

# **BOARD OF EDUCATION MEETING PACKET**

**December 19, 2022**

**7:00pm**

**Bates Boardroom**



*Our Vision:*

*Champion Learning –*

*Develop, Educate, and Inspire!*



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

## BOARD MEETING AGENDA

- A. CALL TO ORDER**
  - 1. Roll Call
- B. MEETING MINUTES** (12/5/2022)
- C. APPROVAL OF AGENDA**
- D. SCHOOL PRESENTATIONS**
  - 1. Shining Stars
- E. PUBLIC PARTICIPATION** (up to ~30 minutes/max 5 per person)
- F. ADMINISTRATIVE & BOARD UPDATES**
  - 1. Superintendent
    - a. 98c Progress Report
  - 2. Board President
  - 3. Student Representatives
- G. CONSENT ITEMS**
  - 1. Personnel – Retirements
  - 2. Budget Report
  - 3. Personnel – New Hire
- H. ACTION ITEMS**
  - 1. New Course Proposals
  - 2. Course Catalog Update
  - 3. Rename Creekside Language Courses
  - 4. Middle School Cheer Status Change
  - 5. Water Main Easement
  - 6. 2022-2023 Budget Revision
  - 7. School Resource Officer Contract
  - 8. Schools of Choice
- I. DISCUSSION ITEMS** - none planned
- J. PUBLIC PARTICIPATION** (up to ~15 minutes/max 3 per person)
- K. BOARD COMMENTS**
- L. INFORMATION ITEMS**
  - 1. Finance Committee Minutes 12/5/2022; 12/13/2022 (draft)
- M. CLOSED SESSION** – none planned
- N. ADJOURNMENT**

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## CALENDAR

- \*Jan. 30 – 7:00pm Board Workshop - Bates Boardroom
  - \*Feb. 6 – Board Meeting - Bates
  - \*Feb. 27 – Board Workshop - Time & Location TBA
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*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 19, 2022**

**A. CALL TO ORDER**

1. Roll Call.

**B. MEETING MINUTES**

Your packet includes meeting minutes from 12/5/2022.

- \* An appropriate motion might be, "I move that the Board of Education approve the minutes from 12/5/2022 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.

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

**D. SCHOOL PRESENTATIONS**

1. Shining Stars.

The District is starting a new program to recognize exceptional staff called Shining Stars. These staff will be recognized at occasional Board meetings and their name will be added to the star map in the Boardroom. The first honoree is bus driver Jennifer Simonds.

**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. 98c Progress Report.

Dr. Timmis and Ryan Bruder will share a 98c (MI learning loss grant) progress report.

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."

**BOARD MEETING NOTES  
DECEMBER 19, 2022**

1. Personnel - Retirements.

Your packet contains retirement letters from DHS Teacher Brian Baird and Creekside Social Worker Ingrid Charlson, effective at the end of 2022.

- \* If separated, an appropriate motion might be, "I move that the Board of Education acknowledge the retirements of Brian Baird and Ingrid Charlson."

2. Budget Report.

Your packet contains a financial summary for November.

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

3. Personnel – New Hire.

Your packet contains a resume and recommendation for hire from DEEC principal Brooke Stidham for the open first grade position .

- \* If separated, an appropriate motion might be, "I move that the Board of Education offer Tom Watts a probationary teaching contract for the remainder of the 2022-2023 school year."

**H. ACTION**

1. New Course Proposals.

Your packet includes updated 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.* These were discussed 12/5/2022 and have been updated accordingly. This item is presented for action.

- \* An appropriate motion might be, "I move that the Board of Education approve the following proposed courses: *AP Computer Science A and B; Mill Creek Makers; Math Mentoring; Hospitality & Tourism Management; Mandarin 1; Outdoor & Recreation Management; Sales & Marketing* for fall 2023."

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 was discussed 12/5/2022 and is presented for action.

- \* "An appropriate motion might be, "I move that the Board of Education add the following item to the Comprehensive Course Catalog: any Career and Technical Education course currently offered through the SWWC Consortium and/or other local

**BOARD MEETING NOTES  
DECEMBER 19, 2022**

school in a cooperative agreement as well any as future CTE courses, as approved by the SWWC and local district(s)."

3. Rename Creekside Language Courses.

Your packet includes an executive summary regarding a request to rename the Creekside language courses from "Foreign Languages" to "World Languages." Course content will not change; these names will better align with courses across the District.

- \* An appropriate motion might be, "I move that the Board of Education approve renaming Creekside language classes to World Language 5 and World Language 6."

4. 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 was discussed at the 12/5/2022 meeting and is presented for action.

- \* An appropriate motion might be, "I move that the Board of Education approve the addition of middle school cheer as a school-funded sport."

5. 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 was discussed 12/5/2022 and is presented for action.

- \* An appropriate motion might be, "I move that the Board of Education authorize the Superintendent to sign the attached Water Main Easement on the Anchor-Beacon and Mill Creek properties."

6. 2022-2023 Budget Revision.

Each year, Dexter Community Schools adopts a budget in June as required by law. Because much financial information is still unknown at that point in the year, Dexter Community Schools usually has a November Budget revision which represents a much more accurate annual budget. Changes to per pupil amounts, late settlements to contracts and increased federal grants have delayed preparation of the budget revision to December this year.

Your packet contains a memorandum from CFO Sharon Raschke and supporting information (including ESSER spending) regarding the attached 2022-2023 December Budget Amendment. This budget was reviewed and discussed by the finance committee on December 13, 2022. The committee has recommended that the Board adopt the amended budget.

**BOARD MEETING NOTES  
DECEMBER 19, 2022**

- \* An appropriate motion might be, "I move that the 2022-2023 Budget Amendment Resolutions for the General Fund, Community Service Fund, Student/School Activity Fund, and the Food Services Fund be adopted."
- 7. School Resource Officer Contract.  
Your packet includes an amendment to the Washtenaw County Sheriff Department school resource officer contract that must be signed by the end of the year. Dr. Timmis can answer any questions board members may have regarding the amendment.
- \* An appropriate motion might be, "I move that the Board of Education authorize the Superintendent to sign the attached amendment to the Service Contract between Washtenaw County and Dexter Community Schools dated January 1, 2012."
- 8. Schools of Choice.  
Your packet contains an Executive Summary regarding DCS schools of choice seats.
- \* An appropriate motion might be, "I move that the Board of Education offer thirty slots for the DHS IB Diploma Programme (ten in 9th grade, ten in 10th grade, and ten in 11th grade) plus a minimum of one student in each grade level from Young 5 through 8th grade, as well as at least one slot for the Virtual School and one slot for the Early Middle College for the 2023-2024 school year."

**I. DISCUSSION - none planned**

**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. Finance Committee Minutes - 12/5/2022 & 12/13/2022 (draft)

**M. CLOSED SESSION - none planned**

**N. ADJOURNMENT**



**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
DECEMBER 5, 2022**

**A. CALL TO ORDER – 7:00pm**

1. Roll Call

**Members Present:** Daniel Alabré, Brian Arnold, Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara; Student Representative Griffin Patel

**Members Absent:** Student Representative Will O'Haver

**Administrative & Supervisory Staff:** Ryan Bruder, Ken Koenig, Craig McCalla, Sharon Raschke, Christopher Timmis, Hope Vestergaard

**DEA:** Jessica Baese

**DESPA:** Megan Ford

**Guests:** Yolanda Luo, Emily Xu, Beth Smith, Megan Ford, Ryan Fisher

**B. MEETING MINUTES**

Melanie Szawara made a motion to approve the meeting minutes from 11/7/2022 as presented. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**

**C. APPROVAL OF AGENDA**

The agenda was adjusted to place discussion ahead of action so that the teachers presenting course proposals would not have to stay too late.

Brian Arnold made a motion to approve the agenda as adjusted. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

**D. SCHOOL PRESENTATIONS**

1. Financial Audit Presentation.

Kim Lindsay of Rehman Robson Kim presented the results of the 2021-2022 financial audit and answered questions.

**E. PUBLIC PARTICIPATION - none**

**F. ADMINISTRATIVE & BOARD UPDATES**

1. Superintendent Update.

a. Dr. Timmis shared a slideshow and the curricular options page of the DHS website. The high school did a curriculum night on November 29th where they shared an overview of all options for DHS students; program meeting information nights are being held over the next several weeks.

b. Dr. Timmis shared the results of the school calendar survey that parents recently completed. The results were close to 50-50 in terms of starting before or after Labor Day; the majority of respondents did not want to start school two weeks earlier. This feedback will be one consideration when planning next year's school calendar.

c. Dr. Timmis noted that the budget revision usually conducted in November will be shared at the December 19th meeting; changes to per pupil amounts, late

**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
DECEMBER 5, 2022**

settlements to contracts and increased federal grants have delayed preparation of the revision this year.

2. Board President

Mara Greatorex congratulated the newly elected trustees [Daniel Alabré and Melanie Szawara] and shared that she is pleased to live in a community where people are interested in running for school board and elections are actually contested rather than just being formalities.

3. Student Representatives Update.

Griffin Patel noted that winter sports have started; parent-teacher conferences went well; the wrestling team is looking for more wrestlers; next week is the NHS blood drive at DHS.

**G. CONSENT ITEMS**

Melanie Szawara made a motion that the consent items be approved in bulk. Brian Arnold seconded the motion. **Motion Carried (unanimous).**

1. The Board of Education accepted the resignation of Sarah Bernhardt.
2. The Board of Education received the October 2022 budget report.

**H. DISCUSSION ITEMS**

1. New Course Proposals.

Ken Koenig, Beth Smith, Yolanda Luo, Emily Xu, Megan Ford, Ryan Bruder, and Ryan Fisher presented 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*. Trustees had the opportunity to ask questions and share feedback. These proposals will return for action at the December 19th, 2022 meeting.

2. Course Catalog Update.

The board reviewed an executive summary outlining the need to add Career Technical Education courses to the comprehensive course catalog. This item will return for action December 19th.

3. Middle School Cheer Status Change.

The Board discussed a request from Middle School Cheer to change from a community education program to a school sport. This item will return for action December 19th.

4. Water Main Easement.

The Board discussed a draft water main easement along Dan Hoey at Beacon and across to Mill Creek school. The easement needs to be finalized as a part of the work done when Beacon Elementary was built. This item will return for action December 19th.

**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
DECEMBER 5, 2022**

**I. ACTION ITEMS**

1. Accept the 20212022 Audit.

Melanie Szawara made a motion that the board of Education accept the 2021-2022 financial audit. Dick Lundy seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

2. Schedule Title IX Training Workshop.

Melanie Szawara made a motion that the Board of Education change the January 30th, 2023 7pm meeting to a workshop to complete Title IX training. Jennifer Kangas seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

3. Correct Policy Number.

Jennifer Kangas made a motion that the Board of Education correct the policy number for the revised Title IX - Sexual Harassment policy to 2266." Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**J. PUBLIC PARTICIPATION - none**

**K. BOARD COMMENTS**

1. Daniel Alabr  commented that, as we are looking at course proposals, we should keep in focus the reading level slide in the lower grades.
2. Jennifer Kangas commented that she enjoyed parent-teacher conferences at the high school this year and thought the format worked well.

**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**

**N. ADJOURNMENT**

At approximately 9:02pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

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Jennifer Kangas  
Secretary, Board of Education





## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

**Building: DEEC, Wylie, Creekside, Mill Creek**

**Date: 09/01/22**

**Table A: Building Goals that were established by September 15, 2022**

| Goal Category                       | Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law ( <a href="#">PA 144 Sec 98b</a> and <a href="#">Sec 104h</a> )  |
|-------------------------------------|---|
| Middle of the Year Reading Goal     | All students, and student subgroups of 30 or more, will show an increase in the percent of students that demonstrate average to above average growth in Literacy from Fall to Winter as measured by mid-year NWEA.        |
| End of the Year Reading Goal        | All students, and student subgroups of 30 or more, will show an increase in the percent of students that demonstrate average to above average growth in Literacy from Fall to Spring as measured by end of the year NWEA. |
| Middle of the Year Mathematics Goal | All students, and student subgroups of 30 or more, will show an increase in the percent of students that demonstrate average to above average growth in Math from Fall to Winter as measured by mid-year NWEA.            |
| End of the Year Mathematics Goal    | All students, and student subgroups of 30 or more, will show an increase in the percent of students that demonstrate average to above average growth in Math from Fall to Spring as measured by end of the year NWEA.     |

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

**Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics**

## K-8th Reading - NWEA

|            | 1-20%ile Low |   |   | 21-40%ile Low Average |   |   | 41-60%ile Average |   |   | 61-80%ile High Average |   |   | 81-99%ile High |   |   |
|------------|--------------|---|---|-----------------------|---|---|-------------------|---|---|------------------------|---|---|----------------|---|---|
|            | F            | W | S | F                     | W | S | F                 | W | S | F                      | W | S | F              | W | S |
| All        | 159<br>(7%)  |   |   | 261<br>(12%)          |   |   | 426<br>(20%)      |   |   | 600<br>(28%)           |   |   | 685<br>(32%)   |   |   |
| Econ. Dis. | 37<br>(17%)  |   |   | 39<br>(18%)           |   |   | 50<br>(23%)       |   |   | 57<br>(26%)            |   |   | 34<br>(16%)    |   |   |
| With IEP   | 65<br>(28%)  |   |   | 64<br>(28%)           |   |   | 37<br>(16%)       |   |   | 36<br>(16%)            |   |   | 28<br>(12%)    |   |   |
| EL         | 2<br>(15%)   |   |   | 3<br>(21%)            |   |   | 6<br>(43%)        |   |   | 2<br>(14%)             |   |   | 1<br>(7%)      |   |   |
| Female     | 67<br>(7%)   |   |   | 106<br>(11%)          |   |   | 185<br>(19%)      |   |   | 285<br>(28%)           |   |   | 342<br>(35%)   |   |   |
| Male       | 92<br>(8%)   |   |   | 155<br>(14%)          |   |   | 241<br>(21%)      |   |   | 315<br>(27%)           |   |   | 343<br>(30%)   |   |   |
| Hispanic   | 11<br>(10%)  |   |   | 21<br>(20%)           |   |   | 26<br>(25%)       |   |   | 21<br>(20%)            |   |   | 24<br>(23%)    |   |   |
| Asian      | 1<br>(2%)    |   |   | 3<br>(7%)             |   |   | 4<br>(10%)        |   |   | 9<br>(22%)             |   |   | 24<br>(59%)    |   |   |
| Black      | 12<br>(34%)  |   |   | 3<br>(9%)             |   |   | 8<br>(23%)        |   |   | 8<br>(23%)             |   |   | 4<br>(11%)     |   |   |
| White      | 135<br>(7%)  |   |   | 236<br>(12%)          |   |   | 384<br>(20%)      |   |   | 562<br>(29%)           |   |   | 631<br>(32%)   |   |   |

