

BOARD OF EDUCATION MEETING PACKET

June 26, 2023

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
2. Oath of Office - New Student Rep

B. MEETING MINUTES (6/12/2023)

C. APPROVAL OF AGENDA

D. BUDGET HEARING

E. SCHOOL PRESENTATIONS

1. 98b Data Presentation
2. Budget Hearing

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

G. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent
2. Board President
3. Student Representatives

H. CONSENT ITEMS

1. Personnel – Resignations
2. Budget Report - May

I. ACTION ITEMS

1. Policy 6325 Approval
2. Ratify DESPA Agreement
3. Ratify WWBDAMA Agreement
4. 2022-2023 Budget Amendment
5. 2023-2024 Tax Levies
6. 2023-2024 Budget Adoption
7. Policies – Second Reading
8. Purchase Mandarin I Textbooks
9. Purchase/Update Big Ideas Math - DHS
10. ELA Curriculum
11. Class Rank
12. Layoff Resolution

J. DISCUSSION ITEMS

1. Sex Education Advisory Board

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

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. Finance Minutes 6/8/2023
2. Policy Minutes 6/15/2023
3. Class Rank Survey

N. CLOSED SESSIONS – none planned

O. ADJOURNMENT

CALENDAR

- *June 29 - Facilities Committee 10:30am - Bates
 - *July 24 - Business Meeting - Bates
 - *August 14 - Board Meeting - Bates
 - *August 28 - Board Meeting - Bates
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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
JUNE 26, 2023

A. CALL TO ORDER

1. Roll Call
2. Swear In New Student Representative - Marty Watson

B. MEETING MINUTES

Your packet includes meeting minutes from 6/12/2023.

- * An appropriate motion might be, "I move that the Board of Education approve the attached meeting minutes 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. BUDGET HEARING

At this time, the board president will open the hearing and invite public comment on the 2023-2024 budget.

E. SCHOOL PRESENTATIONS

1. 98b Data Presentation
Your packet includes updated 98b Data. Executive Director of Instruction Ryan Bruder will present the info and answer questions.

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
2. Board President
3. Student Representatives

BOARD MEETING NOTES
JUNE 26, 2023

G. CONSENT ITEMS

Consent items are typically approved in bulk.

1. Personnel - Resignation

Your packet includes a resignation from teacher Lauren Williams. The Board needs to accept the resignation.

2. Budget Report

Your packet includes financial information for the month of May, 2023.

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

H. ACTION ITEMS

1. Policy 6325 Approval

At the May 22, 2023 meeting, the board reviewed and approved for second reading several policies that were approved for first reading 5/8/2023. Policy 6325 was included in the May 22nd packet and meeting notes, but was left off the motion. It needs to be approved for second reading and final approval this evening.

- * An appropriate motion might be, "I move that the Board of Education approve policy 6325 - *Federal Procurement* for second reading and final approval."

2. Ratify DESPA Agreement

Your packet includes an executive summary and tentative successor agreement with the Dexter Educational Support Personnel Association.

- * An appropriate motion might be, "I move that the Board of Education ratify the attached DESPA successor agreement."

3. Ratify WWBDAMA Agreement

Your packet includes an executive summary and tentative successor agreement with the Western Washtenaw Bus Drivers and Monitors Association.

- * An appropriate motion might be, "I move that the Board of Education ratify the attached WWBDAMA successor agreement."

4. 2022-2023 Budget Amendment

Your packet includes a memo from CFO Sharon Raschke regarding the attached 2022-2023 Budget Amendment. Dr. Raschke will be available to answer any questions.

- * An appropriate motion might be, "I move that the Board of Education approve the attached 2022-2023 Budget Amendment."

BOARD MEETING NOTES

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5. 2023-2024 Tax Levies

Earlier this evening, the Board will have held a public hearing on the 2023 tax rate for all non-homestead properties that will be at 18.0000 mills and the 2023 debt levy on all properties that will be at 8.5000 mills. These levies are described in the attached memorandum from CFO Sharon Raschke. Upon recommendation of the finance committee, the Board of Education will act tonight to authorize the tax levies for the 2023-2024 fiscal year.

- * An appropriate motion might be, "I move that the Board of Education authorize that 18.0000 mills be levied on non-homestead property in December 2023 and that 8.5000 mills be levied on debt on all property in December of 2023."

6. 2023-2024 Budget Adoption

Your packet contains the final 2023-2024 budget recommendations from CFO Sharon Raschke. These are presented to the Board of Education for approval.

- * An appropriate motion might be, "I move that the proposed 2023-2024 budget be adopted."

7. Policies – Second Reading

At its June 12th meeting, the reviewed and approved for first reading the following policies: 7540.02 *Web Accessibility*, 7540.03 *Student Technology Acceptable Use and Safety*, 7540.04 *Staff Technology Acceptable Use and Safety*, 7544 *Social Media*, 8300 *Continuity of Organizational Operations Plan*, 8305 *Information Security*, 8315 *Information Management*, and 8400 *School Safety Information*." These are presented for second reading and final approval this evening.

- * An appropriate motion might be, "I move that the Board of Education approve the attached policies 7540.02, 7540.03, 7540.04, 7544, 8300, 8305, 8315, and 8400 for second reading and final approval as presented/amended."

8. Purchase Mandarin I Textbooks

Your packet contains an executive summary regarding the purchase of textbooks for the recently approved Mandarin I course.

- * An appropriate motion might be, "I move that the Board of Education approve the purchase of 25 textbooks, 25 workbooks, and one digital teacher license for Mandarin I for a total cost not to exceed \$4,000."

9. Purchase Big Ideas Math Textbooks

Your packet contains an executive summary regarding the purchase of updated Big Ideas Math digital textbooks for DHS Precalculus, Calculus, Algebra I, Geometry, and Algebra II classes.

BOARD MEETING NOTES

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- * An appropriate motion might be, "I move that the Board of Education approve the purchase of a seven-year license to update the Big Ideas Math digital textbooks for a total cost not to exceed \$120,000."
- 10. ELA Curriculum Approval
Your packet includes a summary and recommendation from Executive Director of Instruction Ryan Bruder regarding the proposed adoption of a new English Language Arts curriculum. This was shared with the Board and discussed at the June 12, 2023 meeting; the numbers have been updated since that time.
- * An appropriate motion might be, "I move that the Board of Education approve the adoption of *Bookworms* (Y5-2) and *Collaborative Literacy* (grades 3-4), **and** authorize the purchase of those curricular materials for total costs not to exceed \$350,000, with funds allocated from the DCS Designated Fund Balance for Curriculum."
- 11. Class Rank
Your packet includes an executive summary regarding eliminating the use of Class rank at DHS. This item was previously discussed at the May 22, 2023 meeting and at the June 15 policy committee meeting.
- * An appropriate motion might be, "I move that the Board of Education suspend the use of class rank at DHS and approve policies 5421 *Grading* and 5430 *Class Rank* for first reading as presented."
- 12. Layoff Resolution
Your packet includes a layoff resolution. This is presented for action this evening.
- * An appropriate motion might be, "I move that the Board of Education adopt the attached layoff resolution placing the following professional staff on layoff and their services discontinued effective June 30, 2023: Jacqueline Connor; Cecilia Gardner; Amanda Parker; Nolan Peterson; and Jameson Taylor."
- I. **DISCUSSION ITEMS**- 1. Sex Education Advisory Board
Your packet includes an executive summary and information flyer regarding the Sex Education Advisory Board. The Board of Education needs to establish a process and timeline to solicit and select SEAB members, nominate chairs, and establish a meeting schedule. This item is presented for discussion this evening.
- 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.

BOARD MEETING NOTES
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K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Finance Minutes (6/8/2023)
2. Policy Minutes (6/15/2023)
3. Class Rank Survey Results

M. CLOSED SESSION – none planned

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
JUNE 12, 2023**

A. CALL TO ORDER – 7:00pm

1. Roll Call

Members Present: Elise Bruderly, Mara Greatorex, Dick Lundy, Melanie Szawara; Student Representative Mischa Rafferty

Members Absent: Brian Arnold, Daniel Alabré, Jennifer Kangas

Administrative & Supervisory Staff: Ryan Bruder, Sharon Raschke, Barb Santo, Katie See, Brooke Stidham, Christopher Timmis, Hope Vestergaard

DEA: Jessica Baese

Guests: Nancy Ruhlig

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 5/22/2023 as presented. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

The agenda was amended to switch the order of closed sessions so negotiations would come first. Elise Bruderly made a motion to approve the agenda as amended. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Retirement & Recognition

Dr. Timmis shared a video featuring this year's retirees and noted that the packet included a list of staff who have achieved milestone anniversaries of 5, 10, 15, 20, 25, and 30 years of service. Nancy Ruhlig, who is celebrating 25 years, was in attendance.

