

BOARD MEETING PACKET

May 10, 2021

7:00pm BATES BOARDROOM

Streaming link will be posted on the district website no later than 4pm on 5/10/21



*Our Vision:
Champion Learning –
Develop, Educate, and Inspire!*

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation during the meeting as indicated in the agenda below. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

BOARD MEETING AGENDA

- | | |
|---|---|
| <p>A. CALL TO ORDER
1. Roll Call</p> <p>B. MINUTES (4/26/2021; 4/28/2021)</p> <p>C. APPROVAL OF AGENDA</p> <p>D. SCHOOL PRESENTATIONS
1. ?</p> <p>E. ADMINISTRATIVE & BOARD UPDATES
1. Superintendent Update
a. Data Update
b. Reconfirmation of Learning Plan
2. Board President Update
3. Student Representative Update</p> <p>F. PUBLIC PARTICIPATION
(up to ~30 minutes/max 5 per person) <i>See below</i></p> <p>G. CONSENT ITEMS
1. Personnel - Requests for Leave</p> | <p>H. ACTION ITEMS
1. DHS Course Proposals
2. Administrator Salary Levels
3. Reconfirmation of Learning Plan</p> <p>I. DISCUSSION ITEMS
1. WISD Budget
2. WISD Biennial Election
3. Schools of Choice Discussion</p> <p>J. PUBLIC PARTICIPATION
(up to ~15 minutes/max 3 per person) <i>See below</i></p> <p>K. COMMITTEE UPDATES</p> <p>L. BOARD COMMENTS</p> <p>M. INFORMATION ITEMS
1. Board Bulletin 4/26/2021
2. Nice Job Notes - April</p> <p>N. CLOSED SESSION <i>per MCL 15.268(a)</i>
1. Superintendent Quarterly Evaluation</p> <p>O. ADJOURNMENT</p> |
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CALENDAR

*Monday, May 24 – 7:00pm – Board Meeting - Bates School

*Monday, June 14 – 7:00pm – Board Meeting - Bates School

Public Participation Policy 0167.3: *Those interested in making a public comment will be asked to raise their hands (in person or virtually) so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.*

BOARD NOTES

MAY 10, 2021

A. CALL TO ORDER

1. Roll Call. This meeting is being held in person. Due to the COVID-19 pandemic, we will also be streaming this meeting on Zoom and allowing remote public participation so that members of the public who may have health concerns may join. When it is time for public participation, the meeting chair will direct those interested to raise their hands, both in-person and virtually.

Meeting attendees will be required to complete a [COVID-19 symptom screening](#) before entering the building, wear a mask covering their mouths and noses, and maintain six feet of distance from other participants during the meeting.

The total capacity for the Board Room with COVID-19 protocols in place is twenty-six people. In the event that more than 26 people attend, the in-person meeting will be recessed and the meeting will be reconvened virtually at 8:00pm. The link to join the virtually reconvened meeting will be posted on the district website no later than 4pm on the day of the meeting in the same place as the link for the 7:00pm meeting. If the virtual meeting is not needed, it will be cancelled during the in-person meeting.

B. MEETING MINUTES

- * An appropriate motion might be, "I move that the Board of Education approve the regular meeting minutes from 4/26/2021 as presented/amended and the workshop meeting minutes from 4/28/2021 as presented/amended."

C. APPROVAL OF AGENDA

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

- * An appropriate motion might be, "I move that the Board of Education approve the agenda as presented/amended."

D. SCHOOL PRESENTATIONS – none planned

E. ADMINISTRATION & BOARD UPDATES

1. Superintendent Update
 - a. [Data Update](#)
 - b. [Reconfirmation of Learning Plan](#)
2. Board President Update
3. Student Representatives Update

BOARD NOTES

MAY 10, 2021

F. PUBLIC PARTICIPATION (up to ~ 30 minutes/max 5 per person)

Each speaker is allotted a maximum of 5 minutes for a total of approximately 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands (both in person and virtual) so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.

G. CONSENT ITEMS

1. Personnel – Requests for Leave. Your packet includes requests for unpaid leave for the 2021-2022 school year from Anandkumar Patel, Jessica Elkin and Rebecca Lange.

* An appropriate motion might be, "I move that the Board of Education approve unpaid leave for the 2021-2022 school year for Anandkumar Patel, Jessica Elkin, and Rebecca Lange."

H. ACTION ITEMS

1. DHS New Course Proposals. Your packet includes proposals and resource requests (if needed) for the following DHS Courses: [Positive Psychology](#), [Science and Practice of Strength and Conditioning](#), [Spanish Films and Literature](#), [Bearing Witness](#), [Nutrition & Food Science 2](#), [Science Makerspace](#), and [Musical Theater Workshop](#). These courses were previously presented and discussed at the April 26, 2021 meeting and are presented for action this evening.

* An appropriate motion might be, "I move that the Board of Education approve proposed Dexter High School courses Positive Psychology, Science and Practice of Strength and Conditioning, Spanish Films and Literature, Bearing Witness, Nutrition & Food Science 2, Science Makerspace, and Musical Theater Workshop for fall 2021."

2. Administrator Salary Levels. It is time to approve level placements for administrative staff. Your packet includes a memo from the Superintendent recommending approval of the attached level placements.

* An appropriate motion might be, "I move that the Board of Education approve the attached administrative level placements."

3. Reconfirmation of Learning Plan. The State Aid Act requires each district to, at least monthly, reconfirm the method of instructional delivery and requires the district to report the student engagement data per month. Your packet includes the latest Extended COVID-19 Learning Plan Reconfirmation report for review and action this evening.

* An appropriate motion might be, "I move that the Board of Education reconfirm the attached ECOL Instructional Delivery report as presented/amended."

BOARD NOTES

MAY 10, 2021

I. DISCUSSION ITEMS

1. WISD Budget. Your packet includes 2021-22 proposed budget documents from the WISD and a sample resolution. The Board must adopt a resolution of support or indicate specific recommendations for changes before June 1, 2021. This item is presented for discussion only this evening. It will return for action on May 24, 2021.
2. WISD Biennial Election Voting Representative. Your packet contains a memo regarding the WISD biennial election to elect two board members for two six-year terms. By law, the body electing intermediate school district members will be composed of one representative of the board from each constituent district, who shall be designated by the constituent board. The election will be held June 7, 2021 at 6:00pm. The Dexter Board of Education must adopt a resolution to select its voting representative and identify the candidates it supports between May 17, 2021 and June 7, 2021. Candidate names will be shared with the Board as soon as they are announced on May 10th. This item is presented for discussion this evening and will return for action May 24, 2021.
3. Schools of Choice. Dr. Timmis will update the Board on the schools of choice applications status.

J. PUBLIC PARTICIPATION (up to ~ 15 minutes/max 3 per person)

Each speaker is allotted a maximum of 3 minutes for a total of approximately 15 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.

K. COMMITTEE UPDATES – none planned

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. Board Bulletin 4/26/2021
2. Nice Job Notes – April

N. CLOSED SESSION *per MCL 15.268(a)* Simple majority vote.

* An appropriate motion might be, "I move that the Board of Education move into closed session for the purpose of conducting the Superintendent's quarterly evaluation."

1. Superintendent Quarterly Evaluation

O. ADJOURNMENT

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

MEETING MINUTES – APRIL 26, 2021 7:00pm

Bates School; Streamed via Zoom due to COVID-19; Webinar ID 879 2096 4406

A. CALL TO ORDER - 7:02pm

1. Roll Call

Members Present: Brian Arnold, Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Julie Schumaker

Members Absent: Daryl Kipke

Student Representative: Aidan Naughton

Administrative & Supervisory Staff: Ken Koenig, Sharon Raschke, Barb Santo, Mollie Sharrar, Christopher Timmis, Hope Vestergaard

DCS Staff: Melanie McIntyre, Allie Barthol

DEA Representative: Jessica Baese (virtual)

DESPA Representative: none

Guests: Kit Moran, Rhonda Haines, Brian Vander Haagen, Christy Vander Haagen, Charissa Keller, Maryann Leadbetter, Nikki Snyder plus approximately 20 virtual guests

Press: Lonnie Huhman (Sun Times News)

B. MEETING MINUTES

Elise Bruderly made a motion to approve the meeting minutes from 4/12/2021 as presented. Brian Arnold seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Brian Arnold made a motion to approve the agenda as presented. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Spark Learning. Dr. Timmis shared a video presentation about the Spark Learning pilot that was put together by the research and development team. Board members had the opportunity to ask questions.

E. ADMINISTRATION & BOARD UPDATES

1. Superintendent Update. Dr. Timmis:
 - a. Updated the Board on district and county COVID-19 data;
 - b. Shared progress on planning for the K-8 Dread Strong Summer program and Credit Recovery for DHS students;
 - c. Noted unprecedented numbers of schools of choice applicants during the current application window (April 19-30). Dr. Timmis shared that other districts are also experiencing high numbers of applications; he also noted that DCS may wish to accept higher numbers of students due to the increased capacity the District has because of COVID-19 departures.
 - d. Shared the Reading Action Plan. The District has posted an internal position for a literacy liaison to coordinate/spearhead these efforts.
 - e. Recognized Julie Schumaker and Mara Greatorex for their MASB educational achievements.
2. Board President Update. Dr. Schumaker shared that Wayne RESA had issued a press release that Dr. Timmis is one of five finalists for the Wayne RESA

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

MEETING MINUTES – APRIL 26, 2021 7:00pm

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Superintendent position. She noted that Dexter has been fortunate to have Dr. Timmis as superintendent for almost 8 years. While she wished him well in the interview process, she indicated that Dexter would be happy to have him remain in the district.

3. Student Representatives Update
 - a. Aidan Naughton noted that high school students are being offered several vaccination opportunities.

F. PUBLIC PARTICIPATION – none

G. CONSENT ITEMS

1. Mara Greatorex made a motion that the Board of Education approve the consent items in bulk. Jennifer Kangas seconded the motion. **Motion Carried (unanimous)**. The Board acknowledged the retirement of Melinda Hieber, and received the March budget report.

H. ACTION ITEMS – none

I. DISCUSSION ITEMS

1. Dexter High School Course Proposals. DHS Assistant Principal Ken Koenig shared with the Board proposals for seven new DHS courses: *Positive Psychology, Science and Practice of Strength & Conditioning, Spanish Films and Literature, Bearing Witness, Foods 2, Science Makerspace, and Musical Theater Workshop*. DHS Teacher Allie Barthiol answered questions about the Bearing Witness course that she developed and would be teaching. Mr. Koenig noted that all the classes, except one that was offered late, had many students sign up for them for this fall due to the increased scheduling space created by the new block schedule. These courses will return for action at the May 10, 2021 meeting.
2. NSBA Advocacy Institute. The National School Boards Association Advocacy Institute will be held virtually this year, making it much more affordable. At this annual conference, Board members explore educational policy issues and get training on being effective educational advocates. The deadline for the reduced fee of \$299 is April 30th, so the Board opted to take action on this discussion item this evening.

Dick Lundy made a motion that the Board of Education approve registration fees for any interested board members to attend the NSBA Advocacy Institute June 8th & 9th, 2021. Jennifer Kangas seconded the motion. **Motion Carried (unanimous)**.

3. Financial Narratives. CFO Sharon Raschke shared the second quarterly financial report with the Board and answered questions.

J. PUBLIC PARTICIPATION – none

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – APRIL 26, 2021 7:00pm
Bates School; Streamed via Zoom due to COVID-19; Webinar ID 879 2096 4406

K. COMMITTEE UPDATES

1. MASB Behind the Scenes at the Capitol Recap. Mara Greatorex talked about the MASB Behind the Scenes virtual conference earlier in the day. In addition to board members Mara Greatorex and Jennifer Kangas, community members Melanie McIntyre, B.J. Wallingford, and Heidi Patel participated. Topics included pending legislation regarding election date changes, school bus safety, the Michigan Merit Curriculum, the budget, and broadband accessibility. The DCS delegation shared a Zoom meet and greet with Representative Donna Lasinski and Senator Theis. Jennifer Kangas added that she appreciated the opportunity to interact with representatives from both sides of the aisle.
2. Mara also noted that the Educational Foundation recently approved more than \$15,500 in teacher-authored grants for things such as books, 3D printers, and more.

L. BOARD COMMENTS

1. Julie Schumaker noted that this past year she was a mentor for Book Pals, which was one of the EFD funded grants.

M. INFORMATION ITEMS

1. Board Bulletin 4/12/2021
2. Summer Student Program Options flyer

N. CLOSED SESSION – postponed

Because of the late hour, the Board decided to postpone the planned closed session for the Superintendent's quarterly evaluation.

At approximately 9:20pm, President Julie Schumaker adjourned the meeting.

MINUTES/hlv

Daryl Kipke
Secretary
Board of Education

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
WORKSHOP MINUTES – APRIL 28, 2021 5:00pm
Washtenaw Intermediate School District - 1819 S. Wagner Rd. Ann Arbor, MI 48130

A. CALL TO ORDER - 5:14pm

1. Roll Call

Members Present: Brian Arnold (connected virtually ~7:10pm) Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Julie Schumaker

Members Absent: Daryl Kipke

Administrative & Supervisory Staff: Christopher Timmis

Facilitator: Mary Kerwin

Guests: Barbara Read

Press: none

B. APPROVAL OF AGENDA

Jennifer Kangas made a motion to approve the agenda as presented. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

C. PUBLIC PARTICIPATION – none

D. DISCUSSION – Board Workshop facilitated by Mary Kerwin of MASB

1. New Board Member Onboarding. The Board discussed the following topics.
 - a. Role of the Board
 - b. Board norms and social media guidelines

E. PUBLIC PARTICIPATION – none

At approximately 8:12pm, President Julie Schumaker adjourned the meeting.

MINUTES/hlv

Daryl Kipke
Secretary
Board of Education

May 3, 2021

To Whom It May Concern,

I am writing to request consideration for a general leave (non-medical, unpaid) of absence. I am requesting the full 2021-2022 school year. This is my 19th year teaching in Dexter Community Schools, and I would like to have a year off for personal reasons involving myself and my family. This leave would allow for the time to attend to these needs, and plan to return to teaching the following year. Thank you in advance for your consideration. Please let me know if you have any other questions or need clarification.

Jessica Elkin
Second Grade
Anchor Elementary
elkinj@dexterschools.org

May 3, 2021

To the Dexter Board of Education

I, Rebecca Lange, am requesting an unpaid leave of absence for the 2021-2022 school year. I am requesting an extension of my maternity leave in order to care for my three children.

Thank you for your consideration,
Rebecca Lange

Anandkumar Patel
patela@dexterschools.org
04/07/21

RE: 2021 – 2022 School Year

Dear Mrs. Santo and Dr. Timmis,

I would like to formally request an unpaid year of leave from Dexter Community Schools for the 2021 – 2022 school year. You may be aware that I am currently enrolled at the University of Michigan for my master's program in Applied Statistics.

This leave would enable me to continue with my studies while maintaining a positive relationship with Dexter Area Schools. As a teacher, I am cognizant that furthering my education is paramount to my professional development and I believe my master's qualification shall benefit Dexter Area Schools in the long run.

I have given careful thought to this request, but considering that classes for my master's program are only being offered during the workday, it is evident that I will be unable to teach at Dexter and continue with my further education at the same time. As a result, I am requesting an unpaid year of leave for the 2021 – 2022 school year.

Thank you for considering my request and please feel free to get in touch with me if you any questions.

Kind Regards,
Anand Patel

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: March 11, 2021

Course Title: Bearing Witness

Department: English

Duration: 1 semester

Prerequisite(s): n/a

Applicant(s): Alexandria Barthol

Building Involved: Dexter High School

Targeted population: 9-12 grade students

Targeted year for implementation: 2021-2022 school year

Describe your course request: Bearing Witness offers students an opportunity to explore important societal issues by using productive dialogue to communicate ideas effectively. Students will seek and understand multiple perspectives by listening with an empathetic ear and using critical thinking. By the end of the semester, students will feel confident and competent as readers, writers, speakers, thinkers, and listeners. Ultimately, students will have a better understanding of what it means to be human by exploring their place in the world.

Rationale: Why is/are a new course or new resources necessary? Bearing Witness allows students the opportunity to think about the world outside of the classroom walls while still remaining in the classroom. The course is necessary for students to learn more about their place in the social fabric through the exploration of what it means to use their voice, share their story, and consider their impact. By practicing their reading, writing, speaking, thinking, and listening skills, students will unpack the importance of empathy in a world that needs it now more than ever. Ultimately, Bearing Witness offers students an opportunity to think about what it means to be human and how they might leave a lasting impact on our ever changing society.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Some of the “big ideas,” “core concepts,” and/or “essential questions” include:

- Who am I?
- How do I fit in the social fabric?
- How does my personal identity impact my social identity?
- How can I advocate for my direct community (Dexter Community Schools, the city of Dexter/the Washtenaw County Area, the state of Michigan)?
- How does listening to others with an empathetic ear help see their perspective?
- Why is it important to care about what others go through when it does not affect me personally?
- How can I support others if I have never walked in their shoes?
- How can I use my voice to empower others?
- How does passion influence the message?

- How do I speak and listen with intention?

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

This course is approved by the DEA in efforts to implement more material that supports cultural diversity and gender equity. Please see below.

How will technology be integrated into the course/resources?

Students will use Canvas as the hub of all content. In Canvas they will find resources such as: Google Docs, Google Slides, Google Forms, Padlets, Kahoots, YouTube videos, etc. that will help engage students. With that, they will use the internet to help guide their exploration in learning about current events and/or societal issues in today's world in efforts to have meaningful socratic seminars to practice using their voice and finding empathy.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

All assignments will be differentiated in efforts to accommodate each student. For example, when students are invited to write a short persuasive letter, some students will receive sentence stems to help get them started. Accommodations will be made throughout the course so that each student is reaching their level of success.