## K-8th Math - NWEA

|            | 1-20%ile Low |   |   | 21-40%ile Low Average |   |   | 41-60%ile Average |   |   | 61-80%ile High Average |   |   | 81-99%ile High |   |   |
|------------|--------------|---|---|-----------------------|---|---|-------------------|---|---|------------------------|---|---|----------------|---|---|
|            | F            | W | S | F                     | W | S | F                 | W | S | F                      | W | S | F              | W | S |
| All        | 180<br>(8%)  |   |   | 262<br>(12%)          |   |   | 403<br>(19%)      |   |   | 590<br>(28%)           |   |   | 696<br>(33%)   |   |   |
| Econ. Dis. | 49<br>(23%)  |   |   | 48<br>(22%)           |   |   | 35<br>(16%)       |   |   | 52<br>(24%)            |   |   | 33<br>(15%)    |   |   |
| With IEP   | 77<br>(32%)  |   |   | 56<br>(23%)           |   |   | 37<br>(15%)       |   |   | 41<br>(17%)            |   |   | 29<br>(12%)    |   |   |
| EL         | 5<br>(42%)   |   |   | 2<br>(17%)            |   |   | 1<br>(8%)         |   |   | 3<br>(25%)             |   |   | 1<br>(8%)      |   |   |
| Female     | 93<br>(10%)  |   |   | 136<br>(14%)          |   |   | 211<br>(22%)      |   |   | 265<br>(27%)           |   |   | 263<br>(27%)   |   |   |

|          |             |  |  |              |  |  |              |  |  |              |  |  |              |  |  |
|----------|-------------|--|--|--------------|--|--|--------------|--|--|--------------|--|--|--------------|--|--|
| Male     | 87<br>(7%)  |  |  | 126<br>(11%) |  |  | 192<br>(17%) |  |  | 325<br>(28%) |  |  | 433<br>(37%) |  |  |
| Hispanic | 19<br>(18%) |  |  | 18<br>(17%)  |  |  | 22<br>(21%)  |  |  | 19<br>(18%)  |  |  | 26<br>(25%)  |  |  |
| Asian    | 2<br>(4%)   |  |  | 3<br>(7%)    |  |  | 5<br>(12%)   |  |  | 10<br>(24%)  |  |  | 22<br>(52%)  |  |  |
| Black    | 16<br>(44%) |  |  | 7<br>(19%)   |  |  | 6<br>(17%)   |  |  | 6<br>(17%)   |  |  | 1<br>(3%)    |  |  |
| White    | 133<br>(7%) |  |  | 244<br>(13%) |  |  | 359<br>(19%) |  |  | 551<br>(29%) |  |  | 646<br>(33%) |  |  |

**Table C: Achievement or Growth on Benchmark Assessment - By Grade Level**

| K-8th Reading - NWEA |              |   |   |                       |   |   |                   |   |   |                        |   |   |                |   |   |
|----------------------|--------------|---|---|-----------------------|---|---|-------------------|---|---|------------------------|---|---|----------------|---|---|
| Grade                | 1-20%ile Low |   |   | 21-40%ile Low Average |   |   | 41-60%ile Average |   |   | 61-80%ile High Average |   |   | 81-99%ile High |   |   |
|                      | F            | W | S | F                     | W | S | F                 | W | S | F                      | W | S | F              | W | S |
| K                    | 7<br>(3%)    |   |   | 7<br>(3%)             |   |   | 46<br>(22%)       |   |   | 83<br>(39%)            |   |   | 70<br>(33%)    |   |   |
| 1                    | 17<br>(7%)   |   |   | 33<br>(13%)           |   |   | 43<br>(18%)       |   |   | 53<br>(22%)            |   |   | 99<br>(40%)    |   |   |
| 2                    | 34<br>(15%)  |   |   | 35<br>(16%)           |   |   | 29<br>(13%)       |   |   | 31<br>(14%)            |   |   | 94<br>(42%)    |   |   |
| 3                    | 28<br>(13%)  |   |   | 31<br>(14%)           |   |   | 31<br>(14%)       |   |   | 49<br>(23%)            |   |   | 77<br>(36%)    |   |   |
| 4                    | 27<br>(12%)  |   |   | 28<br>(12%)           |   |   | 42<br>(18%)       |   |   | 64<br>(27%)            |   |   | 73<br>(31%)    |   |   |
| 5                    | 16<br>(6%)   |   |   | 46<br>(17%)           |   |   | 39<br>(14%)       |   |   | 97<br>(36%)            |   |   | 73<br>(27%)    |   |   |
| 6                    | 10<br>(4%)   |   |   | 37<br>(16%)           |   |   | 58<br>(25%)       |   |   | 65<br>(28%)            |   |   | 62<br>(27%)    |   |   |
| 7                    | 10<br>(4%)   |   |   | 27<br>(11%)           |   |   | 69<br>(28%)       |   |   | 73<br>(29%)            |   |   | 70<br>(28%)    |   |   |
| 8                    | 10<br>(4%)   |   |   | 21<br>(8%)            |   |   | 69<br>(27%)       |   |   | 85<br>(34%)            |   |   | 67<br>(27%)    |   |   |

| K-8th Math - NWEA |              |  |  |               |  |  |                   |  |  |                |  |  |                |  |  |
|-------------------|--------------|--|--|---------------|--|--|-------------------|--|--|----------------|--|--|----------------|--|--|
| Grade             | 1-20%ile Low |  |  | 21-40%ile Low |  |  | 41-60%ile Average |  |  | 61-80%ile High |  |  | 81-99%ile High |  |  |

|          |             |   |   | Average     |   |   |             |   |   | Average     |   |   |              |   |   |
|----------|-------------|---|---|-------------|---|---|-------------|---|---|-------------|---|---|--------------|---|---|
|          | F           | W | S | F           | W | S | F           | W | S | F           | W | S | F            | W | S |
| <b>K</b> | 3<br>(1%)   |   |   | 10<br>(13%) |   |   | 27<br>(34%) |   |   | 72<br>(34%) |   |   | 101<br>(47%) |   |   |
| <b>1</b> | 15<br>(6%)  |   |   | 32<br>(13%) |   |   | 28<br>(12%) |   |   | 72<br>(30%) |   |   | 95<br>(39%)  |   |   |
| <b>2</b> | 31<br>(14%) |   |   | 31<br>(14%) |   |   | 48<br>(22%) |   |   | 40<br>(18%) |   |   | 70<br>(32%)  |   |   |
| <b>3</b> | 21<br>(10%) |   |   | 25<br>(12%) |   |   | 49<br>(23%) |   |   | 56<br>(26%) |   |   | 65<br>(30%)  |   |   |
| <b>4</b> | 33<br>(14%) |   |   | 31<br>(13%) |   |   | 51<br>(22%) |   |   | 73<br>(31%) |   |   | 47<br>(20%)  |   |   |
| <b>5</b> | 23<br>(8%)  |   |   | 43<br>(16%) |   |   | 51<br>(19%) |   |   | 73<br>(27%) |   |   | 82<br>(30%)  |   |   |
| <b>6</b> | 22<br>(9%)  |   |   | 33<br>(14%) |   |   | 61<br>(26%) |   |   | 56<br>(24%) |   |   | 62<br>(26%)  |   |   |
| <b>7</b> | 13<br>(5%)  |   |   | 37<br>(15%) |   |   | 36<br>(14%) |   |   | 77<br>(31%) |   |   | 89<br>(35%)  |   |   |
| <b>8</b> | 19<br>(8%)  |   |   | 30<br>(12%) |   |   | 42<br>(17%) |   |   | 71<br>(29%) |   |   | 85<br>(34%)  |   |   |

**Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction**

| Reporting Category<br>Suggest reporting on<br>subgroups where n≥30 | By First Board Meeting in<br>February 2023 |      | No Later than<br>Last Day of School Year |      |
|--|--|------|--|------|
|  | Reading                                    | Math | Reading                                  | Math |
| N/A  |  |      |  |      |





## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

**Version: Buildings Serving Non K-8 Students**

**Building: Dexter High School**

**Date:**

**Table A: Building Goals that were established by September 15, 2022**

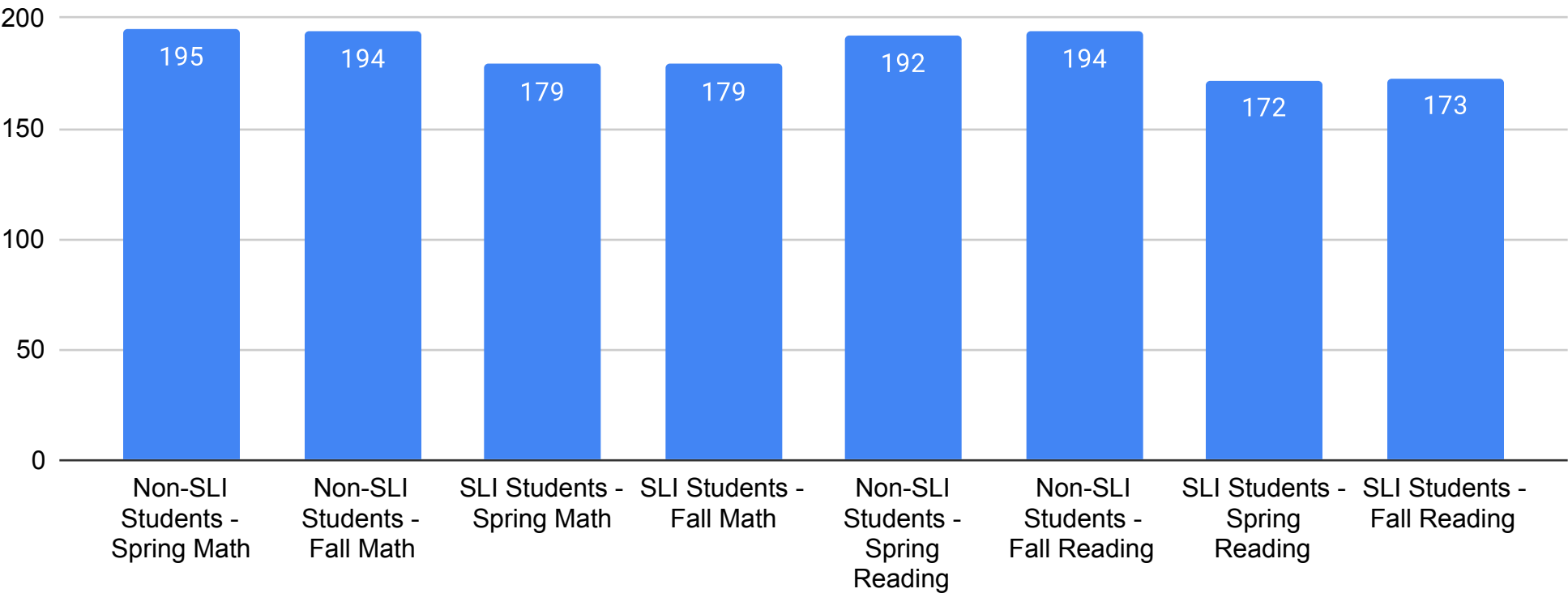
| Goal Category                           | Goal Related to Achievement or Growth as required by law ( <a href="#">PA 144 Sec 98b</a> )  |
|---|--|
| Middle of the Year Academic Goal        | All students, and student subgroups of 30 or more, will achieve grade-level proficiency in ELA and/or Math as demonstrated by achieving a passing grade on first semester grade reports. |
| End of the Year Academic Goal           | All students, and student subgroups of 30 or more, will achieve grade-level proficiency in ELA & math as demonstrated by achieving a passing grade on second semester grade reports.     |
| Add additional academic goals as needed |  |

**Table B: Achievement Related to Academic Goals**

Provide a narrative on progress toward meeting the goals outlined above.

No semester data available at December reporting. Semester 1 analysis will be available during the February update.

# 2022 Spring to Fall NWEA Comparisons - SLI attendees compared to students who did not attend SLI





December 7<sup>th</sup>, 2022

Dear Dexter Community School Board,

I will be retiring from Dexter Community Schools at the end of the year 2022. My last day of employment at Dexter High School will be December 31<sup>st</sup>. I will be starting my retirement on January 1<sup>st</sup>, 2023.

Please let the appropriate district administrators know and let me know if you need anything else before the end of the month. It is my understanding that I will also be paid compensation for my unused sick days when I retire.

Thank you,

Brian Baird

Dear Barb,

It is with mixed emotions that I write this letter.

I am reaching out to let you know that I'm planning to retire and that my last day of work will be 12/22/22 with a retirement date of 1/1/23. This timeline is contingent on my reaching 30 or more years of service by 12/22/22. At this time the Office of Retirement Service is not providing me with a definitive calculation on my pension summary, so I'm reluctant to commit to an end date. It is not my expectation, but it could be that I need to return to work in January.

In addition, I want to share that I'm so grateful to have spent the majority of my career here in Dexter. I've loved being a school social worker and feel fortunate to have had the opportunity to work with so many exceptional teachers and staff members. The students and families whose lives I've gotten to be a part of have enriched my life forever.

I know that Dexter School will continue to grow and thrive in years to come and I am proud to be a part of its history.

