to the Superintendents Office prior to any deposits being made to any travel agent.

Updated: 09/12/06

MONROE PUBLIC SCHOOLS

ABBREVIATED FIELD TRIP & EXCURSION CHECK LIST FORM

Complete details of this field trip can be obtained from the Assistant Superintendents of Secondary and/or Elementary Curriculum. All details are in compliance with Board Policy IICA.

FIELD TRIP DESCRIPTION:

Destination and Description of Trip:

Weekend Volleyball Tournament

School(s): Monroe High School
Chaperones: Kim Windham
Erika Back

Method of Transportation: _____

Date of Departure: 10/16/15 Time of Departure: 3:00 pm

If overnight, number of nights: 1

Date of Return: 10/17/15 Time of Return: 7:00 pm

Number of Students Participating: 14

Number of Staff Supervising: 2

Please take money out of 9/12 and put in 10/17

2015 MT. MORRIS HIGH SCHOOL VOLLEYBALL TOURNAMENTS

Please return the bottom of this form if you are interested in any of the tourneys as soon as possible. Any questions please email vbmun3565@aol.com or jpender@mtmorrischools.org or call Jim Pender 810-686-2977 home or 810-591-7100 work
*All tournaments were filled last year. Since Homecoming falls on different dates each year, all tournaments are on a **first come first served basis**. Emails*

Confirmation of entry will be sent upon receipt of the entry form by email so please send me a current email

<u>Check each tournament you are interested in:</u>	<u>COST</u>	<u>Start time</u>
<input type="checkbox"/> Yes <u>FRESHMAN</u> TOURN. Saturday, AUG 22 nd , 2015 (10 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>JUNIOR Varsity</u> Tour. Saturday, AUG 22 nd , 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>FRESHMAN</u> TOURN. Wednesday, AUG 26 th , 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>JUNIOR Varsity</u> Tour. Wednesday, AUG 26 th , 2015 (10 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>FRESHMAN</u> TOURN. Sat, AUG 29 th , 2015 (10 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>VARSIITY</u> Tour. Sat, AUG 29 th , 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>JV Tournament</u> Thursday, Sept 3 rd , 2015 (15 teams)	\$165	8:30 AM
<input type="checkbox"/> Yes <u>FRESHMAN</u> Tour. Thursday, Sept 3 rd , 2015 (16teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>VARSIITY</u> Tour. SEPT 12 th , 2015 (16 teams)	\$185	8:00 AM
<input type="checkbox"/> Yes <u>JV</u> Tournament SEPT 12 th , 2015 (16 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>VARSIITY</u> TOURNAMENT September 19 th 2015 (10 teams)	\$185	8:30 AM
<input type="checkbox"/> Yes <u>JUNIOR VARSITY</u> TOURNAENT SEPT 19 TH 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>JV</u> TOURNAMENT Sept 26 th , 2015 (10 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>Freshman</u> TOURNAENT Sept 26 th , 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>VARSIITY</u> TOURNAMENT Oct 3 rd , 2015 (16 teams)	\$185	8:30 AM
<input type="checkbox"/> Yes <u>Freshman</u> TOURNAENT Oct 3 rd , 2015 (10 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>VARSIITY</u> TOURNAMENT OCT. 10 TH 2015 (16 teams)	\$185	8:30 AM
<input type="checkbox"/> Yes <u>FRESHMAN</u> TOURNAMENT OCT. 10 th , 2015 (10 teams)	\$165	9:00 AM
<input checked="" type="checkbox"/> Yes <u>VARSIITY</u> TOURNAENT Oct 17 th , 2015 (20 teams)	\$185	9:00 AM
<input type="checkbox"/> Yes <u>Freshman</u> TOURNAMENT Oct 24 th , 2015 (15 teams)	\$165	9:00 AM
<input type="checkbox"/> Yes <u>Junior VARSITY</u> TOURNAENT Oct 24 th , 2015 (10 teams)	\$165	9:00 AM

COST FOR JV AND FRESHMAN TOURNAMENTS: \$165.00

Cost VARSITY TOURNAMENTS: \$185.00

School: Monroe Address: 901 Herr Rd Monroe 48161
 League - specific (ie: MAC - Red): SEC Red Class: (A) B C D
 Phone: (734) 2653444 AD name _____ email _____
 Coach: Kim Windham Email: coachkwindham@aol.com
 Cell Phone (734) 6936904

I will contact you by email to confirm that you are in.

Send entry fee, when available to: Mt. Morris schools 8041 Neff Road Mt. Morris MI 48458

FAX IMMEDIATELY to: Fax #: 810-591-7105 or EMAIL to vbmun3565@aol.com

DO NOT ASSUME YOU ARE IN THE TOURNAMENT!!

Confirmation of entry will be sent by email upon receipt of the entry form if space is available.

If you are in the tournament, you will receive info a least a week prior to your tournament. If you do not have your info by the Monday before your tournament, call or email ASAP

Form completed by:

Athletic Director

VB Coach

**MONROE MIDDLE SCHOOL CHOIR
MACKINAC MUSIC CLINIC
MACKINAC ISLAND
MAY 20-21, 2016**

BACKGROUND

Cindy Flynn, Monroe Middle School principal, would like to petition the Board of Education for permission to allow the Middle School Choir to go to Mackinac Island. They will leave on Friday, May 20, 2016, and return on Saturday, May 21, 2016. The choir will perform two pieces for an adjudicator at the Mackinac Music Clinic. They will tour historic sites, take a carriage tour, and learn the history of the island. The trip is open to any MMS choir student, and the cost will be \$319.00 per student and \$365.00 for each chaperone. Fundraisers will take place throughout the year to help with the cost.

ENCLOSURE(S)

The itinerary, cost outline and permission slip are enclosed. The entire packet will be housed in the office of the Deputy Superintendent.

RECOMMENDATION

Move to approve the attendance of the Monroe Middle School Choir at the Mackinac Music Clinic on Mackinac Island. This trip will be in accordance with board policies for field trips and excursions.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Memo

To: Julie Everly
From: Cindy Flynn
CC: Elise Dinwoody
Date: October 6, 2015
Re: MMS Choir Mackinac Island Trip

I requesting approval of an overnight field trip for our MMS students to Mackinac Island. The trip will engage students in activities equal to the 7th 8th grade Music curriculum. This is a trip that is taken every other year so that all choir students can attend this great educational opportunity.

Mrs. Dinwoody is organizing the trip and has done the research on the program that will be offered to our students through Brightspark Travel Inc. This field trip will be of no cost to the school or district. However, due to the cost of the trip to our students and their families; there will be fundraising options to help cover some of the expense of the trip for our students. We are committed to making sure that all of our choir students, regardless of economic status, have equal access to participate in this trip. She has also provided a passenger reservation form, tentative itinerary and tour agreement from Brightspark Travel Inc. It appears that she has done all the planning and organizing necessary to ensure that the trip will be successful.

If you have any questions, feel free to contact either Elise or me.

Thanks for your consideration.

Cindy Flynn

October 5, 2015

Dear Mrs. Flynn,

I am writing to you to make a formal request for the Monroe Middle School Choirs to take an overnight trip to Mackinac Island on May 20-21, 2016. This is a trip that we have previously taken in 2012 and 2014, and has been a very meaningful experience for our students. While there, the choir will perform for a judge at the Mackinac Music Clinic and receive comments on their performance.

This trip is open to any MMS choir student. The cost for students is \$319, and the cost for chaperones is \$365. This includes travel, lodging, meals, and ticketed events. Fundraisers will take place throughout the year to help with the cost of the trip.

I am including an itinerary along with the Monroe Public Schools Fieldtrip Packet.

Thank you as always for your support of this program! I am looking forward to a wonderful trip.

Sincerely,

A handwritten signature in black ink that reads "Elise Dinwoody". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Elise Dinwoody
Choir Director
Monroe Middle School

Monroe Public Schools Field Trip Information Form

Date of Trip: May 20-21, 2016

Grade/Team/Organization Making Request: Monroe Middle School Choirs

Destination: Mackinac Island, Michigan

Address: 6633 Main Street

City: Mackinac Island State: MI Zip: 49657

Means of Transportation: Charter Bus

Number of Students and Adults Involved: about 95

Exact Loading Location: Back of MMS

Estimated Time of Departure: 6:30 am

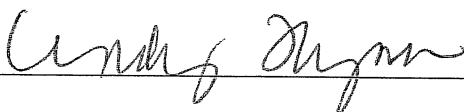
Estimated Time of Departure from Destination: 4:30 pm

Expected Time of Arrival: 10:45 pm


Purpose of Trip: to perform at the Mackinac Music Clinic, and explore
Mackinac Island.

Faculty Supervisor: _____

Substitute(s) needed: Yes No *(This does not secure the substitute)*

Principal's Signature:  Date: 10-5-15

Approved Denied

Assistant Superintendent's Signature:  Date: 10/8/15

Approved Denied

MONROE PUBLIC SCHOOLS

ABBREVIATED FIELD TRIP & EXCURSION CHECK LIST FORM

Complete details of this field trip can be obtained from the Assistant Superintendents of Secondary and/or Elementary Curriculum. All details are in compliance with Board Policy IICA.

FIELD TRIP DESCRIPTION:

Destination and Description of Trip:

__Mackinac Island, MI_____

__Students will participate in the Mackinac Music Clinic, and tour the island. A _____

__proposed itinerary is attached._____

School(s): __Monroe Middle School_____

Chaperones: __Elise Dinwoody_____

__Up to 20 chaperones_____

Method of Transportation: __Charter Bus_____

Date of Departure: __05_/__20_/__16__

Time of Departure: 6:30 am

If overnight, number of nights: __1_____

Date of Return: __05_/__21_/__16__

Time of Return: 10:45 pm

Number of Students Participating: __about 65_____

Number of Staff Supervising: __1_____

Number of Other Adults Assisting: about 20

Number of School Days Student will be Attending Trip: 1

Cost Per Child: \$319

Cost Per Chaperone: \$365

Monroe Public Schools Funds Being Used to Pay for:

Students: Yes No
Chaperones: Yes No

Included in this field trip request packet are copies of the following:

- Full compliance with Board of Education Policy IICA - Field Trips & Excursions Forms
- Signed parent permission forms for each student participant (IICA - FI)
- Field Trip Permission Forms (F-II)
- Compliance with Educational Academic Field Trip regulations - Standard Practice Bulletin I-11
- Written request to appropriate building principal
- Written description of field trip to parents
- Written approval by building principal
- Detailed itinerary (Out of country trips may not have detailed itinerary until 30 days prior to trip)
- List of approved chaperones
- Identification of funding sources
- Signed private vehicle use (for transporting students - EEAE-F-3)
- Description of arrangements made for students with financial hardship
- All necessary signed contracts/agreements with participating travel agents
- Emergency telephone numbers for all participants
- Description of this trip and congruency with course curriculum
- Emergency Contingency Plan included, if method of transportation is flying.
- Turn in Criminal History forms, on non-staff chaperones, to the Superintendents Office prior to any deposits being made to any travel agent.

