

## - Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1<sup>st</sup>.

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Title of Proposal: Refreps

Proposal Author(s): Nick Foley

Department and Curriculum Area: Math/PE

Building: VHS

Committee Members: Adam Brush, Nick Foley, Denny Roehm, Mike Roy

❖ This proposal is for: (put an X next to all that apply)

- ☐ Textbook and other teaching resources
  - ☒ New courses or course revisions
  - ☐ Full program or curriculum area reviews
  - ☐ Program or curriculum area modifications
  - ☐ Supplemental Instructional/Intervention Resource
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Dates of Anticipated Review and Action: DCILT May, 2025 BOE May, 2025

Principal's Signature(s): Adam Brush

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*(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)*

Date Received: 4/29/25

Comments on proposal:

RESPONSE:

☐ Need more information:

☒ Proceed as outlined in the proposal

\_\_\_\_\_  
Director of Curriculum and Instruction

Adam F. Miller

\_\_\_\_\_  
Director of Technology

\_\_\_\_\_  
Date

05/06/2025

\_\_\_\_\_  
Date

I. **Proposal Background & Overview** – Write a narrative that includes *all* of the following:

- ☐ Relevant background/history.
- ☐ Problem or other basis for the proposal (i.e. student needs, etc.).
- ☐ Reasons for making the change.
- ☐ Targeted Continuous Improvement Goals

*This proposal seeks to address the growing referee shortage in the nation, aiming to provide opportunities for students to earn extra income while also addressing the need for more referees. By doing so, it aims to alleviate concerns about the shortage of referees while also enhancing student leadership skills.*

II. **Complete Description of Proposed Change(s)** – Write a narrative that includes *all* of the following:

- ☐ List all major changes, components and/or strategies of the proposal.
- ☐ Give rationale for each change (base the rationale on research or best practice information).
- ☐ Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- ☐ Attach the current standards, course outline, and/or general syllabus.

*A new Refreps course will be offered beginning in the fall of 2025. Refreps is geared toward 11-12th grade students who are interested in becoming registered officials. This course is an elective and can be used to fulfill the PE graduation requirement. This course provides a comprehensive introduction to sports officiating, covering rules and techniques for various sports. Students will gain official certification upon passing the certification test, while also developing team-building and leadership skills essential for effective officiating. Ideal for those pursuing officiating/coaching opportunities or seeking to enhance their leadership and team building skills within a sports context. This course will also provide students with valuable insight into coaching by covering effective communication, goal setting, feedback delivery, motivation, coaching styles, and ethical considerations.*

**Proposed Topics/Syllabus**

Unit	Unit Title	Topics
1	Baseball/Softball	<p>Total video module run time is approximately 4 hours and 58 minutes Suggestion for a schedule with 4 hours and 10 minutes per week with daily 50-minute class periods or approximately 8 hours over two weeks in a block schedule.</p> <p><i>Week 1</i> Intro to Officiating Why to be an official Walk the field Module 1 (33:49)-Definitions Module 2 (37:16)-Players, Field, and Equipment Definitions Assessment Equipment identification Legal vs. Illegal equipment</p> <p><i>Week 2</i> Module 3 (38:22)-Substituting, Coaching, Bench and Field Conduct and Charged Conferences Understanding the line-up card Legal vs. Illegal substitutions Module 4 (15:16)-Starting and Ending Game Module 5 (21:13)-Dead Ball, Suspension of Play</p> <p><i>Week 3</i> Module 6 (22:35)-Pitching Identifying pitches</p>

