

Brief background of Randy Schafer

- *Career Technical Education/Industrial Arts/Vocational Instructor for 38 years. MA plus.
- *Ingham County Commissioner (R) since 1984.
- *Partial owner and manager of a Midas Dealership Franchise.
- *Journeyman Carpenter part time.
- *Tool Demonstrator and Consultant part time.
- *Rough and finish carpenter and truck driver for Westphalia Builder and Supply part time.
- *Grew up on and operated a family Dairy Farm in Pewamo, Michigan.
- *Vocational Certification, Licensed General Contractor, Certified Drivers Education Instructor.
- *Many awards for Community Service, teaching and additional training.

To: The Honorable Michigan House of Representative's Education Committee

From: Randy Schafer, 4139 Meadowdale Dr., Williamston, Michigan 48895

Re: Testimony concerning House Bill No. 4625 (Against)

Disclosure: I am employed by Howell Public Schools. All statements made, beliefs, appearance, enclosed documents and reasons for testifying are strictly are of my own volition and values and are not to be construed or interpreted as representing my employer in any consideration.

Honorable Representatives.

House Bill No. 4625; that is being considered today; raises many serious concerns that my background, experience and value system compels me to appear before you today utilizing my personal time.

This committee has very talented combination of backgrounds. And, and impressive array of accomplishments. My mother raised 8 children on a dairy farm as a widow. My father passed when I was 9. The youngest child was Yvonne at 9 months. The oldest was Bruce at 16. I was entirely responsible for the farm at age 14. It was very difficult to say the least.

We all attended school at Pewamo-Westphalia. All have been very successful with resumes that are extremely impressive. The education allowed us to have opportunity afforded to very few in the world.

Many of the classes were instrumental in our development and success, and we are forever thankful. Many of those programs would not be a part of the new evaluation system proposed; nor would instructors be rewarded for doing and achieving the things that simply made them appreciated. One only needs to think of the various clubs and after school activities such as Future Farmers of America, Drama, DECA, Speech, Student Council, Industrial Arts, Band, etc.

Education has also changed tremendously with the requirements of Main Streaming and the opportunities for a variety of citizens to benefit that were omitted in the past.

Howell Public Schools offers tremendous opportunities for students. Including, but not limited to: US First Robots, We the People, Drama, Art Shows, Theater

Competition, Leadership, Interact; and so many others that enhance learning. Yet, are so very difficult to measure and would not be reflected in the Evaluation Process. Many great things would be dismissed and never attempted if the worth of the teacher is only determined by a criteria that is test based.

Please read the attached files and see a few of the examples. After my visit in Germany and hosting German educators and French and hearing their fascination with how "this farm boy" was able to grow up and become an educator and how the rest of the family was able to achieve was simply a miracle to them. I did assure them, however, my debt is my fortune of being born an American and having opportunity.

I thank you for listening, reading, contemplating and giving me the time to express my personal beliefs. I have enjoyed 38 years with young people as a teacher and several before I started. They deserve the best we can give them. It is not only a "rigorous test".

Sincerely,
Barry Schaf

FROM THE SUPERINTENDENT

MISSION STATEMENT: HOWELL PUBLIC SCHOOLS IS AN EXEMPLARY LEARNING COMMUNITY COMMITTED TO TAKING RESPONSIBILITY FOR STUDENT ACHIEVEMENT AS WE ENGAGE PARENTS, PARTNERS, AND COMMUNITY TO MAXIMIZE EVERY STUDENT'S SUCCESS.



Beginning in January 2012, Howell Public Schools will re-emphasize the need for our students to be well prepared for a post secondary education (PSE). Post secondary education includes: two-year community college, business schools, vocational/technical schools, the armed forces, as well as four-year colleges and universities.

The goal of PSE is to form a partnership with parents, students, educators, and community members to improve student achievement and provide the skills necessary to succeed in a global economy.

We will introduce three brochures (elementary school, middle school, and high school), outlining the commitment needed from parents, students, and educators to help ensure that each child is well prepared for their chosen PSE.

Naturally, we envision a future in which every child starting kindergarten is ready to learn and thirteen years later walks across the stage to accept their high school diploma. It is our goal that each child be fully prepared to move successfully on to a post secondary education. With the combined support of parents, teachers, and the community, this goal is attainable.