By the end of the course, students will be able to:

- Be confident in who they are as an individual
- Understand how they fit into the social fabric
- Understand how their personal identity impacts their social identity
- Advocate for themselves and others
- Listen with an empathetic ear
- Care and be curious about important issues, even if it does not affect them personally
- Be supportive of others
- Use their voice to empower themselves and others
- Use passion when exercising their voice
- Speak and listen with intention

How does the material support cultural diversity and gender equity?

The material covered in Bearing Witness supports cultural diversity and gender equity by having the sometimes uncomfortable, but completely necessary, conversations that surround those two topics. Students will learn quickly that if they are not feeling a bit uncomfortable in class, then the true, meaningful, and important learning is not happening. Therefore, students will unpack some of the more "tough" conversations so that they are able to be better global citizens by exercising empathy for themselves and others.

How will career or "real world" experiences be integrated into the course and resources?

Real world experiences will be integrated into the course by having "deep dive" discussions surrounding the social ideals that live within our society. By inviting students to explore their

place in the social fabric, students will gain a better understanding of what career they may want to consider in the future.

How does the material encourage critical thinking and problem solving?

The material in Bearing Witness encourages critical thinking and problem solving by examining multiple perspectives of an event or situation. Students will be pushed outside of their comfort zone in efforts to critically think about the world at large, and in turn, begin problem-solving on larger topics surrounding societal norms and ideals.

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

- Personal narrative
- Speeches
- Socratic seminars
- Persuasive Letter
- Various homework assignments including free writes, poems, etc.

What teacher aids are provided?

The Freedom Writers Diary by Erin Gruwell and the Freedom Writers
Class set of computers when needed

Describe what other alternatives were considered and why were they are not being proposed:

This class is being considered in efforts to add more electives for the new block schedule.

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$4.69/book x60
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: \$281.40

Instructional Resource Review Process**Date of department/committee review/discussion:** April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19th - 23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: Consider including the concept of Restorative Practice; Ensure that grading/assessment of student work is based on skills, not on the student's point of view.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course. Question about if this should be a sociology course instead of an English course. It is a discussion course using one basic anchor text.

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: 3-5-21

Course Title: Nutrition & Food Science 2

Department: Art (Family and Consumer Science)

Duration: 1 semester

Prerequisite(s): Nutrition & Food Science 1

Applicant(s): Lauren Williams

Building Involved: High School

Targeted population: 9-12 grade students

Targeted year for implementation: 2021-2022

Describe your course request: Take the current Nutrition and Foods course and split it between two foods classes. Making foods one and two. Name of the course will be Nutrition & Food Science 2.

As it is taught now, Nutrition and Foods is a semester long course that is overlapping three sets of standards; Food Production & Services, Food Science, Dietetics, & Nutrition, and Nutrition & Wellness. Breaking up the course into two semester level classes will allow more information in more detail/ accuracy to be covered. It will also give more opportunities to strengthen cooking skills, as well as other core academics that are embedded in both classes.

Rationale: Why is/are a new course or new resources necessary?

More education in Nutrition and Wellness & Food for Today may help reduce childhood obesity rates in the United States. According to the CDC, childhood obesity rates have remained steady at 17% of youth in the United States from years 2011–2014. (2015, p. 3) This is after a decade-long steady incline. In 1999, the prevalence was at 13.9% (CDC, 2015, p. 3) Although there hasn't been a significant change in recent years, there does show a change as students progress through the grades. The prevalence of obesity among preschool-aged children 2–5 years was 8.9% which is lower than among school-aged children 6–11 years at 17.5% and adolescents 12–19 years at 20.5% (CDC, 2015, p. 5). This could show that as students progress through grades they start to make their own decisions and eating habits. Which may be the not so healthy ones either.

The teenage years are a pivotal period for students to learn nutrition and food preparation skills. These skills would help prepare them for being independent young adults, by learning to make healthy home cooked meals. If we increase the amount of education for students in not only nutrition, but also cooking, then we could reduce the obesity rate in the United States.

Nutrition & Foods Science 1 & 2 would also be beneficial for students as they both build on other academic areas such as math, science and literacy. Many lessons directly relate to the

common core or Next Generation Science Standards. For example, in N&FS1 students will learn about the chemical makeup of major macromolecules and nutrients needed for the body to maintain homeostasis. This is tied to the Next Generation Standard (HS-LS1-6), “The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.” (NGSS, 2017)

In addition, these two classes will provide students with skills that are needed today in the workforce such as: critical thinking, collaboration, problem solving, innovation, teamwork, and communication—and to learn about different careers by experiencing work and workplaces. (CCRS-CTE, 2013, p. 2)

The goal would be to have two separate-semester long courses: Nutrition & Food Science 1, and Nutrition and Food Science 2 (N&FS). N&FS1 would be a prerequisite for N&FS2. Students could take N&FS1 in the first or second semester. We could also run N&FS2 in either semester, students would have had to take the prerequisite. Students who took Nutrition & Foods in year 2020-2021 could take N&FS2 in 2021-2022. Both classes would be open for all grade levels. Allowing more students to be able to participate.

With the High School moving to block schedules, this is the perfect time to offer more elective classes for students to help fill schedules. Students in the lower levels could explore cooking and food science. If they show an interest, they could take the culinary course through the consortium at Saline.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

N&FS1 will focus on Nutrition over a lifespan. Main topics will include, Wellness a Lifestyle, Factors Affecting Food Choices, Major Nutrients & the Nutritional Guidelines, Digestion in our body, Sports Nutrition, Healthy Weight Mngmt. & Eating Disorders, Keeping Food Safe, and Meal Management.

N&FS2 will focus on more of the culinary, science of cooking, and being smart consumers over a lifespan. Main topics will include, Food Safety & Storage, Measuring and Math in the Kitchen, Conversions, BMI & BMR calculations, Unit Price, Rate, Ratios, Proportions, and Data Analysis, Kitchen Equipment, Meal Preparation, Serving Food & Table Setting, Food Supply & Technology, Meal Planning, Global Foods, and Career Exploration.

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

The second goal of the district school improvement plan is “All students in Dexter Community Schools will increase proficiency in mathematics.” In both N&FS1 and N&FS2 students will be working on this proficiency skill. Math in the kitchens, tracking daily calories, percent daily values, measuring, conversions, BMI & BMR calculations, unit Price, rate, ratios, proportions,

and data analysis to name just a few. Additionally, there will be an even stronger focus of this in N&FS2. There will be weekly formative math assessments, and students will also be required to pass a kitchen measuring and math assessment before entering into the kitchens to even cook.

The fifth goal of the district school improvement plan is “Teachers and administrators will align to the Michigan Science Standards (NGSS)...” In N&FS1 and N&FS2 there are many NGSS standards that are hit. Topics included, models for homeostasis, molecules to structures, energy uses in anaerobic, and aerobic, environment biodiversity and our food, and human impact on biodiversity. N&FS1 and N&FS2 can help support this goal and science teachers by embedding common concepts into the curriculum to show overlapping skills.

Furthermore, The Department of Education also allows vocationally certified instructors to teach a class, and be able to have this be used as a science credit if the district deems appropriate. With the amount of science standards hit in the N&FS 1&2, we could potentially use them as a science credit or math.

How will technology be integrated into the course/resources?

Students will continue to learn about nutrition and food science using the most current technology available to them. The focus will not only be on the technology used in the classroom, but also in food production technology, and food safety testing.

Increase participation with interactive assessments, cooking demonstrations and cooking equipment. As new techniques are introduced in culinary, students will have the opportunity to practice these skills.

Teacher technology used currently:

Laptop

Projector

Second monitor

Document camera

Camera for cooking demonstrations

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

Both courses use multiple modes of instruction. Students will experience cooking in person (kinesthetic/hands on, & interpersonal). They will also participate in group activities (Interpersonal), as well as individual activities (Intrapersonal activities). Normal class lecture and notes with demonstrations of labs, and class information, students will experience multiple (visual, logical, verbal, auditory) activities. Lastly, the course has a large portion of math and science embedded into the curriculum (Logical/mathematical).

By the end of the course, students will be able to:

National Standards for Family and Consumer Sciences Education

- 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings.(different menus for different health conditions- diabetes, heart disease, allergies etc.)
- 9.5 Demonstrate use of science and technology advancements in food product development and marketing.
- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

How does the material support cultural diversity and gender equity?

This class is open to all students. Cooking is for everyone, and everyone eats. This course is NOT the traditional home-economics course. This course is for all students to learn about Nutrition and Food Science. Within traditional family consumer science class, “There's the memory of girls being sent to learn about child care and cooking while boys took shop class” (Danovich, 2018). This is not that course. All students will be taught to cook, the importance of nutrition and the body. What is put in the body makes a difference. All students will be taught how to keep food safe, to plan healthy meals for themselves, and how to evaluate accurate health information.

Not only do students learn to cook, but they learn to work cooperatively with others. They learn about the cultural importance of food. How culture impacts what, how, and when we eat. Learning about other cultures allows us to appreciate, be more open, and try new things outside of our own culture.

How will career or “real world” experiences be integrated into the course and resources?

As noted above, food is for everyone. All of us need to eat. Teaching students how to eat healthy while actually cooking the food has been shown to change poor health behaviors.

Students should be learning nutrition through a skills-based lens (Fordyce-Voorham, 2001). With nutrition, it encompasses so much more than just what is healthy and what is not. It is about going grocery shopping, picking the best produce, best quality food, cleaning the produce, and safe cooking or preparation. Fordyce-Voorham (2001) found after interviewing teachers, home-providers & industry professionals on what should be taught in a healthy eating program they noted; knowledge, skills, information [nutrition], and resources. When students understand how to prepare a healthy meal, they are more likely to do it at home (Larson, Perry, Story, & Neumark-Sztainer, 2006). Larson et al. also found that young adults who did prepare their own food reported to frequent fast-food places less, and were more likely to meet the dietary goals (2006). Another study with current teens showed that from taking a FACS type course 70.4% made healthier food choices (Price, Carrington, Margheim, & Serrano, 2017). From these studies, it pushes the idea that it isn't just nutrition literacy programs, but also the literacy food safety and preparation of the food. While teaching about nutrition has some impact. Teaching students to cook actual healthy meals *and* learning about nutrition has a larger one.

Unlike other classes, where students may ask, “when will I ever need this?” In Nutrition and Food Science, students can use these skills every single day. Starting on day one of class, they will use the information. When they decide what to eat, and how to safely prepare the food.

Other than the obvious in preparing them for cooking at home, or preparing them to move on to taking the culinary course at the consortium in Saline, taking this course may also spark interest in students for various other future careers. A unit students will explore in N&FS2 is the different careers in foods and nutrition other than cooking. Most students when asked about this class will only think about being a chef with regards to nutrition and foods, but in reality there are many careers that involve cooking. Nutritionist, food writer, food stylist, restaurant manager, food technician, food safety inspector, design engineer for food manufacturing are just a few of the careers that students will explore.

How does the material encourage critical thinking and problem solving?

Have you ever made a dish, either cooking or baking that didn't turn out well? How about a food that you ordered at a restaurant, and thought about making it differently? Add something to it, or cook it differently to make it even better? Cooking is experimenting, constantly evolving to change and make it better. Something didn't turn out, why? What could be done to fix it? Many times in the labs, students make mistakes, they have to think on their feet to make it work. I once had a student grab chicken stock instead of cream of chicken soup. Quite a bit different. The students worked through this mistake to still produce something edible, and they learned from it. I bet they will never make this mistake again.

Students in NFS2 will also learn about safe food handling through the lens of scientists. Questioning skills and following basic scientific method protocols to conduct experiments that show why safe food handling, washing hands, and cooking to proper temperatures are critical in preparation of food.

For example, in our food safety unit we may start with an essential question of “why do we need to clean and wash our hands before cooking?” Students know they should, but what does washing our hands actually do? Why is it important? Their reasoning needs supporting evidence. We take samples around the classroom including our hands, then plate them on agar in petri dishes and incubate them. Students make hypotheses of what will happen, where the most growth will show, and why. After a few days we observe and analyze the plates. Many have bacterial growth that gross anyone out. Seriously, some are really bad. They begin to visually see *why* cleaning is important for their health and safety. They then are able to justify their reasoning with evidence.

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

Students will be evaluated in Nutrition & Food Science 1 in the following: daily assignments, formative assessments, quizzes, tests, alternative assessments, and roughly four to six labs at the end of the semester.

Students will be evaluated in Nutrition & Food Science 2 based on the above as well, but the number of labs will increase to roughly 15- 20.

What teacher aids are provided?

Current teacher aids will be used in the course. Taking the current course and splitting into two semesters will allow us to continue to use the materials we currently have but expand on the information and skills taught.

Describe what other alternatives were considered and why were they are not being proposed:

Alternatively we could keep the class the same, and teach it one semester in length. Although this would allow for more students to take the nutrition course, this is leaving out a large amount of important information. Students just do not have the time in one semester to learn all of the standards. Since the course is open to all grade levels, this encourages students to explore both courses at a lower grade level, and potentially give the students opportunities to enroll in the consortium later with a greater knowledge base for nutrition, food science, and cooking.

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0	-none
Textbooks, materials, technology:	\$0	-use current.
Professional Development: attended at previous school district)	\$0	-none (already
Release time:	\$0	-none
Teacher stipends:	\$0	-none
Speaker/Consultant stipends:	\$0	-none
Registration fees:	\$0	-none
Travel expenses:	\$0	-none
Summer work: created the curriculum at previous school district)	\$0	-none(have already
Other expenses (please explain below)	\$0	

Budget for the FACS department would need to increase. Currently it is at \$1400. This is below average compared to other districts in the area. With having two or more sections of foods each semester this will eat up the cost of the budget quickly with expendables (ingredients for cooking, updates, and replacements). As well as, still needing it for some of the other courses being taught (Housing and Interior Design and Human Development). Asking it be raised to \$3000 for the year. This may still be tight for all sections, however I have made this happen in other districts.

GRAND TOTAL: **\$1600 (plus current \$1400)**

Instructional Resource Review Process**Date of department/committee review/discussion:** April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19-23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The committee spoke positively about the ability to expand the hands-on participation of Food Science

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course. Discussion revolved around food costs and how good the staff are at meeting budget needs.

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: 3/3/2021

Course Title: Science Makerspace

Department: Science

Duration: 1 semester

Prerequisite(s): Physics or Chemistry

Applicant(s): Annette Jones

Building Involved: DHS

Targeted population: juniors and seniors

Targeted year for implementation: 2021

Describe your course request:

A Makerspace course is a place in which students can experiment and create things in schools, and are a combination between science lab, build shop, computer lab, and craft room. The makerspace will allow students creative ways to design, experiment, build, and invent as they engage in the STEM science, technology, engineering, and mathematics) courses. The Makerspace is a great way for students to experiment with their school's curriculum and develop real-world skills at the same time.

Rationale: Why is/are a new course or new resources necessary?

Since we now offer the block schedule and students have more opportunities for electives students need more options. This is a great option for students that want to use their scientific knowledge and creative skills and add an engineering component. This course is designed to allow students to explore scientific practices and skills in the class environment.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?

HS-ETS1-1 Engineering Design - analyzing

HS-ETS1-2 Engineering Design - design a solution

HS-ETS1-3 Engineering Design - evaluate

Big Idea: to incorporate science practices into a physical product that is designed to solve a real-world problem identified by the students.

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

"Create personalized learning opportunities for students that include advanced programming for all students."

Academic Development:

*Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

***Students will understand the relationship of academics to the world of work and the life at home and in the community.**

How will technology be integrated into the course/resources?

Students will be using electronic circuitry, computer online research, and potentially additional equipment such as 3-D printers.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

The course is student-led inquiry allowing students to work at their own pace within their skill set. The course will offer opportunities to students to use logical, mathematical, visual, and spatial reasoning and interpersonal skills.

By the end of the course, students will be able to:

- Analyze real-world problems
- Design and evaluate solutions
- Apply new construction skills such as soldering, circuit design, building with various materials and tools
- Track and manage their workflow individually and in groups

How does the material support cultural diversity and gender equity?

All students have access and will be encouraged to gain the same skills. Students design for their own real-world problems which include their cultural setting.

How will career or “real world” experiences be integrated into the course and resources?

We will be exploring real-world build projects.

How does the material encourage critical thinking and problem-solving?

Being a project design class the focus is on critical thinking and problem-solving.

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

Formative assessments will be focused on student’s daily project journal

Summative assessment consists of an assessment of the final design project and self-evaluation.

What teacher aids are provided?

Being project-based, internet resources are adequate.

Describe what other alternatives were considered and why were they are not being proposed:

Project Lead the Way was considered but we would rather customize the program for our Dexter students needs

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$900
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: **\$900 (if no grant)**

Tech expenses:

I have a lot of electronics equipment/parts in the physics room already which helps with the budget.

I have reached out to knowledgeable students from robotics and they recommend the two printers listed below. I think we could get one with the course/science budget and then I could write a grant for a second printer. PLA (the plastic is around \$20/kg so I think \$100 will be adequate for production)

Prusa Mini is \$400 (<https://www.prusa3d.com/original-prusa-mini/>)

Ender 3 is \$240

https://creality3d.shop/collections/3d-printer/products/creality3d-ender-3-pro-high-precision-3d-printer?gclid=Cj0KCQiAyoeCBhCTARIsAOfpKxjuMkHhZPluhmGoam1V5YpWbN7OPDmcnPJZXX7vxa0YY6oKIEHgVZ10aAgeXEALw_wcB

Instructional Resource Review Process

Date of department/committee review/discussion: April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19-23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The committee was very excited about the hands-on nature of this course paired with the science background. They viewed this class as a great opportunity to create partnerships with local businesses that are looking for employees with these skills.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course. Discussion revolved around the possible expense of 3D printers.

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: 3/14/21

Course Title: Musical Theatre Workshop

Department: Music

Duration: Semester (may be taken for two consecutive semesters)

Prerequisite(s): Basic singing skills including matching pitch and basic music reading.