		<p><i>Calling balls, strikes, fouls</i>  <i>Mechanics</i>  <i>Module 7 (20:46)-Batting</i>  <i>Module 8 (41:27)-Baserunning</i></p> <p><i>Week 4</i>  <i>Module 9 (19:27) Scoring, Record Keeping</i>  <i>Score a game activity</i>  <i>Module 10 (15:06) Umpiring</i>  <i>Module 11 (32:51) Two-Person Umpiring Mechanics</i>  <i>Guest Speaker-Local Umpire</i>  <i>Field Time</i></p> <p><i>Week 5-Final Assessments</i>  <i>Upcoming test review/using the NFHS Rule/Case Books</i>  <i>Baseball licensing test</i>  <i>Plan for/Work 2 local youth games</i>  <i>Reflection paper focusing on: Understanding/Philosophy of game, Empathy for officiating, Values and qualities learned from umpiring.</i>  <i>Total video module run time is approximately 4 hours and 58 minutes</i>  <i>Suggestion for a schedule with 4 hours and 10 minutes per week with daily 50-minute class periods or approximately 8 hours over two weeks in a block schedule.</i></p>
2	<b>Basketball</b>	<p><i>Week 1</i>  <i>Walk the court</i>  <i>Module 1 (61:06)-Definitions</i>  <i>Module 2 (17:56)-Court and Equipment</i>  <i>Definitions Assessment</i>  <i>Court time/scrimmage</i></p> <p><i>Week 2</i>  <i>Module 3 (26:29)-Officials and their duties</i>  <i>Signals</i>  <i>Module 4 (31:15) Players, Substitutes, and Equipment</i>  <i>Walk the court</i>  <i>Signals Assessment</i>  <i>Guest speaker-Local coach(es)-Coach/Official relationships</i>  <i>Court time/scrimmage</i></p> <p><i>Week 3</i>  <i>Module 5 (30:10)-Scoring and Timing Regulations</i>  <i>Review scorebook and game clock</i>  <i>Assessment-Score a recorded game</i>  <i>Module 6 (19:18)-Live Ball and Dead Ball</i>  <i>Module 7 (15:44)-Out of Bounds and Throw In</i>  <i>Court time/scrimmage</i></p> <p><i>Week 4</i>  <i>Module 8-Free Throws (15:44)</i>  <i>Free throw contest</i>  <i>Module 9-Violations and Penalties (35:22)</i>  <i>Court time to practice signals for violations</i>  <i>Module 10-Fouls and Penalties (41:33)</i>  <i>Court time/scrimmage</i></p> <p><i>Week 5</i>  <i>Module 11-Two Person Officiating Mechanics (14:49)</i>  <i>Court time/scrimmage</i>  <i>Module 12-Three-Person Officiating Mechanics (18:44)</i>  <i>Court time/scrimmage</i>  <i>Guest speaker-Referee(s) from local association</i></p> <p><i>Week 6-Final Assessments</i>  <i>Upcoming test review/using the NFHS Rule/Case Books</i>  <i>Basketball licensing test</i>  <i>Work 2 local youth games</i>  <i>Reflection paper focusing on: Understanding/Philosophy of game, Empathy for officiating, Values and qualities learned from officiating.</i></p>

3	Wrestling	<p><i>Total video module run time is approximately 6 hours.</i>  <i>Suggestion for Regular Schedule with four (4) hours and ten (10) minutes per week in 50 minute class periods or for an alternating block schedule meeting for approximately eight (8) hours over a two-week period.</i></p> <p><i>Week 1</i>  <i>Introduction Module - (03:25)</i>  <i>Module 1 - Definitions - (37:14)</i>  <i>Module 2 - Competition - (12:57)</i>  <i>Definitions Assessment</i></p> <p><i>Week 2</i>  <i>Module 3 - Equipment - (06:22)</i>  <i>List equipment utilized</i>  <i>Module 4 - Referees and Their Duties - (15:19)</i>  <i>Understanding Referees and Duties</i>  <i>Module 5 - Wrestling Classifications and Weigh-In - (25:01)</i>  <i>List Classifications and weigh in procedures</i></p> <p><i>Week 3</i>  <i>Module 6 - Conduct of Matches - (24:32)</i>  <i>List our conduct procedures for match</i>  <i>Module 7 - Infractions - (26:38)</i>  <i>Identify and list infractions</i></p> <p><i>Week 4</i>  <i>Module 8 - Penalties and Injuries - (27:29)</i>  <i>Module 9 - Scoring - (12:49)</i>  <i>Module 10 - Tournaments - (16:27)</i>  <i>Guest Speaker-Local Official</i>  <i>Time to get on the mat and apply!</i></p> <p><i>Week 5 - Final Assessments</i>  <i>Upcoming test review using NFHS Rule/Case Books</i>  <i>Wrestling licensing test</i>  <i>Plan for/work two local youth meets</i>  <i>Reflection paper focusing on: Understanding/Philosophy of Game,</i>  <i>Empathy for Officiating, Values and Qualities Learned From Officiating</i>  <i>Celebrate achievements</i></p>
4	Football	<p><i>Total video module run time is approximately 10 hours and 30 minutes</i>  <i>Suggestion for Regular Schedule with four (4) hours and ten (10) minutes per week in 50 minute class periods or for an alternating block schedule meeting for approximately eight (8) hours over a two-week period.</i></p> <p><i>Week 1</i>  <i>Introduction Module - (14:08)</i>  <i>Walk the field</i>  <i>Module 1 - Definitions - (40:14)</i>  <i>Module 2 - The Game, Field, Players, and Equipment - (41:05)</i>  <i>Definitions Assessment</i>  <i>Game Equipment identification</i>  <i>Legal vs. Illegal equipment and uniforms</i>  <i>Field Logistics-Recognizing specific areas and locations on the field and their functions</i></p> <p><i>Week 2</i>  <i>Module 3 - Periods, Time Factors, and Substitutions - (45:32)</i>  <i>Practice timing and starting and stopping the clock</i>  <i>Module 4 - Ball in Play, Dead Ball, &amp; Out of Bounds - (17:02)</i>  <i>Live or Dead, In or Out</i>  <i>Module 5 - Series of Downs, Numbers of Downs, Team Possession after Penalty - (21:09)</i>  <i>Guest Speaker-Local Football Officials</i>  <i>Field Time to play and see things in action</i></p> <p><i>Week 3</i>  <i>Module 6 - Kicking the Ball and Fair Catch - (30:34)</i>  <i>Punting and Kicking practice</i>  <i>Module 7 - Snapping, Handing, &amp; Passing the Ball - (37:29)</i>  <i>Guest Speakers-District or Local Coaches</i>  <i>Field Time to play and see things in action</i></p>