Sincerely,

Ingrid Charlson



# Board Monthly Financial Report

Fiscal Year to Date 11/30/22

| Sub Function Code   | Adopted Budget  | Current Month Actual | Actual FYTD    | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|---|-----------------|----------------------|----------------|--------------|-----------------|---------------|-----------------|
| <b>Fund(COA) 11 - General Fund</b>                                |                 |                      |                |              |                 |               |                 |
| Account Type <b>Revenue</b>                                       |                 |                      |                |              |                 |               |                 |
| Function Code <b>R100 - Local Sources - 100</b>                   |                 |                      |                |              |                 |               |                 |
|   | 5,874,740.00    | 28,104.72            | 233,260.67     | .00          | 5,883,951.33    | 4             | 184,648.07      |
| Function Code <b>R100 - Local Sources - 100 Totals</b>            | \$5,874,740.00  | \$28,104.72          | \$233,260.67   | \$0.00       | \$5,883,951.33  | 4 %           | \$184,648.07    |
| Function Code <b>R200 - Non-Education Sources - 200</b>           |                 |                      |                |              |                 |               |                 |
|   | .00             | .00                  | .00            | .00          | .00             | +++           | .00             |
| Function Code <b>R200 - Non-Education Sources - 200 Totals</b>    | \$0.00          | \$0.00               | \$0.00         | \$0.00       | \$0.00          | +++           | \$0.00          |
| Function Code <b>R300 - State Sources - 300</b>                   |                 |                      |                |              |                 |               |                 |
|   | 34,120,328.00   | 3,569,388.95         | 6,129,503.51   | .00          | 28,003,438.49   | 18            | 6,193,821.24    |
| Function Code <b>R300 - State Sources - 300 Totals</b>            | \$34,120,328.00 | \$3,569,388.95       | \$6,129,503.51 | \$0.00       | \$28,003,438.49 | 18 %          | \$6,193,821.24  |
| Function Code <b>R400 - Federal Sources - 400</b>                 |                 |                      |                |              |                 |               |                 |
|   | 2,709,381.00    | .00                  | 628.00         | .00          | 2,884,830.00    | 0             | .00             |
| Function Code <b>R400 - Federal Sources - 400 Totals</b>          | \$2,709,381.00  | \$0.00               | \$628.00       | \$0.00       | \$2,884,830.00  | 0 %           | \$0.00          |
| Function Code <b>R500 - ISD / Other Sources - 500</b>             |                 |                      |                |              |                 |               |                 |
|   | 5,251,290.00    | .00                  | 891,509.59     | .00          | 4,749,853.41    | 17            | 826,599.53      |
| Function Code <b>R500 - ISD / Other Sources - 500 Totals</b>      | \$5,251,290.00  | \$0.00               | \$891,509.59   | \$0.00       | \$4,749,853.41  | 17 %          | \$826,599.53    |
| Function Code <b>R600 - In from other Funds - 600</b>             |                 |                      |                |              |                 |               |                 |
|   | 356,218.00      | 122,581.19           | 122,581.19     | .00          | 298,297.81      | 34            | 4,025.68        |
| Function Code <b>R600 - In from other Funds - 600 Totals</b>      | \$356,218.00    | \$122,581.19         | \$122,581.19   | \$0.00       | \$298,297.81    | 34 %          | \$4,025.68      |
| Account Type <b>Revenue Totals</b>                                | \$48,311,957.00 | \$3,720,074.86       | \$7,377,482.96 | \$0.00       | \$41,820,371.04 | 15 %          | \$7,209,094.52  |
| Account Type <b>Expense</b>                                       |                 |                      |                |              |                 |               |                 |
| Function Code <b>R400 - Federal Sources - 400</b>                 |                 |                      |                |              |                 |               |                 |
|   | .00             | .00                  | .00            | .00          | .00             | +++           | .00             |
| Function Code <b>R400 - Federal Sources - 400 Totals</b>          | \$0.00          | \$0.00               | \$0.00         | \$0.00       | \$0.00          | +++           | \$0.00          |
| Function Code <b>100 - Instruction</b>                            |                 |                      |                |              |                 |               |                 |
| Sub Function Code 110 - Basic Functions - 110                     | 22,165,824.00   | 1,716,215.36         | 5,108,231.49   | 5,480.00     | 18,511,149.51   | 23            | 4,800,009.54    |
| Sub Function Code 120 - Added Needs - 120                         | 6,769,040.00    | 788,633.96           | 1,644,319.24   | 33,106.11    | 6,120,827.65    | 24            | 1,651,229.82    |
| Function Code <b>100 - Instruction Totals</b>                     | \$28,934,864.00 | \$2,504,849.32       | \$6,752,550.73 | \$38,586.11  | \$24,631,977.16 | 23 %          | \$6,451,239.36  |
| Function Code <b>200 - Supporting Services</b>                    |                 |                      |                |              |                 |               |                 |
| Sub Function Code 210 - Support Services-Pupil - 210              | 5,119,505.00    | 407,754.29           | 1,238,834.23   | 109,159.75   | 4,641,062.02    | 24            | 1,025,737.00    |
| Sub Function Code 220 - Support Services-Instructional - 220      | 2,411,976.00    | 464,697.10           | 1,184,751.53   | 24,180.00    | 1,778,308.47    | 49            | 873,351.47      |
| Sub Function Code 230 - Support Services-Administration - 230     | 863,530.00      | 4,689.74             | 354,234.01     | 470.00       | 504,525.99      | 41            | 334,860.84      |
| Sub Function Code 240 - Support Services-School Admin - 240       | 2,547,029.00    | 183,159.95           | 827,714.03     | 4,089.95     | 1,911,563.02    | 32            | 796,221.89      |
| Sub Function Code 250 - Support Services-Business - 250           | 771,871.00      | 30,204.16            | 213,288.07     | .00          | 516,220.93      | 28            | 288,889.17      |
| Sub Function Code 260 - Operations and Maintenance - 260          | 4,414,338.00    | 304,040.98           | 1,658,362.25   | 347,191.49   | 4,345,577.26    | 38            | 1,385,887.70    |
| Sub Function Code 270 - Pupil Transportation - 270                | 1,841,549.00    | 144,245.34           | 544,869.22     | 35,088.18    | 1,294,277.60    | 30            | 485,679.42      |
| Sub Function Code 280 - Support Services-Central - 280            | 649,217.00      | 35,890.21            | 247,041.52     | 28,100.00    | 410,170.48      | 38            | 182,213.08      |
| Function Code <b>200 - Supporting Services Totals</b>             | \$18,619,015.00 | \$1,574,681.77       | \$6,269,094.86 | \$548,279.37 | \$15,401,705.77 | 34 %          | \$5,372,840.57  |
| Function Code <b>300 - Community Services</b>                     |                 |                      |                |              |                 |               |                 |
| Sub Function Code 320 - Community Recreation - 320                | 201,965.00      | 21,914.94            | 94,552.14      | 30,411.43    | 77,001.43       | 47            | 53,122.23       |
| 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          | 7,747.00        | 0             | 850.00          |
| Sub Function Code 390 - Other Community Services - 390            | 75,700.00       | .00                  | .00            | .00          | .00             | 0             | 24,318.43       |
| Function Code <b>300 - Community Services Totals</b>              | \$286,321.00    | \$21,914.94          | \$94,552.14    | \$30,411.43  | \$84,748.43     | 33 %          | \$78,290.66     |
| Function Code <b>400 - Government Agencies &amp; Prior Period</b> |                 |                      |                |              |                 |               |                 |
| Sub Function Code 400 - Other Government Agencies - 400           | .00             | .00                  | .00            | .00          | .00             | +++           | .00             |
| Function Code <b>400 - Government Agencies &amp; Prior Period</b> | \$0.00          | \$0.00               | \$0.00         | \$0.00       | \$0.00          | +++           | \$0.00          |



# Board Monthly Financial Report

Fiscal Year to Date 11/30/22

| Sub Function Code  | Adopted Budget         | Current Month Actual  | Actual FYTD             | Encumbrances          | Budget - Actual        | % Rec'd/Spent  | Prior Year FYTD         |
|--|------------------------|-----------------------|-------------------------|-----------------------|------------------------|----------------|-------------------------|
| Totals   |                        |                       |                         |                       |                        |                |                         |
| Function Code <b>500-600 - Other Financing Uses</b>        |                        |                       |                         |                       |                        |                |                         |
| Sub Function Code 600 - Fund Modifications - 600           | 735,304.00             | .00                   | .00                     | .00                   | .00                    | 0              | 350,000.00              |
| Function Code <b>500-600 - Other Financing Uses</b> Totals | <b>\$735,304.00</b>    | <b>\$0.00</b>         | <b>\$0.00</b>           | <b>\$0.00</b>         | <b>\$0.00</b>          | <b>0 %</b>     | <b>\$350,000.00</b>     |
| Account Type <b>Expense</b> Totals                         | <b>\$48,575,504.00</b> | <b>\$4,101,446.03</b> | <b>\$13,116,197.73</b>  | <b>\$617,276.91</b>   | <b>\$40,118,431.36</b> | <b>27 %</b>    | <b>\$12,252,370.59</b>  |
| Fund(COA) <b>11 - General Fund</b> Totals                  | <b>(\$263,547.00)</b>  | <b>(\$381,371.17)</b> | <b>(\$5,738,714.77)</b> | <b>(\$617,276.91)</b> | <b>\$1,701,939.68</b>  | <b>2,177 %</b> | <b>(\$5,043,276.07)</b> |





# Board Monthly Financial Report

Fiscal Year to Date 11/30/22

| Sub Function Code  | Adopted Budget | Current Month Actual | Actual FYTD    | Encumbrances   | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|----------------|----------------------|----------------|----------------|-----------------|---------------|-----------------|
| <b>Fund(COA) 23 - Community Service Fund</b>                 |                |                      |                |                |                 |               |                 |
| Account Type <b>Revenue</b>                                  |                |                      |                |                |                 |               |                 |
| Function Code <b>R100 - Local Sources - 100</b>              |                |                      |                |                |                 |               |                 |
|  | 2,752,746.00   | 177,696.67           | 1,287,296.45   | .00            | 1,743,538.55    | 47            | 1,157,191.23    |
| Function Code <b>R100 - Local Sources - 100 Totals</b>       | \$2,752,746.00 | \$177,696.67         | \$1,287,296.45 | \$0.00         | \$1,743,538.55  | 47 %          | \$1,157,191.23  |
| Function Code <b>R300 - State Sources - 300</b>              |                |                      |                |                |                 |               |                 |
|  | 69,274.00      | .00                  | 1,280.00       | .00            | 71,576.00       | 2             | 4,266.20        |
| Function Code <b>R300 - State Sources - 300 Totals</b>       | \$69,274.00    | \$0.00               | \$1,280.00     | \$0.00         | \$71,576.00     | 2 %           | \$4,266.20      |
| Function Code <b>R400 - Federal Sources - 400</b>            |                |                      |                |                |                 |               |                 |
|  | .00            | .00                  | 366,135.00     | .00            | 137,685.00      | +++           | 28,793.80       |
| Function Code <b>R400 - Federal Sources - 400 Totals</b>     | \$0.00         | \$0.00               | \$366,135.00   | \$0.00         | \$137,685.00    | +++           | \$28,793.80     |
| Function Code <b>R500 - ISD / Other Sources - 500</b>        |                |                      |                |                |                 |               |                 |
|  | .00            | .00                  | .00            | .00            | .00             | +++           | .00             |
| Function Code <b>R500 - ISD / Other Sources - 500 Totals</b> | \$0.00         | \$0.00               | \$0.00         | \$0.00         | \$0.00          | +++           | \$0.00          |
| Function Code <b>R600 - In from other Funds - 600</b>        |                |                      |                |                |                 |               |                 |
|  | 735,304.00     | .00                  | .00            | .00            | .00             | 0             | 350,000.00      |
| Function Code <b>R600 - In from other Funds - 600 Totals</b> | \$735,304.00   | \$0.00               | \$0.00         | \$0.00         | \$0.00          | 0 %           | \$350,000.00    |
| Account Type <b>Revenue Totals</b>                           | \$3,557,324.00 | \$177,696.67         | \$1,654,711.45 | \$0.00         | \$1,952,799.55  | 47 %          | \$1,540,251.23  |
| Account Type <b>Expense</b>                                  |                |                      |                |                |                 |               |                 |
| Function Code <b>100 - Instruction</b>                       |                |                      |                |                |                 |               |                 |
| Sub Function Code 110 - Basic Functions - 110                | 133,330.00     | 13,776.90            | 47,033.25      | .00            | 106,710.75      | 35            | 37,610.89       |
| Function Code <b>100 - Instruction Totals</b>                | \$133,330.00   | \$13,776.90          | \$47,033.25    | \$0.00         | \$106,710.75    | 35 %          | \$37,610.89     |
| Function Code <b>200 - Supporting Services</b>               |                |                      |                |                |                 |               |                 |
| Sub Function Code 220 - Support Services-Instructional - 220 | .00            | .00                  | .00            | .00            | 3,844.00        | +++           | .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      | 5,583.56             | 25,300.61      | 26,049.70      | 91,199.69       | 42            | 21,484.37       |
| Sub Function Code 270 - Pupil Transportation - 270           | .00            | (395.92)             | .00            | .00            | .00             | +++           | 670.72          |
| Sub Function Code 290 - Support Services-Other - 290         | 1,545,653.00   | 230,111.97           | 474,029.27     | 513,863.94     | 538,252.79      | 31            | 470,542.17      |
| Function Code <b>200 - Supporting Services Totals</b>        | \$1,605,203.00 | \$235,299.61         | \$499,329.88   | \$539,913.64   | \$633,296.48    | 31 %          | \$492,697.26    |
| Function Code <b>300 - Community Services</b>                |                |                      |                |                |                 |               |                 |
| Sub Function Code 310 - Community Services Direction - 310   | 253,110.00     | (18,824.04)          | 59,728.88      | .00            | 213,289.12      | 24            | 31,619.49       |
| Sub Function Code 320 - Community Recreation - 320           | 288,834.00     | 21,377.62            | 141,961.37     | .00            | 275,761.63      | 49            | 133,052.65      |
| Sub Function Code 350 - Care of Children - 350               | 1,006,845.00   | 135,692.13           | 511,021.81     | .00            | 655,562.19      | 51            | 359,283.66      |
| Sub Function Code 390 - Other Community Services - 390       | .00            | 49,814.95            | 44,222.33      | .00            | 68,277.67       | +++           | 48,185.10       |
| Function Code <b>300 - Community Services Totals</b>         | \$1,548,789.00 | \$188,060.66         | \$756,934.39   | \$0.00         | \$1,212,890.61  | 49 %          | \$572,140.90    |
| Function Code <b>500-600 - Other Financing Uses</b>          |                |                      |                |                |                 |               |                 |
| Sub Function Code 600 - Fund Modifications - 600             | 172,667.00     | 82,856.12            | 82,234.71      | .00            | 144,511.29      | 48            | 4,818.53        |
| Function Code <b>500-600 - Other Financing Uses Totals</b>   | \$172,667.00   | \$82,856.12          | \$82,234.71    | \$0.00         | \$144,511.29    | 48 %          | \$4,818.53      |
| Account Type <b>Expense Totals</b>                           | \$3,459,989.00 | \$519,993.29         | \$1,385,532.23 | \$539,913.64   | \$2,097,409.13  | 40 %          | \$1,107,267.58  |
| Fund(COA) <b>23 - Community Service Fund Totals</b>          | \$97,335.00    | (\$342,296.62)       | \$269,179.22   | (\$539,913.64) | (\$144,609.58)  | 277 %         | \$432,983.65    |