Updated: 09/12/06

MONROE PUBLIC SCHOOLS
FIELD TRIP CHECK LIST

Complete the following check list before submitting a formal request to the Board of Education for approval of overnight, out-of-state (except Cedar Point, Toledo, and vicinity) or out-of-country field trips. Follow the timelines as outlined in Board Policy IICA.

- Written request to appropriate principal
- Written approval by such principal and the superintendent or his/her designee
- Written parent permission form (IICA-F1/Board Policy Manual)
- Completion of curriculum alignment form:

All field trips should be designed to enhance the curriculum standards and benchmarks. List below a brief description of activities, lessons, projects, etc. leading up to, during, and following this field trip.

Pre-trip lessons:

___ There will be two after school rehearsal to prepare for the clinic. These will ___
___ also include brief lessons on Mackinac Island and the Mackinac Bridge. _____

How this trip will engage students in activities congruent to our content standards during this trip:

___ Students will perform two pieces for an adjudicator at the Mackinac Music ___
___ Clinic. They will also tour Fort Mackinac, and take a carriage tour around ___
___ Mackinac Island where they will learn about the history of the island. _____

Follow-up classroom lessons:

___ Class discussions will take place upon our return to apply comments from ___
___ the judge to future choir repertoire and performances. _____

- Contract(s) with agent(s) making travel/accommodation arrangements
- Detailed Itinerary
- Funding sources
- Chaperones
- Arrangements made for students with financial hardship
- If private vehicle(s) used, Form EEAE-F-3 (Board Policy Manual) attached.

Drafted: 1/20/95
Revised: 12/16/97

Monroe Middle School Field Trip Procedures and Checklist

Attached are the forms to be completed to process your field trip. For processing, please return all of the paperwork to Jill in Office 13.

- Monroe Middle School Field Trip Request Form
 - This must be filled out and approved prior to completing the rest of the forms
- Call Transportation to arrange bussing
 - Only if bussing is needed
 - Fill out Transportation Request Form
 - Send via interoffice mail to Transportation Dept for approval.
- Parent Permission Form
 - Permission Form IICA-F2 **OR**
 - Out of State/Country Form IICA-F1
- Substitute Request Form
 - Only if Sub is needed
- Private Vehicle Form EEAE-F3
- Excusal List
 - Must be alphabetical by grade
- Criminal History Form
 - For Non-school employee chaperones
- Walking Field Trip Parent Permission Form
 - Only if needed
- If prepayment is necessary, please clear with appropriate office
- On the day of departure, you must turn in a student list to Office 13
 - Take a copy of the list and student contact information with you!
- Leave cell phone number and other contact information with Jill (Office 13) prior to departure

**MONROE MIDDLE SCHOOL
FIELD TRIP REQUEST**

All requests for any field trip must be submitted to the Principal AT LEAST 15 SCHOOL DAYS BEFORE THE DATE OF THE TRIP.

Building Policy: Field trips should be Academic in nature, tied to content standard and include follow-up activities.

Date of trip: May 20-21, 2016

Date of request: October 6, 2015

Grade or organization making request: MMS Choirs

Faculty Sponsor: Elise Dinwoody

Destination: Mackinac Island, MI

Address: _____

Phone Number of Destination: _____

Purpose: to participate in the Mackinac Music Clinic

Estimated time of departure: 6:30 am

Estimated return time: 10:45 pm

Substitute needed: yes _____ no

Principal's signature: Cindy Dupon

approved _____ denied

Reason for denial: _____

Monroe Public Schools
PARENTAL PERMISSION FORM
(Out-of-State/Overnight/Out-of-Country Travel)

EXPLANATION AND DATES:

Departure Date/Day May 20, 2016 Return Date/Day May 21, 2016

A group of students and adult chaperones are planning a trip to: City Mackinac Island

State MI Country USA (daily itinerary must be attached).

The purpose of this trip is to participate in the Mackinac Music Clinic and the group sponsoring the trip is the Monroe Middle School Chorus.

This form serves as the district's official notification for the parents of students involved and, by signing, acknowledges the fact that the student's parents approve of their child taking said trip. This form must be signed and returned before any student will be allowed to travel with the group.

Please fill in the information requested below as thoroughly and completely as possible.

GENERAL INFORMATION:

Student's Name _____ Grade _____ D.O.B. _____

Address _____ Phone _____

Parent/Guardian Name(s) _____ Emergency Phone _____

MEDICAL INFORMATION

Family Doctor _____ Phone _____

Last Tetanus Shot _____ Allergies (if any) _____

Current medication (if any) _____ Recent illness or surgeries (within past six months) _____

Other pertinent information _____

Your child will be in the care of (staff member name) Elise Dinwoody

S/he has your permission to seek emergency medical care for your child as needed.

INSURANCE INFORMATION:

Insurance Company _____ Contract No. _____

Name of Policy holder _____ Policy Number: _____

MEDICAL ACKNOWLEDGMENT:

I/we hereby give consent for emergency medical treatment and/or admission, as necessary, to any hospital for my/our child.

SIGNATURES:

Signed before me this _____ day of _____ 20____

(Parent(s)/Guardian(s))

Notary Public

My commission expires _____

We're excited to outline the details of your upcoming custom group tour! Please read all pages of this agreement carefully. Once you sign and return the agreement, we'll be ready to move forward with planning. Hooray!

Here's everything you need to know:

Monroe M.S. has entered into an agreement with Brightspark Travel, Inc. to make travel arrangements to Mackinac Island on May 20, 2016 through May 21, 2016. Brightspark Travel, Inc. has agreed to provide for the trip inclusions as outlined on the enclosed Tour Proposal.

Monroe M.S. agrees to a tour based on 53 paying participants.

Pricing per passenger for our trip is as follows:

Participant Type	Price	Room Occupancy
Student/Youth	\$319 + \$34 RGP	Quad
Paying Adult	\$365 + \$34 RGP	Double
Complimentary	\$0	Double

The trip includes 1 complimentary participant. Please note that each room has 2 beds. RGP is a highly recommended elective protection plan.

Although you are expecting 53 paying participants, if your passenger count changes, our prices will be as follows:

# of Paying Passengers	51-52	49-50
# of Complimentary Chaperones (Double Occupancy)	1	1
Student Price (Quad Occupancy)	\$324	\$329
Paying Adult Price (Double Occupancy)	\$370	\$375

Brightspark Travel Inc. will make reservations for your group based on 53 paying participants. From time to time, there are non-refundable vendor payments such as airline or theatre tickets, that the group will be responsible for paying, should your passenger count fall below 53 paying participants.

Monroe M.S. Choir agrees to the following installment payment schedule:

Installment	Due Date	Quad Occupancy	Double Occupancy
Registration Fee	May 29, 2015	\$49 + \$34 RGP	\$49 + \$34 RGP
2	Jun 30, 2015	\$90	\$90
3	Aug 28, 2015	\$90	\$90
4	Apr 5, 2016	\$90	\$136
	TRIP COST	\$319 + \$34 RGP	\$365 + \$34 RGP

Monroe M.S. Choir agrees to submit a rooming list for this tour on or before **March 21, 2016**.

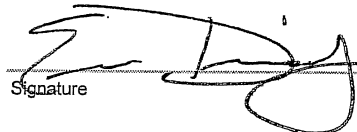
Monroe M.S. Choir has contracted with Brightspark Travel, Inc. to administer all participant billing and payment collection through its individual billing program.

BRIGHTSPARK TRAVEL, INC. PAYMENT & GENERAL TERMS AND CONDITIONS OR ALL TOURS

The undersigned has read and understands this agreement and accepts the Terms and Conditions accompanying this Tour Agreement. By signing this Tour Agreement the undersigned, on behalf of Monroe M.S. Choir, agrees to contract for the above stated trip with Brightspark Travel, Inc.

If all this sounds good, sign below and we're ready to go!

On Behalf of Monroe M.S. Choir
Representative:

 5-26-15
Signature Date

Elise Dimwooly
Name

Choir Director
Title

On Behalf of Brightspark Travel, Inc.
Representative:

Mark Arslanian 05/13/2015
Signature Date

Mark Arslanian
Name

Performance Sales Director
Title

PLEASE RETURN THIS SIGNED TOUR AGREEMENT TO YOUR TOUR CONSULTANT TODAY VIA SCAN/EMAIL (PREFERABLY) OR FAX TO 517-788-6847.



Exciting news for Monroe M.S. Choir!

We're planning a fantastic tour to Mackinac Island on May 20 - 21, 2016. This unforgettable learning experience of a lifetime is being coordinated by Brightspark Travel.

All you need to know about Brightspark:

- An accredited and insured operator who ensures safety and security above all
- Trusted and valued expertise, with over 45 years of experience
- This custom-made tour fits our unique group, interests, budget and more
- They'll handle every detail so you don't have to worry

What will it cost?

We've discussed our group's needs and secured these guaranteed rates:*

Student	\$319	+ \$34 RGP	Quad Occupancy
Paying Adult	\$365	+ \$34 RGP	Double Occupancy

*RGP is a highly recommended elective protection plan.

*Rates are for rooms with 2 beds.

*Our goal is to have 53 paying participants. Brightspark Travel has provided these alternate prices if we do not reach our goal:

# OF PAYING PASSENGERS	53+	51-52	49-50
STUDENT PRICE (QUAD OCCUPANCY)	\$319	\$324	\$329
PAYING ADULT PRICE (DOUBLE OCCUPANCY)	\$365	\$370	\$375

What's Included?

- Round-Trip Coach Transportation
- All Admission Fees to Scheduled Activities
- 1 Night at Hotel
- 1 Breakfast, 2 Lunches, 1 Dinner
- Guided Sightseeing
- Brightspark Staff including 24-Hour Emergency Hotline
- All Taxes and Gratuities
- "Help Me Travel" Online Fundraising Tool
- Lanyards and Emergency Cards for Each Passenger
- Drawstring Backpacks
- A one-of-a-kind, fun-filled educational experience

How do I sign up?