Applicant(s): Julie Bassett

Building Involved: Dexter High School

Targeted population: Any student with an interest in musical theatre **Grades: 9, 10, 11, 12**

Targeted year for implementation: 2021-2022

Describe your course request: MUSICAL THEATRE WORKSHOP

This course is for students who are interested in learning more about Musical Theatre. Students will have the opportunity to rehearse, perform, direct, and/or choreograph/stage various songs from the Broadway genre.

Rationale: Why is/are a new course or new resources necessary? There is an increasing interest in musical theatre in our community. Many Dexter High School students would love to improve their knowledge in this area of theatre and get more individualized instruction on how to use their voice in a musical theatre setting. This class would also provide students with a flexible elective option to engage in the music department at DHS without participating in the traditional Choir, Orchestra or Band programs.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Students will study basic vocal pedagogy and how it should be applied to different musical styles within the broad scope of Musical Theatre Performance: singing, acting and movement/choreography, and to use correct terminology and vocabulary in written and oral discussion.

Connection to District Improvement Plan or School Improvement Plan(s): This course will allow students to learn in ways that utilize each area of the Learner Profile that we have adopted as a district. Students will achieve a professional and personal understanding of the arts through rehearsals, auditions, performances, and presentations (both written and oral) and will be guided to approach the subject matter through this educational lens.

How will technology be integrated into the course/resources? Technology will be used as a research tool as well as a way to demonstrate mastery of content through video presentations.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction? Students will be given the opportunity to use voice and choice in how each semester's curriculum will evolve. Each individual student's summative assessments will be individualized to their own strengths and learning styles. In addition to group instruction, each student will receive personalized instruction throughout the semester to help the learning process.

By the end of the course, students will be able to:

- The student will demonstrate and fulfill personal responsibilities in a Musical Theatre production.
- The student will use vocabulary to define and analyze musical theatre terminology.
- The student will list and define selected aspects of musical theatre
- The student will use appropriate vocabulary for musical theatre in class, rehearsals, and in performance.
- The student will identify and apply dramatic elements as applied to Musical Theatre.
- The student will identify and apply the basic elements of music as applied to Musical Theatre.
- The student will identify and explain the role of director, technical designers, conductor, musical director and choreographer as applied to Musical Theatre.
- The student will explain the purposes and expectations of accompanist and orchestra members
- The student will identify and demonstrate correct vocal techniques for Musical Theatre.
- The student will identify and discriminate among soprano, alto, tenor and bass vocal lines as applied to Musical Theatre.
- The student will perform a musical presentation as a soloist, in a duet, or in an ensemble.
- The student will identify and explain the specific technical requirements needed for a musical theatre presentation.
- The student will collaborate with others in musical theatre presentations or activities
- The student will recognize and utilize the vocal (acting) elements to create a character for musical theatre.
- The student will develop a character for musical theatre based on the social and emotional dimensions of musical theatre characters.
- The student will assess and explain the discipline, skills, and education required for career preparation in musical theatre.
- The student will identify and use available resources for the production of musical theatre.
- The student will analyze and explain similar themes, content, and elements among other art forms and musical theatre.
- The student will utilize other academic disciplines to create a musical theatre presentation.

- The student will use existing technology equipment and resources for musical theatre activities and performances.
- The student will identify and report on styles and themes of theatre, music, and dance as applied to musical theatre.
- The student will analyze and explain theatre, music, and dance from other cultures.
- The student will recognize and explain the influence of heritage, culture, and historical periods on musical theatre styles.
- The student will investigate and report musical theatre styles and trends throughout history in a social and cultural context.

How does the material support cultural diversity and gender equity?

Students will achieve an understanding of the historical, creative, artistic, and aesthetic aspects of musical theatre in relationship to American History. Students will gain knowledge and understanding of the social and cultural impact of the musical theatre art form on society and culture.

How will career or “real world” experiences be integrated into the course and resources?

Students will learn about careers in musical theatre through research and guest lectures. Students will explore current trends in internet stardom and other ways to utilize your musical theatre knowledge as “extra” income.

How does the material encourage critical thinking and problem-solving? Students will constantly be evaluating performances (their own, other classmates as well as professionals.) Students will spend time investigating and reflecting upon the cultural and historical impact of musical theatre in America in the last 100 years and the impact that it has had on our society.

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

- Formative assessments will be given daily as part of rehearsal feedback as well as through small scope assignments that will be given throughout the course of the class. These assignments will be based on various units of study.
- Summative assessments will include performances: either in-class or main stage. Performances will be a combination of solo, small group, or large ensemble. Projects will also be assigned (both individual and group) for each unit studied. These projects will directly align to the final performance for the semester.

What teacher aids are provided? The teacher will give individualized feedback that is timely, specific, and goal-oriented. This is a class where students may feel vulnerable since they will be expected to perform for each other on a regular basis. Great care will be taken to make all students feel welcome and comfortable to create a safe learning environment.

Describe what other alternatives were considered and why were they are not being proposed:

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$500 per school year for Music that will act as our textbook for each class
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	1% extra duty for additional performances since the extra duty in the music department is tied to each class. These will be new performances that are not currently on the department calendar.
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: **\$500 for materials annually and 1% extra duty for out of school performances**

Instructional Resource Review Process

Date of department/committee review/discussion: April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19-23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The support that this class would lend to our drama club and musical productions at DHS was really appreciated.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course.

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: 3/12/21

Course Title: Positive Psychology

Department: Social Studies

Duration: one semester

Prerequisite(s): none

Applicant(s): Tracy Stahl

Building Involved: Dexter High School

Targeted population: Grades 9 and 10

Targeted year for implementation: 2021-2022

Describe your course request: Positive psychology is being requested as a new social studies elective for freshmen and sophomores.

The course description states: *Positive Psychology* is a course that introduces students to the scientific study of positive human functioning and of the strengths and qualities that enable individuals and communities to thrive. Current theories and practices that are based on the belief that people want to lead meaningful lives and to enhance the best within themselves are explored. Topics include resilience, mindfulness, optimism, gratitude, empathy and self-esteem. Course activities and assessments are designed to develop interpersonal and intrapersonal skills and to evaluate the practical application of positive psychology interventions.

The intent of the elective is to introduce students to authentic strategies that promote engagement, positive emotions, authentic connections, and achievement (i.e. self-efficacy).

Rationale: Why is/are a new course or new resources necessary?

The high school's recent change to block scheduling, for the 2021-2022 academic year, has presented an opportunity to add relevant, interesting, and personalized courses that stakeholders desire.

More specifically, our current list of approved social studies electives for ninth and tenth grade students are limited in number and lack some of the requisites to engage a larger population of students.

The requested Positive Psychology elective is a personalized course that is both relevant and practical; explicitly addressing stakeholder requests and the district's dedication to developing a learner's holistic well-being.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

The topics explored in Positive Psychology, such as resilience, gratitude, optimism and self-efficacy, connect to the district’s strategic directions “Develop” and “Inspire”. For example, learning strategies that build self-efficacy and resilience will foster a student’s growth mindset and inspire learning inside and outside the classroom.

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

Additionally, some of the topics to be explored are explicit to the district’s learner profile. “Empathy” and “Resilience” are two topics explored, as well as the interrelated topics of gratitude, optimism and mindfulness which support the district’s vision of how the profile applies to student learning (e.g. relationship skills and self-awareness).

How will technology be integrated into the course/resources?

Technology will assist with personalized learning (e.g. e-resources and digital media) and provide tools to explore (e.g. interactive websites and online videos), communicate (e.g. *Canvas* and *Flipgrid*) and create (e.g. *Canva* and Google applications).

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

This course will use an inquiry based approach. Units will be designed to engage students with relevant and authentic goals and provide exploration activities. Additionally, assessments will provide opportunity to explain and elaborate on positive psychology theories and practices as well as evaluate application of techniques.

Multiple intelligences, specifically interpersonal (i.e., ability to recognize and understand other people's moods, desires, motivations, and intentions) and intrapersonal (i.e., ability to recognize and assess those same characteristics within themselves) intelligences will be fostered in the course. Some of the topics explored, such as resilience, mindfulness, empathy and self-efficacy encourage students to utilize and develop these intelligences.

Differentiation opportunities in process (e.g. student choice with exploration), product (e.g. student choice with assignment and assessment completion), and learning environment (e.g. fluid and flexible groupings and personalized conferences) are inherent in the inquiry guided framework of the course.

By the end of the course, students will be able to:

- better assess mood, motivations, and strengths within themselves.
- better recognize and understand the moods, motivations and intentions of others.
- implement a set of personally evaluated strategies and techniques to improve mindfulness and increase positive emotion.
- create authentic and actionable goals to promote achievement and well-being.
- discuss theory and practice in the field of positive psychology.

How does the material support cultural diversity and gender equity?

The instructional design and curriculum in this course supports equity and diversity through the fostering of self-awareness and empathy. For example, students will explore how people experience life differently because of their social groupings and will engage in activities designed to develop intrapersonal and interpersonal skills.

How will career or “real world” experiences be integrated into the course and resources?

Authentic experiences will be integrated into the course with the deliberate introduction of positive psychology theory and practices. Students will explore sources of optimism and resilience; explain the benefits of mindfulness, gratitude and empathy; and evaluate the application of positive psychology strategies in a context that is relevant and personal to the learner.

How does the material encourage critical thinking and problem solving?

Course curriculum will include the analysis and evaluation of positive psychology research, theory and practice. Additionally, students will be required to think critically about their social relationships; utilize problem-solving skills to better address sources of negative emotion and bias; and evaluate the success of positive psychology interventions/techniques.

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

Formative assessments will include: interview assessments, quizzes, self-assessments, metacognition reflections.

Summative assessments will include: presentations, portfolios, and written evaluations.

What teacher aids are provided?

This course does not necessitate a textbook or teacher aids.

Describe what other alternatives were considered and why were they are not being proposed:

Positive Psychology would be an additional psychology elective to the social studies department’s course offerings which already includes Psychology and IB Psychology HL. Justification for this addition includes offering developmentally appropriate and engaging

electives to freshmen and sophomores that foster social relationships and promote greater well-being.

Additionally, the current psychology courses primarily focus on theoretical explanations for behavior, thought, and emotion. Practical application of content is not intended. Rather, these courses are designed to introduce and prepare students for post-secondary study. In other words, IB Psychology HL and Psychology are heavily focused on the strategic direction of educating and Positive Psychology focuses on the strategic directions of development and inspiration.

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$500
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: \$500

Instructional Resource Review Process

Date of department/committee review/discussion: April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19-23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

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Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The committee mentioned that they would like to see this be a requirement for all students; maybe it could lead into a peer mentorship model for students.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application: March 2021

Course Title: Spanish: Films and Literature

Department: World Languages

Duration: 2 semesters/1 academic year

Prerequisite(s): Spanish III

Applicant(s): Kimberly Méndez, Maika Vázquez

Building Involved: Dexter High School

Targeted population: 11th-12th grade

Targeted year for implementation: 2021-22

Describe your course request:

This request is to offer in the Fall semester 2021 an elective course, titled "Spanish: Films and Literature", an intermediate-advanced level course for strengthening Spanish listening, speaking, writing, and reading skills, which would require a solid foundation of vocabulary and grammar, hence having a prerequisite of Spanish III.

Course description:

Spanish: Film and Literature—In this course, you will strengthen Spanish listening, speaking, reading, and writing skills, as well as fortify cultural sensitivity and understanding through films and novels that take place in various target-culture contemporary- and historical settings.

This course will have strong emphasis on writing analytically and creatively, speaking, and reading in Spanish. Level-appropriate works from various literary genres and selected Spanish-language films are among the materials on which class discussion and writing assignments will be centered. We will use digital technology that supports the acquisition of advanced vocabulary, the development of reading comprehension, and writing. Grammar review which is focused mainly on typical areas of difficulty will also be included.

Topics of study and discussion will include family life, traditions, sports, Hispanic culture in the USA, human rights, immigration, discrimination, poverty, political conflict, and historical events and their impact on culture.

The goal of this course is to improve proficiency to intermediate-advanced as defined by the ACTFL proficiency guidelines. Michigan's standards and benchmarks will be applied.

Rationale: Why is/are a new course or new resources necessary?

Students will be able to take more courses in 2021-22 and our department would like to offer an elective option for students.

Additionally, the department would like to offer an elective option for students who are not following the IB program, have taken Spanish I in 8th grade and are seeking to complete 5 years of Spanish studies.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Develop - Students will be encouraged to have a growth mindset with the goal of improving their individual reading, writing, speaking and listening skills in Spanish. Students will exercise and enhance critical thinking skills to evaluate the various topics presented in the course, and collaborate with others in group- and partner discussions and projects.

Educate - Students will become familiar with contemporary culture, important historical events, and social justice issues in Spanish-speaking countries. Students will acquire vocabulary which will allow them to discuss a variety of topics in Spanish.

Inspire - To inspire students to become sensitive to cultures and plights of others, in this course students will witness and understand the impact of history on contemporary culture, as well as continuing social justice issues. This, combined with consistent classroom partner- and group work will foster empathy and positive relationships locally and globally. Personal responsibility, social accountability and initiative will be encouraged.

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

As the school moves to block scheduling, this course will offer students the opportunity to continue in Spanish language and culture studies, allowing them to complete 5 years of Spanish.

DHS is also moving to the 5E framework for organizing and presenting curriculum. The course will apply this framework to do the following:

Engage: Lessons will open with activity or question to engage students, stimulate interest, and create awareness of preexisting knowledge base. As the unit progresses students will make connections between preexisting knowledge and new ideas that will be presented. KWL charts will be made at the beginning of the unit, and reviewed upon unit completion.

Explore: Students will explore the material through videos, books, audio books to deepen their understanding of the content.

Explain: Students will attempt to explain what they have interpreted, learned and experienced, and the teacher will present any necessary explanation or elaboration of concepts or terms encountered during exploration.

Evaluate: Students will reflect on and provide evidence of their new understanding of the material.

How will technology be integrated into the course/resources?

Course plans and materials will be provided through the Canvas platform, in Google Docs and Slides.

Videos will be streamed or played on DVD, and books may be presented with accompanying audio.

Students will use computers, applications, and the internet to access materials and turn in assignments.

How do the resources support various learning styles, multiple intelligences of the

students, and differentiated instruction?

Content: Students understand, remember, apply and organize content with different abilities. Students will be encouraged to have a growth mindset with the goal of improving their individual reading, writing, speaking and listening skills in Spanish.

Process: Students will be provided with a variety of input methods: audio (audiobooks, spoken Spanish), visual (books and materials in print, videos, pictures), and kinesthetic (students will be allowed/encouraged to move about the room for independent and paired- or group work). The teacher will offer support as necessary to address the needs of various learning styles.

Product: Students will be offered choices in unit assessment products.

Environment: Classroom layout offers flexible, varied seating that allows for both group and individual work. Walls are minimalistically and selectively decorated to stimulate thought while not distracting.

By the end of the course, students will be able to:

- Apply a broad range of vocabulary and enhanced grammatical control to understand and discuss various topics in Spanish.
- Increase individual proficiency level and skill in reading, writing, oral- and aural comprehension.
- Discuss important historical events of various Spanish-speaking countries.
- Discuss aspects of contemporary culture in various Spanish-speaking countries.
- Understand and explain the impact of historical events on contemporary culture.

In accordance with Michigan's world language standards and benchmarks, students will be able to do the following:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- Connect their knowledge of other disciplines through the world language.
- Recognize the distinctive viewpoints that are only available through the world language and its cultures.

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

-Use the language both within and beyond the school setting, as well as for personal enjoyment and enrichment.

How does the material support cultural diversity and gender equity?

This course uses film and literature that take place in various target-culture socio-economic-, ethnic-, time- and place settings, stimulating awareness, empathy, sensitivity, and understanding for others of different cultures, backgrounds, and perspectives. Students will enhance awareness of other perspectives by collaborating with other students in discussions and projects.

How will career or “real world” experiences be integrated into the course and resources?

The films and novels are all realistic scenarios, some non-fiction, that are replete with real-world activities, interactions, cultures, types of people, and places that students will be able to relate to or have exposure to in the future.

Throughout the course, students will practice professional skills necessary in the workplace as they collaborate with others, prepare documents and presentations, and meet deadlines.

Students will develop cultural awareness and sensitivity which will be of benefit in cooperating with others, as well as prepare them for careers that would require them to collaborate with colleagues abroad, or to work internationally.

How does the material encourage critical thinking and problem solving?

In this course students will analyze the impact of historical events on contemporary culture, compare and contrast their own culture with others' to strengthen cultural sensitivity and understanding.

Critical thinking will be fostered additionally in these ways:

- Students will be allowed to reach their own conclusions
- Students will be encouraged to overcome independently the language problems arising in the process of communication
- Students will analyze, discuss, and solve everyday life problems through communication in the target language
- Students will analyze and discuss occurrences in films and texts dealing with social-, political-, and everyday life issues

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

Formative assessment: guided short-answer questions and open-ended composition, partner-, group- and class discussion

Summative assessment: Presentational writing/speaking: written composition, projects, presentations, interpersonal communication/discussion

What teacher aids are provided?

Teacher resource packs: downloaded movie guides, resource packs, audiobooks

Describe what other alternatives were considered and why were they are not being proposed:

Spanish for careers was considered. It was rejected as it was determined that all units would not apply to all students, students at this level still lack the context necessary for relevancy and immediate real-world applicability, and the scarce materials were targeted for the university level.

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$2000
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: \$2000

Instructional Resource Review Process

Date of department/committee review/discussion: April 20, 2021

Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of admin review/discussion: April 19 - 23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The committee really liked the idea of practical application of this course.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course

Date of Board of Education action:

Action taken:

DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

Date of application:3/4/21

Course Title: The Science and Practice of Strength and Conditioning

Department: Physical Education

Duration: 2 Semesters

Prerequisite(s): None

Applicant(s): Chris Whittaker

Building Involved: DHS

Targeted population: Students 9-12, Interested in the Fields of Strength and Conditioning, Personal Training, Exercise Science, Athletic Training, or Related Fields.