# Board Monthly Financial Report

Fiscal Year to Date 11/30/22

| Sub Function Code  | Adopted Budget        | Current Month Actual | Actual FYTD          | Encumbrances          | Budget - Actual       | % Rec'd/Spent | Prior Year FYTD       |
|--|-----------------------|----------------------|----------------------|-----------------------|-----------------------|---------------|-----------------------|
| <b>Fund(COA) 25 - School Lunch Fund</b>                      |                       |                      |                      |                       |                       |               |                       |
| Account Type <b>Revenue</b>                                  |                       |                      |                      |                       |                       |               |                       |
| Function Code <b>R100 - Local Sources - 100</b>              |                       |                      |                      |                       |                       |               |                       |
|  | 98,618.00             | 2,618.40             | 248,711.67           | .00                   | 605,299.33            | 252           | 81,290.76             |
| Function Code <b>R100 - Local Sources - 100 Totals</b>       | <b>\$98,618.00</b>    | <b>\$2,618.40</b>    | <b>\$248,711.67</b>  | <b>\$0.00</b>         | <b>\$605,299.33</b>   | <b>252 %</b>  | <b>\$81,290.76</b>    |
| Function Code <b>R300 - State Sources - 300</b>              |                       |                      |                      |                       |                       |               |                       |
|  | 72,125.00             | 3,705.21             | 19,910.41            | .00                   | 53,691.59             | 28            | 19,607.83             |
| Function Code <b>R300 - State Sources - 300 Totals</b>       | <b>\$72,125.00</b>    | <b>\$3,705.21</b>    | <b>\$19,910.41</b>   | <b>\$0.00</b>         | <b>\$53,691.59</b>    | <b>28 %</b>   | <b>\$19,607.83</b>    |
| Function Code <b>R400 - Federal Sources - 400</b>            |                       |                      |                      |                       |                       |               |                       |
|  | 1,619,435.00          | 105,102.84           | 117,074.84           | .00                   | 532,752.16            | 7             | 243,845.58            |
| Function Code <b>R400 - Federal Sources - 400 Totals</b>     | <b>\$1,619,435.00</b> | <b>\$105,102.84</b>  | <b>\$117,074.84</b>  | <b>\$0.00</b>         | <b>\$532,752.16</b>   | <b>7 %</b>    | <b>\$243,845.58</b>   |
| Function Code <b>R500 - ISD / Other Sources - 500</b>        |                       |                      |                      |                       |                       |               |                       |
|  | 154,500.00            | 34,832.27            | 34,832.27            | .00                   | 160,667.73            | 23            | .00                   |
| Function Code <b>R500 - ISD / Other Sources - 500 Totals</b> | <b>\$154,500.00</b>   | <b>\$34,832.27</b>   | <b>\$34,832.27</b>   | <b>\$0.00</b>         | <b>\$160,667.73</b>   | <b>23 %</b>   | <b>\$0.00</b>         |
| Account Type <b>Revenue Totals</b>                           | <b>\$1,944,678.00</b> | <b>\$146,258.72</b>  | <b>\$420,529.19</b>  | <b>\$0.00</b>         | <b>\$1,352,410.81</b> | <b>22 %</b>   | <b>\$344,744.17</b>   |
| Account Type <b>Expense</b>                                  |                       |                      |                      |                       |                       |               |                       |
| Function Code <b>200 - Supporting Services</b>               |                       |                      |                      |                       |                       |               |                       |
| 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              | 1,063.39             | 1,942.70             | .00                   | 1,537.30              | 56            | 1,756.70              |
| Sub Function Code 290 - Support Services-Other - 290         | 1,707,009.00          | 126,474.49           | 450,657.98           | 370,816.36            | 1,129,967.66          | 26            | 571,786.02            |
| Function Code <b>200 - Supporting Services Totals</b>        | <b>\$1,710,509.00</b> | <b>\$127,537.88</b>  | <b>\$452,600.68</b>  | <b>\$370,816.36</b>   | <b>\$1,131,504.96</b> | <b>26 %</b>   | <b>\$573,542.72</b>   |
| Function Code <b>500-600 - Other Financing Uses</b>          |                       |                      |                      |                       |                       |               |                       |
| Sub Function Code 600 - Fund Modifications - 600             | 171,051.00            | 45,260.07            | 45,260.07            | .00                   | 150,231.93            | 26            | .00                   |
| Function Code <b>500-600 - Other Financing Uses Totals</b>   | <b>\$171,051.00</b>   | <b>\$45,260.07</b>   | <b>\$45,260.07</b>   | <b>\$0.00</b>         | <b>\$150,231.93</b>   | <b>26 %</b>   | <b>\$0.00</b>         |
| Account Type <b>Expense Totals</b>                           | <b>\$1,881,560.00</b> | <b>\$172,797.95</b>  | <b>\$497,860.75</b>  | <b>\$370,816.36</b>   | <b>\$1,281,736.89</b> | <b>26 %</b>   | <b>\$573,542.72</b>   |
| Fund(COA) <b>25 - School Lunch Fund Totals</b>               | <b>\$63,118.00</b>    | <b>(\$26,539.23)</b> | <b>(\$77,331.56)</b> | <b>(\$370,816.36)</b> | <b>\$70,673.92</b>    | <b>-123 %</b> | <b>(\$228,798.55)</b> |



# Board Monthly Financial Report

Fiscal Year to Date 11/30/22

| Sub Function Code   | Adopted Budget        | Current Month Actual  | Actual FYTD             | Encumbrances            | Budget - Actual       | % Rec'd/Spent  | Prior Year FYTD         |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-----------------------|----------------|-------------------------|
| Fund(COA) <b>29 - Student/School Activity Fund</b>          |                       |                       |                         |                         |                       |                |                         |
| Account Type <b>Revenue</b>                                 |                       |                       |                         |                         |                       |                |                         |
| Function Code <b>R100 - Local Sources - 100</b>             |                       |                       |                         |                         |                       |                |                         |
|   | 1,969,496.00          | 138,735.76            | 384,388.97              | .00                     | 1,585,107.03          | 20             | 366,609.17              |
| Function Code <b>R100 - Local Sources - 100 Totals</b>      | <b>\$1,969,496.00</b> | <b>\$138,735.76</b>   | <b>\$384,388.97</b>     | <b>\$0.00</b>           | <b>\$1,585,107.03</b> | <b>20 %</b>    | <b>\$366,609.17</b>     |
| Account Type <b>Revenue Totals</b>                          | <b>\$1,969,496.00</b> | <b>\$138,735.76</b>   | <b>\$384,388.97</b>     | <b>\$0.00</b>           | <b>\$1,585,107.03</b> | <b>20 %</b>    | <b>\$366,609.17</b>     |
| Account Type <b>Expense</b>                                 |                       |                       |                         |                         |                       |                |                         |
| Function Code <b>200 - Supporting Services</b>              |                       |                       |                         |                         |                       |                |                         |
| Sub Function Code <b>290 - Support Services-Other - 290</b> | 1,969,496.00          | 41,089.97             | 278,562.37              | 3,834.79                | 1,687,098.84          | 14             | 222,080.85              |
| Function Code <b>200 - Supporting Services Totals</b>       | <b>\$1,969,496.00</b> | <b>\$41,089.97</b>    | <b>\$278,562.37</b>     | <b>\$3,834.79</b>       | <b>\$1,687,098.84</b> | <b>14 %</b>    | <b>\$222,080.85</b>     |
| Account Type <b>Expense Totals</b>                          | <b>\$1,969,496.00</b> | <b>\$41,089.97</b>    | <b>\$278,562.37</b>     | <b>\$3,834.79</b>       | <b>\$1,687,098.84</b> | <b>14 %</b>    | <b>\$222,080.85</b>     |
| Fund(COA) <b>29 - Student/School Activity Fund Totals</b>   | <b>\$0.00</b>         | <b>\$97,645.79</b>    | <b>\$105,826.60</b>     | <b>(\$3,834.79)</b>     | <b>(\$101,991.81)</b> | <b>+++</b>     | <b>\$144,528.32</b>     |
| Grand Totals  | <b>(\$103,094.00)</b> | <b>(\$652,561.23)</b> | <b>(\$5,441,040.51)</b> | <b>(\$1,531,841.70)</b> | <b>\$1,526,012.21</b> | <b>5,278 %</b> | <b>(\$4,694,562.65)</b> |





# DEXTER EARLY ELEMENTARY COMPLEX

Brooke Stidham, Principal  
7480 Dan Hoey Road, Dexter, Bldg. B, Michigan 48130  
(734) 424-4130 fax (734) 424-4139  
stidhamb@dexterschools.org

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To: Dexter Board of Education

From: Brooke Stidham

Subject: New Teacher Recommendations for Dexter Early Elementary (Beacon)

Date: Dec 15, 2022

As a result of our most recent interview process, we would like to recommend the hiring of Mr. Thomas Watts for a 1st Grade classroom teacher. Tom began serving as a building premier substitute this fall, and is currently serving as a long-term substitute in a 1st grade class in Anchor. Tom graduated from the University of Cambridge (England) with a Master's in Music, and then pursued his passion for education as a boarding school Graduate Resident for Music & Sport. This then led him to continue his studies and become a special education teacher assistant and then classroom teacher. His passion for social-emotional development and creative approach to educational instruction is well suited for young learners, and we have seen first hand his dedication to the importance of student-teacher relationships.

We are confident that Mr. Watts will be a great addition to our Dexter Early Elementary Staff!

Thank you,

Brooke Stidham,

Principal, Dexter Early Elementary

Interview Committee: Laura Ayers, Maggie Scheurer, Kim Evanski, Tricia Winder, Katie Heikkila, and Brooke Stidham

# Thomas Watts

Elementary Teacher

A: [REDACTED] | T: [REDACTED] | E: [REDACTED]

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## Education

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**Michigan #T.E.A.C.H. / Alternative Teacher Certification - Elementary Education**  
2022 - PRESENT, MICHIGAN

**University of Cambridge, Girton College / Master of Music - Choral Studies**  
2018 - 2019, CAMBRIDGE, UK

**Anglia Ruskin University / Bachelor of Arts - Music**  
2015 - 2018, CAMBRIDGE, UK  
*1<sup>st</sup> class degree with honors and recipient of the Mark Devin Performance Prize*

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## Experience

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**EDUSTAFF / Premier Substitute Teacher at Dexter Community Schools**  
2022 - PRESENT, DEXTER, MI

I support the school with substitute teaching and long-term maternity cover. My role as a premier substitute requires flexibility and an adaptive approach to support students and staff. As a long-term substitute, I take on the role of the classroom teacher to provide a positive learning environment and take a creative approach to plan daily lessons in math, phonics, reading, writing, and science. I work with the primary teacher to continue established standards and expectations, and support the educational and social-emotional development of the students in my class.

**Cambourne Village College / Teaching Assistant - Special Education**  
2020 - 2021, CAMBOURNE, UK

I supported individual students with special education and behavioral needs in the classroom, ages 11-16. Work with students included: maintaining student engagement and learning; developing strategies to work through challenging behavior while creating a positive learning environment; formally reporting incidents and progress to best provide for students' specific needs.

**St John's College / Residential Graduate - Music and Sports**  
2019 - 2020, PORTSMOUTH, UK

I lead classes for music and sports while taking on housing responsibilities for boarding students, ages 9-18. Work with students included: teaching weekly lessons with a coach; coaching weekly training sessions and leading sports teams for rugby and hockey; acting House Parent for two full days a week and one weekend a month with full pastoral responsibilities.

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## Certification

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**Michigan Teaching Certificate - Interim / Elementary Education**  
VALID UNTIL 2027

**Adult and Pediatric First Aid/CPR/AED / American Red Cross**  
VALID UNTIL 2024

|   |
|---|
| <p>Dexter Community Schools<br/>Board of Education<br/>Executive Summary and Recommendation</p> |
|---|

**Purpose:**

Establish the following courses at Mill Creek Middle School and Dexter High School for the 2023-2024 school year and add courses to the Dexter Community Schools Comprehensive Course Catalog:

- Mill Creek Makers (grades 7-8)
- Mandarin I (grades 8-9)
- Hospitality and Tourism Management (grades 11-12)
- Outdoor Recreation (grades 9-12)
- Sales and Marketing (grades 9-12)
- Computer Science A & B (grades 11-12)
- Math Mentoring (grades 11-12)

**Explanation:**

Each of the aforementioned courses has successfully completed the *Dexter Community Schools Application to Request the Adoption of a New Course and/or Resource* including successful reviews by the following committees: department review, DCS administration review, adjacent building review, community review, and Board of Education review. Budgets for each course have been established and will be further solidified when/if courses are scheduled at Mill Creek Middle School and Dexter High School. With approval from the Board of Education, these courses can be marketed and scheduled to our current 7<sup>th</sup>-11<sup>th</sup> grade students for the 2023-2024 school year.

**Recommendation:**

The Mill Creek Middle School and Dexter High School staff and administrators are requesting the approval and addition of the following courses to the Dexter Community Schools Comprehensive Course Catalog:

- Mill Creek Makers (grades 7-8)
- Mandarin I (grades 8-9)
- Hospitality and Tourism Management (grades 11-12)
- Outdoor Recreation (grades 9-12)
- Sales and Marketing (grades 9-12)
- Computer Science A & B (grades 11-12)
- Math Mentoring (grades 11-12)







# DEXTER COMMUNITY SCHOOLS

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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                         |

|                     |              |
|---------------------|--------------|
| <b>GRAND TOTAL:</b> | <b>\$800</b> |
|---------------------|--------------|

### **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: Support from BOE around a coding course. BOE members wondered if it would be possible for students to “test out” of the prerequisite course. Mr. Fisher explained that he would speak to the math department about this request. Some BOE members wondered if the language taught could rotate semester to semester or year to year.

**Date of Board of Education action:** 12/19/2022

Action taken:





# DEXTER COMMUNITY SCHOOLS

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

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:** 11/30/2022

Location of meeting: Mill Creek

Number of attendees: 14

Record of the meeting including comments & recommendations: Appreciated the addition of a hands on, STEAM based class.

**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:** 12/2/2022

Location of meeting: Mill Creek and Zoom

Number of attendees: 17

Record of the meeting including comments & recommendations: Students and parents were excited for students to have an opportunity to have a hands on class that develops problems solving skills.

**Date of Board of Education review/discussion:** 12/5/2022

Record of the meeting including comments & recommendations: General support from Board of Education. Question about if this was an elective or a required course. BOE members wondered if this would engage students in a different way in terms of math and sciences.

**Date of Board of Education action:** 12/19/22

Action taken:



# DEXTER COMMUNITY SCHOOLS

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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?**

- **Foster** 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:**

#### HIGH SCHOOL STUDENTS

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.

#### ELEMENTARY STUDENTS

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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; recommendations: BOE support for this course.

Wonderings about how students would get involved (would they join for the right reasons). BOE suggested possible branding/name change. Thought mentoring might imply that the HS student is being mentored as opposed to being mentor themselves.

**Date of Board of Education action:** 12/19/2022

Action taken:





# DEXTER COMMUNITY SCHOOLS

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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 will 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        |
| <b>GRAND TOTAL:</b>                   | <b>\$0</b> |

## **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: BOE was very supportive of this CTE opportunity, especially with it behind housed at Dexter High School. Excited about the partnerships and opportunities for DHS students.

**Date of Board of Education action:** 12/19/2022

Action taken:





# DEXTER COMMUNITY SCHOOLS

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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:** 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 assessment:** 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 |
| <ul style="list-style-type: none"><li>• 60 print student edition textbooks</li><li>• 100 digital seats</li><li>• 3 years passport for all online program components</li></ul>                              |           |
| Professional Development:  | \$1,250   |
| <ul style="list-style-type: none"><li>• The live, virtual initial implementation workshop session (<b>optional</b>)</li><li>• Learn how to best implement the digital resources in the classroom</li></ul> |           |
| 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  |
| <ul style="list-style-type: none"><li>• Shipping and handling</li></ul>  |           |

**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 12/2/2022

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: Excitement about the continuation of Mandarin in 8th grade. BOE would like to see a long-term projection of world languages in Dexter to ensure we have a thoughtful approach to give students access and opportunities to learn language. Wonderings about how much language can truly be acquired in 2-4 years. BOE had concerns about the amount of money spent on textbooks. It was communicated to the BOE that this was inline with other text book purchases across the district.