Go online to mytour.brightsparktravel.com for the fastest and easiest way to register. Of course, if you prefer the old fashioned way, just request paper forms from your group leader.

Any Questions?

Contact your customer service representative at (877)545-0070 or email us at customersupport@brightsparktravel.com. Please mention your Tour Web Code, 6478613, when you call.

REGISTER ONLINE NOW

<https://mytour.brightsparktravel.com>
 Enter this code and register no later than:
October 15, 2015

TOUR WEB CODE
6478613

A registration fee of \$49 + payment for RGP is required.

GET JUST-IN-CASE COVERAGE

We want you to be excited for your trip, but also prepared for unexpected events. With Brightspark's Refund Guarantee Protection (RGP), you can cancel for any reason, up to the minute of departure and get a full refund, less the cost of RGP coverage for only:

\$34

PAYMENT INFORMATION

Amount	Due Date
\$49 registration fee*	10/15/2015
+ \$34 RGP	
\$90	12/1/2015
\$90	2/1/2016
\$90	3/15/2016

Total Student Price
\$319 + RGP (optional)

*Please note that \$30 of the registration fee is non-refundable (unless RGP is purchased). For complete details, please read the General and Payment Terms & Conditions upon registration.

TOUR HIGHLIGHTS

Here's what you can look forward to:

- Mackinac Music Clinic
- Shepler's Mackinac Island Ferry
- Fort Mackinac
- Mackinaw Crossings
- Special Evening Entertainment
- Mackinac Island Carriage Tours
- Explore Historic Mackinac Island

BRIGHTSPARK ADVANTAGE

- Professional Tour Director Guide
- Brightspark Drawstring Backpacks
- Travel Guard Health & Accident Insurance
- Travel Guard Trip Delay Protection
- Optional Online Registration
- Online Payments by Credit Card or Check
- Members of NTA, SYTA, ABA, and USTOA
- \$1 Million Deposit Protection Plan
- All Taxes and Gratuities
- General Liability Insurance
- Emergency Tags/Lanyards with 24 Hr. Service
- Private overnight security at the Hotel

THE BENEFITS OF MyTour

Each group that works with Brightspark Travel will have their own personalized, secure page in the MyTour Portal.

Available 24/7 on MyTour, registered passengers can:

- Manage their account profile
- Make secure payments
- Access account balances
- View tour details
- Check out the Bulletin Board where the Tour Sponsor can post important tour planning information
- Fundraise for the tour with Brightspark's exclusive "Help Me Travel" tools

Check it out at :

<https://mytour.brightsparktravel.com>

Inspiring Student Travel

ITINERARY

MONROE M.S. CHOIR

MACKINAC ISLAND

May 20 - 21, 2016

DAY 1 - FRIDAY, MAY 20, 2016

GROUP	TIME	ACTIVITY
ALL	6:00 AM	Group check-in to begin trip
	6:30 AM	Trip Departs
		Rest Stop Enroute
	12:00 PM	Enjoy your pizza party!
	1:30 PM	Shepler's Mackinac Island Ferry - Cross the Straits of Mackinac from Mackinaw City to Mackinac Island and see the national history and natural beauty of the area.
	2:15 PM	Fort Mackinac - Step back in time inside Fort Mackinac. This 1880's fort still stands with 14 original buildings furnished in the period. The fort comes alive with bugle music, dancing, soldier drills, and more.
	4:15 PM	Mackinac Music Clinic
	4:30 PM	Hotel Check-In
	6:45 PM	Dinner at Mission Point Resort
	8:00 PM	Special Evening Entertainment
		Private Nighttime Security at the Hotel overnight

DAY 2 - SATURDAY, MAY 21, 2016

GROUP	TIME	ACTIVITY
ALL	8:15 AM	Hotel Check-Out
	8:30 AM	Breakfast at the Hotel
	9:30 AM	Mackinac Island Carriage Tours - A horse-drawn Mackinac Island Carriage Tour takes passengers to the sites of Mackinac Island. Arch Rock, Fort Mackinac Avenue of Flags, the Grand Hotel, and the Surrey Hills Carriage Museum are stops along this tour.
		Lunch at the Grand Hotel - The legendary Grand Luncheon Buffet is one of the highlights of the Grand Hotel experience. Garden-fresh salads, savory cheeses, slow-roasted meats, seafood and more than 20 varieties of fresh baked pastries are all featured at the buffet.
		Explore Historic Mackinac Island
	4:00 PM	Ferry from Mackinac Island to St Ignace Travel over the Mackinac Bridge from the Upper Peninsula back to the Lower Peninsula!
	4:45 PM	Depart for Home
		Dinner enroute on your own
	10:45 PM	Trip Returns



**MONROE HIGH SCHOOL
EQUESTRIAN CLUB
OCTOBER 14-18, 2015**

BACKGROUND

Monroe High School Athletic Director, Dr. John Ray, would like to petition the Board of Education for permission for the Monroe High School Equestrian Club to participate in the State Equestrian Meet at the Midland County Fairgrounds in Midland, Michigan. The state meet will be held October 14-18, 2015.

ENCLOSURE(S)

The complete packet will be housed in the office of the Deputy Superintendent.

RECOMMENDATION

Move to approve the attendance of the Monroe High School Equestrian Club at the State Equestrian Meet in Midland, Michigan, in accordance with board policies for field trips and excursions.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Monroe Public Schools
Field Trip Information Form

Overnight

Date of Trip: October 14-18

Grade/Team/Organization Making Request: Equestrian Team

Destination: Midland County Fairgrounds

Address: 6905 Eastman Ave

City: Midland State: ME Zip: 48642

Means of Transportation: Parents

Number of Students and Adults Involved: 6

Exact Loading Location: Varies (Individual Homes)

Estimated Time of Departure: Varies

Estimated Time of Departure from Destination: Varies

Expected Time of Arrival: Varies

Purpose of Trip: State Equestrian Meet

Faculty Supervisor: Coach Sheri Kalen Kiewicz

Substitute(s) needed: Yes No (This does not secure the substitute)

Principal's Signature: [Signature] Date: 10-7-15

Approved Denied

Assistant Superintendent's Signature: [Signature] Date: 10/8/15

Approved Denied

Monroe Public Schools
PARENTAL PERMISSION FORM
(Out-of-State/Overnight/Out-of-Country Travel)

EXPLANATION AND DATES:

Departure Date/Day October 14 Return Date/Day October 18

A group of students and adult chaperones are planning a trip to: City Midland, MI

State MI Country _____ (daily itinerary must be attached).

The purpose of this trip is State Equestrian Meet and the group sponsoring the trip is MHS Equestrian Club.

This form serves as the district's official notification for the parents of students involved and, by signing, acknowledges the fact that the student's parents approve of their child taking said trip. This form must be signed and returned before any student will be allowed to travel with the group.

Please fill in the information requested below as thoroughly and completely as possible.

GENERAL INFORMATION:

Student's Name _____ Grade _____ D.O.B. _____

Address _____ Phone _____

Parent/Guardian Name(s) _____ Emergency Phone _____

MEDICAL INFORMATION on file

Family Doctor on file Phone _____

Last Tetanus Shot N/A Allergies (if any) on file

Current medication (if any) on file Recent illness or surgeries (within past six months) _____

Other pertinent information _____

Your child will be in the care of (staff member name) Coach Sheri Kalenkiewicz

S/he has your permission to seek emergency medical care for your child as needed.

INSURANCE INFORMATION:

Insurance Company _____ Contract No. _____

Name of Policy holder _____ Policy Number: _____

MEDICAL ACKNOWLEDGMENT:

I/we hereby give consent for emergency medical treatment and/or admission, as necessary, to any hospital for my/our child.

SIGNATURES:

X _____ Signed before me this _____ day of _____ 20____

X _____ Notary Public
(Parent(s)/Guardian(s)) My commission expires _____

**MONROE PUBLIC SCHOOLS
2015-16 DISTRICT AND SCHOOL IMPROVEMENT
PROFESSIONAL DEVELOPMENT PLAN**

BACKGROUND

Each school designs a professional development plan that is embedded within their school improvement plan. The district professional development plan, also included within the district improvement plan, supports each school’s plan. Every year, as school teams come together and data from the previous year is analyzed, groups collaborate to determine their individual and group learning goals for the school year. Many of these goals span across multiple years. These goals are connected to the school and district improvement plans, thus connecting and focusing all efforts within our system of schools. It is at this point that decisions are finalized for any purchases of services to support professional development efforts. In the attached document background and current year information and an expense summary for the proposed plan is provided for your review.

ENCLOSURE(S)

2015-2016 Professional Development Plan

RECOMMENDATION

Move to approve the 2015-2016 Professional Development Plan at a cost not to exceed \$65,000.00. This expenditure will be funded utilizing the 2015-2016 Curriculum and Human Resource general fund budgets.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Monroe Public Schools 2015-16 District and School Improvement Professional Development Plan

Each school designs a professional development plan that is embedded within their school improvement plan. The district professional development plan, also included within the district improvement plan, supports each school's plan. Every year, as school teams come together and data from the previous year is analyzed, groups collaborate to determine their individual and group learning goals for the school year. Many of these goals span across multiple years. These goals are connected to the school and district improvement plans, thus connecting and focusing all efforts within our system of schools. It is at this point that decisions are finalized for any purchases of services to support professional development efforts. Within this document, you will find the following: the background and current year information and the expense summary for the proposed plan.

Background Information:

The district's professional development plan nurtures a learning culture among adults that results in classroom environments that foster robust, enthusiastic and expert learners. Expert teachers are continuously improving their understanding and knowledge of subject area content. MPS creates job-embedded professional development through Professional Learning Communities (PLCs). A summary of the research supporting this approach is included for your reference, *The Elements of Professional Community*, Garmston and Wellmen, 2009. District-wide, these PLCs include common practices outlined in the reflective inquiry model. Each PLC includes a professional reading, analysis of student data, and a corresponding action plan to assist in closing the achievement gap. During PLCs and common planning, teachers and School Improvement Coaches participate in a lesson study that follows a plan/teach/debrief model.