2. Strategic Plan Update

Dr. Timmis walked the Board through a presentation outlining the District's development of, and progress on, the Strategic Plan since 2013. [Slides are posted with the packet].

E. PUBLIC PARTICIPATION – none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis noted that the last day of school is Wednesday, June 14.

2. Board President Update

Mara Greatorex complimented the graduation ceremony.

3. Student Representatives Update

Mischa Rafferty talked about 8th grade move-up day at the high school. The day is an opportunity for rising 9th graders to tour the building, meet students, and learn about student clubs and activities.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
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G. CONSENT ITEMS

1. Melanie Szawara made a motion that the Board of Education approve the consent items in bulk. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**
 - The Board of Education granted leaves of absence for Erin Palmer for the first semester of 2023-2024, and for Janelle Smith and Alex Pattenaude for the 2023-2024 school year.
 - The Board of Education acknowledged Robin Radcliffe's retirement.

H. ACTION ITEMS

1. Administrator Salary Level Placements
Elise Bruderly made a motion that the Board of Education approve the attached administrative level placements for the 2023-2024 school year. Dick Lundy seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
2. Policy 5512 – Second Reading
Melanie Szawara made a motion that the Board of Education approve policy 5512 for second reading and final approval. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
3. Policies – First Reading
Melanie Szawara made a motion that the Board of Education approve the attached policies 7540.02, 7540.03, 7540.04, 7544, 8300, 8305, 8315, and 8400 for first reading as presented. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
4. Appoint PD Advisory Committee
Melanie Szawara made a motion that the Board of Education appoint the DELTA Team (Dexter Leaders, Teachers, and Administrators) as the PD Advisory Committee for the 2023-2024 school year. Dick Lundy seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
5. BOE 2023-2024 Calendar
Elise Bruderly made a motion that the Board of Education adopt the attached 2023-2024 meeting calendar as presented. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

I. DISCUSSION ITEMS

1. ELA Curriculum
Executive Director of Instruction Ryan Bruder, along with Wylie Principal Katie See and DEEC Principal Brooke Stidham, shared the results of the ELA Curriculum review and pilot testing. Ultimately, the ELA team is recommending the District adopt *Bookworms* for Kindergarten through Grade Two at the Dexter Early Elementary Complex and *Collaborative Literacy: Being a Reader & Being A Writer* for Grades Three and Four at Wylie Elementary School as the ELA curriculum for the upcoming 2023-2024 school year.

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The initial plan was to select one curriculum for K-4 learners, but the teachers who tested the materials in their classrooms *felt strongly (and research supports) that the phonics component of the Bookworms curriculum is essential for students just learning to read while the synthesis components of Collaborative Literacy was very effective for students who are starting to read to learn*. Trustees discussed the evaluation process, merits of each program, and pros and cons of purchasing one curriculum vs. two. This item will return for action at the June 26, 2023 meeting.

2. **Budget Discussion**

The Board of Education discussed factors that will negatively impact next year's budget, including reduced pupil counts across the region tied to lower birth rate; conclusion of ESSER funding which had allowed extra classroom supports and other resources to help students catch up after the pandemic; 22-23 contract settlements that included significant raises for all employee groups. The Board also discussed options to address the resulting budget deficit, including but not limited to staff reduction to match student enrollment; the possibility of increased per-pupil funding from the state; more efficient staff & class scheduling including consolidating part-time positions. The Budget Hearing will be June 26, 2023.

J. PUBLIC PARTICIPATION – none

K. BOARD COMMENTS

1. Elise Bruderly shared that R. Stephen Olsen and Serena Shivers were elected to the WISD Board of Education.
2. Melanie Szawara thanked all the volunteers and staff responsible for providing so many fun end-of-the-year activities for students.

L. INFORMATION ITEMS

1. Nice Job Notes - April/May
2. Policy Minutes (5/16/2023)
3. Facilities Minutes (5/19/2023)
4. Squall (May 2023 - hard copy only)

M. CLOSED SESSION

At approximately 8:55pm Melanie Szawara made a motion that the Board of Education move into closed session after a short break for the purpose of discussing negotiations. Mara Grestorex seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

At approximately 9:23, the Board returned to open session.

At approximately 9:33, Elise Bruderly made a motion that the Board move into closed session for the purpose of discussing the Superintendent's Quarterly Evaluation. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
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At approximately 9:43pm, the Board returned to open session.

N. ADJOURNMENT

At approximately 9:44pm, President Mara Creatorex adjourned the meeting.

MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education

TO: Board of Education

FROM: Sharon Raschke, CFO

DATE: June 26, 2023

RE: 2023-24 Budget Hearing

The Board will hear public comments related to the approval and adoption of the 2023-24 operating budget. The 2023 property tax millage rate proposed to be levied to support the proposed budget is also a subject of this hearing.

The Notice of Public Hearing was advertised in the June 21, 2023 issue of The Sun Times News.

The 2023-24 General Appropriation of the General Fund, General Appropriation of the Food Services Fund, General Appropriation of the Community Service Fund, and General Appropriation of the Student/School Activity Fund was made available for public inspection at the offices of the Dexter Community Schools, 2704 Baker Rd., Dexter, Michigan, 48130. The detailed backup to the budget was also available.



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 (PA 144 Sec 98b and Sec 104h)
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 (7%)	192 (9%)	202 (10%)	261 (12%)	290 (14%)	262 (12%)	426 (20%)	400 (19%)	444 (21%)	600 (28%)	594 (28%)	583 (28%)	685 (32%)	654 (31%)	627 (30%)
Econ. Dis.	37 (17%)	43 (21%)	79 (26%)	39 (18%)	32 (16%)	56 (19%)	50 (23%)	51 (25%)	56 (19%)	57 (26%)	53 (26%)	75 (25%)	34 (16%)	24 (12%)	33 (11%)
With IEP	65 (28%)	77 (34%)	106 (40%)	64 (28%)	54 (24%)	68 (25%)	37 (16%)	32 (14%)	43 (16%)	36 (16%)	34 (15%)	35 (13%)	28 (12%)	28 (12%)	19 (7%)
ELL	2 (15%)	3 (33%)	4 (40%)	3 (21%)	1 (11%)	1 (10%)	6 (43%)	1 (11%)	4 (40%)	2 (14%)	3 (33%)	1 (10%)	1 (7%)	1 (11%)	0 (0%)
Female	67 (7%)	77 (8%)	76 (8%)	106 (11%)	121 (12%)	109 (11%)	185 (19%)	164 (17%)	196 (20%)	285 (28%)	281 (29%)	270 (28%)	342 (35%)	330 (34%)	313 (32%)
Male	92 (8%)	115 (10%)	126 (11%)	155 (14%)	169 (15%)	153 (13%)	241 (21%)	236 (20%)	248 (21%)	315 (27%)	313 (27%)	313 (27%)	343 (30%)	324 (28%)	314 (27%)
Hispanic	11 (10%)	15 (15%)	19 (19%)	21 (20%)	15 (15%)	10 (10%)	26 (25%)	17 (17%)	18 (18%)	21 (20%)	26 (26%)	27 (27%)	24 (23%)	29 (29%)	27 (27%)
Asian	1 (2%)	3 (8%)	3 (7%)	3 (7%)	2 (5%)	1 (2%)	4 (10%)	3 (8%)	9 (21%)	9 (22%)	10 (26%)	11 (26%)	24 (59%)	21 (54%)	19 (44%)
Black	12 (34%)	17 (43%)	17 (41%)	3 (9%)	7 (18%)	11 (27%)	8 (23%)	5 (13%)	7 (17%)	8 (23%)	9 (23%)	5 (12%)	4 (11%)	2 (5%)	1 (2%)
White	135 (7%)	167 (9%)	163 (8%)	236 (12%)	265 (14%)	240 (12%)	384 (20%)	372 (19%)	410 (21%)	562 (29%)	547 (28%)	540 (28%)	631 (32%)	600 (31%)	580 (30%)