		<p><i>Week 4</i>  <i>Module 8 - Scoring Plays and Touchback - (16:42)</i>  <i>Touchdown? Is it Good? See plays, watch the ball, watch the feet, watch the uprights</i>  <i>Proper mechanics</i>  <i>Module 9 - Conduct of Players and others - (45:08)</i>  <i>Practice the pre-game conference and coaches/captains meeting</i>  <i>Guest Speakers-Senior Student-Athletes-A variety of positions on the field</i>  <i>Module 10 - Enforcement of Penalties - (26:28)</i>  <i>Module 11 - Officiating Philosophy and Principles - (52:25)</i>  <i>Field Time to see these things in action!</i></p> <p><i>Week 5</i>  <i>Module 12: Four Official Game - (52:56)</i>  <i>Module 13: Five Official Game - (1:03:31)</i>  <i>Mechanics</i>  <i>Blow the Whistle: Practice your mechanics</i>  <i>Field Time! Practice and see things in action</i>  <i>Upcoming test review using NFHS Rule/Case Books</i>  <ul style="list-style-type: none"><li>• Books acquired from state licensing body (either State high school athletic association or local officials' association)..</li></ul> <i>Football licensing test</i>  <i>Plan for/work two local youth games</i>  <i>Reflection paper focusing on: Understanding/Philosophy of Game, Empathy for Officiating, Values and Qualities Learned From Officiating</i>  <i>Celebrate achievements</i></p>
5	Volleyball	<p><i>Week 1</i>  <i>Introduction to the class</i>  <i>Introduction Module - (04:08)</i>  <i>Why I want to be an official/KWL Walk the court</i>  <i>Module 1 - The Game - (09:57)</i>  <i>Module 2 - The Court - (15:14)</i>  <i>Module 3 - Game Equipment - (12:39) Court Logistics</i>  <i>Game Equipment identification Legal vs. Illegal equipment</i>  <i>Basic Signals and Mechanics-Serve, In, Lift, Out, Time Out</i>  <i>Coin Toss Activity</i>  <i>Learners practice blowing the whistle and using correct signals (throughout entire course)</i></p> <p><i>Week 2</i>  <i>Module 4 - Player Equipment and Uniform - (19:38)</i>  <i>Legal vs. Illegal uniforms</i>  <i>Module 5 - Officials: Responsibilities and Equipment - (24:20)</i>  <i>Up vs. Down</i>  <i>Guest Speaker-Local Volleyball Official</i>  <i>Module 6 - The Team: Compositions and Positions - (13:44)</i>  <i>In-class activity: Alignment of serve receive team</i>  <i>In-class activity: Actions of libero</i>  <i>Module 7 - Roster and Lineup - (09:23)</i>  <i>Practice the pre-match conference and coaches meeting</i></p> <p><i>Week 3</i>  <i>Module 8 - The Serve - (09:44)</i>  <i>Legal vs. Illegal serves</i>  <i>Service Mechanics</i>  <i>Module 9 - During Play - (31:59)</i>  <i>Module 10 - Substitution &amp; Libero Replacement - (27:16)</i>  <i>In-class activity: Legal vs. Illegal player actions</i>  <i>Understanding the scorebook and substitution card</i>  <i>Score a Match activity</i>  <i>Court Time to see these things in action!</i>  <i>Guest Speaker-Senior student-athlete(s)</i></p> <p><i>Week 4</i>  <i>Module 11 - Time Outs and Intermission - (11:12)</i>  <i>Module 12 - Conduct - (11:39)</i>  <i>In-class activity: When should time outs be granted</i>  <i>Guest Speaker-District or Local Coach</i>  <i>Module 13 - Mechanics - (51:12)</i>  <i>Blow the Whistle: Practice your mechanics</i>  <i>Court Time! Practice and see things in action</i>  <i>In-class activity: Yellow/Red card philosophy research</i></p>