**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:** 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       |
| <b>GRAND TOTAL:</b>                   | <b>\$</b> |

## **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: 5

Record of the meeting including comments & recommendations: Support for this course and excitement about possibilities 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: General support from participants.

### **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: Support from BOE. BOE expressed curiosity about how many sections of Outdoor Rec would fill. BOE members appreciated the flexibility and possibilities a course like Outdoor Rec would create for students.

**Date of Board of Education action:** 12/19/2022

Action taken:



# DEXTER COMMUNITY SCHOOLS

Bates School, 2704 Baker Road, Dexter, Michigan 48130

(734) 424-4100 fax (734) 424-4111

[www.dexterschools.org](http://www.dexterschools.org)

## 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) | \$2,000 |

\*Possible hardware and software needs to re-launch school store.

**GRAND TOTAL:** **\$2,000**

## **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: Support for course and desire to have it mirror a neighboring district's school store. BOE members encouraged a budget to be determined prior to approval. This change has been reflected.

**Date of Board of Education action:** 12/19/2022

Action taken:



|   |
|---|
| <p>Dexter Community Schools<br/>Board of Education<br/>Executive Summary and Recommendation</p> |
|---|

**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).

Dexter Community Schools  
Board of Education  
Executive Summary and Recommendation

**Purpose:**

Rebrand Foreign Language 5 (course 61705) and Foreign Language 6 (course 61706) at Creekside Intermediate School.

**Explanation:**

In an attempt to better align language across the district and be more intentional about word usage, staff and students felt it important that the courses currently offered at Creekside be called, *World Language* as opposed to Foreign Language.

**Recommendation:**

The Creekside Staff proposes that Foreign Language 5 and Foreign Language 6 be rebranded *World Language 5* and *World Language 6*, respectively.

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](mailto:dextercompcheer@gmail.com) 734.883.0192  
Mike: [bavineaum@dexterschools.org](mailto:bavineaum@dexterschools.org)

Date Submitted: September 20<sup>th</sup>, 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.*



# 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

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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

## **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, 2<sup>nd</sup> Floor  
Dexter, MI 48130

**Exhibit A**

**Description of Property**

**[Insert legal description]**

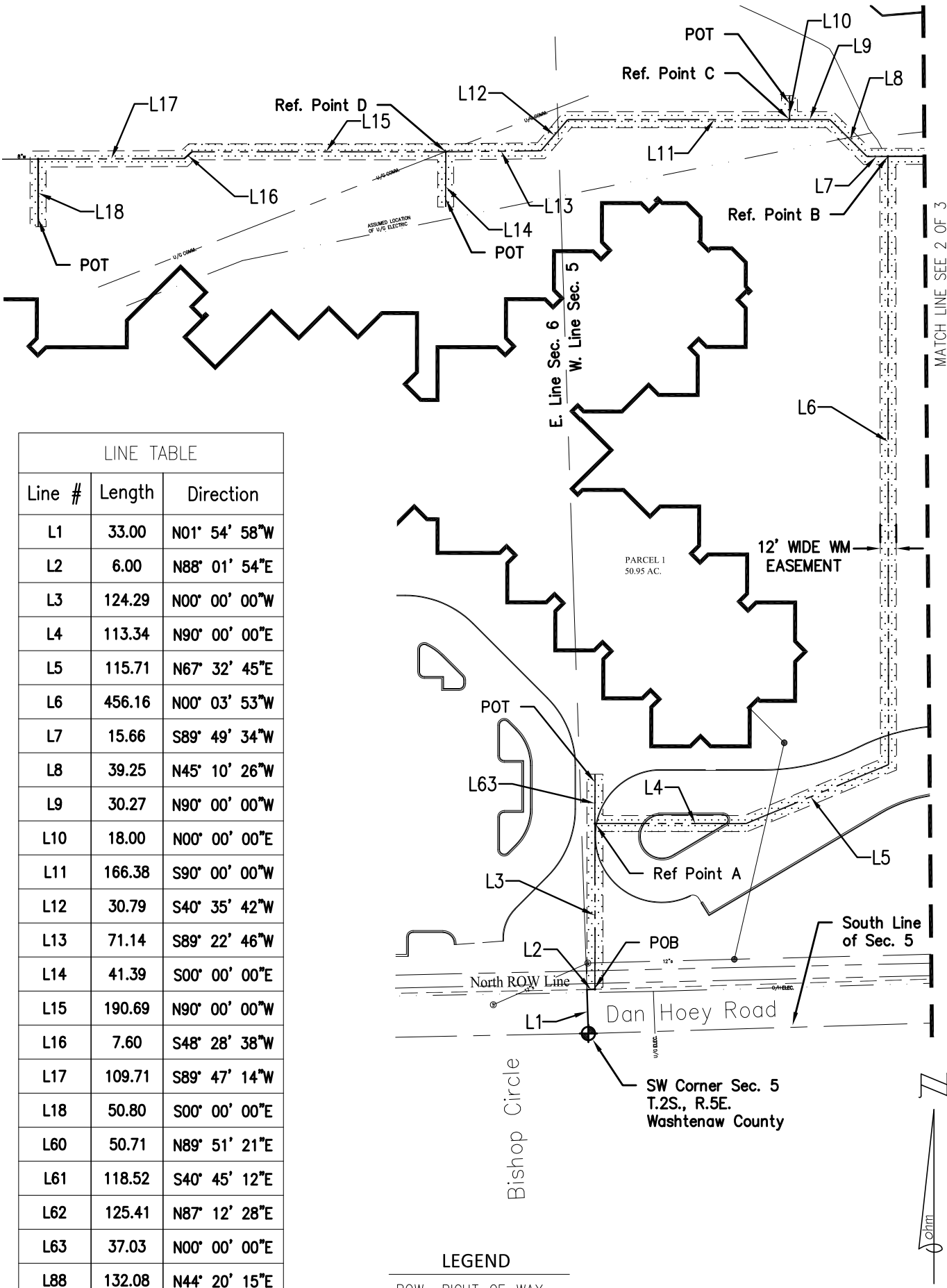
Tax Id. No.: 08-08-05-300-002; 08-08-06-400-017

**Exhibit B**

**Description of Easement Area**

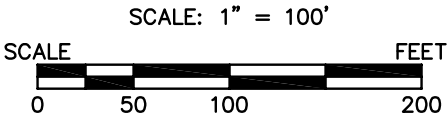


EXHIBIT B  
SKETCH AND DESCRIPTION



| 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



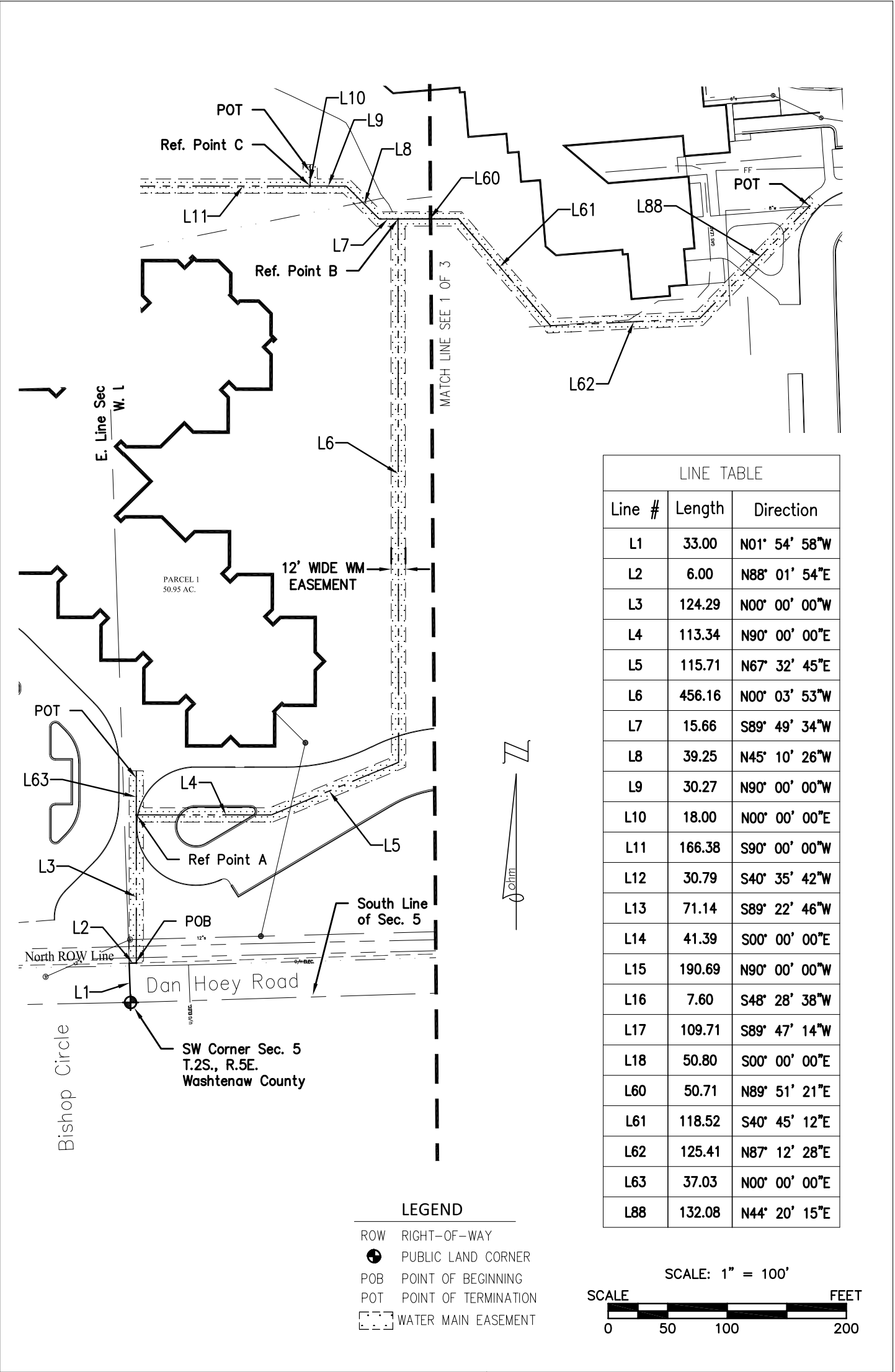
424 Hancock Street | Hancock, MI 49930  
p (906) 482-0535 | f (906) 482-6453

Advancing Communities

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

SHEET  
1 OF 3

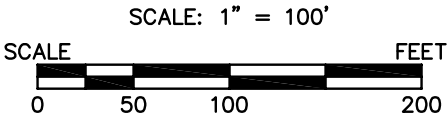
JOB NO.  
1302-10-0001



| 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



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

Advancing Communities

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

SHEET  
2 OF 3

JOB NO.  
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.

SKETCH AND DESCRIPTION

Dexter Community Schools  
City of Dexter, MI

PARCEL ID # 000-00-000-00



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

Advancing Communities

|                            |                 |        |              |
|----------------------------|-----------------|--------|--------------|
| DATE:<br>DRAWN BY:<br>DWG: | 03-29-22<br>MAS | SHEET  | JOB NO.      |
|                            |                 | 3 OF 3 | 1302-10-0001 |

CLIENT: 01302100001\_MILLS\_COMMUNITY\_SCHOOLS\_WM\_NEWEASEMENTLAYOUT



TO: Board of Education

FROM: Sharon Raschke, CFO

DATE: December 19, 2022

RE: 2022-23 December Budget Amendment

The 2022-23 December budget amendment is being presented for Board consideration. The Finance Committee reviewed and recommended the amendment on December 13, 2022.

The key parameters of the revised 2022-23 budget are:

- State Foundation allowance \$9,150, a \$450 increase from 2021-22. The foundation is paid based on 90% October 2022 and 10% February 2022 student counts. Actual foundation allowances over the past 5 years were:

| 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |
|----------|----------|----------|----------|----------|
| \$ 8,117 | \$ 8,328 | \$ 8,328 | \$ 8,700 | \$ 9,150 |

- Student count 3,375, a decrease of 41 students from October 2021. Actual fall student counts over the past 5 years were:

| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------|---------|---------|---------|---------|
| 3,647   | 3,628   | 3,387   | 3,417   | 3,375   |

- Supplemental one-time allocations for COVID relief from State and Federal funds are described in this packet. Expenses were aligned with the required accounting.
- State categoricals for MPSERS Cost Offset (147a1), MPSERS Normal Offset (147a2), MPSERS Stabilization (147c), and MPSERS Reform Payment (147e) total \$4,895,000.
- A blended MPSERS Retirement Rate 45.03% was budgeted for all funds. The General Fund budget for retirement is \$11,070,000, or 20.6% of the General Fund expenses. After offsetting the funding categoricals, the net MPSERS retirement cost budget is \$6,200,000, or 12.6% of the budget. The State categorical funding is not guaranteed. If eliminated, the full retirement cost would be a district obligation.
- WISD Act 18 special education reimbursement \$4,732,000 is based on 100% of actual unreimbursed costs of the 2020-21 fiscal year. Also included are a one-time additional distribution from WISD of \$766,000 to offset actual costs from 2021-22, \$113,000 for Medicaid Direct Services performed in previous years, and \$119,000 one-time additional IDEA Flowthrough funding for special education services. Vacancies and turnover in our special education professional staff and paraeducator positions will result in special education costs below the budget and the corresponding revenue reduced in future years.
- Teacher and other certificated professional staff are 266.38 FTE
- Wage changes with all employee groups, staff steps and levels and education levels per negotiated contracts that were all settled after the budget adoption in June 2022
- Health benefits per negotiated contracts with fully insured MESSA and BCBS products. The District contribution increased for medical plans across all employee groups. With staff FTE changes and census elections, overall District contribution increased 6.1% to \$4,360,000.
- Long range trend reflects 2.5% increase foundation from State in 2023-24, then 2% annually; Student count recovery next year +105, then +25 annually.

- Direct and indirect cost recovery of 10% from Food & Nutrition (\$195,492), Community Education (\$100,681), and ECLC Jenkins/Bates (\$112,208)
- Athletics subsidy was prefunded and assigned in the Community Services Fund Balance

The budget reflects full staff and full programming. We are experiencing many short and long-term vacancies due to the limited hiring pool, unpaid leaves of absence, employee turnover, and lack of available substitute teachers and paraeducators. We do anticipate a larger than normal positive variance in expenditures. The budget narratives will provide more details on the variances as the year progresses.