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 (8%)	174 (8%)	178 (8%)	262 (12%)	298 (14%)	297 (14%)	403 (19%)	475 (22%)	449 (21%)	590 (28%)	562 (27%)	599 (28%)	696 (33%)	608 (29%)	605 (28%)
Econ. Dis.	49 (23%)	46 (23%)	61 (20%)	48 (22%)	43 (21%)	70 (23%)	35 (16%)	50 (25%)	64 (21%)	52 (24%)	43 (21%)	69 (23%)	33 (15%)	22 (11%)	34 (11%)
With IEP	77 (32%)	70 (31%)	110 (41%)	56 (23%)	51 (23%)	55 (20%)	37 (15%)	48 (21%)	52 (19%)	41 (17%)	30 (13%)	35 (14%)	29 (12%)	25 (11%)	19 (7%)
ELL	5 (42%)	6 (54%)	5 (50%)	2 (17%)	1 (9%)	2 (20%)	1 (8%)	1 (9%)	1 (10%)	3 (25%)	2 (18%)	2 (20%)	1 (8%)	1 (9%)	0 (0%)
Female	93 (10%)	89 (7%)	94 (10%)	136 (14%)	158 (16%)	154 (16%)	211 (22%)	241 (25%)	229 (24%)	265 (27%)	252 (26%)	268 (28%)	263 (27%)	231 (24%)	223 (23%)
Male	87 (7%)	85 (7%)	84 (7%)	126 (11%)	140 (12%)	143 (12%)	192 (17%)	234 (20%)	220 (19%)	325 (28%)	310 (27%)	331 (29%)	433 (37%)	377 (33%)	382 (33%)
Hispanic	19 (18%)	20 (19%)	17 (17%)	18 (17%)	19 (18%)	21 (21%)	22 (21%)	17 (16%)	15 (15%)	19 (18%)	22 (21%)	23 (23%)	26 (25%)	26 (25%)	26 (26%)
Asian	2 (4%)	3 (8%)	4 (9%)	3 (7%)	1 (3%)	2 (5%)	5 (12%)	5 (13%)	6 (14%)	10 (24%)	11 (28%)	12 (28%)	22 (52%)	20 (50%)	19 (44%)
Black	16 (44%)	19 (48%)	18 (44%)	7 (19%)	9 (23%)	10 (24%)	6 (17%)	7 (18%)	8 (20%)	6 (17%)	4 (10%)	4 (10%)	1 (3%)	1 (3%)	1 (2%)
White	133 (7%)	132 (7%)	139 (7%)	244 (13%)	266 (14%)	263 (14%)	359 (19%)	444 (23%)	416 (22%)	551 (29%)	514 (27%)	559 (29%)	646 (33%)	570 (30%)	558 (29%)

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 (3%)	12 (6%)	14 (7%)	7 (3%)	23 (11%)	19 (9%)	46 (22%)	27 (13%)	37 (17%)	83 (39%)	67 (31%)	61 (29%)	70 (33%)	85 (40%)	82 (38%)
1	17 (7%)	21 (9%)	18 (8%)	33 (13%)	32 (13%)	25 (10%)	43 (18%)	43 (18%)	46 (19%)	53 (22%)	51 (21%)	67 (27%)	99 (40%)	98 (40%)	89 (36%)
2	34 (15%)	31 (14%)	23 (10%)	35 (16%)	23 (10%)	23 (10%)	29 (13%)	32 (14%)	30 (13%)	31 (14%)	34 (15%)	44 (20%)	94 (42%)	106 (47%)	105 (47%)
3	28 (13%)	26 (12%)	34 (16%)	31 (14%)	43 (20%)	27 (13%)	31 (14%)	28 (13%)	33 (15%)	49 (23%)	50 (23%)	57 (25%)	77 (36%)	68 (32%)	64 (30%)
4	27 (12%)	31 (13%)	31 (14%)	28 (12%)	31 (13%)	31 (13%)	42 (18%)	48 (21%)	47 (20%)	64 (27%)	68 (29%)	68 (29%)	73 (31%)	54 (23%)	55 (24%)
5	16 (6%)	25 (9%)	20 (7%)	46 (17%)	45 (16%)	43 (16%)	39 (14%)	45 (16%)	76 (28%)	97 (36%)	104 (38%)	66 (25%)	73 (27%)	54 (20%)	65 (24%)
6	10 (4%)	20 (13%)	22 (9%)	37 (16%)	29 (13%)	32 (14%)	58 (25%)	57 (25%)	49 (21%)	65 (28%)	73 (32%)	80 (34%)	62 (27%)	52 (23%)	51 (22%)
7	10 (4%)	12 (5%)	19 (8%)	27 (11%)	36 (14%)	23 (9%)	69 (28%)	62 (25%)	67 (27%)	73 (29%)	79 (32%)	84 (34%)	70 (28%)	61 (24%)	53 (22%)
8	10 (4%)	14 (6%)	22 (9%)	21 (8%)	28 (11%)	39 (16%)	69 (27%)	58 (24%)	61 (25%)	85 (34%)	68 (28%)	58 (24%)	67 (27%)	76 (31%)	65 (26%)

K-8th Math - 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	3 (1%)	13 (6%)	12 (6%)	10 (5%)	18 (8%)	18 (8%)	27 (13%)	28 (13%)	32 (15%)	72 (34%)	55 (25%)	66 (31%)	101 (47%)	102 (47%)	86 (40%)
1	15 (6%)	22 (9%)	17 (7%)	32 (13%)	41 (17%)	42 (17%)	28 (12%)	50 (21%)	38 (16%)	72 (30%)	66 (28%)	68 (28%)	95 (39%)	60 (25%)	78 (32%)
2	31 (14%)	18 (8%)	20 (9%)	31 (14%)	37 (16%)	35 (16%)	48 (22%)	47 (21%)	44 (19%)	40 (18%)	55 (24%)	57 (25%)	70 (32%)	68 (30%)	69 (31%)
3	21 (10%)	23 (11%)	23 (11%)	25 (12%)	21 (10%)	23 (11%)	49 (23%)	54 (25%)	54 (25%)	56 (26%)	70 (32%)	70 (33%)	65 (30%)	48 (22%)	44 (20%)
4	33 (14%)	24 (10%)	25 (11%)	31 (13%)	33 (14%)	28 (12%)	51 (22%)	63 (27%)	54 (23%)	73 (31%)	64 (27%)	71 (31%)	47 (20%)	49 (21%)	53 (23%)
5	23 (8%)	23 (8%)	29 (11%)	43 (16%)	43 (16%)	42 (15%)	51 (19%)	69 (25%)	75 (28%)	73 (27%)	76 (28%)	75 (28%)	82 (30%)	62 (23%)	50 (18%)
6	22 (9%)	22 (10%)	18 (8%)	33 (14%)	34 (15%)	31 (13%)	61 (26%)	66 (29%)	51 (22%)	56 (24%)	47 (20%)	66 (28%)	62 (26%)	61 (27%)	69 (29%)
7	13 (5%)	17 (7%)	15 (6%)	37 (15%)	31 (12%)	36 (15%)	36 (14%)	50 (20%)	53 (21%)	77 (31%)	73 (29%)	67 (27%)	89 (35%)	79 (32%)	78 (31%)
8	19 (8%)	12 (5%)	19 (8%)	30 (12%)	40 (16%)	42 (17%)	42 (17%)	48 (20%)	48 (19%)	71 (29%)	56 (23%)	59 (24%)	85 (34%)	89 (36%)	78 (32%)

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

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than 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 (PA 144 Sec 98b)
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.

2/3/23 - Due to snow days, first semester grades have not yet been stored at DHS. Data will be presented to the BOE as soon as it is made available and processed.

6/12/23 - DHS continues to work toward our goals of all students showing an increase in their mathematics and reading scores based on the NWEA MAP Assessment.