Targeted year for implementation: Fall 2021

Describe your course request: This course will be a 3 phase class designed to fully engage the student in the world of Strength and Conditioning. Students will learn the science behind training and how the body adapts to training. They also will physically experience training methods and practices within our Iron Dread Program. Finally, students will gain experience teaching/coaching peer groups through required Coaching hours within the Iron Dread Program under the supervision and direction of the Strength Staff.

Rationale: Why is/are a new course or new resources necessary? This can help prepare students with fundamental knowledge and experience to pursue a career or degree in a Strength and Conditioning/ Exercise Science Related field.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Chapter 1. Structure and Function of Body Systems

Chapter 2. Biomechanics of Resistance Exercise

Chapter 3. Bioenergetics of Exercise and Training

Chapter 4. Endocrine System Responses

Chapter 5. Adaptations to Anaerobic Training Programs

Chapter 6. Adaptations to Aerobic Endurance Training Programs

Chapter 7. Age- and Sex-Related Differences and Their Implications for Resistance Exercise

Chapter 8. Psychology of Athletic Preparation and Performance

Chapter 9. Basic Nutrition Factors in Health

Chapter 10. Nutrition Strategies for Maximizing Performance

Chapter 11. Performance-Enhancing Substances and Methods

Chapter 12. Principles of Test Selection and Administration

Chapter 13. Administration, Scoring, and Interpretation of Selected Tests

Chapter 14. Warm-Up and Flexibility Training

Chapter 15. Exercise Technique for Free-Weight and Machine Training Technique

Chapter 16. Exercise Technique for Alternative Modes and Nontraditional Implement Training

Chapter 17. Program Design for Resistance Training

Chapter 18. Program Design and Technique for Plyometric Training

Chapter 19. Program Design and Technique for Speed and Agility Training

Chapter 20. Program Design and Technique for Aerobic Endurance Training

Chapter 21. Periodization

Chapter 22. Rehabilitation and Reconditioning

Chapter 23. Facility Design, Layout, and Organization

Chapter 24. Facility Policies, Procedures, and Legal Issues

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

According to polls from the counseling department at DHS, there is a distinct interest in the field of Exercise Science & Strength and Conditioning within our student population.

How will technology be integrated into the course/resources? Canvas, Different Research Journals of Exercise Science, Video analysis, program structure in excel, Powerpoint/Slide show presentations.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

This course will be taught using multiple modes of instruction. Students will experience a practical application of skills that will occur in the role of being a student assistant strength coach, in the weight room, working with other student-athletes. Students will participate in normal class lectures and labs learning the science, practical, and legal aspects of the role of a certified strength and conditioning coach/trainer. They will also participate in individual and group activities with classmates and interacting with students in the weight room in a strength coach role.

By the end of the course, students will be able to:

- Have a basic understanding of the science behind the strength and conditioning/ Exercise Science methods.
- Understand how to apply these ideas and methods on themselves and teach them to others.
- Effectively teach exercise techniques and programming

- Write a fundamentally sound training program based on the needs of an individual or groups of student-athletes.

How does the material support cultural diversity and gender equity? Open to everyone and applies to every athlete of any race, gender, or creed.

How will career or “real world” experiences be integrated into the course and resources? First-hand accounts from the Instructor and some guest speakers in other fields of Exercise Science and Strength and Conditioning.

How does the material encourage critical thinking and problem-solving? Students will have to use critical thinking and problem-solving skills to figure out many challenges that are presented in the field.

What summative and formative assessments will be used to measure student achievement?
 Small Quizzes testing taught Exercise Science Principles
 Teaching/Coaching Experiences with feedback

What teacher aids are provided? Text Book: NSCA Essentials of Strength and Conditioning, Science and Practice of Strength Training, and many more resources.

Describe what other alternatives were considered and why were they are not being proposed: No other alternatives

Projected costs (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$0
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$0
Other expenses (please explain below)	\$0

GRAND TOTAL: \$0

Instructional Resource Review Process

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Location of meeting: DHS Library

Number of attendees: 12

Record of the meeting including comments & recommendations: Department chairs spoke positively about the need for this class.

Date of adjacent building review/discussion: April 21 & 22, 2021

Location of meeting: Phone/Email

Number of attendees: 2

Record of the meeting including comments & recommendations: The Mill Creek Administrators thought the course offerings looked great and commented on the diversity of the options being offered.

Date of admin review/discussion: April 19-23, 2021

Location of meeting: The course proposal was shared with the admin team electronically and feedback was solicited via phone/email

Number of attendees: 12

Record of the meeting including comments & recommendations: The Administrative team had nothing but positive things to say about this course.

Date of community review/discussion: April 20, 2021

Location of meeting: Via Zoom

Number of attendees: 4 (Two parents/Two students)

Record of the meeting including comments & recommendations: The practical application portion of this class was very appealing to the committee members.

Date of Board of Education review/discussion: April 26, 2021

Record of the meeting including comments & recommendations: Board support for the course

Date of Board of Education action:

Action taken:



DEXTER COMMUNITY SCHOOLS

Christopher Timmis, Ed.D., Superintendent
Bates School 2704 Baker Road, Dexter, Michigan 48130
(734) 424-4100 ext.1001 fax (734) 424-4112
timmisc@dexterschools.org

To: Board of Education
From: Christopher Timmis
Subject: Administrative Salary Recommendations
Date: May 10, 2021

I recommend the following administrators be compensated at the level indicated below for the 2021-22 school year:

Name	Level
Mike Bavineau	G – Athletic Director
Jami Bronson	G – Middle School Principal
Ryan Bruder	F – Elementary Principal
Ken Koenig	G – Assistant Principal
Craig McCalla	G – Elementary Principal
Anne Nakon	G – Special Education Director
Melanie Nowak	D – High School Principal
Brett Pedersen	G – Assistant Principal
Sharon Raschke	G – Executive Director
Tammy Reich	G – Elementary Principal
Barb Santo	G – Executive Director
Katie See	G – Elementary Principal
Mollie Sharrar	G – Executive Director
Lauren Thompson	B – Assistant Principal
Karen Walls	G – Assistant Principal

**Dexter Community Schools
Extended COVID-19 Learning Plan
Reconfirmation Meeting**

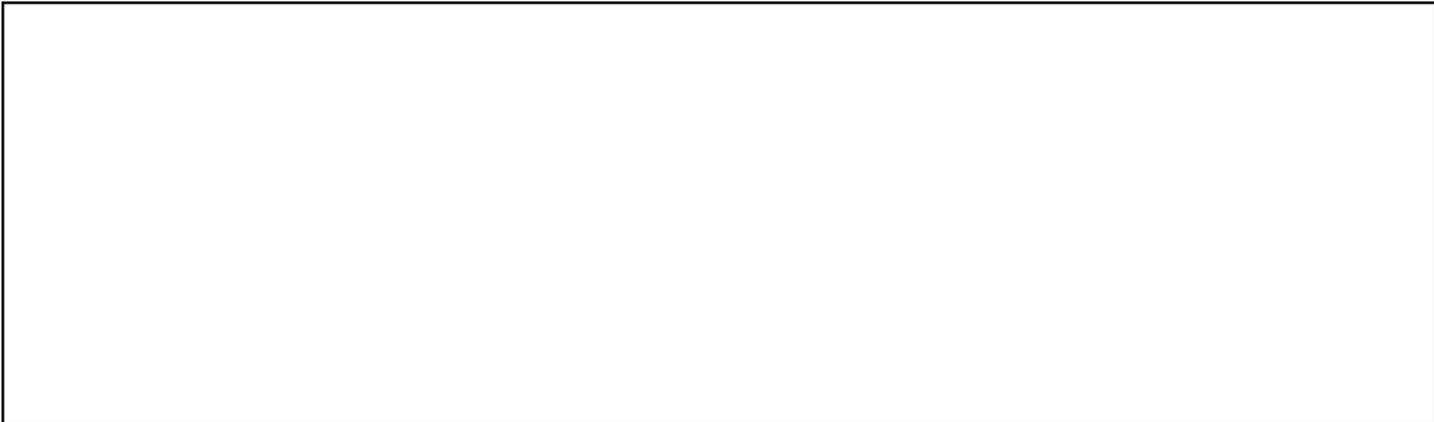
Required 30 Days After Initial Plan Approval and Every Month Thereafter

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for 5-10-2021

Reconfirm instructional delivery method:
See below
Reconfirm how instruction will be delivered for each grade level:
Pre-Kindergarten: Continue in-person every day
Elementary (Grades Y5 - 6): Home-based (full Virtual) for students and parents who selected this option. Homeroom full in-person Y5-6 for students and parents who selected this option.
Middle School (Grades 7 - 8): Home-based (full Virtual) for students and parents who selected this option. Homeroom for students and parents who selected this option will continue on a 4 day schedule.
High School (Grades 9 - 12): Home-based (full Virtual) for students and parents who selected this option. Homeroom for students and parents who selected this option on a 4 day schedule.
Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:
DCS will continue to increase the in-person services for special education students (per IEPs), ELL students and other special populations.
Document Public Comments:



DCS Weekly Interaction Rates

Sec. 98a(1)(i) The district shall publicly announce its weekly interaction rates under this subdivision at each reconfirmation meeting described in subdivision (c) and make those rates accessible through the transparency reporting link located on the district's website each month.

April 5 - April 9

Row Labels	Count of LastFirst	Average of 1+ Two Ways	Average of 2+ Two Ways
Bates	3	100.00%	100.00%
Creekside Intermediate School	471	99.36%	98.73%
Dexter Alternative School	14	85.71%	85.71%
Dexter Early Elementary Complex	636	98.11%	97.80%
Dexter High School	1144	97.90%	96.68%
Mill Creek Middle School	547	98.17%	98.17%
Wylie Elementary School	485	98.97%	98.35%
Grand Total	3300	98.30%	97.64%

April 12 - April 16

Row Labels	Count of LastFirst	Average of 1+ Two Ways	Average of 2+ Two Ways
Bates	4	100.00%	75.00%
Creekside Intermediate School	471	99.36%	99.15%
Dexter Alternative School	14	85.71%	85.71%
Dexter Early Elementary Complex	637	98.12%	97.96%
Dexter High School	1144	97.55%	95.28%
Mill Creek Middle School	547	98.72%	98.72%
Wylie Elementary School	486	98.56%	98.56%
Grand Total	3303	98.21%	97.34%

April 19 - April 23

Row Labels	Count of LastFirst	Average of 1+ Two Ways	Average of 2+ Two Ways
Bates	4	100.00%	100.00%
Creekside Intermediate School	471	99.58%	99.58%
Dexter Alternative School	14	85.71%	85.71%
Dexter Early Elementary Complex	637	97.96%	97.80%
Dexter High School	1143	98.16%	97.29%
Mill Creek Middle School	548	98.54%	98.54%
Wylie Elementary School	485	99.18%	99.18%
Grand Total	3302	98.49%	98.15%

April 26 - April 30

Row Labels	Count of LastFirs	Average of 1+ T	Average of 2+ Two Ways
Bates	4	100.00%	100.00%
Creekside Intern	471	98.94%	98.94%
Dexter Alternativ	14	92.86%	92.86%
Dexter Early Ele	640	98.91%	98.91%
Dexter High Sch	1144	98.51%	97.73%
Mill Creek Middle	548	98.72%	98.54%
Wylie Elementar	485	98.56%	98.56%
Grand Total	3306	98.67%	98.37%

WISD Board Election and Budget Review Timeline/Deadlines 2021

Date/Deadline	ISD Board Election	ISD Budget Review
Immediate	Nominating petitions and Affidavit of Identity available at Washtenaw County Clerk's Office.	
January 26, 2021		WISD Board of Education 2020-2021 Budget Amendments @ Board Meeting, 5:00 p.m.
April 13, 2021		WISD Board of Education Annual Budget Review @ Board Meeting 5:00 p.m.
April 15, 2021		WASB Annual Budget Review Meeting, 6:30 p.m.
May 1, 2021		WISD General Education Fund budget submitted to local districts.
April – May 2021	Local School Districts may <u>consider</u> the resolution of a voting representative for the June ISD election at a Board meeting prior to 05/17/2021 and appoint a voting representative by resolution at ANOTHER public meeting no earlier than 05/17/2021.	
May 10, 2021	Nominating petitions/or \$100 fee and Affidavit of Identity due at County Clerk. (One position is open)	
May 17, 2021	Earliest date local district boards can <u>designate</u> voting representative by resolution and <u>identify</u> the candidates the Board supports for open ISD seats. (Local School District Boards must hold one public meeting to consider a voting representative and ANOTHER public meeting for appointment of the voting representative.) **See Attached School Code Reference on Back of this Page.	
May 28, 2021	Deadline for notifying local district/ delegates of hour/place for WISD election.	
June 1, 2021		Deadline for local district response to WISD General Education Fund budget. Local district Boards must consider a resolution of support or may indicate specific recommendations for changes.
June 7, 2021	Last day local district boards can designate delegates/candidates.	
June 7, 2021	ISD board election. 6:00 p.m. Electronic Meeting - https://wisd.zoom.us/j/96081371020	
June 22, 2021		WISD Board adopts General Education Fund budget.

Candidate Responsibility
Local District Responsibility
WISD Responsibility

380.614 Board; election of members; resolution; notice of meeting; acting chairperson and secretary; open meeting; term; vacancy; nominating petition; signatures; filing petition and affidavit; ballots; filing fee.

Sec. 614. (1) Except as provided in section 615 and subject to section 642c of the Michigan election law, MCL 168.642c, the members of the intermediate school board shall be elected biennially on the first Monday in June by an electoral body composed of 1 person designated by the board of each constituent school district.

(2) The board of a constituent district shall designate its representative to this electoral body by resolution adopted not earlier than 21 days before the date of this biennial election. The board shall consider the resolution at not less than 1 public meeting before adopting the resolution. The resolution shall be adopted by majority vote of the members serving on the board. In its resolution designating its representative, the board of a constituent district shall identify the candidate the board supports for each position to be filled on the intermediate school board and shall direct its representative to vote for that individual or individuals at least on the first ballot taken by the electoral body. The secretary of the intermediate school board shall send a notice by certified mail of the hour and place of the meeting of the electoral body described in subsection (1) to the secretary of the board of each constituent school district at least 10 days before the meeting. The president and secretary of the intermediate school board shall act as chairperson and secretary at the meeting. The meeting of the electoral body shall be an open meeting conducted in the manner prescribed under the open meetings act, 1976 PA 267, MCL 15.261 to 15.275.

(3) Except as provided in section 703, the term of office of each member elected to the intermediate school board is 6 years and begins on July 1 following election. Not more than 2 members of the intermediate school board shall be from the same school district unless there are fewer districts than there are positions to be filled.

(4) A vacancy shall be filled by the remaining members of the intermediate school board until the next biennial election at which time the vacancy shall be filled for the balance of the unexpired term. Notice of the vacancy shall be filed with the state board within 5 days after the vacancy occurs. If the vacancy is not filled within 30 days after it occurs, the vacancy shall be filled by the state board.

(5) Subject to subsection (7), a candidate for election to the intermediate school board shall be nominated by petitions that are signed by a number of school electors of the combined constituent school districts of the intermediate school district, as follows:

(a) If the population of the intermediate school district is less than 10,000 according to the most recent federal census, a minimum of 6 and a maximum of 20.

(b) If the population of the intermediate school district is 10,000 or more according to the most recent federal census, a minimum of 40 and a maximum of 100.

(6) A school elector may sign as many petitions as there are vacancies to fill. Nominating petitions and an affidavit as provided in section 558 of the Michigan election law, MCL 168.558, shall be filed with the school district filing official not later than 30 days before the date of the biennial election under subsection (1). The school district filing official shall determine the sufficiency of the petitions and the eligibility of the candidates nominated. The school district filing official shall provide ballots for the biennial election, listing on the ballots the names of all candidates properly nominated. The chairperson of the biennial election meeting may accept nominations for a vacancy from the floor only if no nominating petitions have been filed for the vacancy.

(7) Instead of filing nominating petitions, a candidate for election to the intermediate school board may pay a nonrefundable filing fee of \$100.00 to the school district filing official. If this fee is paid by the due date for nominating petitions, the payment has the same effect under this section as the filing of nominating petitions.

History: 1976, Act 451, Imd. Eff. Jan. 13, 1977;—Am. 1977, Act 43, Imd. Eff. June 29, 1977;—Am. 1981, Act 87, Imd. Eff. July 2, 1981;—Am. 1984, Act 322, Eff. Dec. 28, 1984;—Am. 1992, Act 263, Eff. Jan. 1, 1993;—Am. 2002, Act 157, Eff. Jan. 1, 2003;—Am. 2003, Act 299, Eff. Jan. 1, 2005;—Am. 2004, Act 233, Imd. Eff. July 21, 2004;—Am. 2004, Act 419, Imd. Eff. Nov. 29, 2004;—Am. 2011, Act 232, Eff. Jan. 1, 2012.

WISD Programs and Budgets Review

including

Local School District Services
2021-22

presented
April 2021

Our Goal

- Explain the mandated budget review process.
- Review your role in this process.
- Give you the information you need to carry out your role.
- Support you in your efforts.

Mandated Budget Review (new)

Section 624 of the Revised School Code, as amended, requires an ISD Board to have its proposed **General Fund** budget reviewed by its constituent districts each year.

ISD Board

By May 1 of each year:

The intermediate school board shall submit its proposed **General Fund** budget for the next school fiscal year to the board of each constituent district for review.

Local Board

By June 1 of each year:

- The local board will review the proposed ISD budget.
- Adopt a resolution expressing its support for or disapproval of the proposed ISD budget.
- Submit any **specific** budget objections and/or proposed changes to the ISD board.

