BOARD OF EDUCATION MEETING PACKET

December 5, 2022

7:00pm

Bates Boardroom

DEXTER COMMUNITY SCHOOLS

Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

DEXTER COMMUNITY SCHOOLS

BOARD OF EDUCATION MEETING
MONDAY, DECEMBER 5, 2022 – 7:00 P.M.
BATES BOARDROOM
2704 BAKER RD. DEXTER MI 48130
734-424-4100

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

A. CALL TO ORDER
1. Roll Call

B. MEETING MINUTES (11/7/2022)

C. APPROVAL OF AGENDA

D. SCHOOL PRESENTATIONS
1. Financial Audit Presentation

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

F. ADMINISTRATIVE & BOARD UPDATES
1. Superintendent
   a. DHS Curriculum Night update
   b. Parent Calendar Survey Results
   c. Budget Revision Update
2. Board President
3. Student Representatives

G. CONSENT ITEMS
1. Personnel – Resignation
2. Budget Report

H. DISCUSSION ITEMS
1. New Course Proposals
2. Course Catalog Update
3. Middle School Cheer Status Change
4. Water Main Easement

I. ACTION ITEMS
1. Accept 2021-2022 Audit
2. Schedule Title IX Training Workshop
3. Correct Policy Number

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

K. BOARD COMMENTS

L. INFORMATION ITEMS
1. Jennifer Mattison - MSBO Certification
2. Nice Job Notes

M. CLOSED SESSION – none planned

N. ADJOURNMENT

CALENDAR

*Dec. 19 – 7:00pm Board Meeting - Bates Boardroom
*~~Jan 16, 2023 – 6:00pm Community Chat - Bates Boardroom~~ (These dates were listed in error)
*~~Jan. 16, 2023 – 7:00pm Board Meeting - Bates Boardroom~~
*Jan. 30 – 7:00pm Board Meeting - Bates Boardroom (pending change to workshop)
*Feb. 27 – Board Workshop - Time & Location TBA

Public Participation Policy 0167.3: *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.*

BOARD MEETING NOTES
DECEMBER 5, 2022

A. CALL TO ORDER

1. Roll Call.

B. MEETING MINUTES

Your packet includes meeting minutes from 11/7/2022.

* An appropriate motion might be, "I move that the Board of Education approve the minutes from 11/7/2022 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.

This evening's agenda has been adjusted. Discussion items will come before Action items so that the teachers presenting new course proposals don't have to stay too late.

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

D. SCHOOL PRESENTATIONS

1. Financial Audit Presentation.

Kim Lindsay of Rehmann Robson will present the results of the 2021-2022 financial audit. Copies of the audit report will be emailed to board members as soon as they are available and hard copies will be shared at the meeting.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of 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 so the time may be divided equally. Each speaker will be asked to announce their name and district of residence and indicate if they represent any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a public comment form available at the meeting entrance and on our website.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent

a. DHS Curriculum Night Update.

11/29/22 DHS hosted a curriculum night in which all options for high school students were presented; individual program informational meetings are taking place over the next couple of weeks.

b. Results of Parent Calendar Survey. Dr. Timmis will share the results of the 11/30/22 parent survey regarding school starting before or after Labor Day for fall 2023.

c. Budget Revision Update.

The 2022-2023 Budget Revision will be on the December 19th agenda.

2. Board President
3. Student Representatives

G. CONSENT ITEMS
Consent items are typically approved in bulk.

* An appropriate motion might be, "I move that the Board of Education approve the consent items in bulk."

1. Personnel - Resignations.
Your packet contains a resignation letter from Beacon teacher Sarah Bernhardt, effective December 22.

* If separated, an appropriate motion might be, "I move that the Board of Education accept Sarah Bernhardt's resignation."

2. Budget Report.
Your packet contains a financial summary for October.

* If separated, an appropriate motion might be, "I move that the Board of Education receive the October 2022 budget report."

H. DISCUSSION *(discussion moved up on agenda to allow teachers to leave sooner)*

1. New Course Proposals.
Your packet includes proposals for seven new courses at DHS and Mill Creek: *AP Computer Science A and B; Mill Creek Makers; Math Mentoring; Hospitality & Tourism Management; Mandarin 1; Outdoor & Recreation Management; Sales & Marketing*. Teachers and administrators will share the proposals and answer questions. This item is for discussion this evening, and will return for action December 19th.

2. Course Catalog Update.
Your packet includes an Executive Summary regarding the addition of Career and Technical Education classes to the DCS course catalog. This item is presented for discussion.

3. Middle School Cheer Status Change.
Your packet includes a request to consider changing the status of Middle School Cheer to a school sport. It is currently a Community Education program. This item is presented for discussion.

4. Water Main Easement.
The City of Dexter is requesting a water easement related to our Bond construction that starts on Dan Hoey near Bishop Circle and continues across DCS property toward Mill Creek. Your packet includes the draft easement agreement. This item is presented for discussion this evening.

BOARD MEETING NOTES
DECEMBER 5, 2022

I. ACTION

1. Accept 2021-2022 Audit.
Earlier in the evening, the Board will have had the opportunity to review and ask questions about the 2021-2022 audit report.

* An appropriate motion might be, "I move that the Board of Education accept the 2021-2022 Audit."

2. Schedule Title IX Training Workshop.
The Board needs to complete the Title IX training workshop as mandated by law. We have scheduled this training for January 30th. The Board will need to act to change that previously scheduled regular meeting to a workshop.

* An appropriate motion might be, "I move that the Board of Education change the January 30th, 2023 7pm meeting to a workshop to complete Title IX training with location to be determined."

3. Correct Policy Number.
At its November 7th, 2022 meeting, the Board of Education approved for second reading and final approval a revision to the Title IX - Sexual Harassment policy. The policy was mis-numbered as 2260 instead of 2266 in the packets at first reading 10/24/22 and at final approval. The Board needs to correct the policy number at this time.

* An appropriate motion might be, "I move that the Board of Education correct the policy number for the revised Title IX - Sexual Harassment to 2266."

J. PUBLIC PARTICIPATION (up to ~ 15 minutes/max 3 per person)
Each speaker is allotted a maximum of 3 minutes for a total of 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 their name and district of residence and indicate if they represent any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a public comment form available at the meeting entrance and on our website.

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Jennifer Mattison - MSBO Certification. Food & Nutrition Director Jennifer Mattison has earned the MSBO Child Nutrition Director Certification.
2. Nice Job Notes - September-October 2022

M. CLOSED SESSION - none planned

N. ADJOURNMENT

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
November 7, 2022

A. CALL TO ORDER – 7:00pm

1. Roll Call

Members Present: Daniel Alabré, Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara; Student Representatives Will O'Haver and Griffin Patel
Members Absent: Brian Arnold
Administrative & Supervisory Staff: Ryan Bruder, Craig McCalla, Anne Nakon, Sharon Raschke, Barb Santo, Christopher Timmis, Hope Vestergaard
WWBDAMA: Davey LeBlanc
Guests: Kalli Nowitzke, Kellison Kohler, Kevin Creech, Connie Creech, Charissa Keller

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 10/24/2022 as presented. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Elise Bruderly made a motion to approve the agenda as presented. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. SNAP.

DHS Special Education teachers Kellison Kohler and Kalli Nowitzke, assisted by students Amelia, Paul, Lainey, and Katie, shared a presentation about the DHS SNAP club and the Peer-to-Peer class at DHS. SNAP encourages social relationships with special education students during lunch, for example. The peer-to-peer class pairs mentor students with special education students so both can learn about each others' challenges and share experiences. [The slideshow presentation has been posted online with the meeting packet.]

E. PUBLIC PARTICIPATION - none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update.

a. Dr. Timmis noted that the parent teacher conferences will be this week, with half days for students Thursday and Friday;

b. DCS just hosted fifteen students and two chaperones from Aventinus Gymnasium in Burghausen, Germany. The DCS host students will visit their counterparts in Germany in June.

2. Board President - none

3. Student Representatives Update.

Will O'Haver said he enjoyed the SNAP presentation and would like to see more awareness of it among DHS students; Will also noted that boys cross country came in 22nd place in the state. Griffin Patel noted that PT conferences

are taking place this week; football continues to have an excellent season. During playoff games, marching bands must share the halftime show with the opposing team if they choose to bring one.

G. CONSENT ITEMS - none

H. ACTION ITEMS

1. Policies - Second Reading.
Melanie Szawara made a motion that the Board of Education approve attached policies 0144.1, 0175.1, 0151.1, 3109, 3108, 6700, 7440.03, and 2260 for second reading and final approval. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
2. 2023 School Building and Site Bonds.
Melanie Szawara made a motion that the Board of Education authorize the attached resolution authorizing the 2023 School Building and Site Bonds for financing the projects approved by voters on August 8, 2017. Dick Lundy seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
3. Dexter Community Pool Scoreboard.
Board members discussed the bids for the Dexter Community Pool Scoreboard. Topics included benefits of approving the alternate recommended bid with the upgraded resolution, as well as the possibility of providing preference to local vendors. It was noted that board policy [po 6321; MCL 1267] requires that bids be awarded to the lowest responsive and responsible bid.

There was a typographical error in the suggested motion in the packet.

Elise Bruderly made a motion that the Board of Education award bid category 11-65 Community Pool Scoreboard to United Sports Services for the base bid of $54,670.00, with the alternate pitch upgrade from 10mm to 5 mm for $4,793.00, plus a 15% contingency of $8,919.45 for a project total of $68,382.45. **Roll Call Vote. Motion Carried 5-1 (Alabré, Bruderly, Kangas, Lundy, Szawara in favor; Greatorex dissenting).**

I. DISCUSSION ITEMS - none

J. PUBLIC PARTICIPATION

1. Kevin Creech suggested that NHS students could be recruited for the SNAP club activities.

K. BOARD COMMENTS

1. Melanie Szawara noted this is an exciting fall for many sports teams; she said she appreciated the Zoom option for parent conferences so working parents could participate together from different locations.

2. Daniel Alabré appreciated the Field Hockey halftime recognition at the playoff game and thinks all teams should be recognized for their achievements; it was explained that halftime length is determined by MHSAA and is quite limited.
3. Griffin Patel suggested bringing down captains during half-time instead of whole teams to save time
4. Mara Greatorex noted that Griffin Patel was selected as one of the goalies to represent the East in the East and West All-Region water polo game on November 13th.

L. INFORMATION ITEMS - none

M. CLOSED SESSION - none

N. ADJOURNMENT

At approximately 8:00pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

_____
Jennifer Kangas
Secretary, Board of Education

November 28, 2022

Dear Brooke Stidham, Barb Santo, and Tara Basso:

I have decided to resign from my position as a Grade 1 Teacher at the Dexter Early Elementary Complex (Beacon). My last day of teaching will be on Thursday, December 22, 2022.

This was not an easy decision, but the challenges I have encountered this year have been significant. My intent is to pursue a Master's in Library and Information Science degree beginning in January 2023.

I am committed to working toward a smooth transition for the students in my class as they get to know a new classroom teacher for the second half of the school year, and I am happy to communicate with the next teacher by sharing resources and information that will help to support and facilitate this transition.