9-12 English Courses												
	CR/NCR/INC		E		D-/D/D+		C-/C/C+		B-/B/B+		A-/A	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
All	CR - 55 (4%) NCR - 2 (.2%) INC - 1 (.08%)	CR - 87 (7.1%) NCR - 6 (0.5%)	41 (3.3%)	37 (3%)	79 (6.4%)	70 (5.7%)	131 (10.6%)	132 (10.7%)	266 (21.5%)	260 (21.2%)	664 (53.6%)	637 (51.8%)
9th	CR - 20 (6%) NCR - 1 (.3%)	CR - 31 (9.5%) NCR - 3 (0.9%)	17 (5.2%)	17 (5.2%)	29 (8.9%)	26 (8%)	43 (13.2%)	48 (14.7%)	79 (24.3%)	76 (23.3%)	136 (41.9%)	125 (38.3%)
10th	CR - 10 (3%) INC - 1 (.3%)	CR - 25 (7.7%)	16 (4.9%)	11 (3.4%)	29 (8.9%)	32 (9.9%)	41 (12.5%)	35 (10.8%)	79 (24%)	76 (23.5%)	153 (46.5%)	144 (44.6%)
11th	CR - 16 (5%) NCR - 1 (.3%)	CR - 19 (6%)	7 (2.2%)	11 (3.5%)	20 (6.3%)	8 (2.5%)	26 (8.2%)	27 (8.5%)	74 (12.6%)	68 (21.5%)	172 (54.4%)	184 (58%)
12th	CR - 9 (3%)	CR - 12 (4.4%)	1 (.4%)	6 (2.2%)	1 (.4%)	4 (1.5%)	21 (7.8%)	22 (8.1%)	34 (12.6%)	40 (14.8%)	203 (75.5%)	184 (67.9%)
Econ. Dis.	CR - 15 (10%)	CR - 19 (12%) NCR - 3 (1.9%)	24 (15.6%)	19 (12%)	21 (13.6%)	22 (13.8%)	19 (12.3%)	19 (12%)	28 (18.2%)	29 (18.2%)	47 (30.5%)	48 (30.2%)
With IEP	CR - 6 (4%) NCR - 1	CR - 12 (7.6%)	13 (8.8%)	15 (9.5%)	22 (14.9%)	20 (12.7%)	32 (21.6%)	37 (23.4%)	25 (16.9%)	32 (20.3%)	49 (33.1%)	39 (24.7%)

Updated 8/29/2022

	(.7%)	NCR - 3 (1.9%)										
ELL	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female	CR - 20 (3%) NCR - 1 (.2%) INC - 1 (.2%)	CR - 34 (5.6%) NCR - 3 (0.5%)	20 (3.3%)	22 (3.6%)	32 (5.2%)	21 (3.3%)	40 (6.5%)	47 (7.7%)	120 (19.5%)	111 (18.1%)	382 (62%)	374 (61.1%)
Male	CR - 35 (6%) NCR - 1 (.2%)	CR - 53 (8.63%)	21 (3.4%)	15 (2.4%)	47 (7.5%)	49 (8%)	91 (14.6%)	85 (13.8%)	146 (23.4%)	149 (24.3%)	282 (45.3%)	263 (42.8%)
Hispanic	CR - 2 (6%)	CR - 6 (14%)	1 (2.8%)	0 (0%)	2 (5.6%)	2 (4.7%)	5 (13.9%)	5 (11.6%)	11 (30.6%)	12 (27.9%)	15 (41.7%)	18 (41.9%)
Asian	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Black	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
White	CR - 50 (4%) NCR - 2 (.2%) INC - 1 (.1%)	CR - 78 (6.9%) NCR - 6 (0.5%)	39 (3.4%)	34 (3%)	76 (6.6%)	67 (5.9%)	120 (10.4%)	118 (10.4%)	246 (21.2%)	242 (21.5%)	624 (53.9%)	594 (52.2%)

9-12 Math Courses												
	CR/NCR/INC		E		D-/D/D+		C-/C/C+		B-/B/B+		A-/A	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
All	CR - 124 (10.5%)	CR - 84 (6.3%) NC - 5 (.4%)	34 (2.9%)	40 (3%)	62 (5.3%)	75 (5.6%)	120 (10.2%)	152 (11.4%)	257 (21.8%)	226 (21.4%)	583 (49.4%)	693 (51.9%)
9th	CR - 15 (5.2%)	CR - 3 (1%)	0 (0%)	2 (.7%)	9 (3.2%)	7 (2.3%)	24 (8.4%)	30 (10%)	64 (22.4%)	78 (26%)	174 (60.8%)	180 (60%)
10th	CR - 32 (10%)	CR - 32 (8.5%)	14 (4.4%)	19 (5.1%)	25 (7.8%)	37 (9.9%)	39 (12.2%)	54 (14.4%)	86 (26.8%)	78 (20.8%)	125 (38.9%)	155 (41.3%)
11th	CR - 51 (14.8%)	CR - 31 (7.3%)	19 (5.5%)	10 (2.3%)	18 (5.2%)	23 (5.4%)	32 (9.3%)	38 (8.9%)	58 (16.8%)	86 (20.1%)	167 (48.4%)	239 (56%)
12th	CR - 26 (11.4%)	CR - 18 (7.4%) NC - 5 (2.1%)	1 (.4%)	9 (2%)	10 (4.4%)	8 (3.3%)	25 (11%)	30 (12.4%)	49 (21.5%)	44 (18.2%)	117 (51.3%)	128 (52.9%)

Updated 8/29/2022

Econ. Dis.	CR - 22 (16.7%)	CR - 17 (10%) NC - 2 (1.2%)	11 (8.3%)	17 (10%)	16 (12.1%)	23 (5.4%)	16 (12.1%)	22 (12.9%)	28 (21.2%)	31 (18.2%)	39 (29.6%)	58 (34.1%)
With IEP	CR - 38 (24.7%)	CR - 21 (12.2%)	4 (2.6%)	10 (5.8%)	24 (15.6%)	16 (9.3%)	19 (12.3%)	26 (15.1%)	34 (22.1%)	38 (22.1%)	35 (22.7%)	61 (35.5%)
ELL	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female	CR - 62 (10.3%)	CR - 49 (7.3%) NC - 3 (0.4%)	22 (3.7%)	23 (3.4%)	20 (3.3%)	29 (4.3%)	49 (8.1%)	52 (7.7%)	113 (18.7%)	136 (20.2%)	337 (55.9%)	383 (56.7%)
Male	CR - 62 (10.8%)	CR - 35 (5.3%) NC - 2 (0.3%)	12 (2.1%)	17 (2.6%)	42 (7.3%)	46 (7%)	71 (12.3%)	100 (15.2%)	144 (25%)	150 (22.7%)	246 (42.6%)	310 (47%)
Hispanic	CR - 5 (12.8%)	CR - 3 (7.7%) NC - 1 (2.6%)	1 (2.6%)	0 (0%)	2 (5.1%)	1 (2.6%)	2 (5.1%)	8 (20.5%)	10 (25.6%)	7 (18%)	19 (48.7%)	19 (48.7)
Asian	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Black	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
White	CR - 113 (10.3%)	CR - 74 (5.9%) NC - 2 (0.2%)	32 (2.9%)	37 (3%)	53 (4.8%)	70 (5.6%)	115 (10.5%)	135 (10.8%)	241 (21.9%)	274 (22%)	547 (49.7%)	654 (52.5%)

LAUREN M WILLIAMS

Cell: [REDACTED]

Email Address: [REDACTED]

6/19/2023

Dexter Community Schools
2704 Baker Rd.
Dexter, MI 48130

Dear Melanie Nowak,

Please accept this letter as my formal resignation from my Family and Consumer Science Position at Dexter High School for the fall of 2023.

I appreciate the opportunity that Dexter has given me in the last three years I have worked here. I will miss all of the connections with students, and friends made. However, the decision to change school districts was in the best interest of my family as it will be closer.

Please let me know how I can be of any help during the transition and hiring process.