ISD Board

If an intermediate school board receives any specific objections or proposed changes, the intermediate school board shall consider the proposed budget changes.

Role of WASB Director

- ***Now***
 - Serve as an ambassador.
 - Learn about ISD budget process.
 - Ask clarifying questions.
- ***After May 1 (with superintendent)***
 - Present information to your board.
 - Ask for help, if needed.
 - Answer questions from your board.
 - Submit resolution to WISD by June 1.
- ***Throughout the year***
 - Remain involved, stay informed.

What is an ISD?



- Regional education service agency
- Created by legislature in 1962
- Designed to be an intermediary between the Michigan Department of Education and local schools
- Composed of innovative professionals who focus on teaching and learning
- An organization that leads through service

Role of WISD

- Operates cooperative programs/delivers services for students in Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Ypsilanti Community
- Secures educational resources and shares them equitably
- Builds local capacity to improve student achievement
- Provides services to assure that each child learns
- Leadership role in building a Cradle to Career collaborative in Washtenaw County

General Education Services

**Technology &
Data Support**

**Instructional
Support**

**School &
Community
Partnerships**

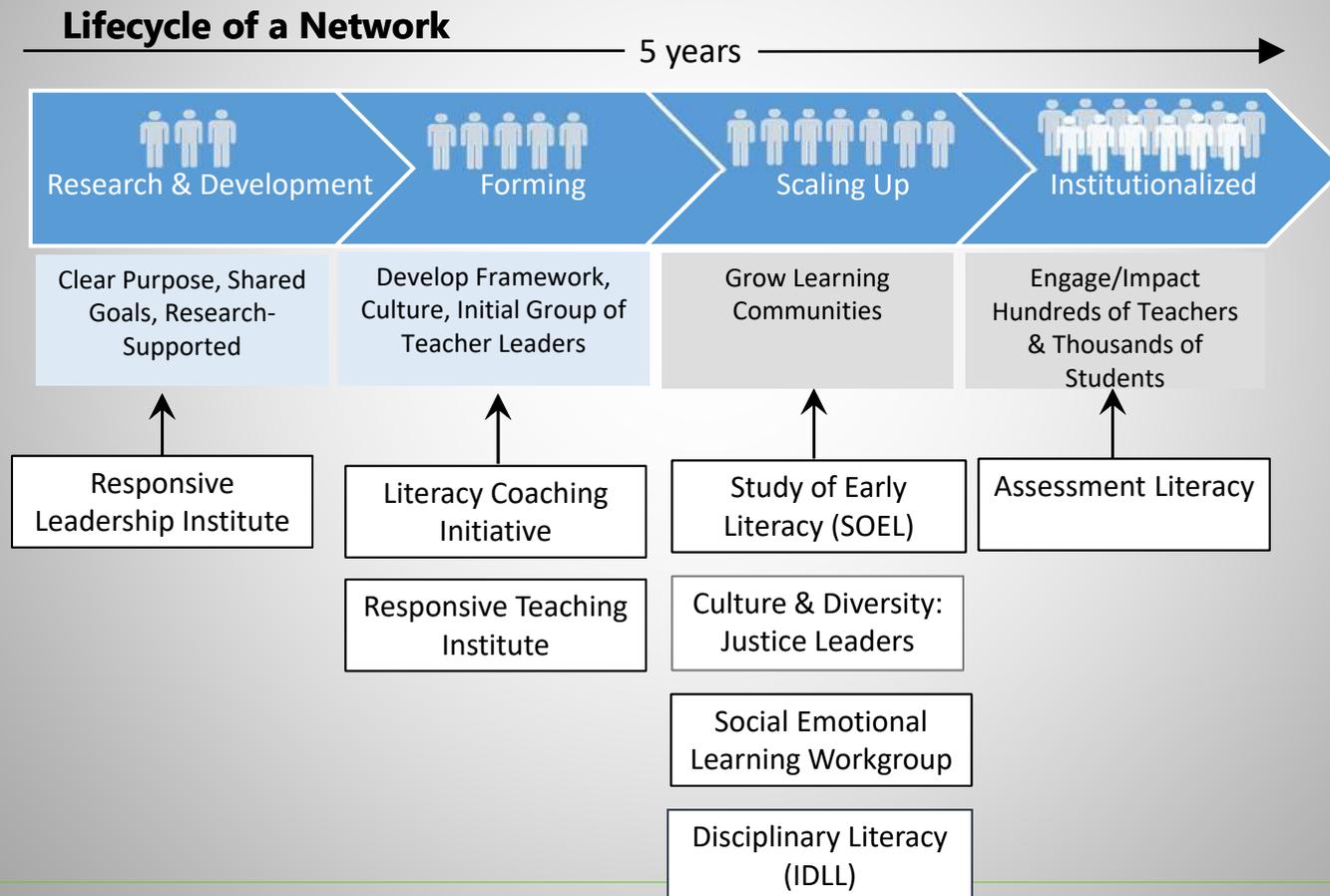
Technology & Data Management



- Provides discounted internet access for local districts via a managed fiber network.
- Maintains connectivity to the Michigan State Education Network Connection
- Hosts PowerSchool Student management System for most districts. Provide application and data Management to several districts.
- Hosts and supports PowerSchool Special Ed System
- Maintains Data connectors for hosted applications
- Supports for the Michigan Data Hub
- Hosts and supports Moodle e-learning platform
- Hosts and supports Destiny Library Service
- Provides coop purchasing savings for various products including GENNET and MVU courses

County Achievement Initiatives: Teacher & Leader Networks

Multi-year approach to teacher and system learning focused on student outcomes



Additional Instruction Supports

Technical Support

- Continuous Improvement
- Custom professional development
- Health Education

Special Projects

- Senior Exit Survey
- Early literacy coach grant
- MiSTEM Regional network
- Early Math Essentials



Equity, Inclusion and Social Justice: Focused Efforts

Justice Leaders



Professional learning series for educators

Responsive Teaching & Leadership Institutes



Professional learning series for educators & leaders

Ten80 Grant



Youth engineering program culminating in regional and national competitions

Youth Council

High school youth-led and youth-focused group focused on issues of diversity



Equity, Inclusion and Social Justice: Special Populations

Justice Involved Youth



Education services to youth involved in the juvenile justice system

Education Project for Homeless Youth



Leadership with district liaisons & resource coordination

Chronic Absenteeism



Case management with Washtenaw County Juvenile Court & district allies

Trusted Parent Advisors

Empowering parents to organize in their communities

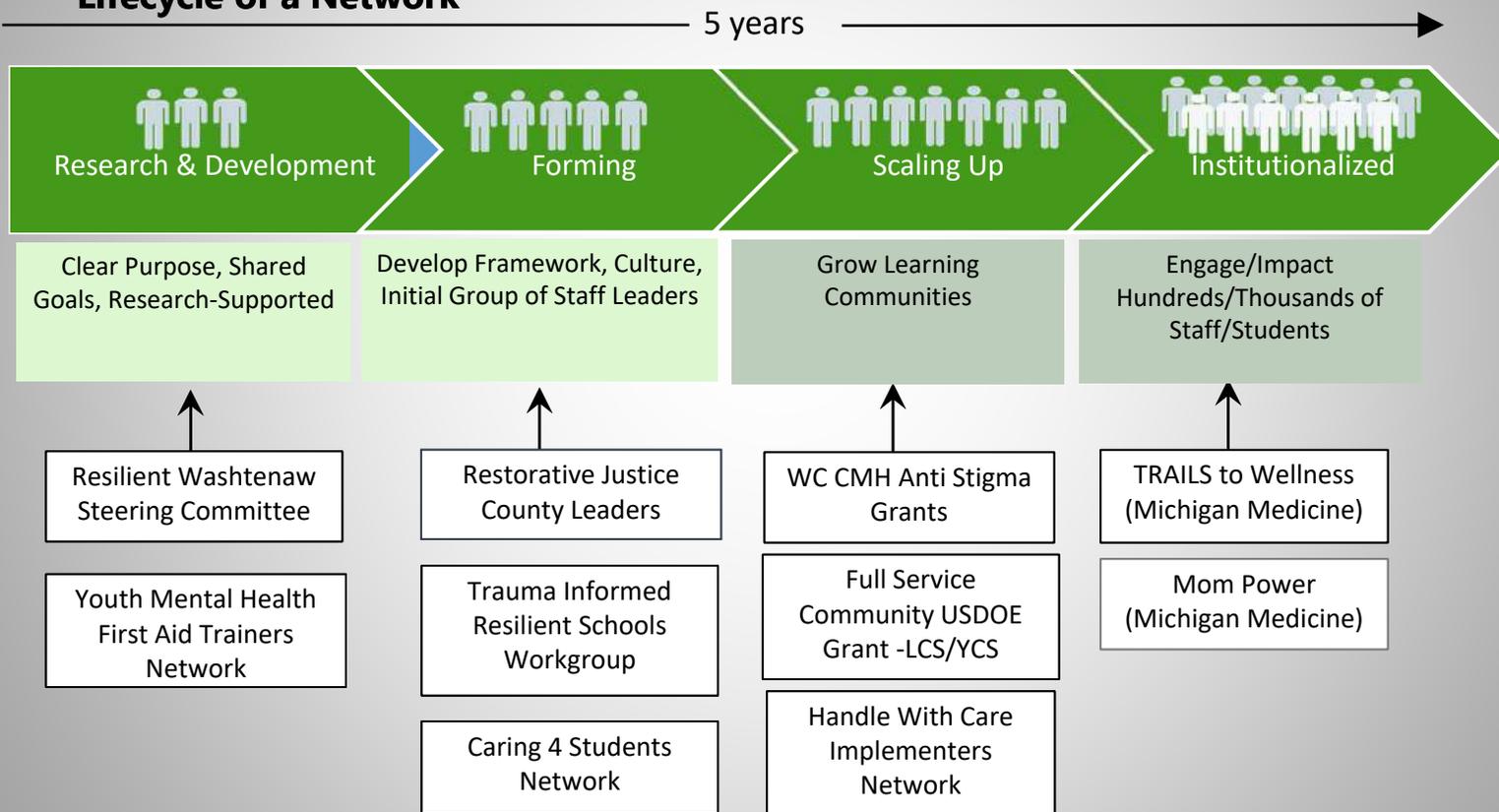




Community School Partnerships: Mental Wellness/SEL Networks

Multi-year approach to staff and system learning focused on student wellbeing

Lifecycle of a Network



WISD Budget Development

Who is involved?

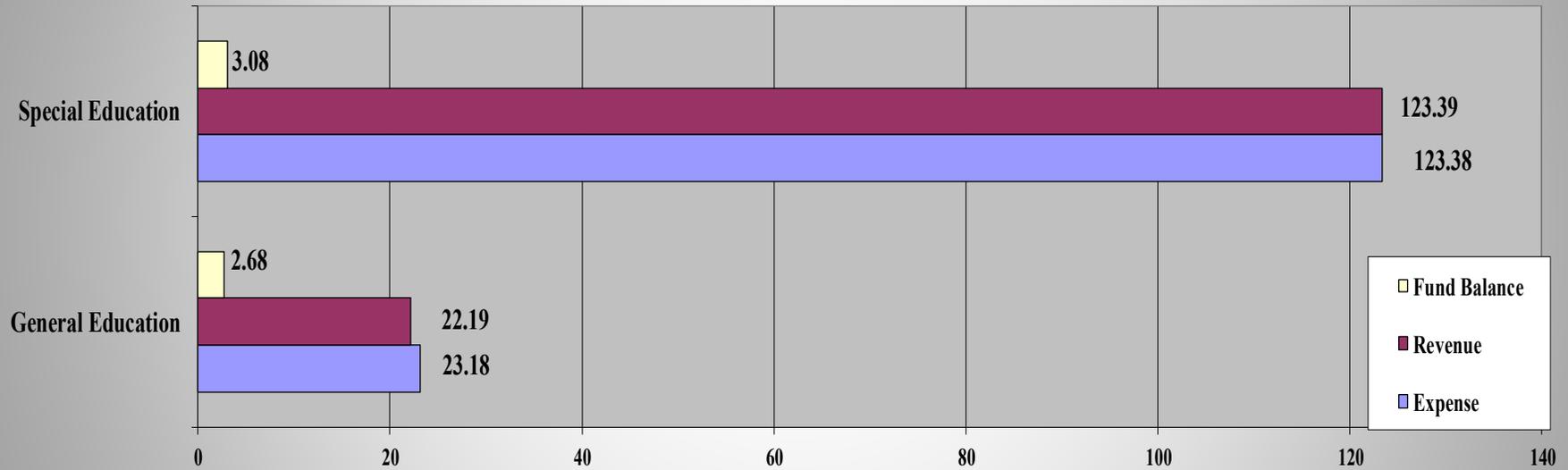
- Washtenaw County Superintendents
- Local and ISD Special Education Directors, Curriculum Directors, and Business Officials
- Staff and Program Administrators
- Local and WISD Boards of Education

WISD Budget Development

Pandemic Impact on the 2021-22 Budget?

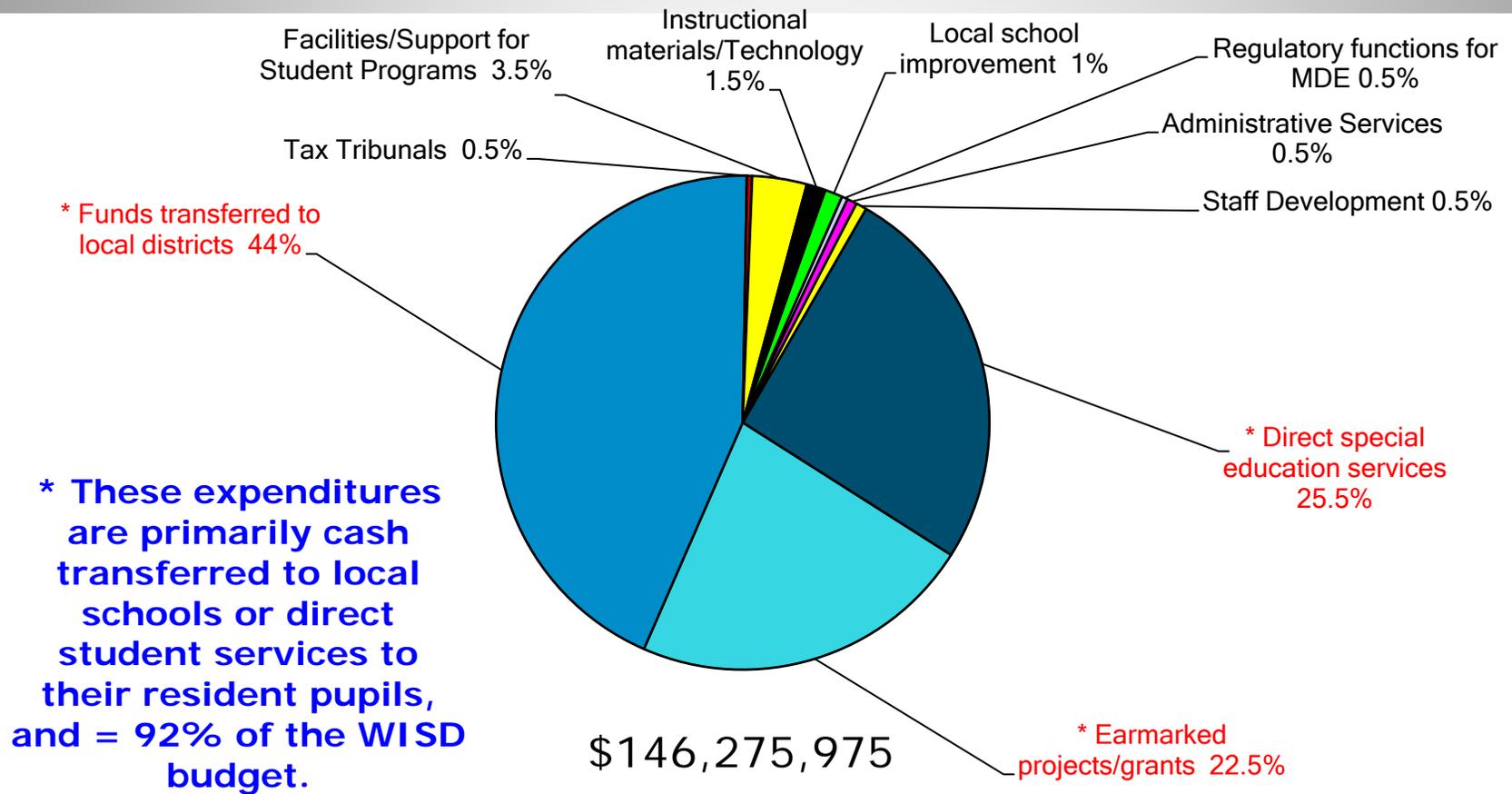
- WISD has only received about \$50,000 in federal funding to offset costs (GEER funding). No other CRF or ESSER funding
- Also received \$40,000 in state Sec 25j Virtual Learning Support funding
- Currently have PPE available to carry operations into the 2021-22 fiscal year but may have additional needs depending on the community spread and vaccination conditions during year

2021–22 WISD Budget (in Millions)