Sincerely,

Sarah Bernhardt

Board Monthly Financial Report

Fiscal Year to Date 10/31/22

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **11 - General Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	5,874,740.00	58,952.14	205,155.95	.00	5,669,584.05	3	136,704.13
Function Code **R100 - Local Sources - 100** Totals	$5,874,740.00	$58,952.14	$205,155.95	$0.00	$5,669,584.05	3 %	$136,704.13
Function Code **R200 - Non-Education Sources - 200**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R200 - Non-Education Sources - 200** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R300 - State Sources - 300**							
	34,120,328.00	2,425,248.21	2,560,114.56	.00	31,560,213.44	8	2,783,649.13
Function Code **R300 - State Sources - 300** Totals	$34,120,328.00	$2,425,248.21	$2,560,114.56	$0.00	$31,560,213.44	8 %	$2,783,649.13
Function Code **R400 - Federal Sources - 400**							
	2,709,381.00	.00	628.00	.00	2,708,753.00	0	.00
Function Code **R400 - Federal Sources - 400** Totals	$2,709,381.00	$0.00	$628.00	$0.00	$2,708,753.00	0 %	$0.00
Function Code **R500 - ISD / Other Sources - 500**							
	5,251,290.00	801,277.00	891,509.59	.00	4,359,780.41	17	826,599.53
Function Code **R500 - ISD / Other Sources - 500** Totals	$5,251,290.00	$801,277.00	$891,509.59	$0.00	$4,359,780.41	17 %	$826,599.53
Function Code **R600 - In from other Funds - 600**							
	356,218.00	.00	.00	.00	356,218.00	0	2,617.63
Function Code **R600 - In from other Funds - 600** Totals	$356,218.00	$0.00	$0.00	$0.00	$356,218.00	0 %	$2,617.63
Account Type **Revenue** Totals	$48,311,957.00	$3,285,477.35	$3,657,408.10	$0.00	$44,654,548.90	8 %	$3,749,570.42
Account Type **Expense**							
Function Code **R400 - Federal Sources - 400**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R400 - Federal Sources - 400** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	22,165,824.00	1,671,118.94	3,392,016.13	13,954.14	18,759,853.73	15	3,030,083.24
Sub Function Code 120 - Added Needs - 120	6,769,040.00	466,090.49	855,685.28	15,561.14	5,897,793.58	13	1,194,121.92
Function Code **100 - Instruction** Totals	$28,934,864.00	$2,137,209.43	$4,247,701.41	$29,515.28	$24,657,647.31	15 %	$4,224,205.16
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	5,119,505.00	424,567.42	831,079.94	119,285.75	4,169,139.31	16	691,746.46
Sub Function Code 220 - Support Services-Instructional - 220	2,411,976.00	177,339.47	720,054.43	49,648.88	1,642,272.69	30	711,700.67
Sub Function Code 230 - Support Services-Administration - 230	863,530.00	85,502.06	349,544.27	470.00	513,515.73	40	271,731.92
Sub Function Code 240 - Support Services-School Admin - 240	2,547,029.00	194,977.11	644,554.08	1,200.00	1,901,274.92	25	618,121.58
Sub Function Code 250 - Support Services-Business - 250	771,871.00	42,608.05	183,083.91	.00	588,787.09	24	195,518.66
Sub Function Code 260 - Operations and Maintenance - 260	4,414,338.00	382,730.93	1,354,321.27	333,600.22	2,726,416.51	31	1,078,723.25
Sub Function Code 270 - Pupil Transportation - 270	1,841,549.00	139,669.73	400,623.88	36,899.64	1,404,025.48	22	357,810.95
Sub Function Code 280 - Support Services-Central - 280	649,217.00	39,737.44	211,151.31	30,100.00	407,965.69	33	148,843.63
Function Code **200 - Supporting Services** Totals	$18,619,015.00	$1,487,132.21	$4,694,413.09	$571,204.49	$13,353,397.42	25 %	$4,074,197.12
Function Code **300 - Community Services**							
Sub Function Code 320 - Community Recreation - 320	201,965.00	28,794.87	72,637.20	34,990.68	94,337.12	36	30,921.48
Sub Function Code 330 - Community Activities - 330	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	8,656.00	.00	.00	.00	8,656.00	0	850.00
Sub Function Code 390 - Other Community Services - 390	75,700.00	.00	.00	.00	75,700.00	0	19,450.08
Function Code **300 - Community Services** Totals	$286,321.00	$28,794.87	$72,637.20	$34,990.68	$178,693.12	25 %	$51,221.56
Function Code **400 - Government Agencies & Prior Period**							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code **400 - Government Agencies & Prior Period**	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00

Board Monthly Financial Report

Fiscal Year to Date 10/31/22

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Totals							
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	735,304.00	.00	.00	.00	735,304.00	0	.00
Function Code **500-600 - Other Financing Uses** Totals	$735,304.00	$0.00	$0.00	$0.00	$735,304.00	0 %	$0.00
Account Type **Expense** Totals	$48,575,504.00	$3,653,136.51	$9,014,751.70	$635,710.45	$38,925,041.85	19 %	$8,349,623.84
Fund(COA) **11 - General Fund** Totals	($263,547.00)	($367,659.16)	($5,357,343.60)	($635,710.45)	$5,729,507.05	2,033 %	($4,600,053.42)

Board Monthly Financial Report

Fiscal Year to Date 10/31/22

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **23 - Community Service Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	2,752,746.00	249,193.41	1,109,599.78	.00	1,643,146.22	40	821,863.08
Function Code **R100 - Local Sources - 100** Totals	$2,752,746.00	$249,193.41	$1,109,599.78	$0.00	$1,643,146.22	40 %	$821,863.08
Function Code **R300 - State Sources - 300**							
	69,274.00	.00	1,280.00	.00	67,994.00	2	4,266.20
Function Code **R300 - State Sources - 300** Totals	$69,274.00	$0.00	$1,280.00	$0.00	$67,994.00	2 %	$4,266.20
Function Code **R400 - Federal Sources - 400**							
	.00	316,635.00	366,135.00	.00	(366,135.00)	+++	20,250.80
Function Code **R400 - Federal Sources - 400** Totals	$0.00	$316,635.00	$366,135.00	$0.00	($366,135.00)	+++	$20,250.80
Function Code **R500 - ISD / Other Sources - 500**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R600 - In from other Funds - 600**							
	735,304.00	.00	.00	.00	735,304.00	0	.00
Function Code **R600 - In from other Funds - 600** Totals	$735,304.00	$0.00	$0.00	$0.00	$735,304.00	0 %	$0.00
Account Type **Revenue** Totals	$3,557,324.00	$565,828.41	$1,477,014.78	$0.00	$2,080,309.22	42 %	$846,380.08
Account Type **Expense**							
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	133,330.00	14,209.16	33,256.35	.00	100,073.65	25	26,664.83
Function Code **100 - Instruction** Totals	$133,330.00	$14,209.16	$33,256.35	$0.00	$100,073.65	25 %	$26,664.83
Function Code **200 - Supporting Services**							
Sub Function Code 220 - Support Services-Instructional - 220	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	59,550.00	9,205.98	19,717.05	25,813.70	14,019.25	33	18,971.32
Sub Function Code 270 - Pupil Transportation - 270	.00	395.92	395.92	.00	(395.92)	+++	670.72
Sub Function Code 290 - Support Services-Other - 290	1,545,653.00	99,782.16	243,917.30	520,492.33	781,243.37	16	230,325.84
Function Code **200 - Supporting Services** Totals	$1,605,203.00	$109,384.06	$264,030.27	$546,306.03	$794,866.70	16 %	$249,967.88
Function Code **300 - Community Services**							
Sub Function Code 310 - Community Services Direction - 310	253,110.00	23,186.74	78,552.92	.00	174,557.08	31	20,819.64
Sub Function Code 320 - Community Recreation - 320	288,834.00	50,111.42	120,583.75	1,135.00	167,115.25	42	109,980.30
Sub Function Code 350 - Care of Children - 350	1,006,845.00	73,014.49	375,329.68	.00	631,515.32	37	281,662.76
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	26,176.17
Function Code **300 - Community Services** Totals	$1,548,789.00	$146,312.65	$574,466.35	$1,135.00	$973,187.65	37 %	$438,638.87
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	172,667.00	.00	.00	.00	172,667.00	0	2,617.63
Function Code **500-600 - Other Financing Uses** Totals	$172,667.00	$0.00	$0.00	$0.00	$172,667.00	0 %	$2,617.63
Account Type **Expense** Totals	$3,459,989.00	$269,905.87	$871,752.97	$547,441.03	$2,040,795.00	25 %	$717,889.21
Fund(COA) **23 - Community Service Fund** Totals	$97,335.00	$295,922.54	$605,261.81	($547,441.03)	$39,514.22	622 %	$128,490.87

Board Monthly Financial Report

Fiscal Year to Date 10/31/22

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **25 - School Lunch Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	98,618.00	131,674.74	246,093.27	.00	(147,475.27)	250	63,757.08
Function Code **R100 - Local Sources - 100** Totals	$98,618.00	$131,674.74	$246,093.27	$0.00	($147,475.27)	250 %	$63,757.08
Function Code **R300 - State Sources - 300**							
	72,125.00	16,205.20	16,205.20	.00	55,919.80	22	10,131.32
Function Code **R300 - State Sources - 300** Totals	$72,125.00	$16,205.20	$16,205.20	$0.00	$55,919.80	22 %	$10,131.32
Function Code **R400 - Federal Sources - 400**							
	1,619,435.00	11,972.00	11,972.00	.00	1,607,463.00	1	97,806.32
Function Code **R400 - Federal Sources - 400** Totals	$1,619,435.00	$11,972.00	$11,972.00	$0.00	$1,607,463.00	1 %	$97,806.32
Function Code **R500 - ISD / Other Sources - 500**							
	154,500.00	.00	.00	.00	154,500.00	0	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$154,500.00	$0.00	$0.00	$0.00	$154,500.00	0 %	$0.00
Account Type **Revenue** Totals	$1,944,678.00	$159,851.94	$274,270.47	$0.00	$1,670,407.53	14 %	$171,694.72
Account Type **Expense**							
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,500.00	.00	879.31	.00	2,620.69	25	1,756.70
Sub Function Code 290 - Support Services-Other - 290	1,707,009.00	160,295.14	324,183.49	425,559.82	957,265.69	19	432,440.55
Function Code **200 - Supporting Services** Totals	$1,710,509.00	$160,295.14	$325,062.80	$425,559.82	$959,886.38	19 %	$434,197.25
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	171,051.00	.00	.00	.00	171,051.00	0	.00
Function Code **500-600 - Other Financing Uses** Totals	$171,051.00	$0.00	$0.00	$0.00	$171,051.00	0 %	$0.00
Account Type **Expense** Totals	$1,881,560.00	$160,295.14	$325,062.80	$425,559.82	$1,130,937.38	17 %	$434,197.25
Fund(COA) **25 - School Lunch Fund** Totals	$63,118.00	($443.20)	($50,792.33)	($425,559.82)	$539,470.15	-80 %	($262,502.53)