Current Year Information:

Through offering a number of content specific offerings presented by experts from national learning organizations, the district will provide a consistent and rich environment for growing expert learning. Given that this system is firmly in place, there is a need for the 2015-16 professional development plan to continue providing opportunity for our staff to sharpen the systems and processes that have already been implemented, a maintenance plan, and to move forward with some very targeted new content specific professional development that responds to areas within our student achievement data that are in need of concentration, an implementation plan. It is important to note that this content specific professional development would not mean new programs or major strategy changes for teachers; moreover, it would support teachers in going deeper into their current content areas and receive support in assessing their learners in order to plan and set incremental individual learning goals. A summary of the research supporting this approach is included for your reference, *What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Classroom Teachers*, Allington, 2002 and *Teaching Effective Teaching*, Ball and Forzani, 2011.

Support organizations included in the 15-16 plan include:

Eastern Michigan University Writing Project:

This project offers professional learning in:

- Core reading and writing instruction
- Reading and writing across the curriculum (disciplinary literacy)
- Writing assessment (formal and informal)
- Formative Assessment
- Preparation for standardized assessments and college application requirements
- Project-based learning
- Rigor/depth of knowledge
- Family literacy
- Technology Integration (including Google Apps for Education)

The Eastern Michigan University Writing Project Program offers choices for professional development in several formats: week-long institutes, sequential in-service series, group study of topics and texts, individual coaching and consulting in classrooms.

Metamorphosis Teaching and Learning:

Metamorphosis, team leader, Lucy West, will continue to work with School Improvement coaches, building administrators, curriculum coordinators, and district administration to develop coaching skills, the coaching role, coaching relationships, and the coaching strategy as the coaching culture evolves at Monroe Public Schools. Metamorphosis services will be part of district school improvement efforts specifically contributing to district efforts to improve achievement, increase the graduation rate for all students, and generally contribute to improving the effectiveness of instruction across the district.

University of Michigan, Dev-Te@m/ Teaching Works:

The Dev-TE@M project is a partnership with Cisco Learning Institute (CLI), a non-profit organization that works to change the way teachers teach and students learn through technology. They provide practice-focused professional development modules. These modules are designed for teachers who teach mathematics and may play leadership roles in mathematics education. Elements integrated into the content of the training are: mathematics geared to the demands of teaching, instructional practices for diverse classrooms and contexts, students' ideas and ways of thinking about mathematics, and approaches to systematically learn from and improve teaching. The Dev-TE@M project's overall aim is to use innovative technologies to build interactive modules that will provide high-quality learning experiences and assessments that are accessible, coherent, and usable at scale.

UnLearn-ReLearn:

UnLearn-ReLearn, team leader Daniel Newby, offers training in coaching skills, effective communication, resilience, trust, leadership, team formation and alignment, accountability and emotional intelligence. Programs are highly experiential and focus equally on practice and theory. The sustained learning and change produced in our training occurs through a combination of individual work, peer study and group learning. The learning we provide helps you understand and align your own life and can also be applied to working with others as an administrator, teacher, coach, and community member. Training offered includes:

Beginner Coach Training
Advanced Coach Training
Train the Trainer Training

Contracted Mentorship for Individual Employees:

As part of our retention and succession planning with a large number of new employees, coaches with educational experience will offer targeted problem-solving and leadership sessions to support employees who are new or express interest in targeted coaching support.

Infinite Horizons:

Infinite Horizons, team leader, Kathleen Krysza, offers workshops within our secondary schools to provide hands-on, live-it-to-learn-it, practical strategies for *intentionally* and *transparently* teaching **ALL** learners. Currently, there are two cohorts at Monroe High School, and due to the success of these sessions, we are interested in expansion in the specific areas of:

Preparing Students to Become Critical Thinkers for Common Core Assessments
Self-Regulation/Executive Functioning: Mindsets
The Common Core and Differentiating Instruction
Close Reading Strategies for Secondary Learners

Professional Development and Coaching Expense Summary:

Infinite Horizons: \$10,000

Contracted Mentorship for Targeted Employees: \$7,000

UnLearn-ReLearn: \$11,000

University of Michigan, Dev-Te@m Teaching Works: \$3,000

Metamorphosis Teaching and Learning: \$27,500

Eastern Michigan University Writing Project: \$6,500

As noted in previous discussion, by bringing professional development to our district, a larger number of staff members benefit, and the district does not incur as many travel and accommodation expenses. The proposed 2015-16 Professional Development Plan as outlined above does not total exceed \$65,000. This amount is within the planned and approved 2015-16 budgets for curriculum and human resources and averages to an investment of less than \$210 per certified staff member for these high quality professional development opportunities.

THE ELEMENTS OF PROFESSIONAL COMMUNITY

The Adaptive School A Sourcebook for Developing Collaborative Groups,
Garmston and Wellman, 2009, (2nd ed.). Norwood, MA. Christopher Gordon

The emerging research base supports the importance of the essential elements of professional community. We are drawing here from three arenas, research on

- the effects of adult culture on student learning;
- the impacts of teacher collective efficacy on student learning;
- the effects of teachers' academic optimism on student learning.

1. Compelling purpose, shared standards and academic focus

Communities come into existence and thrive because of a common purpose for working together. A group's compelling purpose establishes reciprocal expectations for its members.

International evidence suggests that educational reform's progress depends on teachers' individual and collective capacity and its link with school-wide capacity for promoting pupils' learning (Stoll, et al., 2006).

Louis, Marks, and Kruse (1996) assert that teachers' professional communities operate with a sense of moral authority and moral responsibility for making a difference in the lives of students. Such purpose must be grounded in clearly articulated standards for both student and teacher performance.

Defining and refining the meaning of doing good work is the task of a professional learning community. Understandable performance and product standards are important catalysts for conversations among colleagues and for focusing conversations with students and parents.

2. Collective efficacy and shared responsibility for student learning

The personal efficacy of individual teachers is a well-studied phenomenon (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Highly efficacious teachers believe that their teaching knowledge and skills can overcome external factors to make an important difference for their students. Teachers with stronger personal efficacy beliefs consistently outperform teachers in the same settings with weaker beliefs.

These applications in education are based on the concepts of self-efficacy that Albert Bandura (1977) introduced more than a quarter century ago. Self-efficacy is the belief in our capacity to organize and carry out a plan of action to produce some goal.

More recent work (Goddard, Hoy, and Woolfolk Hoy, 2004) extends these concepts into the collective realm of teaching. To have a high degree of collective efficacy means that group members believe that they and others, individually and together, are capable of producing increased student success and of overcoming obstacles to that goal.

3. Collaborative culture

Who teachers are to one another is as important as who they are to their students.

In high-performing and improving schools, studies show that collaboration is the norm (Little, 1982; Newman & Associates, 1997). We are not talking here about project-based collaboration or the “contrived collegiality” as described by Hargreaves and Dawe (1990) in which administrators create tasks and agendas to occupy teachers’ collective energies.

Rather, we are referring to sharing expertise and perspectives on teaching and learning processes, examining data on students and developing a sense of mutual support and shared responsibility for effective instruction.

Collaboration and collegiality in this way are part of one’s professional identity.

Collaboration does not happen by chance; it has to be taught, practiced and learned. Developing collaborative cultures is the work of leaders who realize that a collection of superstar teachers working in isolation cannot produce the same results as interdependent colleagues who share and develop professional practices together.

4. Communal application of effective teaching practices and deprivatized practice

The norm of privacy has deep roots in schools.

Once the classroom door is closed, the teacher is god. In this sphere of autonomy lies both greatness and sorrow. Within the zone of isolation, some teachers still find ways to develop craft knowledge, content knowledge and compassion for their students. These extraordinary individuals manage to stimulate their teaching and continually renew their passion for daily interactions with young minds.

All too often, however, this same isolation buffers mediocrity and hides high performers from those who might learn from their modeling, consultation and coaching.

When practice is deprivatized, teachers visit one another’s classrooms to observe master teaching, to coach one another, to mentor and to solve problems in the living laboratory of instructional space.

Students are the beneficiaries of shared teaching repertoires.

By developing communities of practice, teachers establish working zones between the macro world of district initiatives and resources and the micro world of their classrooms (McLaughlin & Talbert, 2006). In this way they develop more coherent instructional approaches that represent a shared understanding of their unique settings.

5. Relational trust in one another, in students and in parents

In their work on the effects of academic optimism on student achievement, Hoy, Tarter & Woolfolk Hoy (2006) point out that collective efficacy is the cognitive side of the equation, academic emphasis is the behavioral side, and faculty trust in one another, in students and in parents is the affective side.

Given the powerful biochemical connections between thinking and feeling in our bodies and our brains, it is difficult to separate these functions in practice.

Trust is the glue that binds community members to one another.

This is equally true for teacher communities, classroom communities and parent communities. When all three parties hold the expectations for their relationships, and these expectations are grounded in shared goals and values, trust is a powerful resource for learning.

Bryk and Schneider (2002), in their seminal work in Chicago schools, name four elements of relational trust:

- Respect -Competence -Personal Regard for others
- Integrity: congruence in talk and behaviors

6. Individual and group learning based on ongoing assessment and feedback

“Learning is a basic, adaptive function of humans. More than any other species, people are designed to be flexible learners and active agents in acquiring knowledge and skills” (Bransford, Brown, & Cocking, 1999, p. xi).

Cognitive science tells us that learning is socially constructed and individually integrated; learning therefore requires engaging with other learners, and is an active process for all involved. Individual and collective learning is one of the key characteristics of effective professional learning communities (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005).

For adult groups, learning how to learn *together* requires conscious attention, purposeful structures and meaningful feedback. One form of feedback arises when teachers look at student work together to explore what is working and what might require modification in their curricular and instructional approaches.

Groups apply another form of feedback when they take time to reflect on their own processes and outcomes to consider which practices to continue, which to abandon and which to modify.



What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers

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▶▶▶ Focus on Reading

What I've Learned About Effective Reading Instruction

FROM A DECADE OF STUDYING EXEMPLARY ELEMENTARY CLASSROOM TEACHERS

Using data from a lengthy study of first- and fourth-grade teachers in six states, Mr. Allington concludes that enhanced reading proficiency rests largely on the capacity of classroom teachers to provide expert, exemplary reading instruction — instruction that cannot be packaged or regurgitated from a common script because it is responsive to children's needs.

BY RICHARD L. ALLINGTON

IT SEEMS that, finally, those who make education policy — at the local, state, and federal levels — have begun to recognize just how much good teachers matter. A series of studies have confirmed what was probably obvious from the beginning. Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches, or “proven programs.” It has become clearer that investing in good teaching — whether through making sound hiring decisions or planning effective professional development — is the most “research-based” strategy available. If we truly hope to attain the goal of “no child left behind,” we must focus on creating a substantially larger number of effective, expert teachers.