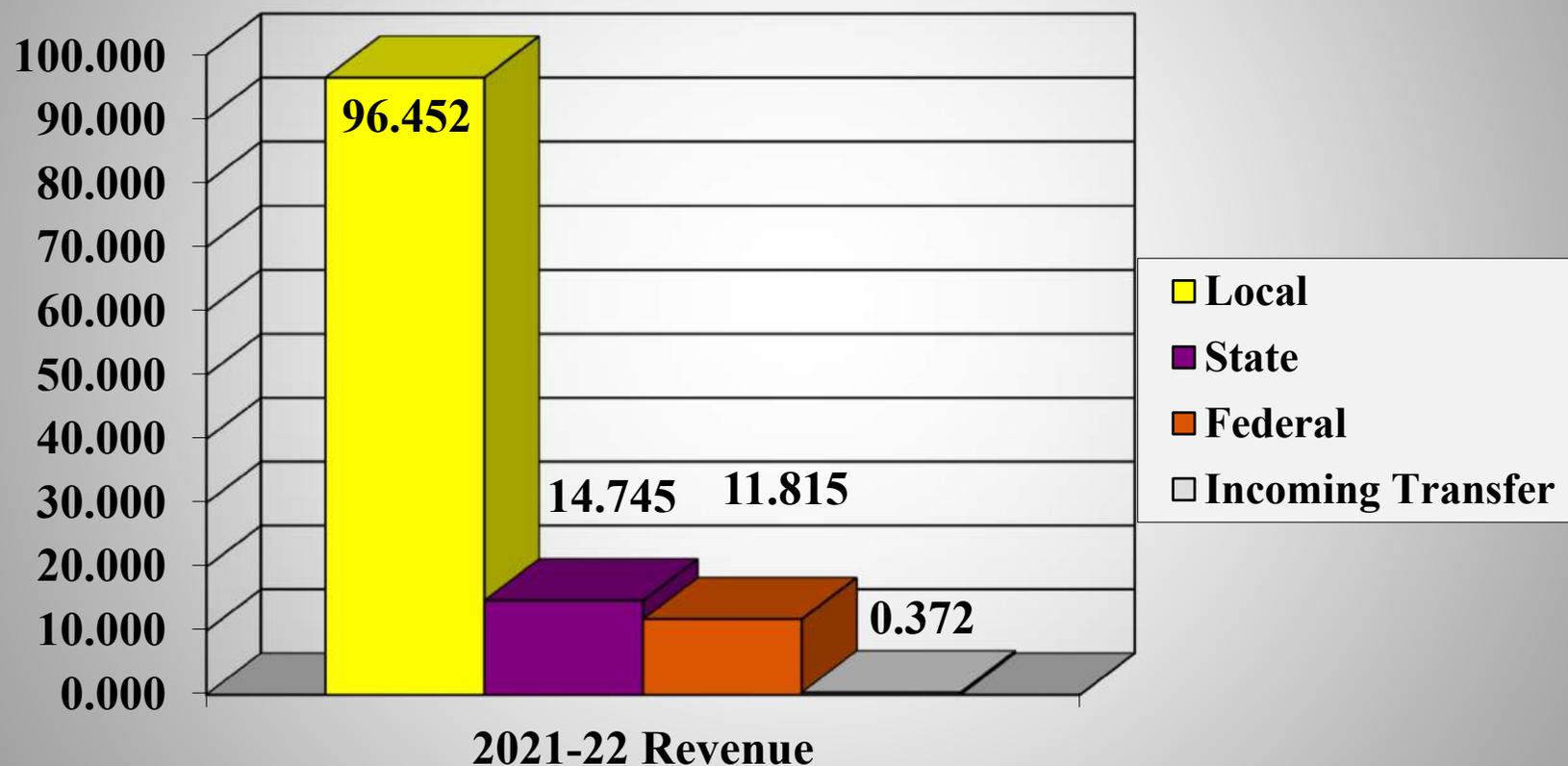


	General Education	Special Education
□ Fund Balance	2.68	3.08
■ Revenue	22.19	123.39
■ Expense	23.18	123.38

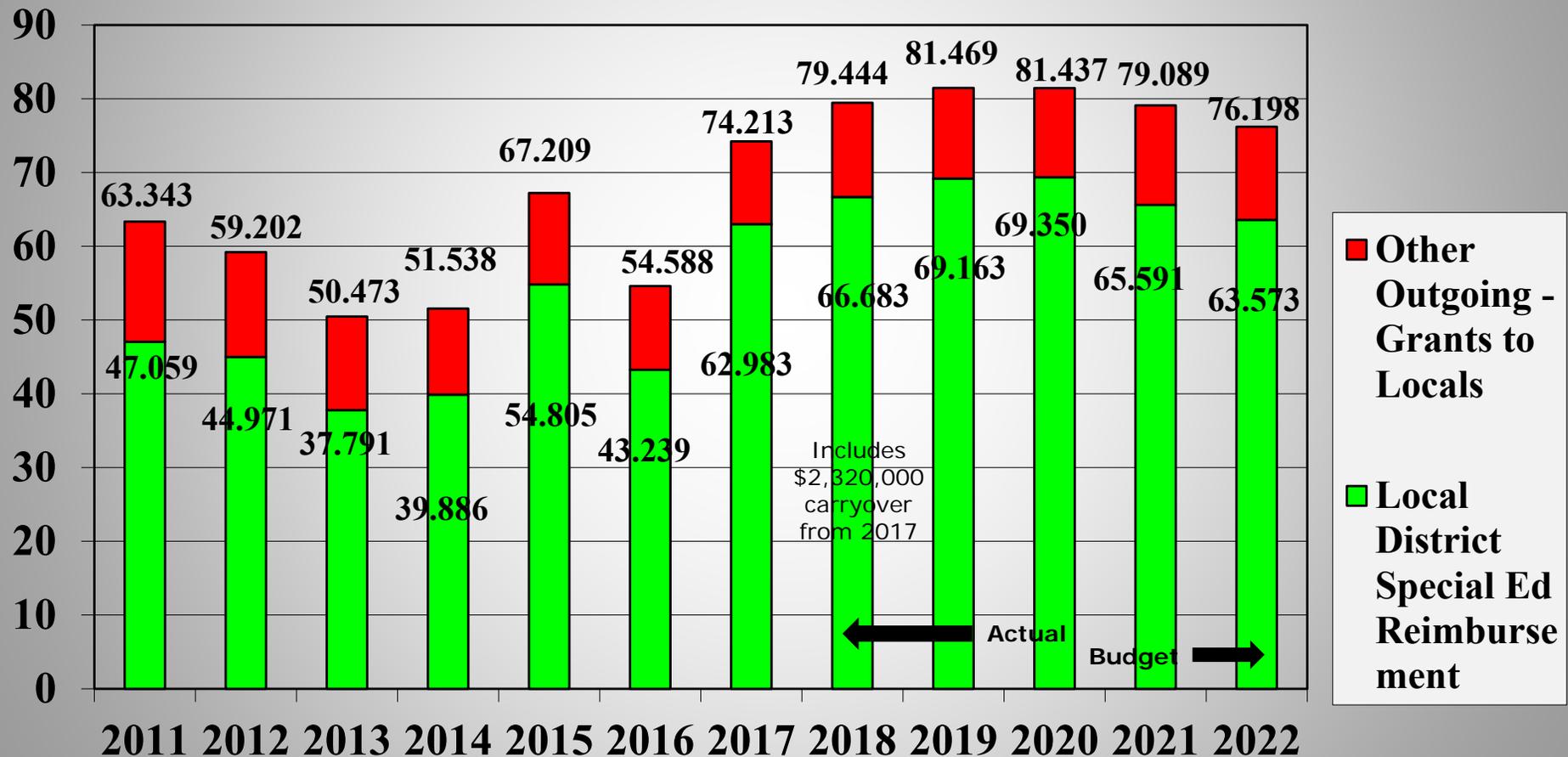
WISD Expenditures 2021-22



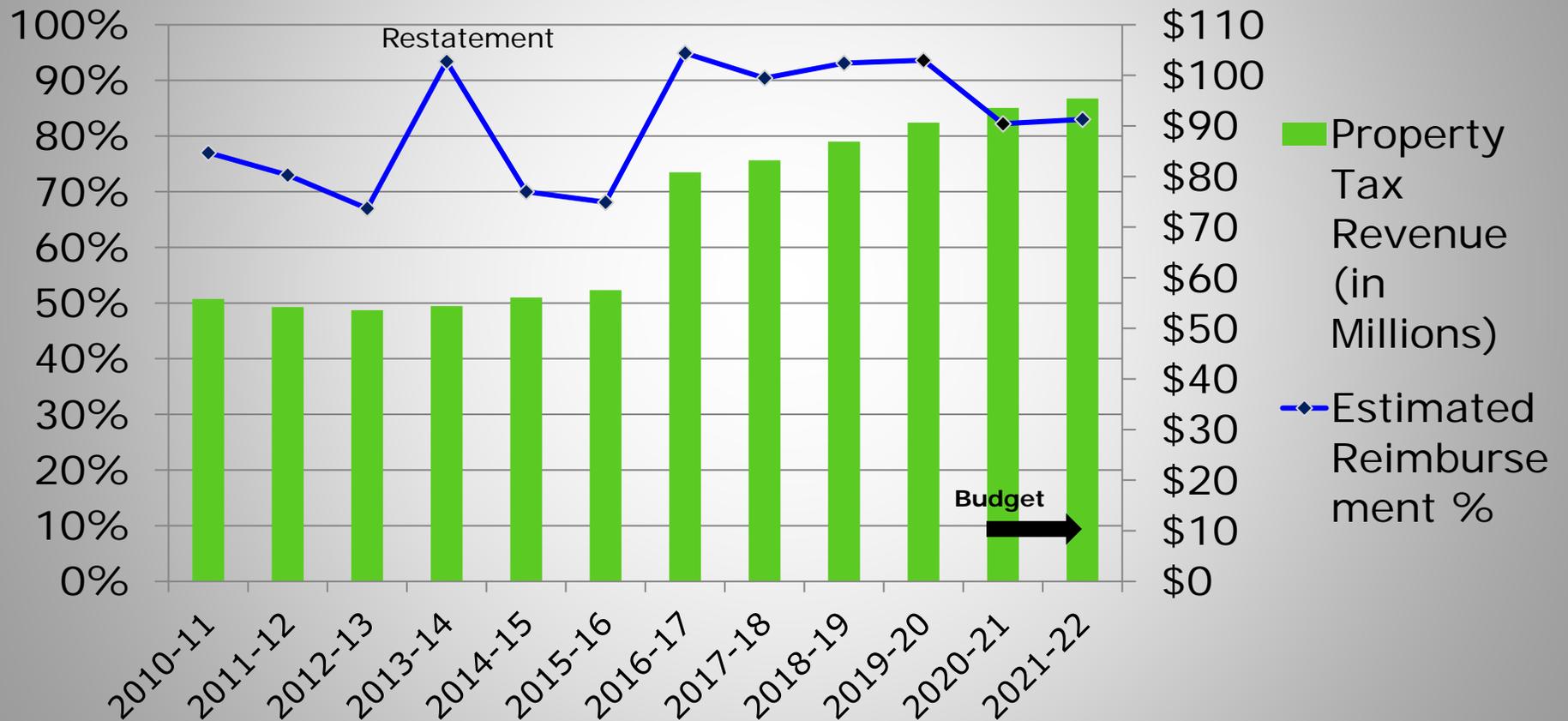
Special Education Fund Revenue Sources (in Millions)



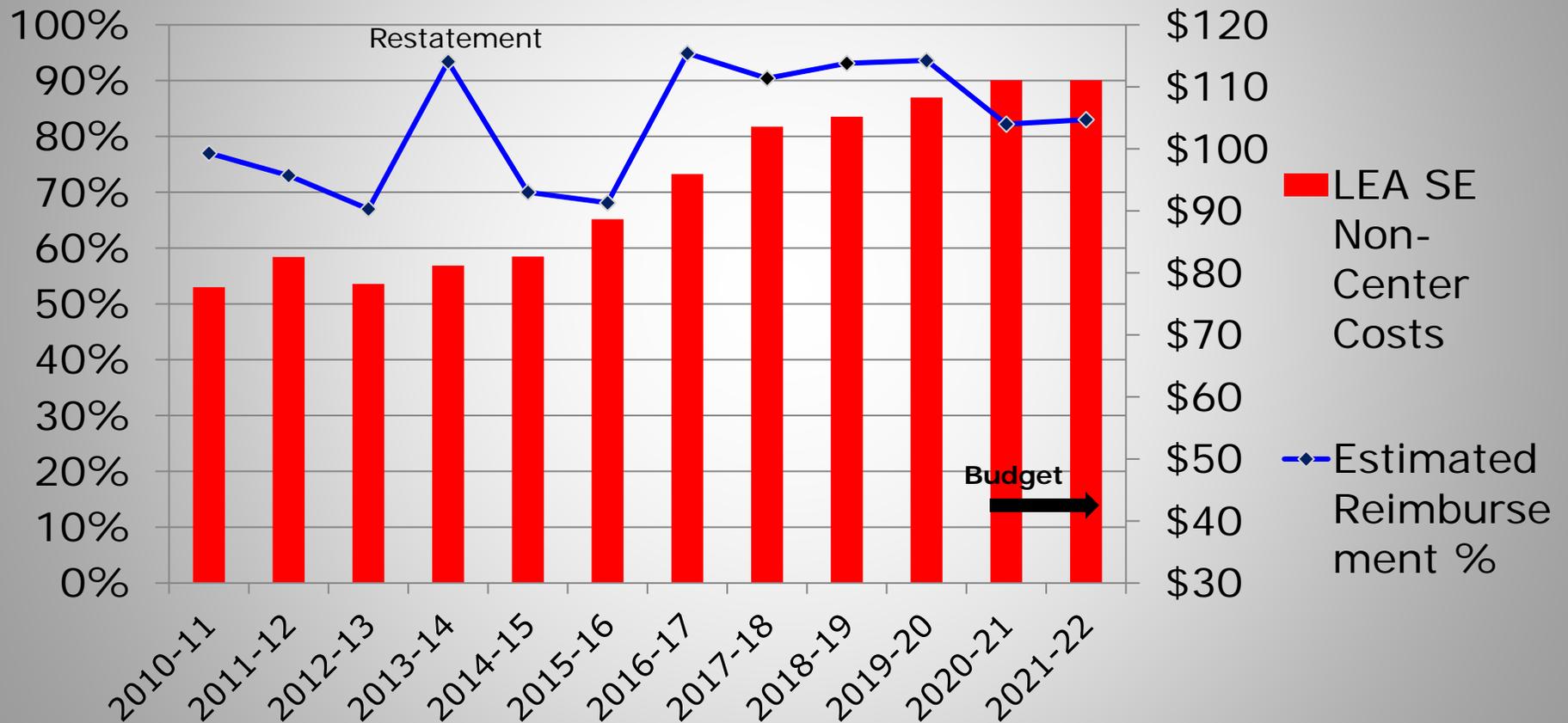
Outgoing Transfer Special Education (in Millions)



Special Education Reimbursement History/Projection



Special Education Reimbursement & Cost History/Projection



Special Education Fund Revenue Changes

- Net increase in property taxes of 2%
- Continue assumption of minimal investment earnings
- Increased state revenue for ORS UAAL funding
- Assumes no federal grant carryover



Special Ed Fund Expenditure Changes

- Add High Point teacher/assistants due to increase in students
- Add 2 Young Adult teachers/assistants – Virtual instruction model – Increase in students
- Add 2 TC positions for LEA technical assistance training and monitoring
- Added several instructional support positions to meet behavioral, medical, IEP and supervisory needs

Special Ed Fund Expenditure Changes

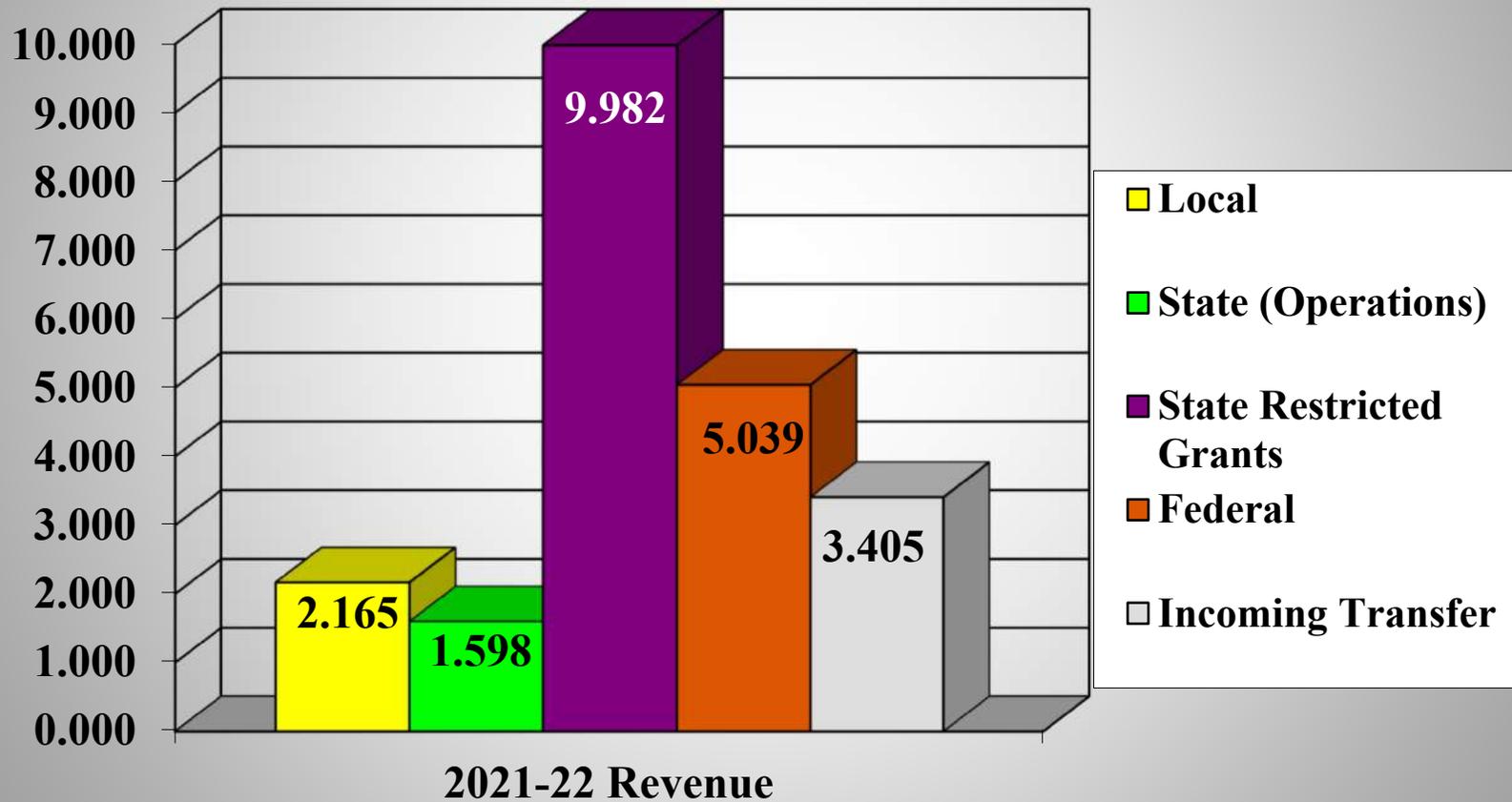
- Assumes vacancies filled
- Assumes step increases
- Includes 1.5% salary/wage increase – Based on bargaining agmt formulas
- Healthcare increase at 3.5%
- Local district reimbursement, net of tuition billings, is estimated at \$63.9 million; LEAs are budgeting based on \$63.4 million in 2020-21