### **Attachments**

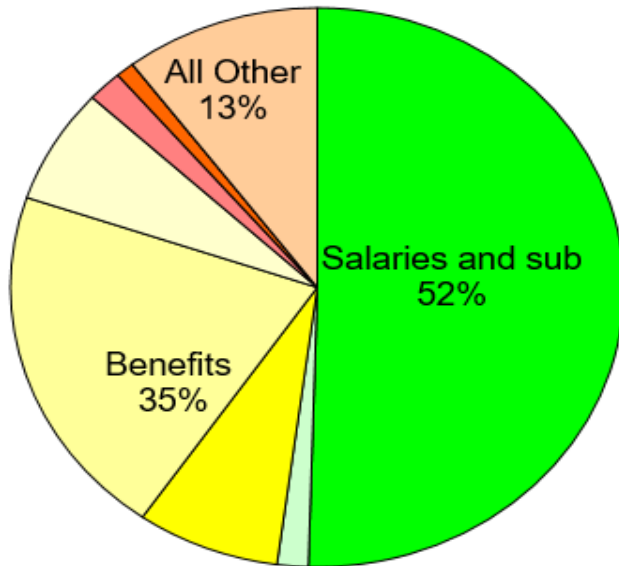
1. Financial Dashboard
2. A long-range trend with 2020-21 and 2021-22 actual, 2022-23 (December revision), and 2023-24, 2024-25, 2025-26, and 2026-27 trend
3. COVID Grant overview including the current allocations and spending plan
4. 2021-22 Year-End Fund Balances and designated reserves
5. The general appropriation amendment for the general fund and required special revenue funds by major function grouping. We will post the resolutions on our Budget Transparency Reporting web page, once adopted by the Board of Education.

The budget detailed by individual account lines are available in the Business Office.

**Dexter Community Schools  
Financial Dashboard  
2022-23 Budget (December Revision)**

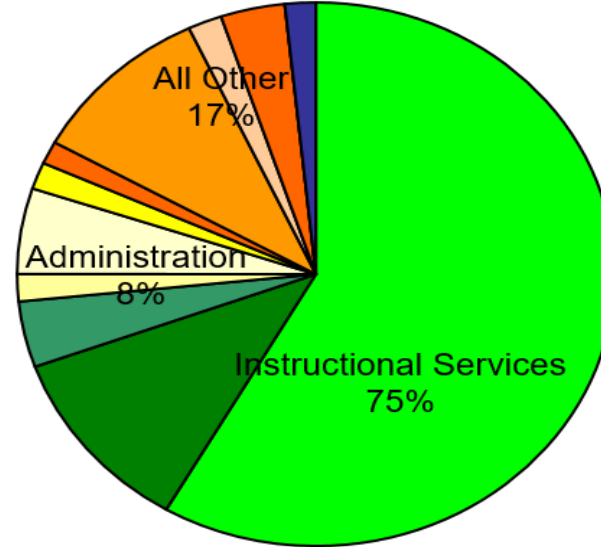
| 2020-21 Actual   |                |                    |                |                     |               |                      |
|--|----------------|--------------------|----------------|---------------------|---------------|----------------------|
| Student Count *  | Total Revenues | Total Expenditures | Excess Rev/Exp | Ending Fund Balance | %             | Foundation Allowance |
| 3,411  | \$46,114,251   | \$44,387,472       | \$1,726,779    | \$11,581,137        | 26.1%         | \$8,328              |
| Peer Group Ranking from most recent Bulletin 1014 (2020-21 data) |                |                    |                |                     | 3rd out of 30 | 9 above minimum      |
| 2021-22 Actual   |                |                    |                |                     |               |                      |
| 3,411  | \$49,573,904   | \$48,912,197       | \$661,707      | \$12,242,844        | 25.0%         | \$8,700              |
| 2022-23 Budget (December Revision)                               |                |                    |                |                     |               |                      |
| 3,375  | \$49,197,854   | \$53,851,906       | (\$4,654,052)  | \$7,588,792         | 14.1%         | \$9,150              |

**Expenses-Type**



|                                |              |       |
|--------------------------------|--------------|-------|
| Salaries                       | \$27,177,951 | 50.5% |
| Sub Teachers/Paras             | \$879,719    | 1.6%  |
| Benefits-Health                | \$4,066,543  | 7.6%  |
| Benefits-State Retirement      | \$11,069,910 | 20.6% |
| Benefits-Payroll Taxes / Other | \$3,598,442  | 6.7%  |
| Utilities                      | \$990,817    | 1.8%  |
| Teaching Supplies/Textbooks    | \$523,172    | 1.0%  |
| Athletics                      | \$-          | 0.0%  |
| All Other                      | \$5,545,352  | 10.2% |

**Expenses-Program**



|                         |              |       |
|-------------------------|--------------|-------|
| Instruction             | \$31,423,114 | 58.4% |
| Student Services        | \$5,989,056  | 11.1% |
| Instructional Support   | \$2,114,101  | 3.9%  |
| Technology              | \$873,139    | 1.6%  |
| School Administration   | \$2,743,367  | 5.1%  |
| General Administration  | \$859,230    | 1.6%  |
| Business Administration | \$729,509    | 1.4%  |
| Building & Grounds      | \$5,360,314  | 10.1% |
| Utilities               | \$990,817    | 1.8%  |
| Transportation          | \$1,874,235  | 3.5%  |
| Athletics               | \$-          | 0.0%  |
| All Other               | \$895,024    | 1.7%  |

\*Student count is a blend of 10% previous spring/90% current fall counts. In 2020-21 student count was a superblend due to COVID-19, but adjusted above for normal blend

**Dexter Community Schools**  
**General Fund**  
**Long Range Trend**

|    | A | B  | H                 | I                 | J                 | K                | L                  | M                  | N                  |
|----|---|--|-------------------|-------------------|-------------------|------------------|--------------------|--------------------|--------------------|
| 5  |   |  | 2020-21           | 2021-22           | 2022-23           | 2023-24          | 2024-25            | 2025-26            | 2026-27            |
| 6  |   |  | actual            | actual            | budget (December) | trend            | trend              | trend              | trend              |
| 8  |   | <b>Revenue</b>                                     | 46,114,251        | 49,573,904        | 49,197,854        | 47,557,230       | 48,722,900         | 50,346,245         | 52,592,495         |
| 9  |   | <b>Expense</b>                                     | 44,387,472        | 48,912,197        | 53,851,906        | 51,729,304       | 53,145,198         | 55,032,626         | 55,988,162         |
| 10 |   | Revenue over (under) expense                       | 1,726,779         | 661,707           | (4,654,052)       | (4,172,075)      | (4,422,298)        | (4,686,381)        | (3,395,668)        |
| 11 |   | Fund Balance planned adjustment                    | -                 | -                 | (1,230,523)       | -                | -                  | -                  | -                  |
| 12 |   | Operational Revenue over (under) expense           | 1,726,779         | 661,707           | (3,423,529)       | (4,172,075)      | (4,422,298)        | (4,686,381)        | (3,395,668)        |
| 14 |   | <b>FUND BALANCE</b>                                |                   |                   |                   |                  |                    |                    |                    |
| 15 |   | Non-spendable-Prepaid Expenditures                 | 61,001            | 71,901            | 71,901            | 71,901           | 71,901             | 71,901             | 71,901             |
| 17 |   | Committed-Facilities                               | 1,000,000         | 1,000,000         | 865,530           | 865,530          | 865,530            | 865,530            | 865,530            |
| 18 |   | Committed-Athletic Facilities                      | 950,000           | 1,040,000         | (56,053)          | (56,053)         | (56,053)           | (56,053)           | (56,053)           |
| 19 |   | Committed-Health Benefit Claims                    | -                 | -                 | -                 | -                | -                  | -                  | -                  |
| 20 |   | Committed-Instructional Equipment                  | 1,000,000         | 1,000,000         | 1,000,000         | 1,000,000        | 1,000,000          | 1,000,000          | 1,000,000          |
| 21 |   | Committed-New Programs Implementation              | 2,400,000         | 2,400,000         | 2,400,000         | 2,400,000        | 2,400,000          | 2,400,000          | 2,400,000          |
| 22 |   | Committed-New Programs Startup Costs               | 300,490           | 300,490           | 300,490           | 300,490          | 300,490            | 300,490            | 300,490            |
| 23 |   | Committed-Performing Arts Equipment                | 150,000           | 160,000           | 160,000           | 160,000          | 160,000            | 160,000            | 160,000            |
| 24 |   | Committed-Retirement/Severance                     | 1,000,000         | 1,000,000         | 1,000,000         | 1,000,000        | 1,000,000          | 1,000,000          | 1,000,000          |
| 25 |   | Committed-Supply Carryover                         | 314,162           | 217,392           | 217,392           | 217,392          | 217,392            | 217,392            | 217,392            |
| 26 |   | Committed-Employee Off Schedule Payment            | -                 | -                 | -                 | -                | -                  | -                  | -                  |
| 27 |   | Committed-Technology                               | 1,500,000         | 1,500,000         | 1,500,000         | 1,500,000        | 1,500,000          | 1,500,000          | 1,500,000          |
| 28 |   | Committed-Textbooks                                | -                 | -                 | -                 | -                | -                  | -                  | -                  |
| 29 |   | Assigned for Subsequent year expenditures          | 653,524           | 263,547           | 263,547           | 263,547          | 263,547            | 263,547            | 263,547            |
| 30 |   | Unassigned   | 2,251,960         | 3,289,514         | (134,015)         | (4,306,090)      | (8,728,388)        | (13,414,769)       | (16,810,437)       |
| 31 |   | <b>TOTAL FUND BALANCE</b>                          | <b>11,581,137</b> | <b>12,242,844</b> | <b>7,588,792</b>  | <b>3,416,717</b> | <b>(1,005,581)</b> | <b>(5,691,962)</b> | <b>(9,087,630)</b> |
| 32 |   | %  | 26.1%             | 25.0%             | 14.1%             | 6.6%             | -1.9%              | -10.3%             | -16.2%             |
| 33 |   | Unassigned   | 2,251,960         | 3,289,514         | (134,015)         | (4,306,090)      | (8,728,388)        | (13,414,769)       | (16,810,437)       |
| 34 |   | %  | 5.1%              | 6.7%              | -0.2%             | -8.3%            | -16.4%             | -24.4%             | -30.0%             |
| 36 |   | <b>STATE FUNDING</b>                               |                   |                   |                   |                  |                    |                    |                    |
| 37 |   | State per pupil foundation                         | \$ 8,328          | \$ 8,700          | \$ 9,150          | \$ 9,379         | \$ 9,566           | \$ 9,758           | \$ 9,953           |
| 38 |   | State per pupil foundation change (\$)             | \$ -              | \$ 372            | \$ 450            | \$ 229           | \$ 188             | \$ 191             | \$ 195             |
| 39 |   | Effective per pupil change                         |                   |                   |                   |                  |                    |                    |                    |
| 43 |   | <b>STUDENT ENROLLMENT</b>                          |                   |                   |                   |                  |                    |                    |                    |
| 44 |   | New student additions(general ed & special ed FTE) | (54.72)           | 29.00             | (41.07)           | 105.00           | 25.00              | 25.00              | 25.00              |
| 45 |   | Student Enrollment (October)                       | 3,387.35          | 3,416.35          | 3,375.28          | 3,480.28         | 3,505.28           | 3,530.28           | 3,555.28           |
| 59 |   | <b>PROJECTION ASSUMPTIONS</b>                      |                   |                   |                   |                  |                    |                    |                    |
| 60 |   | Academic staff (FTE)                               | 248.50            | 266.38            | -                 | -                | -                  | -                  | -                  |
| 61 |   | Increase support staff (FTE)                       | -                 | -                 | -                 | -                | -                  | -                  | -                  |
| 62 |   | Salary/Wage DEA change (%)                         | 1.00%             | 1.00%             | 5.00%             | 0.00%            | 0.00%              | 0.00%              | 0.00%              |
| 63 |   | State Blended Count Method                         | superblend        | 10%/90%           | 10%/90%           | 10%/90%          | 10%/90%            | 10%/90%            | 10%/90%            |
| 64 |   | MPERS Retirement Rate                              | 42.83%            | 43.40%            | 45.03%            | 45.15%           | 45.27%             | 45.39%             | 45.51%             |
| 65 |   | FICA Employer Tax Rate                             | 7.65%             | 7.65%             | 7.65%             | 7.65%            | 7.65%              | 7.65%              | 7.65%              |
| 66 |   | District Insurance Cost change                     | 3.00%             | 3.00%             | 4.80%             | 3.00%            | 3.00%              | 3.00%              | 3.00%              |
| 67 |   | WISD Special Education Reimbursement               | 100.00%           | 100.00%           | 100.00%           | 100.00%          | 100.00%            | 100.00%            | 100.00%            |
| 68 |   | Indirect Cost Rate to Self-supporting Programs     | 10.00%            | 10.00%            | 10.00%            | 10.00%           | 10.00%             | 10.00%             | 10.00%             |
| 69 |   | Inflation (discretionary)                          | 0.00%             | 0.00%             | 0.00%             | 0.00%            | 0.00%              | 0.00%              | 0.00%              |



**Dexter Community Schools**  
**COVID Grants Overview**

| Grant Description  | Grant | 2019-20    | 2020-21      | 2021-22      | 2022-23    | 2023-24<br>estimate | Use of Funds  |
|--|-------|------------|--------------|--------------|------------|---------------------|---|
| COVID-ESSER CARES  | 7960  | \$ 174,666 |              |              |            |                     | Anchor K-2 Virtual/Hybrid Teachers                                    |
| School emergency relief formula                                    |       |            |              |              |            |                     |   |
| COVID-Child Care Relief CRF  | 7970  | \$ 58,081  | \$ 59,080    |              |            |                     | Offset of costs for child care operations during COVID                |
|  |       |            |              |              |            |                     | Tuition relief for parents for child care during COVID                |
| COVID-District Covid CRF 103(2)<br>paid by State Aid Status 7/2020 | 7980  |            | \$ 44,690    |              |            |                     | Anchor K-2 Virtual/Hybrid Teachers                                    |
|  |       |            |              |              |            |                     |   |
| COVID-11p CRF \$350pp  | 7990  |            | \$ 1,269,618 |              |            |                     | 74.5 days of Anchor K-2 Virtual/Hybrid Teachers                       |
| paid by State Aid Status 8/2020                                    |       |            |              |              |            |                     | 3.09% off schedule payment for virtual/hybrid instruction development |
| 31o School Support   | 2380  |            |              | \$ 443,926   | \$ 295,951 | \$ 147,975          | District + K-2 Counselor \$261,790                                    |
|  |       |            |              |              |            |                     | Psych .2 increase \$23,093  |
|  |       |            |              |              |            |                     | District + K-2 Social Worker \$260,813                                |
| 31aa Mental Health   | 2490  |            |              |              | \$ 365,183 |                     | estimated   |
|  |       |            |              |              |            |                     |   |
| ESSER II State Equalization Formula<br>11r(4)                      | 3870  |            | \$ 798,676   |              |            |                     | 62.5 days of Anchor K-2 Virtual/Hybrid Teachers                       |
| State makeup to \$450 pp<br>based on 3573 students                 |       |            |              |              |            |                     |   |
|  |       |            |              |              |            |                     |   |
| Innovative Practices   | 3880  |            |              | \$ 226,563   |            |                     | SPARK development 68 days 3/9-6/18/2021                               |
| State Section 23b(2d) \$100 pp                                     |       |            |              |              |            |                     | Additional Summer curriculum development                              |
| ESSER II Summer School   | 4310  |            |              | \$ 1,222,100 |            |                     | Additional staff, camps, and supplies \$360,964                       |
|  |       |            |              |              |            |                     | Additional Transportation \$100,673                                   |
| Section 23b(2a) \$550 pp   |       |            |              |              |            |                     | SPARK development 44 days 1/4-3/8/2021 \$130,246                      |
| K-8 Dreads Summer  |       |            |              |              |            |                     | Admin summer \$370,274  |
|  |       |            |              |              |            |                     | Summer B&G \$259,943  |
| ESSER II HS Credit Recovery  | 4320  |            |              | \$ 485,650   |            |                     | Additional staff, camps \$67,413                                      |
| Section 23b(2b) \$550 pp   |       |            |              |              |            |                     | HS Counselors \$73,821  |
| 9-12 Summer Credit recovery  |       |            |              |              |            |                     | Admin summer \$196,752  |
|  |       |            |              |              |            |                     | Summer B&G \$147,664  |