Sincerely,



Lauren Williams



Board Monthly Financial Report

Fiscal Year to Date 05/31/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	6,117,212.00	116,419.77	5,894,832.03	.00	222,379.97	96	5,332,932.53
Function Code R100 - Local Sources - 100 Totals	\$6,117,212.00	\$116,419.77	\$5,894,832.03	\$0.00	\$222,379.97	96 %	\$5,332,932.53
Function Code R200 - Non-Education Sources - 200							
	.00	.00	.00	.00	.00	+++	.00
Function Code R200 - Non-Education Sources - 200 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R300 - State Sources - 300							
	34,132,942.00	3,605,837.21	27,664,996.31	.00	6,467,945.69	81	23,686,012.59
Function Code R300 - State Sources - 300 Totals	\$34,132,942.00	\$3,605,837.21	\$27,664,996.31	\$0.00	\$6,467,945.69	81 %	\$23,686,012.59
Function Code R400 - Federal Sources - 400							
	2,885,458.00	655,363.00	2,205,833.00	.00	679,625.00	76	2,975,129.00
Function Code R400 - Federal Sources - 400 Totals	\$2,885,458.00	\$655,363.00	\$2,205,833.00	\$0.00	\$679,625.00	76 %	\$2,975,129.00
Function Code R500 - ISD / Other Sources - 500							
	5,641,363.00	1,615.50	4,085,407.09	.00	1,555,955.91	72	4,243,051.44
Function Code R500 - ISD / Other Sources - 500 Totals	\$5,641,363.00	\$1,615.50	\$4,085,407.09	\$0.00	\$1,555,955.91	72 %	\$4,243,051.44
Function Code R600 - In from other Funds - 600							
	420,879.00	58,746.45	310,912.46	.00	109,966.54	74	295,977.29
Function Code R600 - In from other Funds - 600 Totals	\$420,879.00	\$58,746.45	\$310,912.46	\$0.00	\$109,966.54	74 %	\$295,977.29
Account Type Revenue Totals	\$49,197,854.00	\$4,437,981.93	\$40,161,980.89	\$0.00	\$9,035,873.11	82 %	\$36,533,102.85
Account Type Expense							
Function Code <N/A> - <No Function defined>							
	.00	.00	.00	.00	.00	+++	.00
Function Code <N/A> - <No Function defined> Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R400 - Federal Sources - 400							
	.00	.00	.00	.00	.00	+++	.00
Function Code R400 - Federal Sources - 400 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	23,624,861.00	2,501,744.54	20,406,243.33	104,483.24	3,114,134.43	86	16,615,954.00
Sub Function Code 120 - Added Needs - 120	7,798,253.00	849,912.65	6,364,765.37	21,819.70	1,411,667.93	82	5,800,487.34
Function Code 100 - Instruction Totals	\$31,423,114.00	\$3,351,657.19	\$26,771,008.70	\$126,302.94	\$4,525,802.36	85 %	\$22,416,441.34
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	5,989,056.00	510,435.57	4,485,369.48	68,499.25	1,435,187.27	75	3,986,749.67
Sub Function Code 220 - Support Services-Instructional - 220	2,987,240.00	97,611.27	2,499,732.96	2,120.00	485,387.04	84	2,898,646.55
Sub Function Code 230 - Support Services-Administration - 230	859,230.00	72,869.55	701,010.99	5,661.50	152,557.51	82	568,927.94
Sub Function Code 240 - Support Services-School Admin - 240	2,743,367.00	229,054.34	2,373,524.77	10,700.00	359,142.23	87	2,021,508.42
Sub Function Code 250 - Support Services-Business - 250	729,509.00	52,237.92	667,001.16	.00	62,507.84	91	710,519.73
Sub Function Code 260 - Operations and Maintenance - 260	6,351,131.00	266,095.91	4,220,090.49	522,686.81	1,608,353.70	66	3,530,377.22
Sub Function Code 270 - Pupil Transportation - 270	1,874,235.00	143,183.80	1,493,412.49	22,164.84	358,657.67	80	1,461,932.23
Sub Function Code 280 - Support Services-Central - 280	685,312.00	42,927.40	553,164.63	16,100.00	116,047.37	81	508,616.73
Function Code 200 - Supporting Services Totals	\$22,219,080.00	\$1,414,415.76	\$16,993,306.97	\$647,932.40	\$4,577,840.63	76 %	\$15,687,278.49
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	201,965.00	27,650.64	243,263.52	29,984.59	(71,283.11)	120	199,388.01
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	7,747.00	(49.30)	985.00	.00	6,762.00	13	850.00
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	(53,110.11)
Function Code 300 - Community Services Totals	\$209,712.00	\$27,601.34	\$244,248.52	\$29,984.59	(\$64,521.11)	116 %	\$147,127.90



Board Monthly Financial Report

Fiscal Year to Date 05/31/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	9,600.00	.00	(9,600.00)	+++	.00
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$0.00	\$9,600.00	\$0.00	(\$9,600.00)	+++	\$0.00
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	.00	.00	.00	.00	.00	+++	273,289.58
Function Code 500-600 - Other Financing Uses Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$273,289.58
Account Type Expense Totals	\$53,851,906.00	\$4,793,674.29	\$44,018,164.19	\$804,219.93	\$9,029,521.88	82 %	\$38,524,137.31
Fund(COA) 11 - General Fund Totals	(\$4,654,052.00)	(\$355,692.36)	(\$3,856,183.30)	(\$804,219.93)	\$6,351.23	83 %	(\$1,991,034.46)



Board Monthly Financial Report

Fiscal Year to Date 05/31/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	3,030,835.00	269,103.93	2,797,105.10	.00	233,729.90	92	2,455,453.72
Function Code R100 - Local Sources - 100 Totals	\$3,030,835.00	\$269,103.93	\$2,797,105.10	\$0.00	\$233,729.90	92 %	\$2,455,453.72
Function Code R300 - State Sources - 300							
	72,856.00	5,251.00	6,531.00	.00	66,325.00	9	29,052.22
Function Code R300 - State Sources - 300 Totals	\$72,856.00	\$5,251.00	\$6,531.00	\$0.00	\$66,325.00	9 %	\$29,052.22
Function Code R400 - Federal Sources - 400							
	503,820.00	.00	436,547.02	.00	67,272.98	87	284,843.68
Function Code R400 - Federal Sources - 400 Totals	\$503,820.00	\$0.00	\$436,547.02	\$0.00	\$67,272.98	87 %	\$284,843.68
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	+++	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600							
	.00	.00	.00	.00	.00	+++	450,000.00
Function Code R600 - In from other Funds - 600 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$450,000.00
Account Type Revenue Totals	\$3,607,511.00	\$274,354.93	\$3,240,183.12	\$0.00	\$367,327.88	90 %	\$3,219,349.62
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	153,744.00	15,011.69	124,949.37	.00	28,794.63	81	107,827.24
Function Code 100 - Instruction Totals	\$153,744.00	\$15,011.69	\$124,949.37	\$0.00	\$28,794.63	81 %	\$107,827.24
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	3,844.00	3,533.71	3,881.81	.00	(37.81)	101	176.52
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	142,550.00	10,353.77	58,875.72	19,981.68	63,692.60	41	41,852.34
Sub Function Code 270 - Pupil Transportation - 270	.00	.00	.00	.00	.00	+++	2,477.93
Sub Function Code 290 - Support Services-Other - 290	1,526,146.00	273,946.23	1,375,864.40	471,351.40	(321,069.80)	90	1,204,758.07
Function Code 200 - Supporting Services Totals	\$1,672,540.00	\$287,833.71	\$1,438,621.93	\$491,333.08	(\$257,415.01)	86 %	\$1,249,264.86
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	273,018.00	27,370.68	231,687.19	.00	41,330.81	85	166,266.79
Sub Function Code 320 - Community Recreation - 320	417,723.00	42,746.74	275,857.05	7,295.00	134,570.95	66	285,595.47
Sub Function Code 350 - Care of Children - 350	1,166,584.00	71,227.55	970,946.99	.00	195,637.01	83	848,927.40
Sub Function Code 390 - Other Community Services - 390	112,500.00	21,793.95	92,792.38	.00	19,707.62	82	93,189.45
Function Code 300 - Community Services Totals	\$1,969,825.00	\$163,138.92	\$1,571,283.61	\$7,295.00	\$391,246.39	80 %	\$1,393,979.11
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	226,746.00	31,110.65	173,869.74	.00	52,876.26	77	145,666.14
Function Code 500-600 - Other Financing Uses Totals	\$226,746.00	\$31,110.65	\$173,869.74	\$0.00	\$52,876.26	77 %	\$145,666.14
Account Type Expense Totals	\$4,022,855.00	\$497,094.97	\$3,308,724.65	\$498,628.08	\$215,502.27	82 %	\$2,896,737.35
Fund(COA) 23 - Community Service Fund Totals	(\$415,344.00)	(\$222,740.04)	(\$68,541.53)	(\$498,628.08)	\$151,825.61	17 %	\$322,612.27