RICHARD L. ALLINGTON is the Fein Professor of Education, University of Florida, Gainesville. He would like to thank the following people for their assistance in the project reported in this article: Peter Johnston and Michael Pressley, co-principal investigators for the fourth- and first-grade teacher studies respectively; the classroom teachers who allowed us to study their teaching practices; and the other researchers on the project, including Elizabeth Asbury, Kim Baker, Kim Boothroyd, Greg Brooks, Melissa Cedeno, Cathy Collins Block, John Cronin, Jeni Pollack Day, Gay Ivey, Haley Woodside-Jiron, Susan Layden, Anne McGill-Franzen, Lesley Morrow, Steven Powers, Jean Veltema, and Ruth Wharton-McDonald. This article is based on research supported in part under the Research and Development Centers Program (award number R305A6005) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. However, the conclusions are the author's own. © 2002, Richard L. Allington.





Extensive reading is critical to the development of reading proficiency.

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Effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach, or reading program they use. I am not going to try to understand why it has taken education so long to recognize what other industries recognized almost from the start — expertise matters. Instead, I am going to describe what the teaching of exemplary elementary teachers looks like and challenge school administrators to examine whether their daily practice and longer-term planning are designed to foster such teaching. In other words, I believe that school administrators should be crafting policies that ensure that more effective teachers are created each year in their schools.

For much of the past decade my colleagues and I at the National Research Center on English Learning and Achievement have been studying some of the best elementary school teachers in the U.S.² These teachers were selected primarily from schools that enrolled substantial numbers of poor children and schools that reflected the racial, ethnic, and linguistic diversity of the nation. We observed first- and fourth-grade teachers from six states (New York, Texas, New Hampshire, California, Wisconsin, and New Jersey). We spent at least 10 full instructional days, and often more, observing, interviewing, and videotaping in each teacher's classroom. Two books, a number of articles, and related technical reports provide documentary details (the books and articles are cited throughout, and the technical reports, along with research summaries, can be found at <http://cela.albany.edu>).

We studied teachers who had been found to be particularly effective in developing reading and writing proficiency. Over the course of the study, however, it became clear that the teachers we were studying developed students' academic proficiencies well beyond the ability to score higher on reading and writing achievement tests (though the evidence we gathered also demonstrated that these teachers produced significantly better performance on standardized tests as a matter of course).

The hundreds of days of classroom observation and the hundreds of interviews with teachers and students provided a clear picture of what good elementary teaching looks like. Below I sketch six common features — the six T's of effective elementary literacy instruction — that we observed

in exemplary elementary classrooms.

TIME

These teachers maintained a “reading and writing versus stuff” ratio that was far better balanced than is typically found in elementary classrooms.³ In other words, these teachers routinely had children actually reading and writing for as much as half of the school day — around a 50/50 ratio of reading and writing to stuff (stuff is all the other things teachers have children do instead of reading and writing). In typical classrooms it is not unusual to find that children read and write for as little as 10% of the day (30 minutes of reading and writing activity in a 300-minute — five-hour — school day). In many classrooms, a 90-minute “reading block” produces only 10 to 15 minutes of actual reading — that is, less than 20% of the allocated reading time is spent reading. Worse, many classrooms devote only 20 minutes of the entire school day — less than 10% — to actual reading (including reading in science, social studies, math, and other subjects).⁴

When stuff dominates instructional time, warning flags should go up. This is true even when the activity, in some form, has been shown to be useful. For example, research supports activating students' background knowledge before reading⁵ and holding discussions after reading.⁶ But spending most of a 90-minute reading block on building background knowledge seems an unlikely strategy for improving reading proficiencies. Three to five minutes of this activity would be sufficient.

There is also a lot of stuff going on in less effective classrooms that is not supported by reliable evidence for *any* amount of use (e.g., going through test-preparation workbooks, copying vocabulary definitions from a dictionary, completing after-reading comprehension worksheets).

Extensive reading is critical to the development of reading proficiency.⁷ Extensive practice provides the opportunity for students to consolidate the skills and strategies teachers often work so hard to develop. The exemplary elementary teachers we studied recognized this critical aspect of instructional planning. Their students did more guided reading, more independent reading, more social studies and science reading than students in less effective classrooms.

But the teachers' instructional planning involved much more than simply allocating lots of time for reading and writing.

TEXTS

If children are to read a lot throughout the school day, they will need a rich supply of books they can actually read. This seems a simple statement of fact. But there also exists a large and potent research base that supports supplying children with books of appropriate complexity.⁸ This research began in the 1940s and has continued into this new millennium.

Simply put, students need enormous quantities of successful reading to become independent, proficient readers. By successful reading, I mean reading experiences in which students perform with a high level of accuracy, fluency, and comprehension. When a 9-year-old misses as few as two or three words in each hundred running words of a text, the text may be too hard for effective practice. That text may be appropriate for instructional purposes, but developing readers need much more high-success reading than difficult reading. It is the high-accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process.

The exemplary teachers we studied too often had to teach against the organizational grain. They rejected district plans that required all children to be placed in the same textbook or trade book (and do the same worksheets on the same day). They recognized such schemes for what they are: truly anti-scientific, non-research-based fads designed more, it seems, to exert administrative power than to produce high levels of student achievement.

Unfortunately, these exemplary teachers too often had to spend both their personal time and their personal funds to locate and purchase the texts needed to effectively teach the children they were assigned. Some were lucky to work in "smart" organizations: organizations that supported them and provided a rich and expansive supply of texts to promote children's learning across the school day (multilevel texts for social studies and science as well as for reading classes); organizations that knew that "one-size-fits-all" contradicts virtually everything we have learned about effective teaching.

Students of all achievement levels benefited from exemplary teaching, but it was the lowest achievers who benefited most.⁹ In the classrooms of exemplary teachers, lower-achieving students spent their days with books they could successfully read. This has not typically been the case in

less effective classrooms.¹⁰ In too many schools, lower-achieving readers receive appropriate reading materials only when they participate in special-support instruction (e.g., special education resource rooms, Title I in-class support, bilingual education blocks). In other words, in too many cases the lower-achieving students receive, perhaps, an hour of appropriate instruction each day and four hours of instruction based on grade-level texts they cannot read. No child who spends 80% of his or her instructional time in texts that are inappropriately difficult will make much progress academically.

The exemplary teachers we studied noticed that the highest-achieving students 1) received a steady diet of "easy" texts — texts they could read accurately, fluently, and with good comprehension — and 2) consistently outgained both the average-achieving students and the lower-achieving students, year after year. They also noticed that motivation for reading was dramatically influenced by reading success. They acted on these observations by creating multi-level, multisourced curricula that met the needs of the diverse range of students in their classrooms.

TEACHING

Obviously, part of good teaching is planning instructional time and selecting appropriate books. But here I want to focus more on the notion of *active instruction* — the modeling and demonstration of the useful strategies that good readers employ. Much of what many administrators might consider teaching behaviors involves little or no active instruction.¹¹ Much of what many teachers consider teaching is little more than assignment and assessment. Somewhere along the way, active teaching — explicit explanation, direct teaching — has been lost in the shuffle of thinking about classroom instruction.

The exemplary teachers in our study routinely gave direct, explicit demonstrations of the cognitive strategies that good readers use when they read. In other words, they modeled the thinking that skilled readers engage in as they attempt to decode a word, self-monitor for understanding, summarize while reading, or edit when composing. The "watch me" or "let me demonstrate" stance they took seems quite different from the "assign and assess" stance that dominates in less effective classrooms.¹²

The dominance of the assign-and-assess model has been too little written about, but the truth is that "instruction" of this nature is of little benefit to all but the few students who have already acquired a basic understanding of the strategy that is the focus of the lesson. As Marilyn Jager Adams pointed out in her analysis of traditional

The classroom talk we observed was more often conversational than interrogational.

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phonics programs, when teachers assign a worksheet that requires children to fill in the missing vowel, only children who already know the correct response can successfully do the task.¹³ And *they* don't need the practice. Children who do not know which vowel to put in the blank space cannot acquire that knowledge from the worksheet. They need actual teaching. In other words, the missing-vowel worksheet is an *assessment* of who already knows the vowel patterns, not an instructional activity that will teach the vowel pattern.

Likewise, when assigned a story to read and questions to answer at the end, children who have developed the appropriate strategy to use while reading can respond correctly, but those who have not developed it cannot.¹⁴ And these latter children cannot acquire the strategy from the end-of-story questions. They need someone to actually teach it to them — someone who can model and demonstrate its use.¹⁵

The exemplary teachers seemed to realize that most commercial instructional packages provide no useful information on the direct and explicit teaching of skills or strategies. The scripts one typically finds in teachers' manuals accompanying commercial packages may offer a "definitional" model (for example, explaining that the main idea is the author's most important idea about a topic), but they offer little in the way of helping children develop useful reading strategies (for example, showing how to determine the relative importance of the various ideas an author might present on a topic).

Thus these teachers took on the responsibility of crafting explicit demonstrations of skills and strategies. For example, to demonstrate the use of the deletion strategy when teaching summarization, they would first list the various ideas an author presented in a persuasive paragraph through a line-by-line analysis — a watch-me-do-this lesson. Then they would demonstrate through a think-aloud process the strategy of deleting redundant, trivial, and subordinate information until they had arrived at the summary statement.

These teachers offered models of useful strategies — decoding strategies, composing strategies, self-regulating strategies — as separate lessons to the whole class, to targeted small groups, and to individual students in side-by-side instruction. In fact, it is this plethora of instructional activi-

ty that truly sets these teachers apart and explains much of their effectiveness with lower-achieving students.¹⁶

We have a wealth of studies demonstrating the power of active teaching, especially for children who struggle to learn to read and write. But expert teaching requires knowing not only how to teach strategies explicitly but also how to foster transfer of the strategies from the structured practice activities to students' independent use of them while engaged in reading. A real concern is that, when instruction becomes too explicit, children never learn when and how to use the strategies profitably and successfully in their independent reading.