Board Monthly Financial Report

Fiscal Year to Date 10/31/22

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **29 - Student/School Activity Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	1,969,496.00	61,138.81	245,653.21	.00	1,723,842.79	12	252,819.16
Function Code **R100 - Local Sources - 100** Totals	$1,969,496.00	$61,138.81	$245,653.21	$0.00	$1,723,842.79	12 %	$252,819.16
Account Type **Revenue** Totals	$1,969,496.00	$61,138.81	$245,653.21	$0.00	$1,723,842.79	12 %	$252,819.16
Account Type **Expense**							
Function Code **200 - Supporting Services**							
Sub Function Code 290 - Support Services-Other - 290	1,969,496.00	137,769.88	237,472.40	10,774.62	1,721,248.98	12	176,446.89
Function Code **200 - Supporting Services** Totals	$1,969,496.00	$137,769.88	$237,472.40	$10,774.62	$1,721,248.98	12 %	$176,446.89
Account Type **Expense** Totals	$1,969,496.00	$137,769.88	$237,472.40	$10,774.62	$1,721,248.98	12 %	$176,446.89
Fund(COA) **29 - Student/School Activity Fund** Totals	$0.00	($76,631.07)	$8,180.81	($10,774.62)	$2,593.81	+++	$76,372.27
Grand Totals	($103,094.00)	($148,810.89)	($4,794,693.31)	($1,619,485.92)	$6,311,085.23	4,651 %	($4,657,692.81)

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

Date of application: October 2022
Course Title: AP Computer Science A and B
Department: Mathematics
Duration: 1 year (2 semesters)
Prerequisite(s): AP Computer Science Principles or Web Design
Applicant(s): Brian Baird on behalf of DHS math dept.
Building Involved: Dexter High School
Targeted population: 11th-12th Grade
Targeted year for implementation: 2023-2024

Describe your course request:

APCSA introduces students to software engineering and object-oriented design while learning the Java programming language. We believe that computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. We see computer science as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

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

Dexter High School currently provides woefully few courses in the field of computer science, and none, currently, centered around computer programming. We feel this course will provide an opportunity for students to become exposed to this ever growing field while providing additional electives for senior year math courses.

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

From the ISTE Standards

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Computational Thinker
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Creative Communicator
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

Goal 1: All students in Dexter Community Schools will become proficient writers.
Coding is a language that students need to be able to read and write.

Goal 2: All students in Dexter Community Schools will increase proficiency in mathematics.
Computer science is a field of mathematics that is underrepresented at DHS.

How will technology be integrated into the course?

The curriculum uses both online and offline materials to understand principles. Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

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

The material is project based and collaborative, allowing students with different strengths to work together to create the projects.

We believe that students learn best when they are intrinsically motivated. We prioritize learning experiences that are active, relevant to students' lives, and provide students authentic choice. We encourage students to be curious, solve personally relevant problems and to express

themselves through creation. Learning is an inherently social activity, so we interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through our pathway, we increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work.

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

- Create and Innovate using computer language
- Communicate and Collaborate with fellow students
- Learn in a user-friendly and visually rich multimedia environment
- Do software engineering work connected to the real world
- Analyze open-source code
- Gain experience writing and make sense of documentation

How does the material support cultural diversity and gender equity?

From Code.org:
We believe that acknowledging and shining a light on the historical inequities within the field of computer science is critical to reaching the goal of bringing computer science to all students. We provide tools and strategies to help teachers understand and address well-known equity gaps within the field. We recognize that some students and classrooms need more supports than others, and so those with the greatest needs should be prioritized.

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

This course is built around the application of mathematical modeling in context, and thus is focused on extending mathematics into the "real world".

How does the material encourage critical thinking and problem solving?

Many of the projects, assignments, and activities in our curriculum ask students to be creative, to express themselves and then to share their creations with others. While certain lessons focus on learning and practicing new skills, our goal is always to enable students to transfer these skills to creations of their own. Everyone seeks to make their mark on society, including our students, and we want to give them the tools they need to do so. When computer science provides an outlet for personal expression and creativity, students are intrinsically motivated to deepen the understandings that will allow them to express their views and carve out their place in the world.

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

Each chapter has a test that assesses student learning and prepares them for the AP test at the end of the course. Each chapter has projects and assignments that will be used as formative to

prepare students for the summative chapter tests. There are also end concept projects that will be used for summative assessments.

What teacher aids are provided?

Code.org provides all materials for the course through their online resources at no cost to the schools. The curriculum is updated constantly with new material and is aligned with the state standards and prepares them for the AP Computer Science A Test.

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

Codehs.com was another source that I considered. It didn't align with what we are using in the lower grades (they use Code.org material) and the other AP computer science course we teach at DHS. Codehs also costs $2000 a classroom. We might consider classes from them in the future as the program develops.

Over 300 teachers in Michigan have become involved with code.org and their teaching resources in the last two years. It is a vibrant and active support community here in the state.

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:	$400 (based on 2019 costs)
Summer work:	$400 (based on 2019 costs)
Other expenses (please explain below)	$0
GRAND TOTAL:	**$800**

Instructional Resource Review Process

Date of department/committee review/discussion: 10/18/2022
Location of meeting: DHS Room 477
Number of attendees: 12
Record of the meeting including comments & recommendations: The math department is in full support of offering this course in the coming years.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students. Discussion around AP/Non-AP opportunities for students.

Date of adjacent building review/discussion: 11/29/2022
Location of meeting: Mill Creek Middle School
Number of attendees: 3
Record of the meeting including comments & recommendations: Support from committee.

Date of community review/discussion: 11/29/2022
Location of meeting: Dexter High School
Number of attendees: 80+
Record of the meeting including comments & recommendations: Excitement about this course for DHS students. Some parents expressed interest in this course focusing more on Python than Java, which they felt was outdated in the industry.

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/2022
Action taken:

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

Date of application: October 2022
Course Title: Mill Creek Makers
Department: Science
Duration: 1 Quarter
Prerequisite(s): None
Applicant(s): Beth Smith
Building Involved: Mill Creek
Targeted population: 7th-8th Grade
Targeted year for implementation: 2023-2024

Describe your course request:
Mill Creek currently does not offer any STEAM-related electives. Having a STEAM/Maker class will allow students a creative space in which to design, tinker, build, and invent as they engage in STEAM (science, technology, engineering, art, and math). Students will engage in the 4Cs of 21st Century Skills (critical thinking, creativity, collaboration, and communication) while solving real-world problems and learning hands-on skills.

Rationale: Why is/are a new course or new resources necessary?
The DCS Instructional Approach is to Educate, Develop, and Inspire students. A STEAM/Maker class will specifically provide for a learner-centered and learner-driven classroom. This will be accomplished through consistent student choice and student development of hands-on solutions to real-world problems. All the while students will be gaining important skills that may lead to future careers in the skilled trades or STEM-related occupations.

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

- **MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- **MS-ETS1-2.** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- **MS-ETS1-3**. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- **MS-ETS1-4.** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Big Idea: To incorporate science practices (Engineering & Design Process) 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):

The DCS Instructional Approach is to Educate, Develop, and Inspire students. A STEAM/Maker class will specifically provide for a learner-centered and learner-driven classroom. This will be accomplished through consistent student choice and student development of hands-on solutions to real-world problems. All the while students will be gaining important skills that may lead to future careers in the skilled trades or STEM-related occupations.

How will technology be integrated into the course/resources?
Students will be exposed to a variety of tools and technologies used to solve problems and create solutions. Students may be exposed to hand/power tools, vinyl cutters, screenprinting, 3D printing, and paper circuits.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
The class will be student-led and inquiry-based allowing students to work at their own pace and within their individual skill sets. The class will offer opportunities for students to use logical, mathematical, visual, and spatial reasoning as well as interpersonal skills.

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

- Analyze real-world problems
- Design and evaluate solutions
- Create products using various tools, technology, and materials
- Work collaboratively with others
- Develop hands-on skills
- Track and manage their workflow individually and in groups

How does the material support cultural diversity and gender equity?
Since this is a hands-on, student-driven class, all students have access and will be encouraged to gain the same skills but at levels that are unique to them (Ex: based on experience level, personal interest, and comfort level). Students will be charged with designing for their own real-world problems which will include student choice.

How will career or “real world” experiences be integrated into the course and resources?
Students will be exploring real-world problems and will use the engineering and design process to build solutions to those problems. Additionally, we are currently facing a shortage of skilled trade workers. A STEAM/Maker class will encourage students to develop hands-on,

problem-solving skills that may lead some to pursue careers in skilled trades or STEM-related fields.

How does the material encourage critical thinking and problem-solving?
Students will be presented with real-world problems that will require them to use the 4Cs of 21st Century Skills (critical thinking, creativity, collaboration, and communication) to work through the engineering and design process to develop solutions.

What summative and formative assessments will be used to measure student achievement?
Formative assessments will be focused on the student's brainstorming, design models, and reflections.
Summative assessment will be in the form of a final hands-on project.
What teacher aids are provided?
As a STEAM teacher in my previous district for the past seven years, I will use my prior knowledge and experience to develop the curriculum in conjunction with internet resources and student interest surveys.

Describe what other alternatives were considered and why they are not being Proposed:
I am new to DCS this year so I am unable to comment on what other programs have been proposed in the past or why they were not implemented.

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

Additional personnel:	$0
Textbooks, materials, technology:	$1,724.08 (see itemized list below)
Professional Development: MACUL Conference (March 16-17, 2023)	$ 289 (each year if possible)
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$0
GRAND TOTAL:	**$ 2,013.08**

***Some items are consumable and may need to be purchased each year.**

Tech expenses:

Item:	Cost:	Link
Creality CR10S 3D Printer	$349	Amazon
SanDisk Micro SD Card	13.15 (2 pack)	Amazon
Blodlonn Mirrors (for 3D print bed)	$12.99 (4 pack)	IKEA
PLA Filament x 5 *	$125 ($24.99 per roll)	Amazon
Worx Cardboard Saw x 4	$153 ($38.16 each)	Amazon
Cricut Maker 3	$379	Amazon
Weeding Tool Kit x 2	$19.98 ($9.99 each kit)	Amazon
Cricut Standard Grip Mat 12x24	$19.00	Amazon
Cutting Mat 12x12 (6 pack)	$14.39	Amazon
Vinyl x 2 rolls *	$29.58 ($14.79 per roll)	Amazon
Speedball Screen Printing Ink x 2 *	$55.98 ($27.99 per 6 pack)	Amazon
Speedball Screen x 2	$39.98 ($19.99 per screen)	Amazon
Hot Glue Guns x 6	$40.20 ($6.17 each)	Walmart
Hot Glue Sticks - pack of 550 x 2 *	$45.26 ($22.63 each)	Amazon
Copper Foil Tape with Conductive Adhesive for EMI Shielding, Paper Circuits, Electrical Repairs, Grounding (6 roll pack) *	$11.99	Amazon
5mm LED Light Emitting Diode Round Assorted Color White/Red/Yellow/Green/Blue Kit Box (450 pieces) *	$12.99	Amazon
3V Lithium Coin Cell Battery CR2032 (100 Pack) *	$18.99	Amazon
Makey Makey (x4)	$199.80 ($49.95 each)	Amazon
MicroBit (x4)	$183.80 ($45.95 each)	Amazon

Total $1724.08

***Some items are consumable and may need to be purchased each year.**

Instructional Resource Review Process

Date of department/committee review/discussion: Scheduled
Location of meeting:
Number of attendees:
Record of the meeting including comments & recommendations:

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students. Are there opportunities to partner with teachers who are already teaching similar content or using similar supplies/materials?