		<p><i>Week 5 - Final Assessment</i>  <i>Upcoming test review using NFHS Rule/Case Books</i>  <i>Volleyball licensing test</i>  <i>Plan for/work two local youth matches</i>  <i>Reflection paper focusing on: Understanding/Philosophy of Game, Empathy for Officiating, Values and Qualities Learned From Officiating Celebrate achievements</i></p>
6	Soccer	<p><i>Total video module run time is approximately 5 hours.</i>  <i>Suggestion for Regular Schedule with four (4) hours and ten (10) minutes per week in 50 minute class periods or for an alternating block schedule meeting for approximately eight (8) hours over a two-week period.</i></p> <p><i>Week 1</i>  <i>Introduction to the class</i>  <i>Introduction Module - (09:07)</i>  <i>Why I want to be an official/KWL</i>  <i>Module 1 - Definitions - (11:25)</i>  <i>Definitions Assessment</i>  <i>Module 2 - The Field of Play - (10:30)</i>  <i>Walk the field</i>  <i>Module 3 - The Ball - (01:32)</i>  <i>Game Equipment identification</i>  <i>Module 4 - The Players &amp; Substitutions - (12:32)</i>  <i>Field Logistics-Recognizing specific areas and locations on the field and their functions</i></p> <p><i>Week 2</i>  <i>Module 5 - Player Equipment - (17:00)</i>  <i>Legal vs. Illegal equipment and uniforms</i>  <i>Module 6 - The Officials - (08:57)</i>  <i>Practice the pre-game conference and coaches/captains meeting</i>  <i>Module 7 - Ball Holder, Timer &amp; Scorer - (02:50)</i>  <i>Roles of Timer &amp; Scorer</i>  <i>Module 8 - Duration of the Game &amp; Length of Period - (05:15)</i>  <i>Practice timing and starting and stopping the clock</i>  <i>Guest Speaker-Local Soccer Officials</i>  <i>Field Time to play and see things in action</i></p> <p><i>Week 3</i>  <i>Module 9 - Kickoff - (01:19)</i>  <i>Starting the half</i>  <i>Module 10 - Ball In &amp; Out of Play - (06:27)</i>  <i>Live or Dead, In or Out</i>  <i>Module 11 - Goals - (02:06)</i>  <i>Scoring - Go on the field and try to score</i>  <i>Module 12 - Offside - (07:34)</i>  <i>Understanding the rule</i>  <i>Module 13 - Fouls &amp; Misconduct - (20:26)</i>  <i>Guest Speakers-District or Local Coaches</i>  <i>Field Time to play and see things in action</i></p> <p><i>Week 4</i>  <i>Module 14 - Free Kicks - (08:54)</i>  <i>Module 15 - Penalty Kick - (07:43)</i>  <i>Module 16 - Throw-In - (03:43)</i>  <i>Module 17 - Goal Kick &amp; Corner Kick - (03:20)</i>  <i>Restarts and Set Pieces using Guest Speakers-Senior Student-Athletes-A variety of positions on the field</i>  <i>Proper mechanics</i>  <i>Field Time to see these things in action!</i></p> <p><i>Week 5</i>  <i>Mechanics</i>  <i>Module 18 - Dual Officiating System - (11:04)</i>  <i>Module 19 - Dual Officiating System - (06:22)</i>  <i>Module 20 - Double Dual Officiating System - (06:41)</i>  <i>Module 21 - Official Signals - (04:45)</i>  <i>Blow the Whistle: Practice your mechanics</i>  <i>Field Time! Practice and see things in action</i>  <i>Upcoming test review using NFHS Rule/Case Books</i>  <ul style="list-style-type: none"> <li>• Books acquired from state licensing body (either State high school athletic association or local officials' association)..</li> </ul> <i>Soccer licensing test</i></p>