**Dexter Community Schools**  
**COVID Grants Overview**

| Grant Description   | Grant | 2019-20 | 2020-21    | 2021-22      | 2022-23    | 2023-24<br>estimate | Use of Funds   |
|---|-------|---------|------------|--------------|------------|---------------------|--|
| ESSER II After School<br>Section 23b(2c) \$25,000                                     | 4330  |         |            | \$ 25,000    |            |                     | Development of programming K-6   |
| ESSER II Teacher/Support Stipend<br>Section 23c(4a-b) \$1000/teacher<br>\$250/support | 4340  |         |            | \$ 93,000    |            |                     | Additional expenses of staff stipends  |
|   |       |         |            |              |            |                     | Grant award \$318,750<br>(prorated based on actual payout)   |
| ESSER III<br>20% Learning Loss  | 4350  |         |            | \$ 495,451   | \$ 952,015 |                     | Anchor K-2 Teachers 43 days (2021-22) 87 days<br>(2022-23)   |
|   | 4351  |         |            | \$ 371,876   |            |                     | Intervention Instruction K-4 \$230,570<br>Reading Horizons materials \$141,306   |
| IDEA Preschool ARP  | 4370  |         |            | \$ 9,639     |            |                     | Special Education early intervention   |
| ESSER III State Equalization 11t  | 4410  |         |            | \$ 1,430,890 | \$ 655,363 |                     | Intervention K-12 \$422,434 (22-23 \$385,930)<br>Counselors K-8 \$493,678 (22-23 \$269,433)<br>Nurse \$75,423<br>Curriculum Leadership \$439,355 |
| ESSER II Benchmark Assessment<br>Section 104a   | 4430  |         |            | \$ 27,975    | \$ 26,875  |                     | NWEA to support students with learning loss  |
| ESSER II Learning Loss 98c  | 4510  |         |            |              | \$ 180,000 |                     | estimated  |
| ESSER II Formula 11r(2)   | 4850  |         |            |              |            |                     |  |
| Section 11r(2) 43.6% of ESSERII   |       |         | \$ 352,948 |              |            |                     | 31 days of Anchor K-2 Virtual/Hybrid Teachers  |
| Section 11r(2) 56.4% of ESSERII   |       |         |            | \$ 456,564   |            |                     | 40 days of Anchor K-2 Teachers   |
| MDHHS Health Resource Advocate  | 6180  |         |            | \$ 100,000   | \$ 100,000 |                     | Additional Nurse + tracing supports  |
| Pandemic-EBT Local Costs  | 6640  |         |            | \$ 614       | \$ 628     |                     | Admin costs of reporting for Pandemic Electronic<br>Benefit Transfer   |
| IDEA ARP Flowthrough  | 9830  |         |            |              | \$ 119,626 |                     | Special Education services   |
| 97 School Safety  | 2440  |         |            |              | \$ 365,000 |                     | estimated  |
| 97b School Resource Officer   | 2540  |         |            |              | \$ 100,000 |                     | estimated  |
| 97c Risk Assessments  | 2550  |         |            |              | \$ 26,000  |                     | estimated  |
| 97d Critical Incident Mapping   | 2560  |         |            |              | \$ 50,000  |                     | estimated  |
| CRF- MAISA Device Purch Prog  | 4830  |         | \$ 23,947  |              |            |                     | Rebates for tech devices purchased through Bond  |
|   |       |         | \$ 29,103  |              |            |                     | Rebate for virtual learning and connectivity   |

**Dexter Community Schools**  
**COVID Grants Overview**

| Grant Description   | Grant | 2019-20    | 2020-21      | 2021-22      | 2022-23      | 2023-24<br>estimate | Use of Funds   |
|---|-------|------------|--------------|--------------|--------------|---------------------|--|
| Unanticipated School Closure<br>Summer Food Service Program<br>(SFSP) | 8580  | \$ 730,812 | \$ 1,064,551 | \$ 97,806    |              |                     | Additional expenses of staff and supplies for<br>community food meal kits and free breakfast and<br>lunch meals for all students (thru 8/30/2021)                      |
| National School Breakfast (NSLP)                                      | 8500  |            |              | \$ 183,667   |              |                     | Free breakfast for students (2021-22 school year)  |
| National School Lunch (NSLP)  | 8510  |            |              | \$ 1,461,659 |              |                     | Free lunch for students (2021-22 school year)  |
| National School Lunch Snack (NSLP)                                    | 8610  |            |              | \$ 13,388    |              |                     | Free snack milk for students (2021-22 school<br>year)  |
| Supply Chain Assistance Funds   | 8510  |            |              | \$ 68,885    |              |                     | Offset increased food costs due to supply chain<br>issues  |
| Child Care Relief Fund Grant  | 7010  |            |              | \$ 229,960   |              |                     | Fall 2021-Jenkins/ECLC staff bonuses, staff raises,<br>reimbursed parent tuition for days closed due to<br>COVID, reimburse 2020-21 excess cost of<br>childcare staff. |
|   |       |            |              | \$ 225,020   | \$ 34,000    |                     | Spring 2022-Jenkins/ECLC additional grant for<br>operations, Staff bonus (paid 8/2022)   |
|   |       |            |              | \$ 173,313   | \$ 15,500    |                     | Spring 2022-Community Ed Rec/Ed staff pay, staff<br>bonus (paid 8/2022)  |
|   |       |            |              |              | \$ 178,760   |                     | Summer 2022-Jenkins/ECLC additional grant for<br>operations  |
|   |       |            |              |              | \$ 137,875   |                     | Summer 2022-Community Ed Rec/Ed additional<br>grant for operations   |
| General Fund Revenue  |       | \$ 174,666 | \$ 2,495,035 | \$ 5,389,248 | \$ 3,236,641 | \$ 147,975          | \$ 11,443,565  |
| Capital Projects Fund Revenue   |       | \$ -       | \$ 23,947    | \$ -         | \$ -         | \$ -                | \$ 23,947  |
| Food Service Fund Revenue   |       | \$ 730,812 | \$ 1,064,551 | \$ 1,825,405 | \$ -         | \$ -                | \$ 3,620,768   |
| Community Services Fund   |       | \$ 58,081  | \$ 59,080    | \$ 628,293   | \$ 366,135   | \$ -                | \$ 1,111,588   |
| Total Covid Funding   |       | \$ 963,559 | \$ 3,642,613 | \$ 7,842,946 | \$ 3,602,776 | \$ 147,975          | \$ 16,199,868  |

# Dexter Community Schools

## Fund Balance

### Year end 2021-22

|            |                 |
|------------|-----------------|
| Revenue    | \$49,573,903.68 |
| Expenses   | \$48,912,196.95 |
| Net Income | \$ 661,706.73   |

|  |              |  | Base value      |              | 21-22           | Board planned   | Planned         | Recommended     | Recommended      |
|--|--------------|--|-----------------|--------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Fund Balance Classifications                           | Account      | Methodology of Target  | for calculation | Target       | Beginning       | transfers 21-22 | Ending          | transfers 21-22 | Ending           |
| <b>Required Designated Reserve Funds (policy 6604)</b> |              |  |                 |              |                 |                 |                 |                 |                  |
| <b>Non-Spendable</b>                                   |              |  |                 |              |                 |                 |                 |                 |                  |
| Non-spendable-Prepaid Expenditures                     | 11-2711-1000 | Prepaid expenditure asset  | \$ 71,901       | \$ 71,901    | \$ 61,001.12    | \$ (61,001)     | \$0.00          | \$ 10,899.88    | \$ 71,901.00     |
| <b>Committed (required)</b>                            |              |  |                 |              |                 |                 |                 |                 |                  |
| Committed- Supply Carryover                            | 11-2731-7100 | Unspent supply carryover   | \$ 217,392      | \$ 217,392   | \$ 314,162.00   | \$ (314,162)    | \$0.00          | \$ (96,770.00)  | \$ 217,392.00    |
| Committed- Employee Off Schedule Payment               | 11-2731-7200 | Actual projected cost  | \$ -            | \$ -         | \$ -            | \$ -            | \$0.00          | \$ -            | \$ -             |
| <b>Board Designated Reserve Funds (policy 6605)</b>    |              |  |                 |              |                 |                 |                 |                 |                  |
| <b>Committed (management planned)</b>                  |              |  |                 |              |                 |                 |                 |                 |                  |
| Committed-Facilities, Equipment & Maintenance          | 11-2731-1200 | Assets undeprec repl value * 1%                                      | \$ 206,196,699  | \$ 2,061,967 | \$ 1,000,000.00 | \$ -            | \$ 1,000,000.00 |                 | \$ 1,000,000.00  |
| Committed-Facilities Athletics                         | 11-2731-1300 | Artificial turf, pools   | \$ 1,500,000    | \$ 1,500,000 | \$ 950,000.00   |                 | \$ 950,000.00   | \$ 90,000.00    | \$ 1,040,000.00  |
| Committed-Performing Arts Equipment                    | 11-2731-5100 | Refurbishing performing arts equipment                               | \$ 200,000      | \$ 200,000   | \$ 150,000.00   |                 | \$ 150,000.00   | \$ 10,000.00    | \$ 160,000.00    |
| Committed-Instructional Materials/Equipment            | 11-2731-3100 | Replacement of Instructional Materials (\$300/student)               | \$ 1,023,300    | \$ 1,023,300 | \$ 1,000,000.00 |                 | \$ 1,000,000.00 |                 | \$ 1,000,000.00  |
| Committed-Technology                                   | 11-2731-8100 | Cost of technology inventory * 50% (includes balance of restitution) | \$ 7,139,331    | \$ 3,569,666 | \$ 1,500,000.00 |                 | \$ 1,500,000.00 |                 | \$ 1,500,000.00  |
| Committed-New Programs                                 | 11-2731-4100 | Startup and implementation transition of new programs (3-5 yrs)      | \$ 348,000      | \$ 348,000   | \$ 2,400,000.00 |                 | \$ 2,400,000.00 |                 | \$ 2,400,000.00  |
| Committed-New Buildings/New Spaces                     | 11-2731-4200 | Startup and implementation transition of new building (3-5 years)    | \$ 300,000      | \$ 300,000   | \$ 300,490.00   |                 | \$ 300,490.00   |                 | \$ 300,490.00    |
| Committed-Retirement/Severance                         | 11-2731-6100 | Retirement obligation * 2/3  | \$ 1,733,989    | \$ 1,155,993 | \$ 1,000,000.00 |                 | \$ 1,000,000.00 |                 | \$ 1,000,000.00  |
| <b>Assigned Fund Balance</b>                           | 11-2741-0000 | Subsequent year expenditures   | \$ 263,547      | \$ 263,547   | \$ 653,524.00   |                 | \$ 263,547.00   | \$ (389,977.00) | \$ 263,547.00    |
| <b>Unassigned Fund Balance (policy 6612)</b>           | 11-2751-0000 | 3-5% of general fund expenses (value at 5%)                          | \$ 48,912,197   | \$ 2,445,610 | \$ 2,251,959.86 |                 | \$ 2,251,959.86 | \$ 1,037,553.85 | \$ 3,289,513.71  |
| <b>Total Fund Balance</b>                              |              |  |                 |              | \$11,581,136.98 | \$ (375,163.12) | \$10,815,996.86 | \$ 661,706.73   | \$ 12,242,843.71 |
| Non-Spendable Fund Balance                             |              |  |                 | 0.1%         | \$ 61,001       |                 |                 | 0.1%            | \$ 71,901        |
| Committed Fund Balance                                 |              |  |                 | 19.4%        | \$ 8,614,652    |                 |                 | 17.6%           | \$ 8,617,882     |
| Assigned Fund Balance                                  |              |  |                 | 1.5%         | \$ 653,524      |                 |                 | 0.5%            | \$ 263,547       |
| Unassigned Fund Balance                                |              |  |                 | 5.1%         | \$ 2,251,960    |                 |                 | 6.7%            | \$ 3,289,514     |
| <b>Total Fund Balance</b>                              |              |  |                 | 26.1%        | \$ 11,581,137   |                 |                 | 25.0%           | \$ 12,242,844    |

6.7%

**General Appropriation of the General Fund**  
**Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation amendment of Dexter Community Schools for the 2022-23 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by Dexter Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the General Fund of the school district for fiscal year 2022-23 which includes 18 mills of ad valorem taxes to be levied on non-homestead and nonqualified agricultural property to be used for operating purposes is as follows:

**Revenue:**

|   |    |                   |
|---|----|-------------------|
| 1xx Local   | \$ | 6,117,212         |
| 2xx Other Political Subdivisions                    | \$ | -                 |
| 3xx State   | \$ | 34,132,942        |
| 4xx Federal   | \$ | 2,885,458         |
| 5xx-6xx Other Financing Sources                     | \$ | 6,062,242         |
| <b>Total Revenue</b>                                | \$ | <b>49,197,854</b> |
| Total Fund Balance, July 1 Available to Appropriate | \$ | 12,170,943        |
| <b>Total Available to Appropriate</b>               | \$ | <b>61,368,797</b> |

BE IT FURTHER RESOLVED, that of the total available to appropriate in the General Fund, it is hereby appropriated in the amounts and for the purposes set forth below:

**Expenditures:**

|                                  |    |                   |
|----------------------------------|----|-------------------|
| 1xx – Instruction                |    |                   |
| 11x- Basic Programs              | \$ | 23,624,861        |
| 12x- Added Needs                 | \$ | 7,798,253         |
| 2xx – Support Services           |    |                   |
| 21x- Pupil Support               | \$ | 5,989,056         |
| 22x- Instructional Staff Support | \$ | 2,987,240         |
| 23x- General Administration      | \$ | 859,230           |
| 24x- School Administration       | \$ | 2,743,367         |
| 25x- Business Services           | \$ | 729,509           |
| 26x- Operations and Maintenance  | \$ | 6,351,131         |
| 27x- Transportation              | \$ | 1,874,235         |
| 28x-29x Other Central Support    | \$ | 685,312           |
| 3xx-Community Services           | \$ | 209,712           |
| 4xx-6xx Other Financing Uses     | \$ | -                 |
| <b>Total Appropriated</b>        | \$ | <b>53,851,906</b> |

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

BE IT FURTHER RESOLVED, that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent but no other transfers shall be made without prior approval of the board of education. When the superintendent makes a transfer of appropriations as permitted by this resolution, such transfer shall be presented to the board of education at its next regularly scheduled meeting in the form of an appropriation amendment, which amendment shall be adopted by the board of education at such meeting.