TALK

Like the teaching component, classroom talk is under-researched. We saw fundamental differences between the nature of the classroom talk in the exemplary teachers' classrooms and the talk typically reported in classroom observational studies. First, we observed the exemplary teachers fostering much more student talk — teacher/student and student/student — than has previously been reported. In other words, these exemplary teachers encouraged, modeled, and supported lots of talk across the school day. This talk was purposeful talk, though, not simply chatter. It was problem-posing, problem-solving talk related to curricular topics.¹⁷

It wasn't just more talk but a different sort of talk than is commonly heard in classrooms. The interrogational nature of most classroom talk has been well documented. Teachers pose questions, children respond, teachers verify or correct. That is the dominant pattern observed in study after study, grade after grade.¹⁸ The classroom talk we observed was more often conversational than interrogational. Teachers and students discussed ideas, concepts, hypotheses, strategies, and responses with one another. Teachers posed more "open" questions, to which multiple responses would be appropriate. For instance, consider the different types of after-reading questions below:

Question 1: So, where were the children going after all?

Question 2: So, what other story have we read that had an ending like this one?

Question 3: Has anyone had a problem with a pet, like

the boy in the story?

Responses to question 1 are strictly limited to a single “correct” answer as dictated by the story content. But questions 2 and 3 offer the opportunity for multiple “correct” responses. In addition, while a response to the first question leads only to a teacher reply of “Right” or “Wrong,” the others lead to follow-up teacher queries along the lines of “Explain how the endings are similar” and “Tell us more about how your pet problem was like the problem in the story.” While question 1 allows the teacher to assess whether the student has used a strategy appropriately, questions 2 and 3 offer the opportunity to examine the thinking — the strategy as it is being used — and to continue instruction. Question 1 assesses recall; questions 2 and 3 assess a broader understanding and help make children’s thinking visible.

The nature of classroom talk is complicated and too little understood. While there is evidence that more “thoughtful” classroom talk leads to improved reading comprehension,¹⁹ especially in high-poverty schools,²⁰ we still have few interventions available that focus on helping teachers develop the instructional skill to create such classrooms, and few of the packaged programs offer teachers any support along this line. The classroom talk we observed was highly personalized, providing targeted replies to student responses. Teacher expertise was the key, not a scripted, teacher-proof instructional product.

TASKS

Another characteristic of these exemplary teachers’ classrooms was greater use of longer assignments and less emphasis on filling the day with multiple, shorter tasks. In these classrooms students often worked on a writing task for 10 days or more. They read whole books, completed individual and small-group research projects, and worked on tasks that integrated several content areas (reading, writing, and social studies).

The work the children in these classrooms completed was more substantive and challenging and required more self-regulation than the work that has commonly been observed in elementary classrooms. We observed far less of the low-level worksheet-type tasks and found a greater reliance on more complex tasks across the school day and across subjects. Perhaps because of the nature of this work, students seemed more often engaged and less often off-task than researchers in other classrooms have reported.

Another factor related to student engagement was that the tasks assigned by exemplary teachers often involved student choice. We described the instructional environ-

ment as one of “managed choice.” Students did not have an unlimited range of task or topic choices, but it was less common to find every student doing the same task and more common to observe students working on similar but different tasks. For instance, in a fourth-grade unit on insects, each child caught an insect and brought it to class. The students then sketched their insects using magnifying glasses to discover detail. These sketches were then labeled for body parts (thorax, abdomen, antennae, and so on). Students also observed the insects in their natural environments and jotted field notes about behaviors and habits. They wrote short descriptions based on these notes and constructed models of the insects from craft materials. Finally, they presented their insects to their classmates and then posted their sketches, models, and descriptions on the classroom wall, where classmates could review them.

Choice of this sort has been shown to lead to greater student ownership of and engagement with the work.²¹ Another interesting outcome is that the diversity of student work makes it more difficult for students (and perhaps teachers) to rank that work from best to worst. A low-achieving student may have selected one of the more interesting insects to study and display. Peers see the new information on an interesting bug, instead of comparing the low-achieving student’s work to their own on an identical insect worksheet.

TESTING

Finally, these exemplary teachers evaluated student work and awarded grades based more on effort and improvement than simply on achievement. Thus all students had a chance to earn good grades. Achievement-based grading — whereby the best performances get the best grades — operates to foster classrooms in which no one works very hard. The higher-achieving students don’t have to put forth much effort to rank well, and the lower-achieving students soon realize that even working hard doesn’t produce performances that compare well to those of higher-achieving students. If you are a lucky low achiever, hard work gets you a C in an achievement-based grading scheme.

The complexity, though, of effort-and-improvement grading lies in the fact that teachers must truly know each of their students well in order to assign grades. They have to be able to recognize growth and to track or estimate the student effort involved. The exemplary teachers often used a rubric-based evaluation scheme to assign grades. Improvement was noted based on where students started and where they ended up, rather than on the latter alone.

Another impact of the effort-and-improvement evalua-

tion model was that it shifted much of the responsibility for earning grades over to the students. Students could not assign bad grades to “unluckiness,” since the evaluation scheme was rather transparent to them. The rubrics provided the information they needed to improve their grades.

The fourth-grade exemplary teachers we studied did acknowledge that the effort-and-improvement grading scheme required careful explanation to parents, who were more familiar with achievement-based grading. However, none of the teachers reported much parental resistance, perhaps because the teachers were typically able to describe in substantive detail just what a child needed to do to achieve a better grade.

I must also note that we observed almost no test-preparation activity in these classrooms. None of the teachers relied on the increasingly popular commercial test-preparation materials (e.g., workbooks, software). Instead, these teachers believed that good instruction would lead to enhanced test performance. The data bore out their beliefs. It was in the less effective teachers’ classrooms (which we observed as part of a substudy) that we found test-preparation activity. It seems that less effective teachers truly don’t know what to do and, as a result, drift toward the use of packaged test-preparation activities in the hope that they will make up for less effective teaching throughout the year.

SUMMARY

In reducing a complex activity to a list of key features, there is always the risk of oversimplification. Such seems to be the case here. While the six T’s offer a shorthand, of sorts, for describing exemplary teaching in the elementary grades, they also oversimplify the complex nature of good teaching. For instance, the six T’s actually operate interactively. It seems highly unlikely that we could develop teaching that reflects any single T alone.

For instance, if we want to increase substantially the amount of reading that children do (and I would argue that this is one absolutely crucial step toward enhancing reading proficiency), it is important to give children books they *can* read and choices regarding which books they *will* read. Likewise, crafting a supportive conversational environment in which students talk to their teachers and to their peers about the books they are reading is an important component for sustaining increased reading. And active teaching of useful reading strategies expands the array of books that children are able to read. Finally, shifting evaluation to focus on effort and improvement enhances students’ motivation for reading.

In other words, creating and supporting exemplary teaching of the sort we observed is complicated. It really seems unfortunate that so many of the exemplary teachers we studied were forced to teach against the organizational grain. These teachers had to reject school and district plans that put the same reader, trade book, textbook, or workbook on every child’s desk. They had to reject scripted lessons, pacing schedules, and grading schemes that presented a one-size-fits-all model for instruction. Too often they had to search out appropriate instructional texts and materials on their own because the one text that the school or district provided was not of appropriate difficulty for most students and failed to offer the sort of accurate and engaging information that might entice students into sustained and effortful study. Worse, in too many cases, these teachers were forced to spend their own funds to purchase the materials they needed to teach the students they were assigned.

Exemplary teaching should not be so hard to accomplish. Schools and school districts must take more responsibility for providing instructional and curricular support so that exemplary teaching becomes more common and requires far less effort. Good teaching should not have to work against the organizational grain.

In closing, I will note that few of these exemplary teachers gave much credit to their school districts for the development of their expertise. Some pointed to administrators who allowed them to experiment, encouraged them to “break the mold,” and told them not worry about test scores or about following the organizational plan. But most credited other exemplary teachers for supporting them and encouraging them to become better teachers and to assume greater professional responsibility for the success of their students. These teachers seemed to understand that professional responsibility meant choosing how to teach, what to teach, and with what sorts of curricular materials and tasks: they rejected the low-autonomy/high-accountability models that seem increasingly popular with advocates of “proven programs.”²²

Instead, these teachers elected a high-autonomy/high-accountability model. They seemed to feel no particular pressure from state testing schemes, perhaps because their students performed so well. At the same time, because they were the architects of the instruction offered in their classrooms, they reported a greater sense of responsibility for student outcomes. In other words, these teachers accepted the professional responsibility for developing high levels of reading proficiency but insisted on the autonomy to act on their expertise.²³

Educational leaders might do well to consider the na-

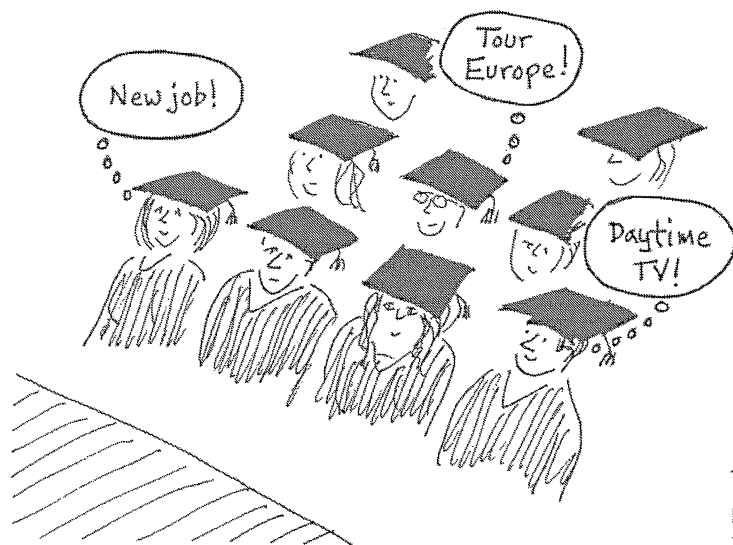
ture of the instruction these teachers offered. They might do well to ask whether current school policies seem likely to foster this sort of teaching. They might ponder how the organizational plan, including the professional development opportunities and the curricular schemes, currently work to foster or undermine the emergence of exemplary elementary classroom teaching.

In the end, enhanced reading proficiency rests largely on the capacity of classroom teachers to provide expert, exemplary reading instruction. Our study of these exemplary teachers suggests that such teaching cannot be packaged. Exemplary teaching is not regurgitation of a common script but is *responsive* to children's needs. In the end it will become clearer that there are no "proven programs," just schools in which we find more expert teachers — teachers who need no script to tell them what to do. The question for the education profession — teachers, principals, professors, and policy makers — is, Are we creating schools in which every year every teacher becomes more expert?