Board Monthly Financial Report

Fiscal Year to Date 05/31/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	854,011.00	137,139.57	888,247.78	.00	(34,236.78)	104	190,163.88
Function Code R100 - Local Sources - 100 Totals	\$854,011.00	\$137,139.57	\$888,247.78	\$0.00	(\$34,236.78)	104 %	\$190,163.88
Function Code R300 - State Sources - 300							
	73,602.00	75,869.89	114,306.32	.00	(40,704.32)	155	89,707.40
Function Code R300 - State Sources - 300 Totals	\$73,602.00	\$75,869.89	\$114,306.32	\$0.00	(\$40,704.32)	155 %	\$89,707.40
Function Code R400 - Federal Sources - 400							
	649,827.00	.00	386,107.94	.00	263,719.06	59	1,283,980.84
Function Code R400 - Federal Sources - 400 Totals	\$649,827.00	\$0.00	\$386,107.94	\$0.00	\$263,719.06	59 %	\$1,283,980.84
Function Code R500 - ISD / Other Sources - 500							
	195,500.00	16,795.94	150,486.79	.00	45,013.21	77	117,413.10
Function Code R500 - ISD / Other Sources - 500 Totals	\$195,500.00	\$16,795.94	\$150,486.79	\$0.00	\$45,013.21	77 %	\$117,413.10
Account Type Revenue Totals	\$1,772,940.00	\$229,805.40	\$1,539,148.83	\$0.00	\$233,791.17	87 %	\$1,681,265.22
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,480.00	468.00	3,532.70	.00	(52.70)	102	2,617.70
Sub Function Code 290 - Support Services-Other - 290	1,951,442.00	154,314.40	1,361,148.40	109,454.28	480,839.32	70	1,544,133.76
Function Code 200 - Supporting Services Totals	\$1,954,922.00	\$154,782.40	\$1,364,681.10	\$109,454.28	\$480,786.62	70 %	\$1,546,751.46
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	195,492.00	27,635.80	136,421.31	.00	59,070.69	70	150,311.15
Function Code 500-600 - Other Financing Uses Totals	\$195,492.00	\$27,635.80	\$136,421.31	\$0.00	\$59,070.69	70 %	\$150,311.15
Account Type Expense Totals	\$2,150,414.00	\$182,418.20	\$1,501,102.41	\$109,454.28	\$539,857.31	70 %	\$1,697,062.61
Fund(COA) 25 - School Lunch Fund Totals	(\$377,474.00)	\$47,387.20	\$38,046.42	(\$109,454.28)	(\$306,066.14)	-10 %	(\$15,797.39)



Board Monthly Financial Report

Fiscal Year to Date 05/31/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	1,969,496.00	104,935.97	982,236.97	.00	987,259.03	50	658,844.73
Function Code R100 - Local Sources - 100 Totals	\$1,969,496.00	\$104,935.97	\$982,236.97	\$0.00	\$987,259.03	50 %	\$658,844.73
Account Type Revenue Totals	\$1,969,496.00	\$104,935.97	\$982,236.97	\$0.00	\$987,259.03	50 %	\$658,844.73
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 290 - Support Services-Other - 290	1,969,496.00	108,468.22	720,867.43	40,131.33	1,208,497.24	37	483,183.09
Function Code 200 - Supporting Services Totals	\$1,969,496.00	\$108,468.22	\$720,867.43	\$40,131.33	\$1,208,497.24	37 %	\$483,183.09
Account Type Expense Totals	\$1,969,496.00	\$108,468.22	\$720,867.43	\$40,131.33	\$1,208,497.24	37 %	\$483,183.09
Fund(COA) 29 - Student/School Activity Fund Totals	\$0.00	(\$3,532.25)	\$261,369.54	(\$40,131.33)	(\$221,238.21)	+++	\$175,661.64
Grand Totals	(\$5,446,870.00)	(\$534,577.45)	(\$3,625,308.87)	(\$1,452,433.62)	(\$369,127.51)	67 %	(\$1,508,557.94)

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

- Purpose:** To ratify an agreement with the Dexter Education Support Personnel Association (DESPA) for the financial reopener to the 2022-2025 collective bargaining agreement.
- Explanation:** The attached tentative agreement with the DESPA that was ratified by the DESPA membership. The agreement includes increases for all hourly wages, a stipend for First Responders, language changes to secretary stipend and vacations. The cost of the increased wages is \$150,000. \$100,000 is funded through Special Education or Food and Nutrition.
- Recommendation:** It is the recommendation of the Superintendent for the Dexter Community Schools Board of Education to ratify the attached tentative agreement for a successor agreement between the DCS Board of Education and the Dexter Education Support Personnel Association.

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**SUCCESSOR AGREEMENT
BETWEEN THE
DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
DEXTER EDUCATIONAL SUPPORT PERSONNEL ASSOCIATION**

This successor agreement for the financial reopener for the 2022 – 2025 contract is entered into between and among the Dexter Educational Support Personnel Association (the “Association”), collectively referred to as “the parties”.

The parties agree as follows:

1. The hourly wages will increase as follows:

- Food and Nutrition will receive a 4% increase
- Custodial/Grounds, Maintenance, Secretaries, Paraeducators, Lunch Monitors, and Special Education Paraeducators will receive a 2.75% increase

Cooks/Cashiers:

- Employees on Step 6 in 2022-2023 who would have not completed the full year (per contract language) and moved to Step 7 in 2023-2024 will be granted the step and move to Step 7 in 2023-2024

Kitchen Managers:

- Employees on Step 6 in 2022-2023 who would not have completed the full year (per contract language) and moved to Step 7 in 2023-2024 will be granted the step and move to Step 7 in 2023-2024

2. DESPA members that serve on the First Responder Team in their assigned building will receive a \$500 stipend on June 30 provided they are actively employed, including members on paid FMLA, and have not otherwise terminated at the time of payment. Stipend will be prorated based on hire date if employee starts after the first day of school.
3. Hourly wages will be increased as follows:
- A \$1000 stipend for counseling secretary, special education secretary **and the pupil accounting** secretary ~~that holds the DSO~~ to be paid with half in November and the remainder in May.
4. The Employer may require available vacation to be taken during a common two (2) week vacation period for eligible employees within the same seniority classification. Otherwise, vacation is to be taken at times when school is not in session. Vacation to be taken at any time other than the last three (3) weeks of July must be approved by the employee's supervisor. Application for vacation must be submitted at least thirty (30) days in advance of the time the employee wants to be off duty. **Unused** Vacation allowance will be rolled into the leave day bank. ~~may not be accumulated from one year to the next, unless approved in writing by the employee's immediate supervisor.~~