Date of adjacent building review/discussion: 11/30/2022
Location of meeting: Dexter High School
Number of attendees: 5
Record of the meeting including comments & recommendations: Support for course and access to maker-type experiences for our students.

Date of community review/discussion: Scheduled
Location of meeting:
Number of attendees:
Record of the meeting including comments & recommendations:

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/22
Action taken:

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

Date of application: October 2022
Course Title: Math Mentoring
Department: Math
Duration: 1 semester
Prerequisite(s): Teacher/Staff recommendation
Applicant(s): Allison Denisco
Building Involved: Dexter High School
Targeted population: 11th-12th Grade
Targeted year for implementation: 2023-2024

Describe your course request: Math Mentoring is a service learning class offered to juniors and seniors at Dexter High School who are committed to the academic and social growth of the elementary students in their community. This course is part of a movement across the country that builds a sense of connectedness and responsibility to one's community by providing a mentorship opportunity. As a mentor, the Dexter student will supply the nurturing, guidance, and support necessary to enhance the elementary child's academic success and self-esteem. It is expected that this will be a mutually rewarding experience in the development of competence and self-worth.

Rationale: Why is/are a new course or new resources necessary?
I have seen students at Dexter High School do amazing work with our elementary students (math day with AP Stats, football players reading) in which the younger students idolize the high school students. I want to capture this excitement and turn it into a positive for elementary students who may struggle in math. The earlier we can catch these students and help with their basic math foundation, the better off they will be in the long run.

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

- **Foste**r personal growth in both the mentee (elem. Student) and mentor (DHS student).
- **Develop** a sense of connectedness with others, a heightened sense of citizenship and experience the value of helping others.
- **Acquire** a greater understanding of the complexities of achievement by gaining specific skills in the remediation of academic and social difficulties.
- **Expand** one's views on social issues and demonstrate sensitivity to the personal and interpersonal problems of other people.

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

The competency sets that can be found in the Develop section of the learning continuum parallel to how the students will be interacting with each other both in the high school classroom and with the mentees. While students are in class at the high school we will be learning new ways to communicate ideas and be able to respectfully articulate thoughts and ideas effectively. With our collaboration with the Creekside students, students will demonstrate the ability to foster a safe inclusive environment where all ideas are welcomed and considered.

Connection to Strategic Plan and/or Profile of a Learner? "We will foster a culture of connectedness by focusing on social-emotional needs and building trusting relationships throughout all levels of the learning community"

This course encapsulates the definition of culture from the strategic plan. Math mentoring aims to build the relationships between high school and elementary students and teachers.

How will technology be integrated into the course/resources?
HIgh School students will be working through 4th and 5th grade curriculum online as well as researching best practices of teaching math through interactive activities.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
Math mentoring students themselves will be working through problems in a variety of ways to learn not only what works best for them, but also what will work best for their mentees.

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

<u>HIGH SCHOOL STUDENTS</u>

High school students become role models to Elementary students

High school Students become great teachers when they have had time to prepare for the math content at the elementary level

High school students establish a relationship with an elementary student who could be lacking a positive peer relationship in their lives.

<u>ELEMENTARY STUDENTS</u>

Elementary students gain confidence in math topic with the one on one interaction with HS student

Elementary students copy positive behavior demonstrated by the HS student

Elementary students can demonstrate to teacher that they can learn the math content when in past they may have struggled.

How does the material support cultural diversity and gender equity?

Providing applicable math activities creates a more equitable environment where math becomes more accessible to all students and can lead to agency and empowerment of all our students.

How will career or "real world" experiences be integrated into the course and resources?
Students who are the mentors will gain experience of not only what it takes to be an educator and work with students, but how to foster relationships to work with others. Once our students enter the workforce, they may find themselves as a mentee - needing to learn from others and what it takes to be in that role, and eventually a mentor - teaching other individuals in their area of expertise.

How does the material encourage critical thinking and problem solving?
Mentors will use critical thinking and problem solving skills in daily mentoring interactions to best serve the mentees. We will also be working through possible problems during the classes where we do not meet with the younger students.

What summative and formative assessments will be used to measure student achievement?
80% of the semester grade includes: weekly journals, weekly accountability rubrics, interactive activities, watching documentaries and debriefing on them.

20% of the semester grade includes: attendance to weekly meetings with elementary student and being prepared for each meeting with elementary student

What teacher aids are provided?
None are needed

Describe what other alternatives were considered and why were they are not being proposed: None

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

Date of department/committee review/discussion: 10/18/2022
Location of meeting: DHS Room 477
Number of attendees: 12
Record of the meeting including comments & recommendations: The DHS math department gives its unanimous support to adopting this course.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students. Considerations must be made for time of course and transportation of students.

Date of adjacent building review/discussion: 11/29/2022
Location of meeting: Mill Creek Middle School
Number of attendees: 3
Record of the meeting including comments & recommendations: Support for course.

Date of community review/discussion: 11/29/2022
Location of meeting: Dexter High School
Number of attendees: 80+
Record of the meeting including comments & recommendations: Excitement around cross grade-level/building opportunities and experiences this may foster for DHS students.

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/2022
Action taken:

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

Date of application: November 2022
Course Title: Hospitality & Tourism Management
Department: CTE: South & West Washtenaw Consortium (SWWC)
Duration: 1 year (2 semesters)
Prerequisite(s): none
Applicant(s): Megan Ford
Building Involved: Dexter High School
Targeted population: 11th-12th Grade
Targeted year for implementation: 2023-2024

Describe your course request:
Students will be able to understand and implement the fundamental principles and concepts related to hospitality, tourism, and events establishments, organizations, and activities and have the opportunity to earn an industry-accepted professional certification.

Rationale: Why is/are a new course or new resources necessary?
CIP code 52.0901 is newly approved by the state of Michigan. The SWWC (South West Washtenaw Consortium) is expanding its CTE offerings and has offered Dexter High School the opportunity to host the program. This not only allows all students enrolled in the consortium districts another opportunity, but also affords DCS the opportunity to expand its participation.

Connection to District Improvement Plan or School Improvement Plan(s):
This course will further support initiatives at DHS, connected to the district's strategic framework and more detailed strategic plan. Specifically, consortium courses like this one will provide students with varied pathways, additional exploratory opportunities to both establish and develop their interests, and a structured and reflective space to dip their toes in the professional setting via support from their classroom teacher and other off-site mentors in said field.

Connection to Strategic Plan and/or Profile of a Learner?
This course is related to our district Profile of a Learner because students will be practicing:

- How to listen effectively to decipher meaning, including the knowledge, values, attitudes, and intentions both within the classroom and professional settings.

- Articulate their thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

-Communicate effectively in diverse environments.

-How to think creatively, specifically by using a wide range of idea-creation techniques, while also working to elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize their creative effort.

-How to work creatively with others, specifically by being open and responsive to new and diverse perspectives by incorporating group input and feedback into their work.

-How to view failure as an opportunity to learn by understanding that creativity and innovation is a long-term and cyclical process of small successes, while also understanding the real-world limits to adopting new ideas.

-How to reason effectively by using systems thinking in their professional setting, analyzing how parts of a whole interact with each other to produce outcomes, make judgements and decisions, reflect critically on learning experiences and processes to solve problems, and identify and ask significant questions that clarify various points of view and lead to better solutions.

-How to collaborate by demonstrating they can work effectively and respectfully with diverse teams, assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

-How to act responsibly by keeping the interests of the larger community in mind, know when it is appropriate to listen and when to speak, and conduct themselves in a respectful, professional manner by being open to different ideas and values.

How will technology be integrated into the course/resources?
Technology will be used throughout this course to communicate with others, organize ideas and information, increase efficiency, and construct artifacts for both academic, technical, social and professional application.

Tools like Canvas, Gmail and other Gsuite products, as well as industry-specific technology will be used to collect, communicate, and disseminate information throughout this course.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
With access to the DCS MTTS, differentiation and various Tier I and Tier II supports (universal supports) will be provided for students in this course. Tier III for those with accommodations will be provided. However, with the competency-based assessment method in this course, it is learner-friendly, emphasizing the learning PROCESS and improvement throughout the course of the year, not focusing on simply content and/or more standard forms of assessment that do not offer room for revision.

Also included will be visual resources related to specific areas of study (professional periodicals, websites, etc). Guest speakers, lesson instruction, and small group collaboration, etc will satisfy the auditory component.

By the end of the course, students will be able to:
Students will be able to complete the following career-ready practices:
-Demonstrate problem solving skills consistently and independently

-Demonstrate communication skills consistently and independently

-Demonstrate collaboration skills consistently and independently

-Demonstrate personal management skills consistently and independently

How does the material support cultural diversity and gender equity?
This course exposes students to a variety of workplace and organizational environments. As we partner with community businesses and organizations, it will be important that these partnerships are diverse and provide opportunities for students to learn through mirrors, windows, and sliding doors. CTE courses provide meaningful learning experiences, inside and outside of the classroom, empowering and preparing all learners for career pathways and opportunities.

How will career or "real world" experiences be integrated into the course and resources?
Inherently, Career and Technical Education courses are integrated with real world experiences. CTE provides students with the skills, experiences and competencies to prepare them for life, career or post-secondary education. CTE provides students with the unique experience to not only learn, but live, the Profile of a Learner on a daily basis.

How does the material encourage critical thinking and problem solving?
The textbook with provide the students knowledge so they are able to successfully complete the following activities:
-Students will define and explore challenges in the marketing/advertising industry and will critically think to create unique solutions on how to resolve the identified challenge.

-Students will design a problem solving process that they will utilize in the industry when faced with a challenge.

-Demonstrate collaboration skills consistently and independently

-Demonstrate personal management skills consistently and independently

What summative and formative assessments will be used to measure student achievement?
Formative: weekly one-on-one check-ins with students, in-class discussions and reviews of core concepts, and small group discussions

Summative: one or two semester projects mirroring industry scenarios and practices.

What teacher aids are provided?
This course, as part of the SWWC, comes with the unique opportunity to work with CTE teachers from across Southwest Washtenaw County. Through the support of building administrators, SWWC administrators and colleagues in both settings, support will be readily available for this course and program.

Describe what other alternatives were considered and why were they are not being proposed:
This program fills a unique void for our district and the SWWC. This being a Career and Technical Education class, the curriculum, textbook, and industry-recognized certificate have been identified and supported through the state.