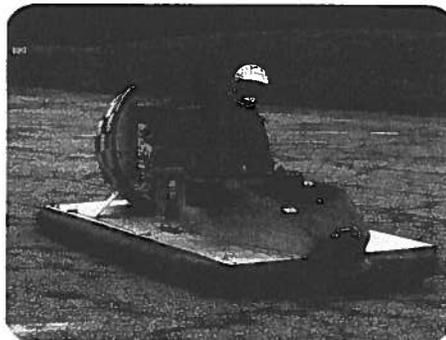
SENIOR USES ENGINEERING SKILLS TO BUILD DEVICES

From model airplanes, to steam engines, to a desk-bike, it seems that Senior Ryan Rozek can build it all. After two years of work, Rozek is adding a hovercraft to his engineering resume.

"This is no longer an object taking up room in the barn; it is actually going to work," Rozek said when he realized the dream of engineering a hovercraft was becoming a reality.

With twin engines having a combined 15 horsepower Rozek's hovercraft can reach up to 40 miles per hour. The skirt of the hovercraft is what keeps the hovercraft above the ground. "It creates a blanket of air between the skirt and the ground like a puck in air hockey," Rozek explained to his Career Technical Education class.

Once Rozek started up the engine, the smile on his face showed other students what all his hard work accomplished. "I hope to build another one [a hovercraft] at the high school with the class," Rozek said. A project such as this takes a lot of time and personal investment. "I would focus on one part and that is all I would do for three or four days. I spent at



least forty hours on the duct," Rozek explained. The duct is what funnels and tapers the air and is made from Styrofoam and fiberglass. Both Mr. Schafer, Rozek's engineering teacher, and his father, Mr. Brian Rozek, have had a large part in helping Ryan. Mr. Schafer helped Rozek obtain parts for the hovercraft, and his father also helped with parts and construction. In addition, Rozek received support from other engineers in the area with experience of building hovercrafts.

Not only is support important, but one of the key aspects to building something such as a hovercraft is being able to read a blueprint. Rozek has been able to read blue prints since he was ten years old, which contributes.

By Erika Vichcales, Main Four Editor

HIGH SCHOOL

1200 W. Grand River
Howell, MI 48843
Main Office
517-540-8300

FRESHMAN CAMPUS

1400 W. Grand River
Howell, MI 48843
517-548-6267

MIDDLE SCHOOLS

Highlander Way Middle School
517-548-6252
Parker Middle School
517-552-4600

ELEMENTARY SCHOOLS

Challenger Elementary
517-548-6375
Hutchings Elementary
517-548-1127
Three Fires Elementary
517-548-6387
Northwest Elementary
517-548-6297
Southeast Elementary
517-548-6283
Southwest Elementary
517-548-6288
Voyager Elementary
517-552-7500

WEBSITE

www.howellschools.com

Find us on



Subject: <no subject>
Date: Sunday, January 1, 2012 6:27 PM
From: Mike Fournier <mikef@spindle-repair.com>
To: "Konkel, Frank" <fkonkel@gannett.com>
Cc: <leef@spindle-repair.com>

Mr. Frank Konkel,

I read your article about Ryan Rozek. His creative and mechanical abilities remind me of myself when I was his age. I have been looking for a person with similar talents that, I might be able to hire and train to be a part of my business at SMA Technologies, located in Brighton, Mi.

At SMA Technologies, specialize in the repair of high speed precision machine spindles and complex mechanical assemblies used in; metal removal machines use in aerospace, automotive, grinding, woodworking, etc...

Our company is very unique and can offers a creative person the opportunity to learn many specialized skills; like running precision tool room equipment for repairing or remaking parts used in the spindles repairs i.e., milling machines, lathes, ID and OD grinders. Also, clean precision disassembly, learning precision inspection, blueprint reading, and the applications of different types of very high speed / high precision bearings, along with special assembly skills.

In addition we final testing the repaired spindles up to their maximum running speed and certify them with unique equipment i.e.; vibration FFT analysis equipment, temperature monitoring, electronic measurement during final certification before shipping them back to our customers.

I would like to speak with Ryan Rozek. I have a feeling Ryan could be a great a match with what we do at SMA Technologies. We are a small company that has weathered the rough time since 1999. We are looking for the right person to help us grow. There is a great opportunity for advancement and good pay for the right person.

I would appreciate it very much if you could get me in touch with Ryan Rozek. I would like to see if he is interested in an interview. Thank you!
My cell phone is 248-444-5636 or business phone is 810-844-0112.