Fund Balance-Special Education (in Millions)



General Fund Revenue Sources

(in Millions)



General Fund Revenue Changes

- Net increase in property taxes of 2%
- Continue assumption of minimal investment earnings
- Loss of Coordinated Funding local grants
- State grant revenue/exp down for elimination of statewide Kindergarten Readiness Assessment funding
- Also assumes no grant revenue carried over to 2021-22 other than 31n

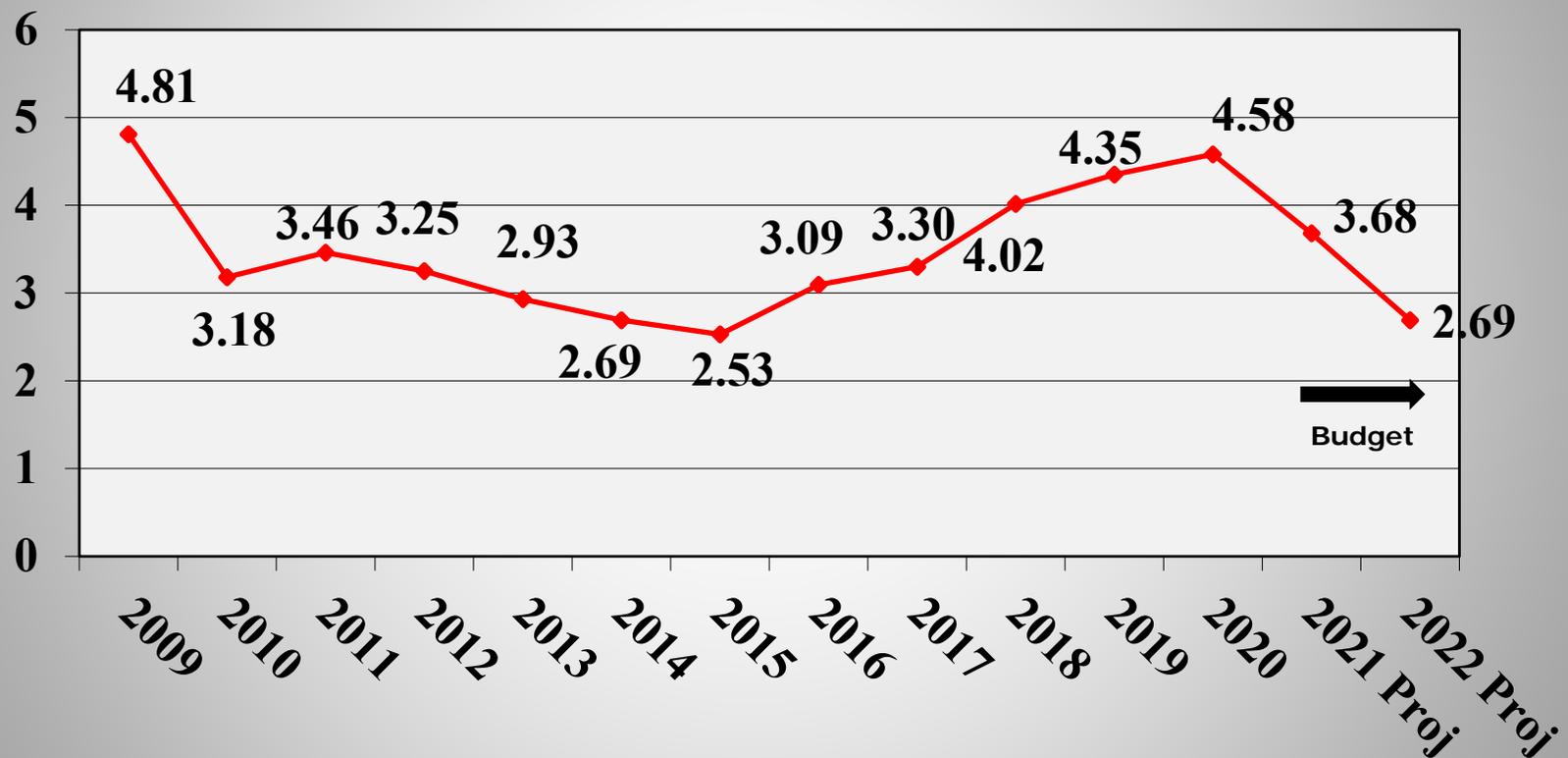
General Fund Expenditure Changes

- Expenditures lower due to grant changes noted on revenue slides
- Increase in tech costs for full year of cyber security position
- Reduction in Achievement Initiatives expenditures
 - Lower instructional network expenses
 - Reduced partial FTE

General Fund Expenditure Changes

- Continue shared interim superintendent model
- Assumes vacancies filled
- Assumes step increases
- Includes 1.5% salary/wage increase –
Based on bargaining agmt formulas
- Healthcare increase at 3.5%

Fund Balance General Education (in Millions)



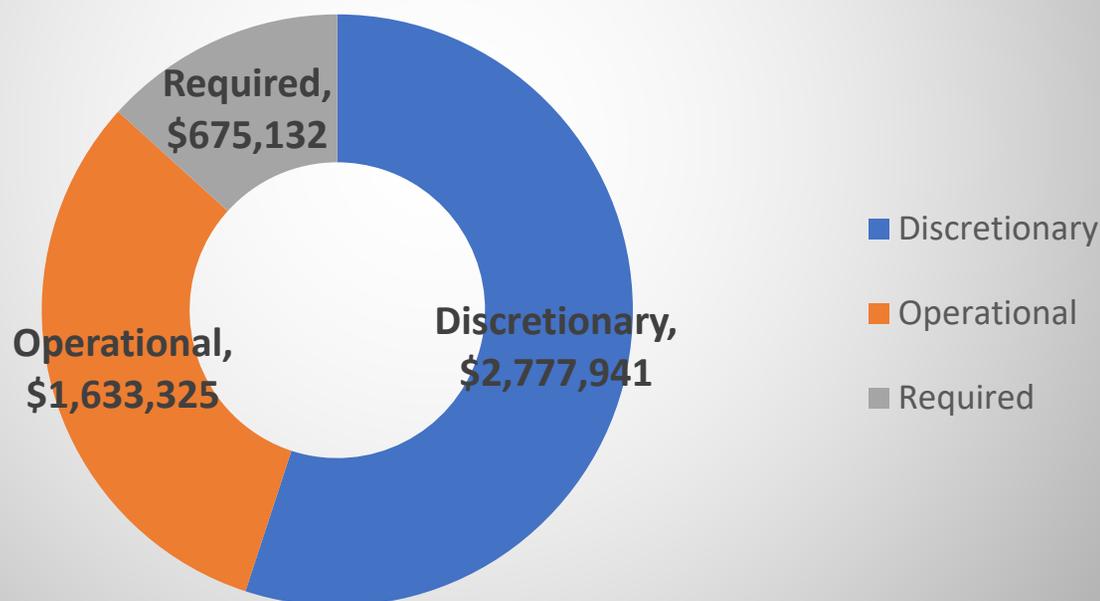
Original Budget vs Final Actual Fund Balance History

In Thousands



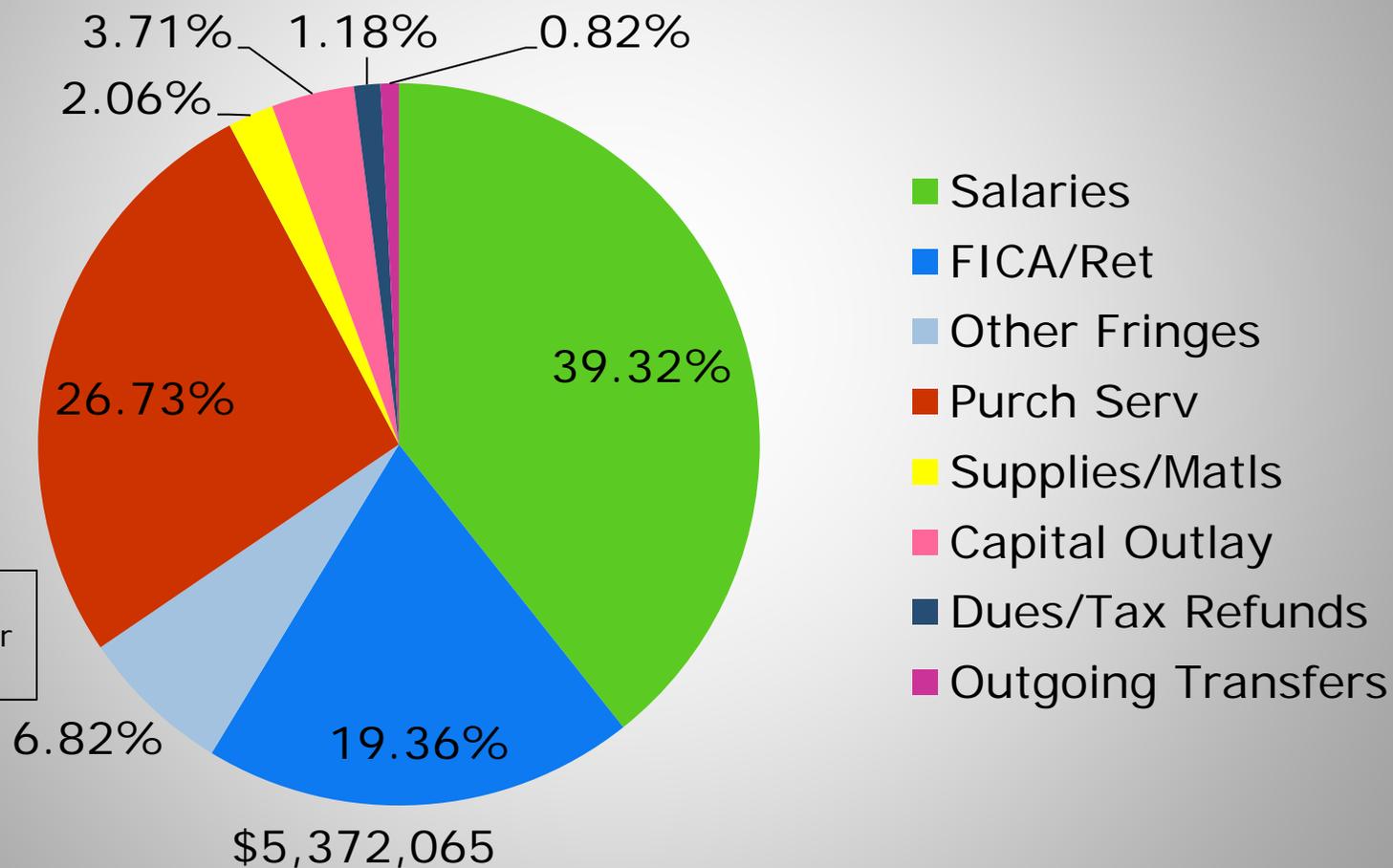
Analysis of General Ed Fund Non-Project/Grant Expenditures

Total General Education Regular Budget Expenditures
(by Cost Category)



Note: Amounts are shown net of related revenue

General Ed Fund Expenditures (Excl Grants & Projects)



1% of
Wages/FICA/Retir
= \$31,544

Thank you.



**GENERAL APPROPRIATIONS RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET 4/13/21**

RESOLVED, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2021-2022; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of **5.2331 mills**, and unappropriated fund balance be available for appropriations in the **SPECIAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2021-2022 as follows:

REVENUES	<u>Original</u>
Local Revenue	\$ 96,452,092
State Revenue	14,745,104
Federal Revenue	11,815,313
Incoming Transfers & Other Transactions	152,430
Fund Modifications	<u>219,990</u>
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 123,384,929
FUND BALANCE AS OF JULY 1ST	\$ 3,090,000
Less Appropriated Fund Balance	
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>\$ 3,090,000</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 126,474,929

BE IT FURTHER RESOLVED, that \$123,395,648 of the total available to appropriate in the **SPECIAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES	
Basic Programs, Instruction	\$ -
Added Needs, Instruction	\$ 16,482,135
Pupil Support	\$ 16,413,426
Instructional Support	\$ 3,838,703
General Administration	\$ 251,058
School Administration	\$ 279,754
Business Support	\$ 1,739,757
Operations/Maintenance	\$ 4,184,503
Transportation	\$ 61,490
Central Services	\$ 3,082,222
Other Support Services	\$ 117,787
Community Services	<u>\$ 10,000</u>
	\$ 46,460,835
Outgoing Transfers & Other Transactions	76,374,813
Fund Modifications	560,000
TOTAL APPROPRIATED	<u>\$ 123,395,648</u>
FUND BALANCE ENDING JUNE 30TH	<u>\$ 3,079,281</u>

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET COMPARISON
2021-2022 BUDGET REVIEW/ADOPTION**

REVENUES	2019-20 Actual Revenue & Expenses	2020-21 Amended 1/26/21 Budget	2021-22 Projected Budget
Local Revenue 100	\$ 92,380,569	\$ 94,494,070	\$ 96,452,092
State Revenue 300	14,104,104	14,512,973	14,745,104
Federal Revenue 400	11,560,058	12,842,194	11,815,313
Incoming Transfers & Other Transactions 500	185,164	155,846	152,430
Fund Modifications 600	644,119	219,990	219,990
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 118,874,014	\$ 122,225,073	\$ 123,384,929
EXPENDITURES			
Basic Programs, Instruction 110	\$ -	\$ -	\$ -
Added Needs, Instruction 120	12,904,611	14,960,908	16,482,135
Pupil Support 210	13,479,017	15,032,155	16,413,426
Instructional Support 220	2,735,071	3,331,527	3,838,703
General Administration 230	596,830	250,001	251,058
School Administration 240	237,440	260,954	279,754
Business Support 250	1,296,000	1,714,324	1,739,757
Operations/Maintenance 260	3,509,400	3,758,752	4,184,503
Transportation 270	23,806	62,026	61,490
Central Services 280	2,189,217	2,836,288	3,082,222
Other Support Services 290	1,465	61,170	117,787
Community Services 300	30,620	21,250	10,000
TOTAL EXPENDITURES	\$ 37,003,477	\$ 42,289,355	\$ 46,460,835
Outgoing Transfers & Other Transactions 400	81,437,104	79,436,650	76,374,813
Fund Modifications 600	589,444	559,065	560,000
TOTAL EXPENDITURES AND OTHER TRANSACTIONS	\$ 119,030,025	\$ 122,285,070	\$ 123,395,648
EXCESS REVENUE OR (EXPENDITURES)	\$ (156,011)	\$ (59,997)	\$ (10,719)
FUND BALANCE AS OF JULY 1ST	3,306,008	\$ 3,149,997	\$ 3,090,000
FUND BALANCE ENDING JUNE 30TH	\$ 3,149,997	\$ 3,090,000	\$ 3,079,281

Special Education
2021-22

TITLES	REGULAR BUDGET	1034 Marcel Juv Dtn St Aid 2022	3262 Kruk Early on 54D Carry over 2022	6162 Vannatter Title I Part D 2022	7572 Kruk IDEA Early On 2022	8012 Vannatter IDEA Flowthrough 2022
REVENUES						
Local Sources 100	\$ 96,440,192	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources 300	13,153,067	1,355,700	236,337	-	-	-
Federal Sources 400	-	-	-	46,994	344,642	10,952,573
Incoming Transfers/Other 500	49,000	-	-	-	-	-
Fund Modifications 600	219,990	-	-	-	-	-
TOTAL REVENUES	\$ 109,862,249	\$ 1,355,700	\$ 236,337	\$ 46,994	\$ 344,642	\$ 10,952,573
EXPENDITURES						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	16,316,663	-	-	-	-	165,472
Pupil Support 210	14,248,016	-	213,761	46,994	230,009	160,818
Instructional Staff 220	3,536,794	-	22,576	-	108,633	-
General Administration 230	251,058	-	-	-	-	-
School Administration 240	279,754	-	-	-	-	-
Business Support 250	1,739,757	-	-	-	-	-
Operations /Maintenance 260	4,184,503	-	-	-	-	-
Transportation 270	61,490	-	-	-	-	-
Central Support Services 280	3,003,035	-	-	-	-	-
Pupil Activites 290	117,787	-	-	-	-	-
Community Services 300	10,000	-	-	-	-	-
TOTAL EXPENDITURES	\$ 43,748,857	\$ -	\$ 236,337	\$ 46,994	\$ 338,642	\$ 326,290
Outgoing Transfers/Other 400	64,166,992	1,355,700	-	-	-	10,562,529
Fund Modifications 600	483,096	-	-	-	6,000	63,754
TOTAL APPROPRIATED	\$ 108,398,945	\$ 1,355,700	\$ 236,337	\$ 46,994	\$ 344,642	\$ 10,952,573
EXCESS REV/EXPENSE	\$ 1,463,304	\$ -	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ 3,090,000	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ 4,553,304	\$ -	\$ -	\$ -	\$ -	\$ -