		<i>Plan for/work two local youth games</i> <i>Reflection paper focusing on: Understanding/Philosophy of Game, Empathy for</i> <i>Officiating, Values and Qualities Learned From Officiating</i> <i>Celebrate achievements</i>
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<i>Grade</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
<i>11-12</i>	<i>Ref Reps Online Curriculum</i>	<i>New</i>

Attached is a letter from the Michigan High School Athletic Association (MHSAA) in support of the RefReps program.

#### MHSAA Ref Reps

### III. **Implementation Plan** – include *all* of the following:

- ☐ Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- ☐ Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). *\*Include attachment if needed.*

#### a. Implementation strategies

<b>Timeline</b>	<b>Action</b>	<b>Person(s) Responsible</b>
Dec 2024	Write Curriculum Proposal	Nick Foley
Dec 2024	Submit course description in Red Book (for scheduling).	Nick Foley
May 2025	Submit Curriculum Proposal and Materials Request for new course	Nick Foley
May 2025	Present proposal to DCILT	Adam Brush/Nick Foley
May 2025	Present proposal to Board of Education	Nick Foley
July-August 2025	Course Development	Nick Foley
Fall 2025	Full-year course begins/Start utilizing new online text and resources	Nick Foley
January, 2026	Evaluation of student impact and implementation <ul style="list-style-type: none"> <li>● Summative assessments</li> <li>● Student feedback</li> </ul>	Nick Foley
Ongoing throughout each semester	Analysis of Summative Assessments (classroom)	Nick Foley
Ongoing throughout each semester	Analysis of State Certification	Nick Foley

June, 2026	Evaluation of student impact and implementation <ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Student feedback</li> </ul>	Nick Foley
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b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>		<b>\$5900</b>	
Student Text (Online) <b>RefReps Officiating Education System</b>	\$45 per student per sport (3 sports a semester)	\$45x6 sports =\$270 per student  \$270x20 students = \$5,400 total	District General Fund
Officiating Supplies (Whistles)	\$10*20=\$200	\$200	District - Annual cost & Building - Year 1 costs
VR Officiating Software	\$150 annually x 2	\$300	Building Tech Funds
Professional Learning/Summer Curriculum Work		<b>\$306</b>	
<b>Summer Curriculum Work - Course development</b>	Stipend 1 person for 2 days \$100+\$53	\$306	District General Fund
<b>Total Costs</b>	<b>\$6206 - District: \$5706; Building: \$500</b>		

**IV. Anticipated/Expected Impact** – include *all* of the following:

- ☐ List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

- Anticipated outcomes: Comprehensive understanding of sports officiating, development of leadership and teamworking skills
- Impact on students: Practical experience in officiating various sports, fostering responsibility, decision-making, and teamwork
- Impact on staff: Professional development opportunities, dynamic and engaging teaching methods
- Impact on instructional program: Integration of real-world scenarios, seamless progression of learning
- Expected gains in student success: Enhanced leadership and teamworking skills with practical application in sports officiating



**V. Proposal Evaluation Plan and Student Achievement** – include *all* of the following:

- ☐ Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

<b>How Proposal Will Be Evaluated (who, process)</b>	<b>Timeline</b>	<b>Data to Be Collected</b>	<b>How Evaluation Will Be Shared/Reported</b>
Analysis of Summative Assessments (classroom) - Nick Foley	After each unit	Unit Tests	Shared with Admin
Analysis of State Certification -Nick Foley/ Instructional Coach/ Admin	After each Unit	Certification Completion	Shared with Admin
Collect and discuss classroom assessments - Nick Foley	After each week	Informal student self assessments	Shared with Admin

**Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.**