Projected costs (explain each as needed, some items may not be applicable):
The cost of textbooks, computer software, additional course materials, etc., will be covered by the South & West Washtenaw Consortium (SWWC)

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

Date of department/committee review/discussion: 11/30/2022
Location of meeting: DHS
Number of attendees: 5
Record of the meeting including comments & recommendations: Support for course. Excitement around additional CTE opportunities for DHS students. Staff were pleased that this course will be housed at DHS.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students. Opportunities for this class/course to include community involvement are exciting.

Date of adjacent building review/discussion: 11/29/2022
Location of meeting: Mill Creek Middle School
Number of attendees: 3
Record of the meeting including comments & recommendations: Support for course. Another great opportunity for CTE at DHS.

Date of community review/discussion: 11/29/2022
Location of meeting: Dexter High School
Number of attendees: 80+
Record of the meeting including comments & recommendations: Parents were excited about this opportunity for students. Curious how this differs from and/or compliments Culinary Arts classes.

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/2022
Action taken:

DEXTER COMMUNITY SCHOOLS
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(734) 424-4100 fax (734) 424-4111
www.dexterschools.org

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

Date of application: October 2022
Course Title: Mandarin I
Department: World Language
Duration: 1 year (2 semesters)
Prerequisite(s): No prior experience of the Chinese language is required
Applicant(s): Yolanda Luo, Emily Xu
Building Involved: Mill Creek Middle School and Dexter High School
Targeted population: 8th-9th Grade
Targeted year for implementation: 2023-2024

Describe your course request:

- Mandarin I is designed for middle school and high school students with some or no Chinese language learning background. The course aims to develop all four language skills while incorporating the principles of the ACTFL (the American Council on the Teaching of Foreign Languages) Five C's: Communication, Cultures, Connections, Comparisons, and Communities, reflects three modes of communications: interpretive, interpersonal and presentational, and is aligned with the national standards as set forth by ACTFL and Michigan World Languages Standards and Benchmarks.
- The course will cover all the fundamental structural and communicative elements of Mandarin Chinese. Students will better understand Chinese culture, acquire the necessary vocabulary and grammar to engage others in meaningful communication, and be prepared for the next level of Chinese language study.

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

- The 8th grade students have learned Chinese from kindergarten through grade 6, with the opportunity to choose between Spanish, French, or Chinese in 7th grade, and many are committed to continuing their study of Chinese. This course will integrate their prior knowledge and enhance their overall language skills, especially communicative competence in Chinese.
- The 9th grade students can have the opportunity to learn a new language at the high school level. This course is a great way for students who would like to learn Chinese for the first time to learn the language systematically.
- This course will fulfill one of the two World Language credits needed for high school graduation.

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

There are specific goals for World Languages regarding how the visions of the Dexter Community Schools apply to student learning.

Students should be able to independently use their learning to:

- Establish and maintain positive relationships in diverse cultural contexts.
- Communicate effectively in more than one language, honoring culture and context and serve as mediators within and across cultures in order to reach shared goals and understanding.

The big ideas covered in the course are Communication, Cultures, Connections, Comparisons, and Communities, which are the Five C's defined by ACTFL.

- Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Cultures: Interact with cultural competence and understanding.
- Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
- Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

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

In the 2022-2027 Strategic Plan, the strategic initiative for Diversity, Equity and Inclusion states: "We will stand for justice and equity by promoting meaningful and sustainable actions to create an inclusive learning and working environment that embraces diversity of ideas, experiences and voices." The goal to help accomplish this is: "Dexter Community Schools will increase cultural competency for all staff and students, minimize peer-to-peer discrimination, and embrace diversity of ideas/experiences/voices". The study of the Chinese language and Chinese culture develops students' multicultural understanding, encourages respect and appreciation for other languages, cultures and different perspectives, fosters a global perspective, and enhances multicultural awareness.

Connection to Strategic Plan and/or Profile of a Learner?

Learning Chinese language and culture provides students with opportunities to develop the skills included in the learner profile. Communication is the essence of language learning. Students are exposed to different language and cultural content knowledge, stimulating curiosity

and taking initiative thinking and action, practicing working as a team contributor via project-based learning, solving problems through collaboration, applying critical thinking skills, using resources productively and effectively (information literacy) to explore new ideas and perspectives, taking personal responsibility and showing resilience in dealing with the challenging situations, reflecting on their learning and becoming self-motivated learners, demonstrating kindness and empathy, learning to listen to the perspectives of others and appreciating the values and cultures of others.

How will technology be integrated into the course/resources?

- Students have access to the online resources like digital textbooks, the audio of the visual dictionary, the reading/listening/writing/speaking apps, podcasts and the video bank.
- Google for education tools, including Google Classroom, Canvas, Slides, Sheets, Docs, Forms and Jamboard, are going to be used with deliberate skill and purpose in the class.
- Teachers will customize learning and create varying levels of scaffolded support with integrated technology.

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

- The resource packages allow teachers to use them as they see fit and design the flexible lesson plans for different classes and learners.
- Diversity of resources are able to meet the needs of students with different learning styles. The online learning platform allows students to learn at their own pace.
- Teachers can create individual learning plans and pick the support resources based on students' learning situation.

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

- Develop basic Chinese proficiency in three modes of communication: interpretive, interpersonal and presentation about some familiar topics.
- Use the correct Chinese expressions in certain classroom situations.
- Build listening comprehension skills on common Chinese phrases and sentences.
- Develop solid knowledge about the four Mandarin tones and Hanyu Pinyin (Chinese pronunciation system), learn Chinese typing, and read-aloud Chinese books with Pinyin.
- Understand the Chinese writing system, identify the basic strokes of Chinese characters and most common Chinese characters radicals.
- Recognize and write high-frequency Chinese characters and phrases.
- Understand simple language patterns and translate simple sentences.
- Gain cultural knowledge, learn about China’s geography and history, Chinese people, Chinese culture, Chinese customs, and Chinese character cultural circle in the world.

After the students are in the Mandarin I class for one year, most students will reach the Novice Low to Novice Mid proficiency levels, with some students achieving the Novice High level.

The course topics

- Foundation - Geography/History
- Foundation - Pinyin (Pronunciation)
- Foundation - Chinese Characters
- Foundation - Classroom Expressions
- Unit 1- Hello
- Unit 2- My Family
- Unit 3- At School
- Unit 4- Order Food
- Unit 5- Good Weather
- Unit 6- Go Shopping
- Chinese Culture Sessions along with each unit

How does the material support cultural diversity and gender equity?

- Language learning program has the goal of developing not only language skills but also multicultural understanding. Language learning encourages students to look at various aspects of language and culture from different perspectives; to be willing to listen to the perspectives of others and respect differences; to learn to demonstrate respect for the dignity and rights of all people; and to show empathy, compassion, and appreciation for the values and traditions of others.

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

- Language opens doors to other countries and is an indispensable tool in the process of understanding each other. Language learning expands students' horizons and can bring a global competence to their future careers.
- Simulating real-life situations in the classroom and authentic activities invite students to have an immersive experience in the cultural context, and practice Chinese language to communicate. Students are given the real problems to solve via project-based learning.
- Through in-depth knowledge of living language and culture, students are encouraged to see that there are diverse ways of living, acting, and seeing the world.

How does the material encourage critical thinking and problem solving?

- Students in the course are exposed to a wide range of authentic language and cultural materials, such as films, songs, short videos, and articles. The resources inspire their curiosity while also requiring them to evaluate and analyze those cultural products.
- Activities such as group discussions, peer reviews, and reflections will be conducted based on authentic resources. These student-led activities will encourage them to explore topics of their choice and design their own tasks.
- Cultural exploration is a constant part of language learning, students will regularly discuss the similarities and differences between different cultures. The cultural comparisons motivate them to think critically about cultural practices and perspectives.

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

- **Formative assessment**：Listening comprehension quiz, proficiency writing quiz, oral proficiency test, culture contests, role-play, and presentation.
- **Summative assessemnt:** Project reports, unit tests, midterm exam and final exam. The performance assessments will examine students' ability to use the language, covering all three modes of communication, including interpretive, interpersonal and presentational. Emphasis is placed on the application of language in practical situations.

What teacher aids are provided?

- Zhen Bang! 3e Level 1 Blended Student/Teacher Package 3 Year License
- Teacher Resources: Annotated Teacher's Textbook, Integrated Performance Assessments, Flash Cards, Culture Videos, Dialogue Videos, Pronunciation Videos, Story of Character Videos, Grammar and Vocabulary Practice Games, Online interactive games, and Digital Content Libraries.
- Student Resources: Student Textbook, Workbook, Chinese Character Practice workbook, and Listening Activities workbook.
- All resources are available in digital format. All of the program components, along with additional teacher and student resources, digital workbooks, and digital assessments are delivered in the online learning environment.

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

- The Chinese Link is another set of well-designed Chinese learning programs, the Beginner Chinese is available in two volumes (Level 1/Part 1 and Level 1/Part 2) in both traditional and simplified character editions, and also has workbooks and online resources. But this program has not been updated since 2010. This program is published in separate editions for Simplified Chinese and Traditional Chinese, making it impossible for students to experience both Simplified Chinese characters and Traditional

Chinese characters.The trial experience of the online learning system is not as effective as Zhen Bang! , which is more user-friendly.

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

Additional personnel:	$0
Textbooks, materials, technology:	$8659.40
● 60 print student edition textbooks	
● 100 digital seats	
● 3 years passport for all online program components	
Professional Development:	$1,250
● The live, virtual initial implementation workshop session **(optional)**	
● Learn how to best implement the digital resources in the classroom	
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$394.20
● Shipping and handling	
GRAND TOTAL:	**$9053.60- $10303.60**

- Please refer to the official quote from Carnegie Learning for other options based on 1, 3 or 6 year online program components passport.
- The cost is based on the estimated number of students.
- The 60 print student textbooks are based on the Mill Creek and DHS libraries each holding 30 copies for students in need to check out.

Instructional Resource Review Process

Date of department/committee review/discussion: 10/10/2022
Location of meeting: Creekside
Number of attendees: 3
Record of the meeting including comments & recommendations: Excitement and support to offer Mandarin to 8th and 9th grade students to continue their World Language progression.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students.

Date of adjacent building review/discussion: 11/29/2022
Location of meeting: Mill Creek Middle School
Number of attendees: 3
Record of the meeting including comments & recommendations: Support for course and credit in 8th grade.

Date of community review/discussion: 11/29/2022 and 12/2/022
Location of meeting: Dexter High School and Zoom (MC)
Number of attendees: 80+
Record of the meeting including comments & recommendations: Appreciation that Mandarin would be offered, for credit, starting in 8th grade.

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/20222
Action taken:

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

Date of application: November 2022
Course Title: Outdoor & Recreation Management
Department: Other/Elective
Duration: Semester
Prerequisite(s): none
Applicant(s): Megan Ford
Building Involved: Dexter High School
Targeted population: 9th-12th Grade
Targeted year for implementation: 2023-2024

Describe your course request:
This course will examine the current practices related to designing, operating, maintaining, and planning athletic & community events.