Special Education
2021-22

TITLES	8052 Vannatter IDEA Preschool 2022	8112 Vannatter Se Supervision 2022	9829 Vannatter EMU Para 2021	9840-015 Vannatter Nursing Services Milan & Lincoln	9840-021 Vannatter Psych Services Manchester	9840-075 Vannatter Adaptive PE Ann Arbor
REVENUES						
Local Sources 100	\$ -	\$ -	\$ 11,900	\$ -	\$ -	\$ -
State Sources 300	-	-	-	-	-	-
Federal Sources 400	289,592	181,512	-	-	-	-
Incoming Transfers/Other 500	-	-	-	30,161	4,166	4,143
Fund Modifications 600	-	-	-	-	-	-
TOTAL REVENUES	\$ 289,592	\$ 181,512	\$ 11,900	\$ 30,161	\$ 4,166	\$ 4,143
EXPENDITURES						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pupil Support 210	-	95,175	-	378,304	56,915	63,297
Instructional Staff 220	-	-	170,700	-	-	-
General Administration 230	-	-	-	-	-	-
School Administration 240	-	-	-	-	-	-
Business Support 250	-	-	-	-	-	-
Operations /Maintenance 260	-	-	-	-	-	-
Transportation 270	-	-	-	-	-	-
Central Support Services 280	-	79,187	-	-	-	-
Pupil Activites 290	-	-	-	-	-	-
Community Services 300	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ -	\$ 174,362	\$ 170,700	\$ 378,304	\$ 56,915	\$ 63,297
Outgoing Transfers/Other 400	289,592	-	-	-	-	-
Fund Modifications 600	-	7,150	-	-	-	-
TOTAL APPROPRIATED	\$ 289,592	\$ 181,512	\$ 170,700	\$ 378,304	\$ 56,915	\$ 63,297
EXCESS REV/EXPENSE	\$ -	\$ -	\$ (158,800)	\$ (348,143)	\$ (52,749)	\$ (59,154)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ (158,800)	\$ (348,143)	\$ (52,749)	\$ (59,154)

Special Education
2021-22

TITLES	9840-061 Vannatter TC Svs WTMC	9850-061TC Vannatter Ancillary Svs WAVE	9855 Vannatter Ancillary Svs ECA	9859 Vannatter Ancillary Svs IB - WIHI	TOTALS
REVENUES					
Local Sources 100	\$ -	\$ -	\$ -	\$ -	\$ 96,452,092
State Sources 300	-	-	-	-	\$ 14,745,104
Federal Sources 400	-	-	-	-	\$ 11,815,313
Incoming Transfers/Other 500	2,720	40,654	9,328	12,258	\$ 152,430
Fund Modifications 600	-	-	-	-	\$ 219,990
TOTAL REVENUES	\$ 2,720	\$ 40,654	\$ 9,328	\$ 12,258	\$ 123,384,929
EXPENDITURES					
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	\$ -	\$ -	\$ -	\$ -	\$ 16,482,135
Pupil Support 210	40,654	556,655	155,169	167,659	\$ 16,413,426
Instructional Staff 220	-	-	-	-	\$ 3,838,703
General Administration 230	-	-	-	-	\$ 251,058
School Administration 240	-	-	-	-	\$ 279,754
Business Support 250	-	-	-	-	\$ 1,739,757
Operations /Maintenance 260	-	-	-	-	\$ 4,184,503
Transportation 270	-	-	-	-	\$ 61,490
Central Support Services 280	-	-	-	-	\$ 3,082,222
Pupil Activites 290	-	-	-	-	\$ 117,787
Community Services 300	-	-	-	-	\$ 10,000
TOTAL EXPENDITURES	\$ 40,654	\$ 556,655	\$ 155,169	\$ 167,659	\$ 46,460,835
Outgoing Transfers/Other 400	-	-	-	-	\$ 76,374,813
Fund Modifications 600	-	-	-	-	\$ 560,000
TOTAL APPROPRIATED	\$ 40,654	\$ 556,655	\$ 155,169	\$ 167,659	\$ 123,395,648
EXCESS REV/EXPENSE	\$ (37,934)	\$ (516,001)	\$ (145,841)	\$ (155,401)	\$ (10,719)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ 3,090,000
ENDING FUND BALANCE	\$ (37,934)	\$ (516,001)	\$ (145,841)	\$ (155,401)	\$ 3,079,281

ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A meeting of the board of education of the district was held in the _____ in the District, on the _____ day of _____, 2021, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____.

WHEREAS:

- 1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed general fund budget not later than May 1 of each year to the board of each constituent district for review; and
- 2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district general fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district general fund budget, and shall submit to the intermediate school district board any specific objections and proposed changes the constituent district board has to the general fund budget.

NOW, THEREFORE, BE IT RESOLVED THAT:

- 1. The board of education has received and reviewed the proposed intermediate school district general fund budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district general fund budget.
- 2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2021.
- 3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2021, the original of which resolution is a part of the Board's minutes, and further certifies that the notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

ISD BUDGET RESOLUTION

_____, Michigan (the "District")/

A meeting of the board of education of the district was held in the _____ in the District, on the _____ day of _____, 2021, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____.

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed general fund budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district general fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district general fund budget, and shall submit to the intermediate school district board any specific objections and proposed changes the constituent district board has to the general fund budget.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The board of education has received and reviewed the proposed intermediate school district general fund budget and has determined that it disapproves of certain portions of the proposed intermediate school district general fund budget with objections, along with proposed changes, if any, are set forth on Exhibit A attached hereto and incorporated herein by reference.
2. The superintendent is hereby directed to submit a certified copy of this resolution to the intermediate school board and/or to the intermediate school district superintendent with the specific objections and proposed changes that this board has to the budget no later than June 1, 2021.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2021, the original of which resolution is a part of the Board's minutes, and further certifies that the notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education



Washtenaw ISD

A REGIONAL EDUCATIONAL SERVICE AGENCY

To: Secretary, Board of Education

From: Naomi Norman, Interim Superintendent, Washtenaw ISD

Date: April 14, 2021

Re: **Biennial Election - Monday, June 7, 2021**

The biennial election for the Washtenaw Intermediate School District (WISD), to elect one board member for a six-year term, will be held on **June 7, 2021, at 6:00 p.m.** By law, the body electing intermediate school district board members will be composed of one representative of the board from each constituent district who shall be designated by the constituent board. The board shall **consider** the resolution at not less than one public meeting before adopting the resolution. This can be done prior to May 17, 2021. To be in compliance with the law, between **Monday, May 17, 2021, and Monday, June 7, 2021**, a local constituent board of education must **adopt** a resolution to select its voting representative and identify the candidates it supports. There are two resolutions enclosed for your use – one to consider the resolution to designate the school district’s election representative to be used at the first meeting and one to adopt the appointment of the representative and designating the candidates for which the representative’s vote is to be initially cast to be used at the second meeting.

The members elected to the Washtenaw Intermediate School District Board of Education will begin his/her six-year term on July 1, 2021. Not more than two members of the Intermediate School District board shall be from the same local school district. The term that is expiring this year is that of Theresa Saunders (Ypsilanti), who has notified us that she will be seeking reelection. Members continuing on the Washtenaw Intermediate School District board include one member from Ypsilanti, one member from Chelsea, and two members from Ann Arbor.

Please remember that you, as Board Secretary, will need to remind your local board representative to electronically attend the election meeting at <https://wisd.zoom.us/j/96081371020> on **Monday, June 7, 2021, at 6:00 p.m.** to cast his/her ballot for your district’s vote in the intermediate school district biennial election.

We will communicate with you by May 10 with the names of candidates who have filed with the Washtenaw County Clerk’s office.

If you have any questions, please contact my office at (734) 994-8100, ext. 1300.

The April 26th Board of Education meeting was held both in person in the Bates Boardroom and streamed online via Zoom to allow the opportunity for all community members to participate during the pandemic.

DCS Spark Program Pilot

The meeting began with a video presentation showcasing the recent DCS Spark program pilot. The video provided a program overview and post-pilot update, including photos and quotes from participating students. During the two-week program, 21 students in grades 3-6 participated in a flexible-schedule learning environment incorporating a collaborative Covid-19-focused unit, Genius Hour, JOLT (Joyful Open Learning Time) and Academic Skills Time.

The Research & Development team comprised of Melanie Dever, Deb Eber, Beau Kimmey, Mollie Sharrar, and David Teddy, presented lessons learned during the pilot, as well as plans moving forward. The vision is to create a Spark learning lab at Wylie Elementary in Fall 2021, as well as develop Spark-style experiences in Wylie classrooms, with the support of SEMIS (Southeast Michigan Stewardship Coalition). In years 2 & 3, additional classrooms around the District are envisioned, also supported by SEMIS. DCS staff received the same video presentation on April 26, and have been asked to indicate their interest in developing and deploying "Spark experiences" in their classes/teams next year. Relevant professional development for this new program is being planned and will be available for interested staff.

Since 2015, the District's strategic plan has included creating extended learning opportunities with the community; Spark will be a natural pathway to achieve this goal. Some examples of this learning style already implemented at DCS include the Frederick Pelham bridge project and the CommuniTree project. The Spark program will serve as an umbrella for this place-based education, with support and coaching for staff to implement it in their classrooms.

Next year's plans are for one Spark classroom at Wylie (3rd, 4th or combo), as well as a group of teachers across the District (one for each grade level 1st-10th) to implement Spark-style units. Trustee Mara Greatorex shared her experience visiting the Spark classroom for a half-day: when asking a 6th grader about mentoring younger students, the student replied they were actually learning from the 3rd graders. The collaborative nature of the program encourages all students to be both learners and teachers.

[Note: In the Board meeting video, the audio is muted during this presentation because screen sharing with Zoom created a lot of feedback. The Spark presentation video with audio can be viewed here:

https://drive.google.com/file/d/12WLV0lv13zDlpw6B3URWL33iPI_UeAy8/view.

COVID-19 Data Update

Dr. Timmis presented the [Covid-19 Data Review](#) and [DCS Dashboard](#) update. He noted a total of 75 positive student cases and 19 positive staff cases year-to-date, with 95 students (mostly at Anchor and DHS) and 3 staff in quarantine for the week of April 19. This week's positive case numbers are trending down with only 5 new student cases, but 2 classes at Anchor Elementary are currently in quarantine. In Washtenaw County, the total number of cases are approximately 30 out of 100,000 (as of 4/26/21), with the infection rate dropping below 1%. The county is still seeing an increase in positive cases for ages 0-17. According to MDHHS data, we are at 290 cases per 1,000,000 with a 4.1% positivity rate. DCS sports and clubs continue to administer required weekly testing in order to participate, and this week there were only a couple positive cases out of the hundreds of students tested.

April 26, 2021

Dread Strong Summer Program

There are currently about 500 K-8 students signed up for the [Dread Strong Summer Program](#), which will run 8:00 am – 12:30 pm, June 21 through August 19. DCS is hiring teaching staff to facilitate the program, and also intends to hire high school or college students as assistants. Coordination with Camp Dexter will provide extended care for the remainder of each day (for a fee).

Information will soon be shared about the high school summer program, which will include credit recovery for freshman Algebra, English, Biology, American History, World History and possibly Algebra II (based on needs). The program will also offer strength and conditioning through Iron Dread.

Reading Action Plan

DCS is creating a [Reading Action Plan](#) for our youngest students, including some summer components. The developmental reading work usually done by teachers is hard to do while distanced, because teachers need to sit right next to their students to be most effective. From March through June, the District will review Fountas & Pinnell (F&P) reading levels and NWEA data to determine what skills need to be addressed. Historically, younger students need help with key ideas and details in informational texts, so the plan will focus on these concepts while continuing classroom work on claims, evidence & reasoning.

A coaching model is in development for the fall, and the District has posted a K-4 Learning Coach position to perform intense learning coaching. This summer, DCS will review and update our multi-tier system of supports, as well as implement plans to put print media into kids' hands and partner with Dexter District Library for additional summer reading opportunities.

Schools of Choice (SOC) Application Window Open

DCS currently has more than 180 applications for SOC from out-of-district students (more than twice the usual amount), with the spring application window open through April 30th. Saline is experiencing a similar increase, and most likely many of the same families have applied to multiple districts. The capture rate is usually 60% out of the total applications, but with such large numbers and a significant loss of students this year, the District needs to determine how many can realistically be accepted. As required by law, a second SOC application window is scheduled for this summer (late July). Traditionally, the second window is an opportunity for families whose situations changed over the summer to be able to provide stability for their students. Dr. Timmis anticipates about half of the Dexter students lost in 2020-2021 will return. He shared that some families have found they like home school or to travel with their kids, and may indicate a nationwide enrollment shift. Board members recommended DCS be conservative this spring when accepting SOC applications knowing that new families may move into the district this summer.

MASB Board Member Awards

Dr. Timmis congratulated Board members Mara Greatorex and Julie Schumaker, as well as former Trustee Barbara Read, on their recent awards by the Michigan Association of School Boards (MASB). Greatorex was awarded the *Certified Board Member Award* and the Award of Merit; Schumaker and Read earned the *Master Board Member Award*.

Board President Update

President Schumaker addressed the recent letter sent by Dr. Timmis to the community sharing his selection as one of five finalists for the Wayne RESA Superintendent position. She said, "We have been very fortunate to have Dr. Timmis here as our Superintendent for almost 8 years... We are hopeful that you'll remain at Dexter Community

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Schools to continue to guide and implement new educational programs and initiatives. We very much value your leadership in the District.”

Student Representative Update

Aiden Naughton updated the Board that DHS students have been given the opportunity to receive the COVID-19 vaccination, and a good number of students are scheduling appointments.

First Public Participation Opportunity

No community members elected to speak during the first opportunity for public participation.

Consent Items

The Board acknowledged the retirement of occupational therapist Melinda Hieber and received the March budget report.

DHS Course Proposals

DHS Assistant Principal Ken Koenig walked the Board through a number of proposed new elective classes for the 2021-2022 school year. When creating the classes, teachers considered three driving concepts: to cultivate student interest in areas of real-life application through electives; to not add to students’ homework load now that the block schedule allows for more classes; and to help students develop and increase self-awareness of others and the community. With these concepts in mind, the following elective classes have been proposed:

- Positive Psychology – one-semester class, open to 9th & 10th graders taught by Tracy Stahl in the Social Studies department. This is an introduction to psychology concepts including practical applications, giving students a toolbox to use during their high school career.
- Science and Practice of Strength and Conditioning – two-semester class for 9th-12th graders, taught by Coach Chris Whittaker in the PE department. Teaches what it takes to become a strength and conditioning coach. Students will rotate into Strength & Conditioning class to assist current Dexter athletes.
- Spanish Films and Literature – two-semester class for 11th & 12th graders in the World Languages department. Intended for students not interested in level 4 or IB language class, but who still want to utilize language and explore culture (will be offered in 2022-2023). Will be the first World Language elective offered at DHS.
- Bearing Witness – one-semester class for 9th-12th graders, taught by Ali Barthol in the English department. Students will evaluate information sources as they examine, discuss, and reflect on events and happenings around our community and the world.
- Foods & Nutrition Science 2 – one-semester class for 9th-12th graders, taught by Lauren Williams (prereq. Foods 1). With so much information presented in Foods 1, students’ actual cooking experience is limited. This course will stretch the information into another semester and allow for more practical cooking applications.
- Makerspace – one-semester class for 11th & 12th graders. A hands-on, lab-based science elective utilizing computer labs, 3D printers, soldering, etc. Students will take an idea through the development process to final product.
- Musical Theater Workshop – one-semester class for 9th-12th graders, taught by Julie Bassett, DHS choir director. DHS puts on a spring musical each year, but there is currently no class to teach the concepts of musical theater. Course will provide introduction to musical theater, as well as techniques to prepare for the spring musical. Students are not required to take class to be in DHS spring production, or vice versa.

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NSBA Advocacy Institute

Dr. Schumaker informed Trustees about the National School Board Association (NSBA) Advocacy Institute open to all board members. This event, usually held in Washington DC, allows school board members from around the country to learn how to advocate on behalf of their district students. This year's Institute will be via Zoom on June 8 & 9 at the cost of \$299/person (if registered by the end of April). The Board passed a motion to approve registration costs for any interested board members to attend in order to take advantage of the early registration discount.

Quarterly Financial Narrative

Dexter CFO Dr. Sharon Raschke gave an overview of Dexter's financial narrative for March 2021. As is typical, the budget revision to be presented in June will be impacted by many financial unknowns related to COVID-19, but the District expects to end up revenue over expenses by fiscal year-end.

Second Public Participation Opportunity

No one chose to speak during the second opportunity for public participation.

Committee Updates

Trustee Greatorex gave a recap of the MASB Behind the Scenes conference held Monday morning. Trustees Greatorex and Kangas, along with community members Melanie McIntyre, Heidi Patel and BJ Wallingford, attended the virtual conference, learning about upcoming education-related legislation and meeting in a breakout room with State Representative Donna Lasinski and State Senators Lana Theis and Dale Zorn.

Trustee Greatorex updated the Board on the Educational Foundation of Dexter's recent spring teacher grant cycle, which included approximately \$15,000 in funding for items such as a 3D printer for Mill Creek and books for all 2nd graders.

Closed Session Postponed

The scheduled closed session to perform the Superintendent's quarterly evaluation was postponed until the next Board meeting due to the length of the meeting.

The full meeting video can be viewed on the Board of Education website at <https://www.dexterschools.org/district/board-of-education/meetings/videos>.

Upcoming Board Calendar:

* Monday, May 10 – 7:00pm – Board Meeting - Bates School