---

AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_ ABSENT: \_\_\_\_\_ RESOLUTION DECLARED ADOPTED.

---

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 19, 2022, and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

---

Secretary, Board of Education

**General Appropriation of the Community Service Fund**  
**Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation amendment of the Community Service Fund for the 2022-23 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Community Service Fund of Dexter Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Community Service Fund of the school district for fiscal year 2022-23 to be used for operating purposes is as follows:

**Revenue:**

|   |    |                  |
|---|----|------------------|
| 1xx Local   | \$ | 3,030,835        |
| 3xx State   | \$ | 72,856           |
| 4xx Federal   | \$ | 503,820          |
| 5xx-6xx Other Financing Sources                     | \$ | -                |
| <b>Total Revenue</b>                                | \$ | <b>3,607,511</b> |
| Total Fund Balance, July 1 Available to Appropriate | \$ | 2,711,375        |
| <b>Total Available to Appropriate</b>               | \$ | <b>6,318,886</b> |

BE IT FURTHER RESOLVED, that of the total available to appropriate in the Community Service Fund, it is hereby appropriated in the amounts and for the purposes set forth below:

**Expenditures:**

|                                  |    |                  |
|----------------------------------|----|------------------|
| 1xx – Instruction                |    |                  |
| 11x- Basic Programs              | \$ | 153,744          |
| 2xx – Support Services           |    |                  |
| 22x- Instructional Staff Support | \$ | 3,844            |
| 26x- Operations and Maintenance  | \$ | 142,550          |
| 27x- Transportation              | \$ | -                |
| 28x-29x Other Central Support    | \$ | 1,526,146        |
| 3xx-Community Services           | \$ | 1,969,825        |
| 4xx-6xx Other Financing Uses     | \$ | 226,746          |
| <b>Total Appropriated</b>        | \$ | <b>4,022,855</b> |

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

BE IT FURTHER RESOLVED, that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent but no other transfers shall be made without prior approval of the board of education. When the superintendent makes a transfer of appropriations as permitted by this resolution, such transfer shall be presented to the board of education at its next regularly scheduled meeting in the form of an appropriation amendment, which amendment shall be adopted by the board of education at such meeting.

---

AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_ ABSENT: \_\_\_\_\_ RESOLUTION DECLARED ADOPTED.

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The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 19, 2022, and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

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Secretary, Board of Education

**General Appropriation of the Food Services Fund**  
**Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation amendment of the Food Services Fund for the 2022-23 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Food Services Fund of Dexter Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Food Services Fund of the school district for fiscal year 2022-23 to be used for operating purposes is as follows:

**Revenue:**

|   |    |                  |
|---|----|------------------|
| 1xx Local   | \$ | 854,011          |
| 3xx State   | \$ | 73,602           |
| 4xx Federal   | \$ | 649,827          |
| 5xx-6xx Other Financing Sources                     | \$ | 195,500          |
| <b>Total Revenue</b>                                | \$ | <b>1,772,940</b> |
| Total Fund Balance, July 1 Available to Appropriate | \$ | 947,366          |
| <b>Total Available to Appropriate</b>               | \$ | <b>2,720,306</b> |

BE IT FURTHER RESOLVED, that of the total available to appropriate in the Food Services Fund, it is hereby appropriated in the amounts and for the purposes set forth below:

**Expenditures:**

|                                 |    |                  |
|---------------------------------|----|------------------|
| 2xx – Support Services          |    |                  |
| 26x- Operations and Maintenance | \$ | 3,480            |
| 28x-29x Other Central Support   | \$ | 1,951,442        |
| 4xx-6xx Other Financing Uses    | \$ | 195,492          |
| <b>Total Appropriated</b>       | \$ | <b>2,150,414</b> |

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

BE IT FURTHER RESOLVED, that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent but no other transfers shall be made without prior approval of the board of education. When the superintendent makes a transfer of appropriations as permitted by this resolution, such transfer shall be presented to the board of education at its next regularly scheduled meeting in the form of an appropriation amendment, which amendment shall be adopted by the board of education at such meeting.

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AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_ ABSENT: \_\_\_\_\_ RESOLUTION DECLARED ADOPTED.

---

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 19, 2022, and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

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Secretary, Board of Education

**General Appropriation of the Student/School Activity Fund**  
**Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation amendment of the Student/School Activity Fund for the 2022-23 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Student/School Activity Fund of Dexter Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Student/School Activity Fund of the school district for fiscal year 2022-23 to be used for operating purposes is as follows:

**Revenue:**

|   |    |           |
|---|----|-----------|
| 1xx Local   | \$ | 1,969,496 |
| <b>Total Revenue</b>                                | \$ | 1,969,496 |
| <hr/>   |    |           |
| Total Fund Balance, July 1 Available to Appropriate | \$ | 1,104,837 |
| <b>Total Available to Appropriate</b>               | \$ | 3,074,333 |

BE IT FURTHER RESOLVED, that of the total available to appropriate in the Student/School Activity Fund, it is hereby appropriated in the amounts and for the purposes set forth below:

**Expenditures:**

2xx – Support Services

|                             |    |           |
|-----------------------------|----|-----------|
| 29x- Support Service, Other | \$ | 1,969,496 |
| <b>Total Appropriated</b>   | \$ | 1,969,496 |

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

BE IT FURTHER RESOLVED, that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made upon the written authorization of the superintendent but no other transfers shall be made without prior approval of the board of education. When the superintendent makes a transfer of appropriations as permitted by this resolution, such transfer shall be presented to the board of education at its next regularly scheduled meeting in the form of an appropriation amendment, which amendment shall be adopted by the board of education at such meeting.

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AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_ ABSENT: \_\_\_\_\_ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 19, 2022, and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

---

Secretary, Board of Education





# WASHTENAW COUNTY OFFICE OF THE SHERIFF



JERRY L. CLAYTON

2201 Hogback Road ♦ Ann Arbor, Michigan 48105-9732 ♦ OFFICE (734) 971-8400 ♦ FAX (734) 973-4624 ♦ EMAIL [sheriffinfo@ewashtenaw.org](mailto:sheriffinfo@ewashtenaw.org)

MARK A. PTASZEK  
SHERIFF  
UNDERSHERIFF

December 12, 2022

CV 32863.4

Christopher Timmis, School Superintendent  
Dexter Community Schools  
7714 Ann Arbor Street  
Dexter, MI 48130

Dear Superintendent Timmis,

Washtenaw County wishes to amend the contract with your agency. Corporation Counsel has indicated that this amendment could be accomplished by a letter signed by both of us. If this amendment is agreeable to you, please sign and return all copies of this letter. You will receive an executed copy of this letter upon completion.

Accordingly, I hereby amend the Service Contract between Washtenaw County and Dexter Community Schools dated January 1, 2012 as follows:

Amend ARTICLE II – COMPENSATION AND OVERTIME to extend the contract as follows:

“The price for a PSU is fixed as follows: (1) \$150,594.00 per PSU for 2012; (2) \$152,100.00 per PSU for 2013; (3) \$153,621.00 per PSU for 2014; (4) \$155,157.00 per PSU for 2015; (5) \$156,709.00 per PSU for 2016; (6) \$158,276.00 per PSU for 2017; (7) \$160,650.00 per PSU for 2018 (8) \$160,650.00 per PSU for 2019, (9) \$160,650.00 per PSU for 2020; (10) \$163,060.00 per PSU for 2021; and (11) \$165,506.00 per PSU for 2022. Since 2019, the cost for a PSU has been subsidized by the Public Safety and Mental Health Millage. Starting in 2023, that subsidy will be enumerated as follows: The full cost is (12) \$208,220.00 per PSU for 2023 with a price of \$170,471; (13) \$219,670.00 per PSU for 2024 with a price of \$177,290; (14) \$231,692.00 per PSU for 2025 with a price of \$184,825; and (15) \$244,315.00 per PSU for 2026 with a price of \$192,680.”

“Since 2014, the County reserves the right to adjust these prices as a result of significant unforeseen cost increases in line items contained the Direct Cost categories (Salary, Fringe, Uniform Allowance, Gun Allowance and Fleet). The county and Sheriff shall give each Contracting Partner six (6) months written notice of any such increase.”

Amend ARTICLE V – TERM to extend the contract as follows:

“The term of this contract shall be for one hundred sixty-eight months with an effective date of January 1, 2012 and ending on December 31, 2026.”

All other terms and conditions remain the same as in the original contract.



# WASHTENAW COUNTY OFFICE OF THE SHERIFF



JERRY L. CLAYTON

2201 Hogback Road ♦ Ann Arbor, Michigan 48105-9732 ♦ **OFFICE** (734) 971-8400 ♦ **FAX** (734) 973-4624 ♦ **EMAIL** [sheriffinfo@ewashtenaw.org](mailto:sheriffinfo@ewashtenaw.org)

**MARK A. PTASZEK**  
SHERIFF  
UNDERSHERIFF

ATTEST:

WASHTENAW COUNTY

\_\_\_\_\_  
Lawrence Kestenbaum (DATE)  
County Clerk/Register

\_\_\_\_\_  
Gregory Dill (DATE)  
County Administrator

APPROVED FOR CONTENT:

Dexter Community Schools

\_\_\_\_\_  
Jerry L. Clayton (DATE)  
Sheriff

\_\_\_\_\_  
Christopher Timmis (DATE)  
School Superintendent

Original: Clerk  
Vendor

cc: Department  
Purchasing

|   |
|---|
| <p style="text-align: center;">Dexter Community Schools<br/>Board of Education<br/>Executive Summary and Recommendation</p> |
|---|

**Purpose:** To approve schools of choice slots for 2023-2024

**Explanation:** According to Section 105 and 105c of the Michigan School Code, the Board of Education can open slots for out-of-district students to attend Dexter Community Schools. Since 2014, the Board has offered limited schools of choice (SOC) slots, with two two-week application periods for each fall. When the number of qualified applicants exceeds the number of available slots, acceptance is determined by lottery after siblings of currently enrolled students have been placed.

Historically, the majority of schools of choice applicants are students who have previously attended Dexter Schools. Other applicants include families who are new to the area, planning to settle in Dexter, and are actively seeking housing in the area; students who live near the district boundaries; and students whose parents work in or near Dexter. Some families apply for personal reasons. DCS currently has 223 SOC students. Their numbers by grade level are below, with last year's numbers in parentheses.

**2022-2023 SOC Student Summary**

| Grade   | Total # of SOC students enrolled in '22-'23 | Grade      | Total # of SOC students enrolled in '22-'23 |
|---|---|------------|---|
| Young 5   | 6 (7)*                                      | 6th grade  | 13 (16)*                                    |
| Kindergarten  | 18 (25)                                     | 7th grade  | 19 (13)                                     |
| 1st grade   | 31 (14)                                     | 8th grade  | 13 (16)                                     |
| 2nd grade   | 14 (16)                                     | 9th grade  | 14 (12)                                     |
| 3rd grade   | 19 (20)                                     | 10th grade | 14 (12)                                     |
| 4th grade   | 18 (22)                                     | 11th grade | 14 (7)                                      |
| 5th grade   | 22 (16)                                     | 12th grade | 8 (10)                                      |
| Total accepted for 2022-23 school year  |   |            | 73 (94)                                     |
| Total newly enrolled for 2022-23 school year<br>Accepted vs/ enrolled – enrollment rate |   |            | 51 (53)<br>72% (56%)                        |
| Total SOC students during 2022-2023   |   |            | 223   |

\*Numbers in parentheses are for school year 2021-2022 for comparison

Dexter Community Schools  
Board of Education  
Executive Summary and Recommendation

Limited SOC offers an opportunity to serve current and future families who are in housing transition, retain existing students, and offer a high quality education to interested families without adding additional class sections. Historically, it is common for students to move into the District after starting as SOC.

The districts we currently have the most students from are Ann Arbor, Pinckney, Whitmore Lake and Ypsilanti, with Chelsea, Grass Lake, Manchester, Saline, Howell, Stockbridge also represented, among others.

**Recommendation:**

It is the recommendation of the Superintendent that the Dexter Community Schools Board of Education offer thirty slots for the DHS IB Diploma Programme (ten in 9th grade, ten in 10th grade, and ten in 11th grade) plus a minimum of one student in each grade level from Young 5 through 8th grade, as well as at least one slot for the Virtual School and one slot for the Early Middle College for the 2023-2024 school year.

**Dexter Community Schools  
Finance Committee  
Meeting Minutes  
December 5, 2022**

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Board Committee Members Present – Daniel Alabré, Jennifer Kangas, Dick Lundy (Chair)  
Staff Committee Members Present – John Heuser, Sharon Raschke, Chris Timmis  
Others Present – Kim Lindsay, Rehmann; Mike Wagner

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Meeting convened at 3:34 pm.

**Approval of Minutes**

A motion was made by John Heuser to approve the finance committee meeting minutes of October 4, 2022. Daniel Alabré seconded the motion. Motion Carried (unanimous).

**Audience Participation**

Sharon Raschke introduced the Business Office staff who were present to hear the Audit Presentation.

**Discussion Items**

**1. 2021-22 Audit Presentation**

Kim Lindsay presented the financial audit for the fiscal year end 2021-22 and answered questions. He also discussed the management letter. He presented the Single Audit and reported on the findings. The financial audit will be presented to the full Board at tonight's meeting.

Meeting adjourned at 4:27 pm.

**Dexter Community Schools  
Finance Committee  
Meeting Minutes  
December 13, 2022**

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Board Committee Members Present –Jennifer Kangas, Dick Lundy (Chair)

Staff Committee Members Present – Jessica Baese, John Heuser, Sharon Raschke, Chris Timmis

Others Present – None

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Meeting convened at 4:14 pm.

Approval of Minutes

A motion was made by Jennifer Kangas to approve the finance committee meeting minutes of December 5, 2022. John Heuser seconded the motion. Motion Carried (unanimous).

Audience Participation

None.

Discussion Items

1. 2022-23 December Budget Amendment

The Committee reviewed and discussed the 2022-23 budget revision. A motion was made by Jennifer Kangas that the Finance Committee recommends the revisions to the budget be approved by the Board. Jessica Baese seconded the motion. Motion Carried (unanimous). The budget revision will be presented to the Board on December 19.

Meeting adjourned at 5:20 pm.