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION**

By: _____

Its: _____

By: _____

Its: _____

**DEXTER EDUCATIONAL SUPPORT
PERSONNEL ASSOCIATION**

By: _____

Its: _____

By: _____

Its: _____

CUSTODIANS/ GROUNDS			MAINTENANCE*		
	2021-2022	2022-2023		2021-2022	2022-2023
Step 1	\$ 12.29		Step 1	\$ 16.62	
Step 2	\$ 13.06		Step 2	\$ 16.76	
Step 3	\$ 13.34		Step 3	\$ 16.04	
Step 4	\$ 14.12		Step 4	\$ 17.24	
Step 5	\$ 14.63		Step 5	\$ 17.76	
Step 6	\$ 15.75	\$ 16.00	Step 6	\$ 18.20	\$ 18.50
Step 7	\$ 16.56	\$ 17.00	Step 7	\$ 18.63	\$ 19.00
Step 8	\$ 17.36	\$ 17.50	Step 8	\$ 19.47	\$ 19.50
Step 9	\$ 17.88	\$ 18.25	Step 9	\$ 19.96	\$ 20.00
Step 10	\$ 18.22	\$ 19.25	Step 10	\$ 19.86	\$ 20.75
TECHNOLOGY			PARAEDUCATORS		
	2021-2022			2021-2022	2022-2023
Step 1	\$ 16.62		Step 1	\$ 11.66	\$ 15.00
Step 2	\$ 16.76		Step 2	\$ 12.25	\$ 15.00
Step 3	\$ 16.91		Step 3	\$ 12.96	\$ 15.00
Step 4	\$ 17.34		Step 4	\$ 12.63	\$ 15.00
Step 5	\$ 17.76		Step 5	\$ 12.87	\$ 15.00
Step 6	\$ 18.20		Step 6	\$ 13.12	\$ 15.00
Step 7	\$ 18.63		Step 7	\$ 13.38	\$ 15.00
Step 8	\$ 19.07		Step 8	\$ 13.60	\$ 15.00
Step 9	\$ 19.36		Step 9	\$ 13.73	\$ 15.00
Step 10	\$ 19.56		Step 10	\$ 13.70	\$ 15.00
LUNCH MONITORS			SPECIAL ED PARAEDUCATORS		
	2021-2022	2022-2023		2021-2022	2022-2023
Step 1	\$ 11.60	\$ 12.75	Step 1	\$ 12.99	\$ 16.00
Step 2	\$ 11.63	\$ 12.75	Step 2	\$ 12.92	\$ 17.00
Step 3	\$ 11.70	\$ 12.75	Step 3	\$ 13.43	\$ 17.50
Step 4	\$ 11.84	\$ 12.75	Step 4	\$ 13.65	\$ 18.25
Step 5	\$ 12.24	\$ 12.75	Step 5	\$ 14.42	\$ 19.25
			SECRETARIES		
	2021-2022	2022-2023		2021-2022	2022-2023
Step 1	\$ 12.79		Step 1	\$ 12.79	
Step 2	\$ 13.06		Step 2	\$ 13.06	
Step 3	\$ 13.31		Step 3	\$ 13.31	
Step 4	\$ 14.12		Step 4	\$ 14.12	
Step 5	\$ 14.93		Step 5	\$ 14.93	
Step 6	\$ 15.75	\$ 16.00	Step 6	\$ 15.75	\$ 16.44
Step 7	\$ 16.55	\$ 17.00	Step 7	\$ 16.55	\$ 17.47
Step 8	\$ 17.35	\$ 17.50	Step 8	\$ 17.35	\$ 17.98
Step 9	\$ 17.88	\$ 18.25	Step 9	\$ 17.88	\$ 18.75
Step 10	\$ 18.22	\$ 19.25	Step 10	\$ 18.22	\$ 19.78
COOKS and CASHIERS			KITCHEN MANAGERS		
	2021-2022	2022-2023		2021-2022	2022-2023
Step 1	\$ 11.38		Step 1	\$ 13.42	
Step 2	\$ 11.53		Step 2	\$ 13.58	
Step 3	\$ 11.66		Step 3	\$ 13.73	
Step 4	\$ 12.06		Step 4	\$ 14.16	
Step 5	\$ 12.48		Step 5	\$ 14.63	
Step 6	\$ 12.89	\$ 13.00	Step 6	\$ 15.05	\$ 15.60
Step 7	\$ 13.29	\$ 13.50	Step 7	\$ 15.52	\$ 16.38
Step 8	\$ 13.72	\$ 14.00	Step 8	\$ 15.94	\$ 16.90
Step 9	\$ 13.99	\$ 14.50	Step 9	\$ 16.27	\$ 17.50
Step 10	\$ 14.24	\$ 15.00	Step 10	\$ 16.51	\$ 18.00
			B&G Additional per hour		
	2021-2022	2022-2023		2021-2022	2022-2023
Skilled Maintenance in Training					\$ 2.00
Skilled Maintenance Certified					\$ 7.00

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

- Purpose:** To ratify an agreement with the West Washtenaw Bus Drivers and Monitors Association (WWBDAMA) for the financial reopener to the 2022-2025 collective bargaining agreement.
- Explanation:** The attached tentative agreement with the WWBDAMA was ratified by the WWBDAMA membership. The agreement includes increases for all hourly wages with the attendance bonus eliminated and rolled into the hourly wage. The District is using the costs of two unfilled routes to pay our current drivers.
- Recommendation:** It is the recommendation of the Superintendent for the Dexter Community Schools Board of Education to ratify the attached tentative agreement for a successor agreement between the DCS Board of Education and the West Washtenaw Bus Drivers and Monitors Association.

**SUCCESSOR AGREEMENT
BETWEEN THE
DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
WEST WASHTENAW BUS DRIVERS AND MONITORS ASSOCIATION**

This tentative agreement for the financial reopener for the 2022- 2025 contract is entered into between and among the Dexter Community Schools Board of Education (the “Board”) and the West Washtenaw Bus Drivers and Monitors Association (the “Association”), collectively referred to as “the parties”.

The parties agree as follows:

1. Hourly wages for 2023-2024 will increase as follows:

Level	Drivers	Monitors
1-3	\$21	\$15.05
4-5	\$22	\$15.55
6	\$23	\$16.05

2. Strike out the following language: ~~If the employee works the full school calendar semester and has had two or less absences, the employee will receive a \$300 attendance bonus. An absence is defined as any absence from their work schedule or any portion of the scheduled work day. Funeral leave for an employee’s immediate family (16.2.a) will not count towards an absence, provided the employee provides documentation. No more than one (1) absence can be accrued in one day. The payment will be made no later than February 28 and July 31 for the respective semesters.~~

FOR THE BOARD: _____
Signature Date

FOR THE BOARD: _____
Signature Date

FOR THE ASSOCIATION: _____
Signature Date

FOR THE ASSOCIATION: _____
Signature Date

To: Board of Education

From: Sharon Raschke

Date: June 26, 2023

RE: 2022-23 Budget Amendment

As reported in the May Financial Update, a 2022-23 June 2023 budget amendment is being presented. This budget amendment is necessary to allocate additional appropriation and to assure specific functions do not exceed appropriation. Please be aware that some current budget allocations will be under budget as outlined in the May Financial Narrative.

The State of Michigan is making one-time flow through payments to all school districts to record a pay down of the MPERS unfunded liability. In accordance with GASB 68, we are required to report this as revenue and an equal amount of expenditure on our general ledger. The budget amendment is necessary to assure sufficient appropriation at each functional level.

General Fund	
3xx-State Sources (Revenue)	\$2,586,436
<u>11x-Instruction-Basic Programs (Expense)</u>	<u>\$2,586,436</u>
Additional appropriation	\$ 0

Under the terms of a March 9, 2023 Letter of Understanding with the DEA, each full time DEA member received \$430 on April 30, 2023. The cost was \$152,000 and not in the 2022-23 budget. While overall, we anticipate a positive variance, the amendment is necessary to assure sufficient appropriation at each functional level.

General Fund	
<u>11x-Instruction-Basic Programs (Expense)</u>	<u>(\$152,000)</u>
Additional appropriation	(\$152,000)

We applied for the 97b School Resource Officer Grant and budgeted for its revenue and expense. We did not receive the grant. The budget amendment will reflect the reduced revenue and expenses of the General Fund in order to minimize the positive variance that would result.

General Fund	
3xx-State Sources (Revenue)	(\$100,000)
<u>26x-Operations and Maintenance (Expense)</u>	<u>(\$100,000)</u>
Net appropriation	\$ 0

We budgeted \$1,230,523 from General Fund for capital infrastructure improvements as a planned reduction of Fund Balance. The plan included the replacement of the Al Ritt Stadium artificial turf and track, the chassis for a dump truck for B&G, the pool scoreboard, construction of several small storage sheds by our building trades program, and miscellaneous other site improvements. We are preliminarily using Series II of the 2017 Bond to fund the Al Ritt Stadium

improvements. The budget amendment will reflect the reduced expense of the General Fund in order to minimize the positive variance that would result from this intentional change.

General Fund	
<u>26x-Operations and Maintenance (Expense)</u>	<u>(\$1,021,000)</u>
Additional appropriation	(\$1,021,000)

From the 2021-22 fiscal year end excess revenue, an amount equal to three years of projected Athletics subsidy was transferred to the Community Services Fund and assigned for the Athletics program. The 2022-23 budget did not include a subsidy for Athletics. With the coach stipend changes previously communicated, unbudgeted supplies, and the usage of contract bussing for away events, the Athletics Program will exceed its planned expense over revenue. A General Fund subsidy will be necessary.

General Fund	
<u>4xx-6xx-Other Financing Uses (Expense)</u>	<u>\$ 190,000</u>
Additional appropriation	\$ 190,000

Community Services Fund (Athletics Program)	
28x-29x-Other Central Support (Expense)	\$ 190,000
<u>5xx-6xx-Other Financing Sources (Revenue)</u>	<u>\$ 190,000</u>
Additional appropriation	\$ 0

Several repairs to the pools were unplanned. The cost of chemicals for the pools increased exponentially. A part time theater specialist for the CPA added last fall exceeded budgeted hours. Additional expenditures need to be appropriated at this time.

General Fund	
<u>3xx-Community Services</u>	<u>\$ 65,000</u>
Additional appropriation	\$ 65,000

We received a Future Educator Grant for an individual attending college to become a teacher. The grant required us to receive the funds and pay the university. The budget amendment is necessary to assure sufficient appropriation at each functional level. The additional revenue equals the additional expenses.