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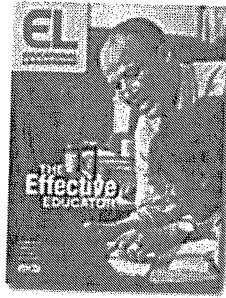
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Teaching Skillful Teaching

Deborah Loewenberg Ball and Francesca M. Forzani

Effective teaching is both complex and counterintuitive—but it can be taught.



What differentiates classrooms in which students make the most progress from those in which they make the least? Several current frameworks have attempted to answer that question by naming the practices of skillful teachers (see Danielson, 2007; Lampert, 2001; Lemov, 2010). Identifying the specific practices fundamental to supporting student learning is at the heart of building an effective system for the professional training and development of teachers.

Two contemporary factors intensify the need for such training. First, students are, more than ever, expected to achieve ambitious goals that include producing disciplined reasoning and solving problems, not simply recalling basic information and procedures. Second, the explicit aim is that *all* students will achieve these outcomes. Although schools have always taught some students a more ambitious curriculum, they have traditionally set different goals for other groups of students. In contrast, teachers today are expected to help a much wider range of learners reach complex levels of performance. It is crucial, then, to identify the high-leverage practices that underlie teaching complex content to all students.

The "Unnaturalness" of Teaching

Teaching is one of the most common—and also one of the most complicated—human activities. Despite the prevailing view of teaching as requiring little more than patience, basic content knowledge, and liking children, teaching is "unnatural" work; that is, the skills involved in teaching do not come naturally (Jackson, 1986; Murray, 1989). They are distinct from informal showing, telling, or helping (Cohen, in press) in three fundamental ways.

Specialized Expertise

At its heart, teaching involves being able to "unpack" something one knows well to make it accessible to and learnable by someone else. This requires explicit knowledge and skill, beyond simple expertise. A tennis player with an amazing serve, for example, does not automatically know what goes into producing it. A native speaker of Spanish does not, while speaking fluently, readily notice the nuances of syntax or key semantic or grammatical features; nor do good readers necessarily see what they are doing to read and interpret complex texts. Being accomplished in a specific domain does not automatically include the capacity to break that domain down into its core components for someone who does not yet have that skill or understanding.

In fact, expertise depends on a high degree of fluency. Accomplished practice requires automaticity with many elements to enable careful attention to its less routine aspects. A writer who had to puzzle about simple grammar or word meanings could not focus on the intricate challenges of composition. A runner who had to think about the movement of her legs while running the final 25 yards of a race would be distracted from executing a skilled performance. A pianist who focused on the coordination of his hands would be unable to play smoothly. Teaching is unnatural in that it demands not only skill in a given domain, but also the ability to take that skill apart so others can learn it.

The Challenge of Multiple Perspectives

Teaching is unnatural in a second fundamental way. Because teachers must help others learn, they must see ideas and skills from others' perspectives. And their students often learn differently from the way they themselves learn. Even if a teacher remembers what helped her solve linear equations, write a good

paragraph, or understand the concept of gravity, this may not help her students.

Figuring out what others find difficult or intriguing or how experience shapes their interpretations is far from simple. And yet teaching without attention to learners' perspectives and prior knowledge is like flying a plane in fog without instruments. This has big implications for equitable education because the greater the differences between learners and their teachers—in culture, language, and experience—the less precisely attuned the teaching is likely to be.

Working with Many Learners

Knowing a domain well enough to teach it and seeing it from someone else's perspective are hard enough when tutoring. But unlike many other professions, where the "clients" are serviced individually, teachers work with theirs in batches (Jackson, 1986). Not only do teachers have more learners to understand and interact with, but they also must design and manage a productive environment in which all are able to learn. One student requires a firm hand and a great deal of direction whereas another works best when left to puzzle further on his own. One student is active—tapping her pen, doodling, and rocking on her chair—even while deeply engaged whereas a second is easily distracted.

Differences show up inside the content, too. For example, although five students might correctly explain why .6 is greater than .45, eight others might get the answer right but for reasons that will fail when the numbers are more complicated. Noticing this difference requires careful listening to the students' answers. Attending to these differences while steering toward ambitious learning goals is no simple task.

Winging It Doesn't Work

Teaching is work that the United States expects 4.4 million people to do every day. It demands special kinds of knowledge and skill that most individuals do not naturally possess. Therefore, training teachers for actual practice—to master these unnatural skills—is crucial. Although many factors contribute to underperforming schools, the lack of an adequate system to train people for practice is at the heart of the problem.

The practice of teaching effectively is learnable, and we owe it to ourselves to ensure that those who teach our youth have appropriate opportunities to develop the necessary skills and knowledge. Students whose teachers do not develop these qualities lose out.

So how do we decide what to teach teachers? Among the well-worn responses are the domains of knowledge that fill many teacher preparation programs: academic subject matter, educational psychology, methods of teaching, foundations of education, and so on.

Academic content knowledge would seem the most obvious—how can teachers teach what they do not know? But developing adequate subject-matter knowledge is far from easy. Too little attention has been paid to the special demands of opening up to learners ideas and practices connected to specific subject matter (Ball & Forzani, 2010; Ball, Hill, & Bass, 2005; Ball, Thames, & Phelps, 2008). Many take for granted that educated adults know and can unpack the subtle ideas and processes of a field. This, however, is not usually the case.

Moreover, although including all these knowledge domains in teacher preparation may make sense, they leave open the endemic gap between knowing about teaching and *doing* teaching. Knowledge about child development does not necessarily enable a teacher to interpret a child's ideas; knowledge about social inequality does not necessarily transfer to teaching in ways that promote equity. Teachers have typically bridged the knowing-doing gap by having experience and improvising.

Certainly experience with youth in real classrooms can build skill with this complicated work. Experience, however, is an undependable source of learning, and individual discretion in the name of creativity can be a risk. Some teachers left to learn through experience manage their classrooms using harshly punitive methods; others attempt to solve difficulties with complex content by providing learning aids, such as mnemonic devices, that enable students to get the right answers but that circumvent actual learning. Some teachers who "naturally" favor particular students treat students inequitably. Many teachers simply

make up their own ways of doing things without evidence of the effectiveness of their approaches.

Identifying High-Leverage Practices

Given the size of the teaching force and the nonintuitive qualities of the work, we need to identify a common set of high-leverage practices that underlie effective teaching and to develop ways to teach them. By *high-leverage practices*, we mean those practices at the heart of the work of teaching that are most likely to affect student learning. One example is conducting a meeting with a parent or guardian about a difficult situation with a child. Another is identifying common patterns of student thinking in specific subject matter—for example, upper elementary children's misconceptions about the equal sign, young learners' ideas about "living" versus "nonliving" things, or adolescents' approaches to interpreting the motives and thinking of people in the past.

High-leverage practices comprise the essential activities of teaching; if teachers are unable to discharge them competently, they are likely to face significant problems. Competent enactment of such practices also lays the foundation for beginning teachers to develop into highly effective professionals (Teacher Education Initiative Curriculum Group, 2008).

Identifying a set of core high-leverage practices involves managing three endemic problems.

The Content-Specific Nature of Teaching

High-leverage teaching practices are intimately tied to specific domains. For example, consider two such practices: Framing and delivering questions precisely and purposefully and eliciting and interpreting displays of student understanding. A good question sequence in a history class is different from one in a mathematics lesson. As Grossman and McDonald (2008) observed, we have little formal knowledge about how the work of teaching differs from one subject to the next. However, we can discern that in a history class, teachers ask students to evaluate the credibility of different sources and consider factors that shape their reliability. Mathematics teachers request and support mathematical explanations, which are different from historical or scientific ones. Designing a prompt to assess students' developing writing is different from constructing a task to elicit students' learning about a scientific idea, such as force or light.

All of this is complicated by the expectation for teaching complex knowledge and skills. It's one thing to ask a question that prompts students to reduce an improper fraction or to figure out the meaning of an unfamiliar word. It's entirely another thing to pose questions designed to support students' efforts to prove a mathematical claim or analyze data.

The Cultural Context

Classroom instruction is also situated in specific cultural contexts, which place differing demands on the teacher. Introducing 9th graders to the work of Maya Angelou may be a somewhat different task in a suburban Connecticut classroom than it is in a classroom in rural Mississippi. Students in each location bring differing degrees of familiarity with Angelou's context and language and may make different interpretations of the text. Expectations and norms for communicating with parents and colleagues might also vary.

Working at a Useful Grain Size

In other professions, from aviation to medicine to cosmetology, professionals are trained to carry out specific elements of their work. Prospective pilots learn how to execute takeoffs, landings, and turns; medical students learn how to conduct a physical examination and dress a wound; hair stylists learn how to precisely scissor layers into different textures and lengths of hair. Whereas other trades and professions have been able to break their work into meaningfully learnable skills and knowledge, educators have—amazingly—not done this for teaching.

Certainly, examples exist of efforts to describe teaching in terms of its core skills. In the 1970s, competency-based teacher education programs trained teachers in hundreds of "competencies" (Houston

& Howsam, 1972). These focused on specific teacher behaviors, such as giving praise, using wait time, and calling on students. However, three problems arose with this approach. First, the lists contained microskills from which it was not obvious how to compose skilled practice. Second, these skills were often content-free. Although some specific practices were identified within subject areas (for example, techniques and tools for assessing students' reading proficiency or skills for teaching counting to young children), these tended to center on basic, primary-level reading and math instruction. Third, inattention to the judgments needed to deploy these skills in context made it difficult to know when a particular practice would be appropriate and how a teacher might use it.

Competency-based teacher education programs were criticized for being too behaviorist; teaching, obviously, depends on significant cognitive and ethical reasoning as well as manner and style (Fenstermacher, 2001). Still, the movement represented an important effort to acknowledge the fact that teaching is a practice that requires skilled technique and action, not merely a domain of knowledge or an arena for individual creativity.

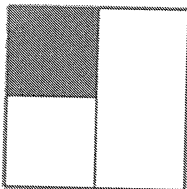
Grossman and colleagues (2009) refer to this process of identifying the core elements of teaching as "decomposition of practice." Not surprisingly, they found that a language of practice is less well developed in teaching than it is in other fields. For example, although teachers use questions continually, no common, precise vocabulary exists for particular types of questions, purposes, or learning activities within a content domain. Questions that teachers use to elicit students' thinking—such as, What have you found so far? Can you explain how you got your answer?—are different from ones they might use to challenge or extend their students' thinking—such as, What if someone said that $\frac{8}{8}$ is greater than $\frac{5}{5}$ because there are more pieces?