Kind regards,

Mike Fournier

Mike Fournier
President

[Thumb Area](#)[Kevin Daley, District 82](#)[Dan Lauwers, District 81](#)[Paul Muxlow, District 83](#)[Northern Michigan](#)[Ray Franz, District 101](#)[Joel Johnson, District 97](#)[Greg MacMaster, District 105](#)[Peter Pettalia, District 106](#)[Phil Potvin, District 102](#)[Bruce Rendon, District 103](#)[Wayne Schmidt, District 104](#)[Upper Peninsula](#)[Frank Foster, District 107](#)[Ed McBroom, District 108](#)[News Room](#)[Video](#)[Audio](#)[Photos](#)[Publications](#)[Committees](#)[Navigation](#)

Johnson welcomes MEA support of CTE

May 17, 2013

[Johnson News](#)

Teacher group writes letter in support of flexible curric

State Rep. Joel Johnson received welcome news this week when the Michigan Education Association indicated support for his legislation increasing Michigan Merit Curriculum.

Following a bipartisan vote of support in the House Education Committee, the full House is preparing to vote on a legislative package which will allow flexibility so that career and technical training can be pursued. The MEA letter in favor of House Bill 4465, sponsored by Rep. Ed McBroom, and I signed by the group's president, Steven B. Cook.

"Aside from our support, I offer our thanks and appreciation for the efforts of Representatives McBroom and Johnson as they ushered this legislative transparent process that engaged many different stakeholders in the education community," Cook wrote. "Those discussions led to better bills and

The bills encourage that foreign language classes be offered prior to high school and with grade specific content. Additional flexibility is also granted to allow for skilled trades coursework and technical mathematics. Within Johnson's legislation, parents and students will be better informed about and individualized "personal curriculums" in partnership with local teachers and administrators.

"Working on this legislation for our students has been a long process involving many people and their input," said Johnson, R-Clare. "Because of our ability to bring numerous groups together to develop an acceptable solution that will help offer our children numerous potential career paths. Along with other education advocacy groups, job providers, and parents."

The bills are expected to be voted on in the House by the end of May.



SCHAFFER, RANDY <schafer@howellschools.com>

C [REDACTED].C.

C [REDACTED] Sun, May 19, 2013 at 7:53 PM

<S [REDACTED]

Hello,
I want to let you know that [REDACTED] had some terrible things happen last week with his family and I asked him on Friday if it was okay if I emailed his teachers to let them know what was going on and he said I could.

His stepfather held a gun to each of his siblings and to his mother and said some terrible things to each of them, along with beating his mother up pretty badly with the gun and breaking her jaw. He told them if Devin had been there he would have killed him first, amongst other horrible things like which order he was going to kill them all in. Devin had some previous altercations with his step-father and thank goodness decided recently to move in with his father so he was not there when all this happened. His step-father is now locked away and will most likely be spending a great deal of time behind bars.

Devin is pretty shaken up over this and will be getting counseling, but in the meantime he may need to be excused from class to go down to talk to Mrs. Fuller if he starts feeling overwhelmed by it all. So far, he has held it together pretty well, but had only talked with his mother and siblings on the phone since it happened. Over the weekend he was planning on going to Kalahari with his mother, grandmother and siblings. They think at least one of his sisters has PTSD (he has two sets of younger twin siblings) and of course his mother was beat up pretty badly so this will all be very fresh in his head come tomorrow morning.

Anyway, I just wanted you to be aware of what he is going through and to offer him a pass to see Mrs. Fuller if he needs it.

Thanks!

[REDACTED]

“An understanding heart is everything in a teacher, and cannot be esteemed highly enough. One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

Carl Gustav Jung

HOUSE BILL No. 4625

April 24, 2013, Introduced by Reps. Lund, Lyons, Kelly, Crawford, Rogers, Schmidt, Yonker, Walsh, Genetski, Victory, Poleski and Foster and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending section 1250 (MCL 380.1250), as amended by 2009 PA 205.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1250. (1) ~~A-EXCEPT AS OTHERWISE PROVIDED IN THIS SECTION,~~
2 A school district, public school academy, or intermediate school
3 district shall implement and maintain a method of compensation for
4 its teachers and school administrators that includes job
5 performance and job accomplishments as a significant factor in
6 determining compensation and additional compensation. The
7 assessment of job performance shall incorporate a rigorous,
8 transparent, and fair evaluation system that evaluates a teacher's
9 or school administrator's performance at least in part based upon
10 data on student growth as measured by assessments and other
11 objective criteria.