Rationale: Why is/are a new course or new resources necessary?
Currently, we are lacking elective options at the high school level. Additionally, this class will expose interested students to the fundamentals of Outdoor & Recreation Management and allow them the opportunity to apply lessons in a real-world setting alongside our Athletic Department, Community Education and Buildings & Grounds personnel.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
This course will provide real-world, application-based experiences for students to better understand and utilize financial literacy, creative and critical thinking skills within the school environment while preparing them for real world experiences. Students will have the opportunity to collaborate and communicate with one another and stakeholders to better understand the needs of their peers and community members.

Connection to Strategic Plan and/or Profile of a Learner?
This course will strive to be competency-based, focusing on the nine competencies of the Profile of a Learner. The unique nature of this course will allow for students to gain real-world experiences in a variety of settings in the building and community. The flexibility of this course will allow for more opportunities for student-driven learning and experiences.

Specifically, students will practice the following skills in conjunction with the district's Profile of a Learner:

- How to listen effectively to decipher meaning, including the knowledge, values, attitudes, and intentions both within the classroom and professional settings.

- Articulate their thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

-Communicate effectively in diverse environments.

-How to think creatively, specifically by using a wide range of idea-creation techniques, while also working to elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize their creative effort.

-How to work creatively with others, specifically by being open and responsive to new and diverse perspectives by incorporating group input and feedback into their work.

-How to view failure as an opportunity to learn by understanding that creativity and innovation is a long-term and cyclical process of small successes, while also understanding the real-world limits to adopting new ideas.

-How to reason effectively by using systems thinking in their professional setting, analyzing how parts of a whole interact with each other to produce outcomes, make judgements and decisions, reflect critically on learning experiences and processes to solve problems, and identify and ask significant questions that clarify various points of view and lead to better solutions.

-How to collaborate by demonstrating they can work effectively and respectfully with diverse teams, assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

-How to act responsibly by keeping the interests of the larger community in mind, know when it is appropriate to listen and when to speak, and conduct themselves in a respectful, professional manner by being open to different ideas and values.

This course will further support initiatives at DHS, connected to the district's strategic framework and more detailed strategic plan. Specifically, consortium courses like this one will provide students with varied pathways, additional exploratory opportunities to both establish and develop their interests, and a structured and reflective space to dip their toes in the professional setting via support from their classroom teacher and other off-site mentors in said field.

How will technology be integrated into the course/resources?
Technology will be used throughout this course to communicate with others, organize ideas and information, increase efficiency, and construct artifacts for both academic and professional application.

Tools like Canvas, Gmail and other Gsuite products, as well as industry-specific technology will be used to collect, communicate, and disseminate information throughout this course. Also included will be visual resources related to specific areas of study (professional periodicals, websites, etc). Guest speakers, lesson instruction, and small group collaboration, etc will satisfy the auditory component.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
Outdoor & Recreation Management will provide students with multiple opportunities to learn and demonstrate their learning through application of course concepts, which they will encounter both in the classroom and professional setting. This course will strive to be place-based and learner-driven. Students will have the opportunity to gather meaningful community-based academic and professional experience through this course, allowing DCS the opportunity to meet the unique and personal needs of a greater number of students. Truly learner-driven experiences are sometimes difficult to construct and implement within the traditional four-walled classroom. However, through a consortium course like this one, those constraints are removed and students are able to enter new and field-specific physical environments that allow for both authentic and real-world application of learning.

By the end of the course, students will be able to:
Students will be able to complete the following career-ready practices:
-Demonstrate problem solving skills consistently and independently

-Demonstrate communication skills consistently and independently

-Demonstrate collaboration skills consistently and independently

-Demonstrate personal management skills consistently and independently

How does the material support cultural diversity and gender equity?
A goal of this course is to provide students with experiences in fields they may not have imagined for themselves while improving their own community. As students embark on these community-based experiences, they will be able to ensure they are approaching these experiences with an equity lens through practice via classroom instruction/support and the place-based experience they will have under mentors in the field.

How will career or "real world" experiences be integrated into the course and resources?
This course will prepare students for and participate in a variety of real world learning experiences including: family centers, fairs/festival planning, parks and gardens ranger, sports promoter, theme parks, ticket vendors and many other experiences.

How does the material encourage critical thinking and problem solving?
Students will have the ability to collaborate with departments and teams within their school and place-based professional organizations. This course will provide students with the opportunity to develop their critical thinking and problem solving.

Students will develop these skills by learning how to think creatively, specifically by using a wide range of idea-creation techniques, while also working to elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize their creative effort. Students will also learn how to view failure as an opportunity to learn by understanding that creativity and innovation is a long-term and cyclical process of small successes, while also understanding the real-world limits to adopting new ideas.

Lastly, students will learn and practice how to reason effectively by using systems thinking in their professional setting, analyzing how parts of a whole interact with each other to produce outcomes, make judgements and decisions, reflect critically on learning experiences and processes to solve problems, and identify and ask significant questions that clarify various points of view and lead to better solutions.

What summative and formative assessments will be used to measure student achievement?
Formative: weekly one-on-one check-ins with students, in-class discussions and reviews of core concepts, and small group discussions

Summative: one or two semester projects mimicking industry scenarios and practices

What teacher aids are provided?
None at this time.

Describe what other alternatives were considered and why were they are not being proposed:
None

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)	$0
GRAND TOTAL:	**$**

Instructional Resource Review Process

Date of department/committee review/discussion: 11/30/2022
Location of meeting: DHS
Number of attendees: 6
Record of the meeting including comments & recommendations: Support for course. Excited to see how students will make this course their own. Lots of exciting opportunities for students to support the community.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students.

Date of adjacent building review/discussion: 11/30/2022
Location of meeting: Mill Creek Middle School
Number of attendees:
Record of the meeting including comments & recommendations:

Date of community review/discussion: 11/29/2022
Location of meeting: Dexter High School
Number of attendees:
Record of the meeting including comments & recommendations:

Requires at least 2 BOE meetings (at least 1 month)
Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/2022
Action taken:

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

Date of application: November 2022
Course Title: Sales & Marketing
Department: Other/Elective
Duration: Semester
Prerequisite(s): none
Applicant(s): Megan Ford
Building Involved: Dexter High School
Targeted population: 9th-12th Grade
Targeted year for implementation: 2023-2024

Describe your course request:
Introduction of the basic principles of selling & marketing, covering top practices of retail store management: store location, layout, organization, buying systems, sales promotion activities, and customer service.

Rationale: Why is/are a new course or new resources necessary?
Currently, we are lacking elective options at the high school. Additionally, this class will expose interested students to the fundamentals of sales & marketing and allow them the opportunity to apply lessons in a real-world setting, ideally in the DHS school store, The Compass.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
This course will provide real-world, application-based experiences for students to better understand and utilize financial literacy, creative and critical thinking skills within the school environment while preparing them for real world experiences. Students will have the opportunity to collaborate and communicate with one another and stakeholders to better understand the needs of their consumers.

How will technology be integrated into the course/resources?
Technology will be used throughout this course to communicate with others, organize ideas and information, increase efficiency, and construct artifacts for both academic and professional application.

Tools like Canvas, Gmail and other Gsuite products, as well as industry-specific technology will be used to collect, communicate, and disseminate information throughout this course. We will also look at simple POS (point of sales systems) that will allow students to analyze complete data sets of sales information.

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

Include visual resources related to specific areas of study (professional periodicals, websites, etc). Guest speakers, lesson instruction, small group collaboration, etc will satisfy the auditory component. Direct involvement with The Compass (school store) and partnerships/field trips to area businesses will address the kinesthetic component.

By the end of the course, students will be able to:
Students will be able to complete the following career-ready practices:
-Demonstrate problem solving skills consistently and independently
-Demonstrate communication skills consistently and independently
-Demonstrate collaboration skills consistently and independently
-Demonstrate personal management skills consistently and independently

How does the material support cultural diversity and gender equity?
This course will be developed out of real-world experiences and opportunities for students to collaborate with industry professionals, within and outside of the organization. By providing this opportunity for all students we can ensure that each student has the opportunity to participate and lead within their school community.

How will career or "real world" experiences be integrated into the course and resources?
Students will be running and marketing The Compass at DHS; students will have the opportunity to visit area retail stores, restaurants, and business to learn from industry professionals about what has worked for each of them and what research goes into driving their success.

How does the material encourage critical thinking and problem solving?
By exploring the following concepts: Pricing strategy, Marketing strategy, product placement, product knowledge, identifying sales deficiencies, in addition to others:
-Students will define and explore challenges in the marketing/advertising industry and will critically think to create unique solutions on how to resolve the identified challenge.

-Students will design a problem solving process that they will utilize in the industry when faced with a challenge.

-Demonstrate collaboration skills consistently and independently

-Demonstrate personal management skills consistently and independently

What summative and formative assessments will be used to measure student achievement?
Formative: weekly one-on-one check-ins with students, in-class discussions and reviews of core concepts, and small group discussions
Summative: one or two semester projects mimicking industry scenarios and practices

What teacher aids are provided?
None at this time

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:	$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

Date of department/committee review/discussion: 11/30/2022
Location of meeting: DHS
Number of attendees: 6
Record of the meeting including comments & recommendations: Overall support for course. Staff felt this would provide a solid structure for regularly operating the school store.

Date of admin review/discussion: 11/17/2022
Location of meeting: Bates
Number of attendees: 16
Record of the meeting including comments & recommendations:
General support for this course and opportunity for DCS students.

Date of adjacent building review/discussion: 11/30/2022
Location of meeting: Mill Creek Middle School
Number of attendees: 3
Record of the meeting including comments & recommendations: Interest in course and opportunities for students.

Date of community review/discussion: 11/29/2022
Location of meeting: Dexter High School
Number of attendees: 80+
Record of the meeting including comments & recommendations: Excitement about the possibility of having students run the school store and gain real-world experience. Wonderings about content that would be taught, where it would be taught, etc.

Date of Board of Education review/discussion: 12/5/2022
Record of the meeting including comments & recommendations:

Date of Board of Education action: 12/19/2022
Action taken:

Application for Changing Status of a Sports Team
Dexter Community Schools

Sport's Name(Indicated Girls or Boys)
MS Competitive Cheer (Girls)

Contact Person: Amy Philage / Mike Bavineau

Contact Information (Email & Phone): Amy: dextercompcheer@gmail.com 734.883.0192
Mike: bavineaum@dexterschools.org

Date Submitted: September 20th, 2022

Projected Student Participation: 10-15 per season

Explain history of participation for the last three years:
They have competed in the MS SEC conference jamboree for the last five seasons. They have been extremely competitive in those. It is difficult when you are considered "club". Full instatement would provide for further development of the program

Respond to the following prompts:
Is this sport organized locally and/or statewide? Are competent coaches available? Could it be played at Dexter Schools? We currently run the program through Community Ed but it is considered an MHSAA sponsored sport.

Projected costs with details (attach documentation):
Coach Salaries: Head Coach $2500
Entry Fees: approximately $1000

For Internal Use Only

Discuss administrative support and ability to program for the above team:

The program will need and receive support from the athletic department and the administration consistent with all other school sports.