Managing the problem of choosing a useful grain size that gets inside the work of teaching is not easy. A first step is to identify the tasks that are fundamental to effective teaching. Examples include figuring out and responding to what students say, launching a task in class, checking quickly on students' understanding, conducting a class discussion, or calling a parent about a difficult situation. Many attempts remain at too high a level of abstraction—"planning instruction," for example, or "designing instruction to address each student's learning needs," which is more a principle than a practice. Similarly, "engaging students in using methods of inquiry" is a goal but not a specific practice.

Asking what a teacher has to *do* to act on any of these can help identify actual practices at a useful grain size. For example, take the high-leverage practice of managing and conducting a wholeclass discussion. Doing this well is at the heart of the enterprise of teaching: unpacking the content for learning, attending to learners' thinking, and managing the group nature of teaching.

Consider a discussion about the following 4th grade mathematics problem:

What fraction of this rectangle is shaded brown?



Specific practices involved in leading a discussion include specifying and using learning goals to keep the discussion focused on its point (Sleep, 2009), maintaining students' engagement, asking purposeful questions, carefully listening and responding to students, creating norms for talking and listening, choosing and guiding students' use of specific artifacts, connecting students' contributions, and tying up the discussion. Teachers who cannot marshal these skills effectively may be able to generate some collective talk in their classrooms but will be limited in their ability to use discussions to achieve specific learning goals.

In this case, simply accepting the correct answer "one-fourth" would shortchange students' opportunity for learning because it would neither require unpacking why "one-third" is a common incorrect answer nor

help students think more carefully about what it means to identify a fraction (Saxe et al., 2007).

Similarly, consider the reasoning involved in choosing the following instructional example to help students learn fractions, instead of the one previously mentioned:

What fraction of this rectangle is shaded brown?



The first example opens up a core mathematical idea (equal area) whereas the second presents a much more routine case. Recognizing that, and being able to decide which example to use for a given purpose or how to sequence them, is essential for effective teaching. To do this ineptly is to be tone-deaf as a teacher.

Teachers' work is full of other instances of crucially important, complex, and "unnatural" practices, such as discussing a student's progress with a caregiver, writing careful feedback on a student's essay, or designing an assessment that will provide useful information to students and teacher alike.

The Teacher Education Initiative

At the University of Michigan, we are piloting a new model of teacher education, which is built on 19 high-leverage practices, as part of our Teacher Education Initiative. Drawing on research linking particular practices to student achievement, published descriptions of teaching, videos of teachers at work, and personal experience, a group of University of Michigan-based researchers, teachers, and curriculum developers created a comprehensive list that included more than 200 items. Because few studies have identified specific instructional practices that should be taught during initial teacher education, we also relied on wisdom of the profession and analysis of the demands of effective instruction. We narrowed our list to 19 practices that met our definition of *high leverage*, that is, practices that significantly increase the likelihood that teaching will be effective for students' learning. As we continue to engage in evidence-based evaluations of each practice over the next five years, we expect the list to evolve.

In our redesign of our teacher education program around these practices, we are elaborating each item to fit the details of teaching at particular levels or in particular subjects. How students learn to enact the practices will depend on whether they are preparing to be an elementary or a secondary teacher and what subjects they intend to teach.

For example, one high-leverage practice is the ability to recognize key ways of thinking, ideas, and misconceptions that students in a specific grade level typically have when they encounter a given idea. Elementary mathematics teachers should be able to examine student solutions to a complex subtraction problem and recognize how students arrived at the answers they did. High school English teachers should be able to recognize why some populations of students consistently use forms of subject-verb agreement that differ from standard English. Elementary science teachers should know that the process of photosynthesis frequently confuses 5th graders and understand why this process is difficult for learners to grasp.

Not all common patterns of student thinking involve errors; teachers should be able to recognize common ways that students think about content, including common resources they bring and predictable developmental changes they go through as they grow. For example, when young children begin to "count on"—that is, when they know instantly that there are nine items when one is added to a set of eight that they have already counted, as compared with their earlier practice of counting all over again—teachers should immediately recognize this significant step. Many urban black adolescents are likely to have deep experience of word play that can enhance their ability to engage in complex literary analysis (Lee, 2007), and teachers can harness middle schoolers' social preoccupations for productive collective work.

Identifying Common Ground

Even though learners differ and teachers must continually tailor instruction in response, the work of

teaching is not wholly unpredictable. Much is common across learners, subjects, and contexts; and it could be shared, studied, and learned by all.

Consider what goes on in other professions. They too demand individual responsiveness, and yet broad idiosyncratic creativity would be neither tolerated nor appropriate. Surgeons do not invent techniques at their pleasure that fit their "style"; pilots do not creatively land planes. Of course, skilled practitioners flexibly adapt to conditions, but they do not make up practices according to their individual "way" of doing things. There is a professionally based bottom line: Surgeons must meticulously carry out procedures that result in high levels of success; pilots must land planes safely. Teachers, too, must teach skillfully so their students learn.

Identifying a set of practices that aims at complex outcomes for all students is a first step toward strengthening the teaching profession. These practices could provide a common foundation for teacher education, a common professional language, and a framework for appraising and improving teaching.

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**LETTER OF INTENT BETWEEN AND AMONG
MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT AND
MONROE PUBLIC SCHOOLS**

BACKGROUND

The Monroe County Superintendents’ group has asked the ISD to investigate the feasibility of forming a Monroe County Health Care Consortium where all Monroe County districts would utilize the same health care provider for all employee groups with the intention of lowering health care costs for all districts involved. The ISD has asked that each district provide a letter of intent indicating support for the study. Approval of the letter of intent in no way commits the district to participation in any arrangement that results from this effort.

ENCLOSURE(S)

Letter of Intent

RECOMMENDATION

Move to approve the letter of intent between MCISD and Monroe Public Schools to explore the feasibility of a shared purchasing arrangement for one or more medical benefit plans in order to stabilize or reduce current health premium costs.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

LETTER OF INTENT BETWEEN AND AMONG
MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT AND
MONROE PUBLIC SCHOOLS

The undersigned public employers, pursuant to and in accordance with Section 15(2) of the Public Employees Health Benefit Act (2007 Public Act 106), hereby declare their intent to enter together into a medical benefit plan having an aggregate of 100 or more enrolled public employees (plus their eligible dependents) of the public employers that are signatories to this Letter of Intent.

This Letter of Intent expresses the agreement of the undersigned public employers to explore the feasibility of a shared purchasing arrangement for one or more medical benefit plans in order to stabilize or reduce current health premium costs. In order to determine the economic viability of an aggregated medical benefit plan involving the signatory public employers, it is necessary to obtain claims utilization and cost information which must be provided under the Public Employees Health Benefit Act to public employers that have entered into a Letter of Intent to aggregate 100 or more public employees into a medical benefit plan.

Nothing in this Letter of Intent should be interpreted or applied as a final or ultimate commitment of any signatory public employer to participate in a medical benefit plan with one or more of the other public employers which are signatories to this Letter of Intent. Any determination of such ultimate commitment will be made after receipt and review of the specifications, administration, and costs of any proposed aggregated medical benefit plan which subsequently may be entered into between and among any or all of the undersigned public employers.

All undersigned public employers recognize and acknowledge that the establishment of any new medical benefit plan shall be accomplished in compliance with the requirements of the Revised School Code and the Public Employees Health Benefit Act including, but not limited to, the solicitation of bids accompanied by claims utilization and cost information.

Nothing in this Letter of Intent shall be interpreted or applied to presently effectuate a change or to approve a change in any medical benefit plans which have been negotiated with exclusive representatives of employees of any signatory public employer or to alter the terms of any existing individual contract of employment with a covenant to provide enrollment in a specifically named medical benefit plan to an employee of any signatory public employer.

Additionally, the undersigned public employers request that the Monroe County Intermediate School District, in accordance with Section 627 of the Revised School Code, act on behalf of each of the undersigned public employers to:

- (1) identify not less than four (4) carriers who are positioned to provide medical, optical and dental benefits collectively to the undersigned public employers, provided that at least one of these identified carriers shall be a voluntary employees' beneficiary association; and
- (2) receive on behalf of each of the undersigned public employers de-identified claims utilization and cost information as contemplated under Section 15 of the Public Employees Health Benefit Act, MCL 124.85; and
- (3) disclose the claims utilization and cost information to any carrier or administrator that is solicited to submit a bid or that requests to submit a bid to provide medical, optical or dental benefits collectively to the undersigned employers; and
- (4) analyze all proposals received in response to bid solicitation or otherwise to provide health, dental benefits or administrative services for the undersigned public employers in an aggregated format.

Provided, however, that the delegation of the above functions by the undersigned public employers shall not extend to Monroe County Intermediate School District, or to any other signatory public employer, the decision of any of the signatory public employers to participate in any particular medical, optical or dental benefits plan or program.

This Letter of Intent shall become effective upon the approval of each governing body of the signatory public employers. Any signatory public employer may withdraw from this Letter of Intent upon providing thirty (30) written days notice of withdrawal to each other signatory public employer.

Date of Approval by _____

By: _____

Monroe County Intermediate School District
Board of Education: _____, 2015

Its: _____

Date of Approval by _____

Monroe Public Schools
Board of Education: _____, 2015

By: _____

Its: _____

CLOSED SESSION

RECOMMENDATION

Move to convene in closed session to consult written advice of counsel, Section 8(h) of the Open Meetings Act.

MOTION: _____ **SUPPORT:** _____ **ACTION:** _____

	<u>Aye</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
Mr. Bunkelman	_____	_____	_____	_____
Dr. March	_____	_____	_____	_____
Mrs. Mentel	_____	_____	_____	_____
Mr. Philbeck	_____	_____	_____	_____
Mrs. Taylor	_____	_____	_____	_____
Mr. VanWasshenova	_____	_____	_____	_____
Mr. Yeo	_____	_____	_____	_____

Board Meeting #18
October 13, 2015
Item #C.26

ADJOURNMENT OF CLOSED SESSION AND RECONVENE

RECOMMENDATION

Move that the closed session be adjourned and Board Meeting #18 be reconvened into open session.

HAND VOTE

MOTION: _____ SUPPORT: _____ ACTION: _____

TIME: _____

ADJOURNMENT

RECOMMENDATION

Move to adjourn the October 13, 2015, Board Meeting #18.

HAND VOTE

MOTION: _____ SUPPORT: _____ ACTION: _____

TIME: _____