1 (2) If a collective bargaining agreement is in effect for
2 teachers or school administrators of a school district, public
3 school academy, or intermediate school district as of ~~the effective~~
4 ~~date of the amendatory act that added this subsection,~~ JANUARY 4,
5 2010, and if that collective bargaining agreement prevents
6 compliance with subsection (1), then subsection (1) does not apply
7 to that school district, public school academy, or intermediate
8 school district until after the expiration of that collective
9 bargaining agreement.

10 (3) FOR TEACHERS AND SCHOOL ADMINISTRATORS WHO ARE HIRED AFTER
11 THE EFFECTIVE DATE OF THE AMENDATORY ACT THAT ADDED THIS
12 SUBSECTION, A SCHOOL DISTRICT, PUBLIC SCHOOL ACADEMY, OR
13 INTERMEDIATE SCHOOL DISTRICT SHALL IMPLEMENT AND MAINTAIN A METHOD
14 OF COMPENSATION THAT INCLUDES JOB PERFORMANCE AND JOB
15 ACCOMPLISHMENTS AS THE PRIMARY FACTOR IN DETERMINING COMPENSATION
16 AND ADDITIONAL COMPENSATION. THE ASSESSMENT OF JOB PERFORMANCE
17 SHALL INCORPORATE A RIGOROUS, TRANSPARENT, AND FAIR EVALUATION
18 SYSTEM THAT EVALUATES A TEACHER'S OR SCHOOL ADMINISTRATOR'S
19 PERFORMANCE PRIMARILY BASED UPON DATA ON STUDENT GROWTH AS MEASURED
20 BY ASSESSMENTS AND OTHER OBJECTIVE CRITERIA.

21 (4) FOR TEACHERS AND SCHOOL ADMINISTRATORS WHO ARE HIRED AFTER
22 THE EFFECTIVE DATE OF THE AMENDATORY ACT THAT ADDED THIS
23 SUBSECTION, A SCHOOL DISTRICT, PUBLIC SCHOOL ACADEMY, OR
24 INTERMEDIATE SCHOOL DISTRICT SHALL NOT USE LENGTH OF SERVICE OR
25 ACHIEVEMENT OF AN ADVANCED DEGREE AS A FACTOR IN COMPENSATION
26 LEVELS OR ADJUSTMENTS IN COMPENSATION EXCEPT AS FOLLOWS:

27 (A) FOR A TEACHER WITH A SECONDARY LEVEL TEACHING CERTIFICATE

1 WHO HAS A SUBJECT AREA ENDORSEMENT AND WHO TEACHES IN THAT SUBJECT
2 AREA, AN ADVANCED DEGREE ACHIEVED IN THAT SUBJECT AREA MAY BE
3 CONSIDERED AS A FACTOR IN THE TEACHER'S BASE COMPENSATION.

4 (B) FOR A TEACHER WITH AN ELEMENTARY LEVEL TEACHING
5 CERTIFICATE WHO TEACHES IN AN ELEMENTARY GRADE, AN ADVANCED DEGREE
6 IN ELEMENTARY EDUCATION MAY BE CONSIDERED AS A FACTOR IN THE
7 TEACHER'S BASE COMPENSATION.

8 (5) IF A COLLECTIVE BARGAINING AGREEMENT IS IN EFFECT FOR
9 TEACHERS OR SCHOOL ADMINISTRATORS OF A SCHOOL DISTRICT, PUBLIC
10 SCHOOL ACADEMY, OR INTERMEDIATE SCHOOL DISTRICT AS OF THE EFFECTIVE
11 DATE OF THE AMENDATORY ACT THAT ADDED THIS SUBSECTION, AND IF THAT
12 COLLECTIVE BARGAINING AGREEMENT PREVENTS COMPLIANCE WITH SUBSECTION
13 (3) OR (4), THEN SUBSECTION (3) OR (4) OR BOTH, AS APPLICABLE, DO
14 NOT APPLY TO THAT SCHOOL DISTRICT, PUBLIC SCHOOL ACADEMY, OR
15 INTERMEDIATE SCHOOL DISTRICT UNTIL AFTER THE EXPIRATION OF THAT
16 COLLECTIVE BARGAINING AGREEMENT.