Form Updated 6/5/2019

DEXTER COMMUNITY SCHOOLS
Athletic Department
2200 North Parker Road, Dexter, Michigan 48130
(734) 424-4170 fax (734) 424-4251
Mike Bavineau, Athletic Director
bavineaum@dexterschools.org

December 1, 2022

Dr. Timmis & Board of Education,

I have received an application to change status for a sports team. Attached we have provided you with information and a detailed full cost proposal. Based on the attached information we would like the finance committee and board of education to vote on the addition of girl's competitive cheer to be added as a funded Mill Creek middle school sport.

I can be reached for additional information and questions per your request. Thank you for taking the time to consider this proposal.

In Dreadnaught Pride,

Mike Bavineau

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose:

Addition of Career and Technical Education (CTE) courses to the Dexter Community Schools Comprehensive Course Catalog.

Explanation:

The South & West Washtenaw Consortium (SWWC) provides Career & Technical Education (CTE) opportunities to 11th and 12th grade students enrolled in the Chelsea, Dexter, Lincoln, Manchester, Milan and Saline school districts. New opportunities for our students within the SWWC and partner schools are regularly added. As courses are added to the SWWC catalog, through guidance of local districts and the SWWC, it is important that students at Dexter High School continue to have access to these courses. Recent examples include: Modern Web Development (Located at Saline High School), Cybersecurity (Located at Chelsea High School), Entrepreneurship, Business, and Accounting (Located at Saline High School) and Exercise Science & Sports Medicine (Located at Saline High School and Chelsea High School).

Recommendation:

The Dexter High School staff and administration are requesting the addition of any CTE course currently offered through the SWWC Consortium and/or other local school in a cooperative agreement as well as future CTE courses, as approved by the SWWC and local district(s).

WATER MAIN EASEMENT

GRANTOR AND GRANTEE AGREE THAT EXECUTION OF THIS AGREEMENT HEREBY VACATES THE EXISTING WATER MAIN EASEMENT RECORDED IN LIBER 3897, PAGE 104.

KNOW ALL MEN BY THESE PRESENTS, that **Dexter Community Schools**, a Michigan general powers school district of 2704 Baker Road, Dexter, MI 48130 (hereinafter referred to as "Grantor"), is the owner of property known as Anchor and Beacon Elementary Schools and Mill Creek Middle School, as described in Exhibit A attached hereto (the "Property").

For and in consideration of One ($1.00) Dollar, receipt of which is hereby acknowledged, Grantor does hereby grant and convey to the **City of Dexter**, a Michigan municipal corporation, whose address is 8123 Main Street, Dexter, MI 48130, (hereinafter referred to as "Grantee"), a perpetual, non-exclusive easement for water main, over, upon, across, in, through, and under the real property described on Exhibit B, attached (the "Easement Area") together with the right to enter upon reasonably sufficient land adjacent to said Easement Area for the purpose of exercising the rights and privileges granted herein.

Grantee may install, repair, replace and maintain lines and all necessary appurtenances to the water main constructed within the Easement Area. Any installation, repair, replacement, or maintenance shall be performed by Grantee so as to not unreasonably interfere with the use of the Easement Area or Property by Grantor.

Grantor agrees not to build or to convey to others permission to build any permanent vertical structures on the Easement Area; provided, however, the Grantor, its successors, and assigns may construct roadways, driveways, landscaped areas and parking areas within the Easement Area.

The premises so disturbed by reason of the exercise of any of the foregoing powers, rights and privileges, shall be reasonably restored to its prior condition by Grantee.

This instrument shall be binding upon and inure to the benefit of the parties hereto, their heirs, representatives, successors and assigns.

This instrument is exempt from state and local transfer taxes pursuant to MCL 207.505(a) and 207.525(a).

IN WITNESS WHEREOF, the Grantor and Grantee have executed this Water Main Easement this _____ day of _____, A.D. 2022.

GRANTOR:
Dexter Community Schools, a Michigan general powers school district

By: _____
Name: _____
Its: _____

STATE OF MICHIGAN)
) ss.
COUNTY OF)

Acknowledge before me on _____ , A.D., 2022, in Washtenaw County, Michigan, by _____, _____ of Dexter Community Schools, a Michigan general powers school district, on behalf of Dexter Community Schools.

_____

Notary Public, _____ County, MI
My Commission Expires: _____
Acting in the County of _____

GRANTEE:
City of Dexter, a Michigan municipal corporation

By: _____
Name: _____
Its: _____

STATE OF MICHIGAN)
) ss.
COUNTY OF)

Acknowledge before me on _____ , A.D., 2022, in Washtenaw County, Michigan, by _____, _____ of City of Dexter, a Michigan municipal corporation, on behalf of the City of Dexter.

_____

Notary Public, _____ County, MI
My Commission Expires: _____
Acting in the County of _____

This instrument drafted by and when recorded return to:

Michelle Aniol, Community Development Manager
City of Dexter
8123 Main Street, 2nd Floor
Dexter, MI 48130

Exhibit A

Description of Property

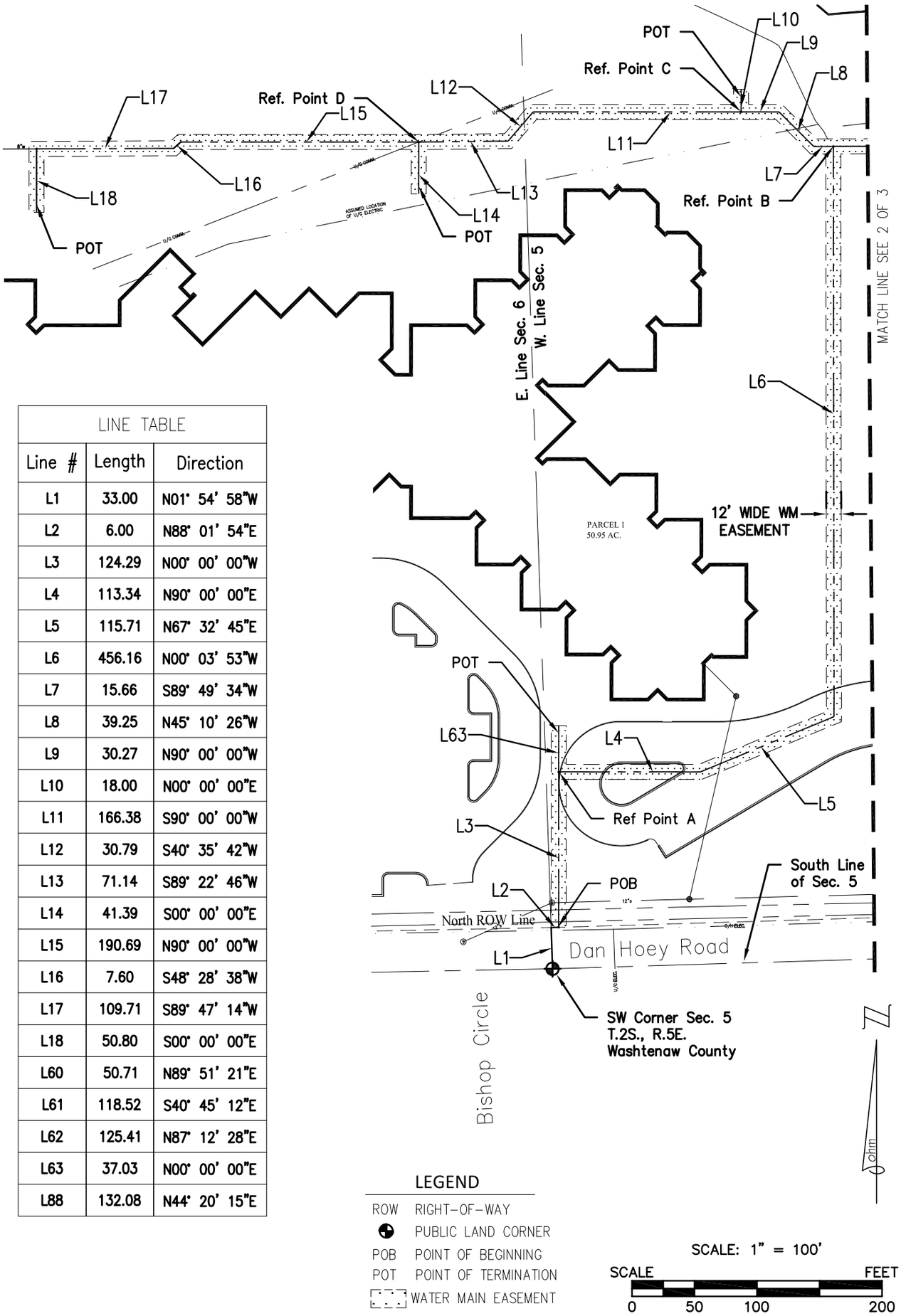
[Insert legal description]

Tax Id. No.: 08-08-05-300-002; 08-08-06-400-017

Exhibit B

Description of Easement Area

EXHIBIT B
SKETCH AND DESCRIPTION



LINE TABLE		
Line #	Length	Direction
L1	33.00	N01° 54' 58"W
L2	6.00	N88° 01' 54"E
L3	124.29	N00° 00' 00"W
L4	113.34	N90° 00' 00"E
L5	115.71	N67° 32' 45"E
L6	456.16	N00° 03' 53"W
L7	15.66	S89° 49' 34"W
L8	39.25	N45° 10' 26"W
L9	30.27	N90° 00' 00"W
L10	18.00	N00° 00' 00"E
L11	166.38	S90° 00' 00"W
L12	30.79	S40° 35' 42"W
L13	71.14	S89° 22' 46"W
L14	41.39	S00° 00' 00"E
L15	190.69	N90° 00' 00"W
L16	7.60	S48° 28' 38"W
L17	109.71	S89° 47' 14"W
L18	50.80	S00° 00' 00"E
L60	50.71	N89° 51' 21"E
L61	118.52	S40° 45' 12"E
L62	125.41	N87° 12' 28"E
L63	37.03	N00° 00' 00"E
L88	132.08	N44° 20' 15"E

LEGEND

ROW	RIGHT-OF-WAY
⊕	PUBLIC LAND CORNER
POB	POINT OF BEGINNING
POT	POINT OF TERMINATION
	WATER MAIN EASEMENT

SKETCH AND DESCRIPTION

Dexter Community Schools
City of Dexter, MI

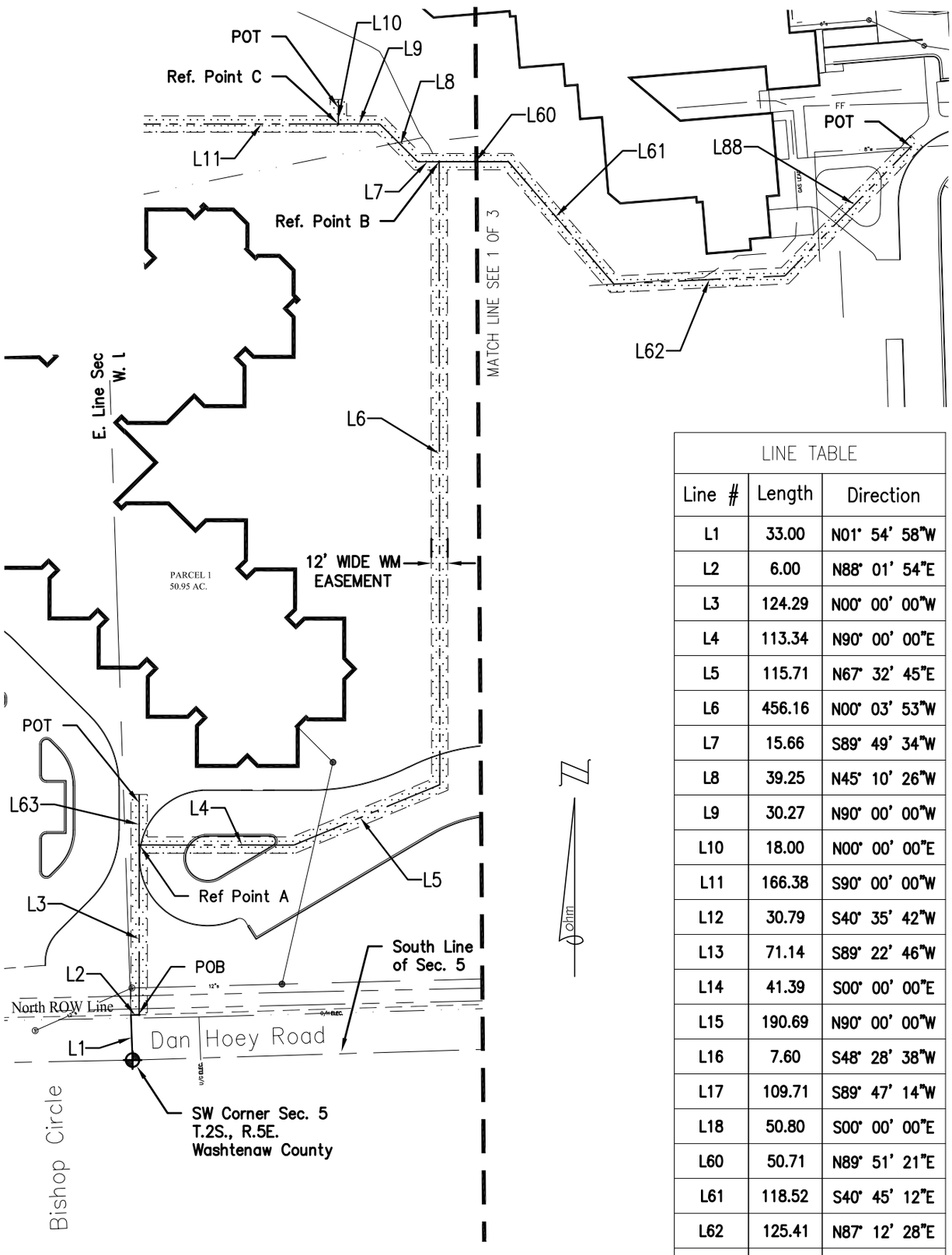
PARCEL ID # 000-00-000-00

CLIENT: 01302100001_MILLS_COMMUNITY_SCHOOLS_WM_NEWEASEMENTLAYOUT

OHM
Advancing Communities
424 Hancock Street | Hancock, MI 49930
p (906) 482-0535 | f (906) 482-6453

DATE:	03-29-22
DRAWN BY:	MAS
DWG:	

SHEET	JOB NO.
1 OF 3	1302-10-0001



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LEGEND

ROW	RIGHT-OF-WAY
⊕	PUBLIC LAND CORNER
POB	POINT OF BEGINNING
POT	POINT OF TERMINATION
⬚	WATER MAIN EASEMENT

SCALE: 1" = 100'

SCALE FEET

0 50 100 200

SKETCH AND DESCRIPTION

Dexter Community Schools
City of Dexter, MI

PARCEL ID # 000-00-000-00

CLIENT: 01302100001_MILLS_COMMUNITY_SCHOOLS_WM_NEWEASEMENTLAYOUT

OHM
Advancing Communities
424 Hancock Street | Hancock, MI 49930
p (906) 482-0535 | f (906) 482-6453

DATE:	03-29-22
DRAWN BY:	MAS
DWG:	

SHEET	JOB NO.
2 OF 3	1302-10-0001

SKETCH AND DESCRIPTION

Watermain Easment Description

A 12-foot-wide strip of land measured along centerline at right angles located in the Southwest ¼ of Section 5 and the Southeast ¼ of Section 6, Town 2 South, Range 5 East, City of Dexter, Washtenaw County, Michigan described as follows: Commencing at the Southwest Corner of said Section 5; thence N 01°54'58" W, along the West line of said Section 33.00 feet; to a point on the North right-of-way line of Dan Hoey Road; thence along said North right-of-way line N 88°01'54" E, 6.00 feet to the centerline of said 12-foot Easement and Point of Beginning; thence N 00°00'00"W, continuing along said centerline 124.29 feet to the Ref Point A.

Also a 12-foot-wide strip of land measured along centerline at right angles beginning at said Ref Point A; continuing along said center line; thence N 00°00'00" E, 37.03 feet to the point of termination.

Also a 12-foot-wide strip of land measured along centerline at right angles beginning at said Ref Point A; continuing along said center line; thence N 90°00'00" E, 113.34 feet; thence N 67°32'45" E, 115.71 feet; thence N 00°03'53" W, 456.16 feet to a Point known as Ref Point B; thence along said center line N 89°51'21" E; thence 50.71 feet; thence S 40°45'12" E, 118.52 feet; thence N 87°12'28 E, 125.41 feet; thence N 44°20'15" E, 132.08 feet to the point of termination.

Also a 12-foot-wide strip of land measured along centerline at right angles beginning at said Ref Point B; continuing along said center line, thence S 89°49'34" W, 15.66 feet; thence N 45° 10'26" W, 39.25 feet; thence N 90°00'00" W, 30.27 feet to a Point known as Ref Point C; continuing along said center line; thence N 00°00'00" E, 18.00 feet to the point of termination.

Also a 12-foot-wide strip of land measured along centerline at right angles beginning at said Ref Point C; continuing along said center line; thence S 90°00'00" W, 166.38 feet; thence S 40°35'42" W, 30.79 feet; thence S 89°22'46" W, 71.14 feet to a Point known as Ref Point D; continuing along said center line; thence S 00°00'00" E, 41.39 feet to the point of termination.

Also a 12-foot-wide strip of land measured along centerline at right angles beginning at said Ref Point D; continuing along said center line, thence N 90°00'00" W, 190.69 feet; thence S 48°28'38" W, 7.60 feet; thence S 89°47'14" W, 109.71 feet to existing watermain; thence S 00°00'00"E, 50.80 feet to the Point of Termination.

Containing 24,254 square feet 0.55 acres of land more or less. Subject to all Easements and restrictions of record, if any.

Michigan School Business Officials

November 10, 2022

Mr. Christopher Timmis
Superintendent
Dexter Community Schools
2704 Baker Rd.
Dexter, MI 48130

Dear Mr. Timmis,

On behalf of the Michigan School Business Officials, it is my pleasure to inform you that Jennifer Mattison has met the requirements for certification under the MSBO Voluntary Certification Program and has earned the Child Nutrition Director certification. This award reflects a high degree of academic and professional preparation established by the MSBO Board of Directors through our Professional Development Committee.

Ms. Mattison's certificate will be valid from 11/01/2022-06/30/28. During this 5-year period, she will need to maintain active MSBO membership and earn 90 professional development hours in order to maintain and renew her certification.

I hope that you will join us in celebrating Ms. Mattison's accomplishment. You may wish to inform your district's Board of Education and/or the local media. It is an opportunity to highlight your staff's accomplishments and shed a positive light on your school district.

If you have any questions or want additional information, please call me.

Sincerely,

David Martell

David Martell
Executive Director

DM/cbb

cc: Jennifer Mattison, CND

1001 Centennial Way, Suite 200 • Lansing, MI 48917
517.327.5920 • 517.327.0768 Fax • email: msbo@msbo.org • www.msbo.org

Dexter Community Schools
Nice Job Notes
SEP-OCT 2022

Vickie Allie (2)
Ryan Baese (2)
Nancy Baldus
Scott Bartz
Tara Basso
Lisa Bauer
Mike Bavineau (2)
Britney Bell
Tim Bernhardt
Betsy Bluhm (2)
Sabrena Blumberg
Jill Boydston
Haley Breedveld
Sarah Breitner
Jamie Bronson
Matt Brown (2)
Lisa Burgess
Matt Caves (3)
Tim Cincala
Mya Connolly
DHS Counseling Team
Camp Dexter Counselors
Trina Cox
Michael Downing
Bus Drivers
Jaime Dudash
Nicole Durbin
Kim Evanski
Megan Fichtner
Ryan Fisher
Austin Gagala
Trina Gale
Lauren Garleff
Kelli Gatecliff (2)
Ed Gauthier
Lisa Glover
Ruth Hamilton
Cindy Hart
Brooke Hartman
Nikki Hartman
Elizabeth Hashikawa
Katie Heikkila
Alan Henes (for August)
Abby Holland
Catherine Huffman
Matt Inch
Jennifer Johnson
Vicki Juback
Susan Kemble
Ashley Kerns
Beau Kimmey
Maureen Kline
Ken Koenig
Pam Krebs
Karen Kuhl
Megan LaBarre
Maria Lacross
Mary Leach
Dave Ledwidge
Fred Ligrow
Zach Lindke
Adrienne Losh
Craig McCalla
Jennifer Metzner
Jen Miceli
Patti Milkey
Jason Miller
Marianne Mutschler
Connie Myers
Melanie Napolitan
Tom Nortley
Kelly Nowaczck
Melanie Nowak (4)
Ryanne Orosco
Kelli Ouimet
Jackie Paddock
Natalie Park
Andrew Parker (2)
Alex Pattenaude
Dawn Poinier
Karen Porter
Ann Pregont
All CS Principals
Tammy Reich (2)
Drake Reinert
Amy Robke
Morgan Rogers
Sadie Schmaus
Betsy Schmidt
Kathryn Schmidt
Angie Scott
Katie See (2)
Mollie Sharrar
Michelle Sherman
David Sinopoli-Smith
Amy Slothower
Deneen Smith
Beth Smith
Karly Smith
Suzie Spence
Michelle Sprague
Transportation Staff
Creekside Staff
Jen Steele
Hannah Stewart
Brooke Stidham (4)
Neil Stinebaugh
Lauren Straub
Jay Taylor
David Teddy (3)
Amy Thomas
Lauren Thompson (3)
Tim Tobias
Lisa Travis
Liz Treppa (2)
Dawn Trobaugh
Anna Tyrrell
Leigh Vaughn
Anna Vess
Hope Vestergaard (2)
Jane Webby
Lori Welty
Jen Werner (2)
Jennifer Whipple
Chris Whittaker
Aaron Whittaker
Angie Williams
Tricia Winder
Holly Young

SEP-OCT 2022 = 153
RUNNING TOTAL = 39923