General Fund	
3xx-State Sources (Revenue)	\$9,600
<u>4xx-6xx-Other Financing Uses (Expense)</u>	<u>\$9,600</u>
Net appropriation	\$ 0

A portion of the Director of Child Care was charged to the GSRP grant. A small amount of additional expenditures needs to be appropriated to assure sufficient appropriation at the functional level.

Community Services Fund	
<u>2xx-Instructional Staff Support</u>	<u>\$ 100</u>
Additional appropriation	\$ 100

Fuel for the delivery of meals exceeded budget and needs to be appropriated to assure sufficient appropriation at the functional level.

Food Services Fund	
<u>26x-Operations and Maintenance (Expense)</u>	<u>\$400</u>
Additional appropriation	\$400

Attached is the resolution for a General Appropriation Amendment of the General Fund, Community Services Fund, and Food Services Fund for 2022-23.

An appropriate motion would be, "I move that the Board of Education approve the attached budget amendment for 2022-23."

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	\$	36,628,978
4xx Federal	\$	2,885,458
5xx-6xx Other Financing Sources	\$	6,062,242
Total Revenue	\$	51,693,890
Total Fund Balance, July 1 Available to Appropriate	\$	12,170,943
Total Available to Appropriate	\$	63,864,833

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	\$	26,363,207
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	\$	5,230,131
27x- Transportation	\$	1,874,235
28x-29x Other Central Support	\$	685,312
3xx-Community Services	\$	274,712
4xx-6xx Other Financing Uses	\$	199,600
Total Appropriated	\$	55,733,852

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 June 26, 2023, 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	\$	190,000
Total Revenue	\$	3,797,511
Total Fund Balance, July 1 Available to Appropriate	\$	2,711,375
Total Available to Appropriate	\$	6,508,886

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	\$	3,944
26x- Operations and Maintenance	\$	142,550
27x- Transportation	\$	-
28x-29x Other Central Support	\$	1,716,146
3xx-Community Services	\$	1,969,825
4xx-6xx Other Financing Uses	\$	226,746
Total Appropriated	\$	4,212,955

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 June 26, 2023, 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 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
Total Revenue	\$	1,772,940
Total Fund Balance, July 1 Available to Appropriate	\$	947,366
Total Available to Appropriate	\$	2,720,306

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	\$	3,880
28x-29x Other Central Support	\$	1,951,442
4xx-6xx Other Financing Uses	\$	195,492
Total Appropriated	\$	2,150,814

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 June 26, 2023, 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

To: Board of Education

From: Sharon Raschke, CFO

Date: June 26, 2023

RE: Tax Levies for the 2023 Tax Year/2023-24 Fiscal Year

On June 26, 2023, you conducted a Public Hearing that included a hearing on the 2023 Tax Rate on non-homestead properties that will be at 18.0000 mills and the 2023 debt levy on all properties that will be at 8.5000 mills.

The tax levies are as follows:

	<u>2023</u>	<u>2022</u>
Non-homestead taxable value	\$ 322,333,158 (1.6% increase)	
Non-homestead tax levy	18.0000 mills	18.0000 mills
All properties taxable value	\$1,696,406,136 (6.3% increase)	
Debt tax levy	8.5000 mills	8.5000 mills

A portion of the general fund revenue comes from the local tax levy of 18.000 mills on non-homestead properties. The amount of local non-homestead property tax collection combined with the amount of state aid received from the State of Michigan equals our total foundation allowance.

The May 7, 2013 elections, non-homestead millage reauthorization proposal of 18.0000 and the non-homestead millage “cushion” proposal of 3.0000 mills, was approved for the years 2014 to 2033. We did not have a millage reduction fraction rollback for 2023. Attached is the millage usage history/projection from the 2014-2033 issues using future rollback projections as an average of the past 10 years.

The debt levy is set at the amount required to meet the annual debt requirement for all existing debt under the arrangement with the State of Michigan School Bond Loan Fund. An 8.5000 mills levy is required to meet our debt obligations, including the requirements of the 1998, 2017, 2021, and 2023 bonds.

These levies need to be authorized by the Board of Education. Please authorize that 18.0000 mills be levied on non-homestead property in December of 2023 and that 8.5000 mills be levied on debt on all property in December of 2023.

Dexter Community Schools
Non-Homestead Tax Levy Summary
Operating Millage
Authorized millage 2014-2024

Authorized millage voted May 7, 2013 (for 20 years)

Headlee override "cushion" millage voted May 7, 2013

		Millage	Perm Red	Reduced	Voted	Reduced	Extra	
Fiscal	Tax	Reduction	NH Millage	Millage	NH Extra	Millage	Voted	Millage
Year	Year	Fraction	Rate	Rate	Millage	Rate	Used/Needed	Levy
14-15	2014	1.0000	18.0000	18.0000	3.0000	3.0000	0.0000	18.0000
15-16	2015	1.0000	18.0000	18.0000	3.0000	3.0000	0.0000	18.0000
16-17	2016	0.9969	18.0000	17.9442	3.0000	2.9907	0.0558	18.0000
17-18	2017	0.9994	17.9442	17.9334	2.9907	2.9889	0.0666	18.0000
18-19	2018	1.0000	17.9334	17.9334	2.9889	2.9889	0.0666	18.0000
19-20	2019	1.0000	17.9334	17.9334	2.9889	2.9889	0.0666	18.0000
20-21	2020	0.9993	17.9334	17.9208	2.9889	2.9868	0.0792	18.0000
21-22	2021	0.9981	17.9208	17.8867	2.9868	2.9811	0.1133	18.0000
22-23	2022	0.9836	17.8867	17.5933	2.9811	2.9322	0.4067	18.0000
23-24	2023	1.0000	17.5933	17.5933	2.9322	2.9322	0.4067	18.0000
24-25*	2024	0.9977	17.5933	17.5533	2.9322	2.9256	0.4467	18.0000
25-26*	2025	0.9977	17.5533	17.5134	2.9256	2.9190	0.4866	18.0000
26-27*	2026	0.9977	17.5134	17.4736	2.9190	2.9123	0.5264	18.0000
27-28*	2027	0.9977	17.4736	17.4339	2.9123	2.9057	0.5661	18.0000
28-29*	2028	0.9977	17.4339	17.3943	2.9057	2.8991	0.6057	18.0000
29-30*	2029	0.9977	17.3943	17.3548	2.8991	2.8925	0.6452	18.0000
30-31*	2030	0.9977	17.3548	17.3154	2.8925	2.8860	0.6846	18.0000
31-32*	2031	0.9977	17.3154	17.2760	2.8860	2.8794	0.7240	18.0000
32-33*	2032	0.9977	17.2760	17.2367	2.8794	2.8729	0.7633	18.0000
33-34*	2033	0.9977	17.2367	17.1975	2.8729	2.8664	0.8025	18.0000

* projected 0.9977 (ten year average)

TO: Board of Education

FROM: Sharon Raschke, CFO

DATE: June 26, 2023

RE: 2023-24 Budget Adoption

Included in your packet is the 2023-24 budget for adoption. The budget process included:

March 3, 2023 - The Superintendent presented preliminary budget parameters and budget scenario for the 2023-24 budget to the Finance Committee.

June 8, 2023 - The Finance Committee discussed the draft budget and proposed staffing reductions. The Finance Committee authorized the 2023-24 budget be taken to the Board of Education for discussion.

June 12, 2023 – The Board of Education had an opportunity to discuss the draft budget and proposed staffing reductions.

June 21, 2023 - The notice of budget hearing was published in The Sun Times News. The budget was available for public inspection.

June 26, 2023 – The budget hearing took place at the Board of Education meeting.

The key parameters included are:

- State Foundation allowance \$9,700, a \$550 increase from 2022-23
- Other State categorical funding (non-COVID) continued at 2022-23 amounts
- Student count 3,374, a 4 student increase based on projections from Middle Cities Method 2 for 2023-24
- Wage changes of 0% on all bargained groups
- Employee level and step increases included
- The employer contribution towards health benefits increased 3% projection pending release of the 2024 increase under PA 152
- MPSERS Retirement Rate 45.15% per ORS communication and our specific staff retirement elections (including the UAAL rate currently subsidized with a State categorical funding)
- Staff reductions per the 2023-24 budget discussion on June 12.

Several major variables were not fully known at the time of budget preparation.

Recognize that we have prepared this budget in order to meet our obligation in good faith.

Further information and decisions will continue to be made both before and after the budget hearing and budget adoption. We will end this year and start next year with a budget that will not reflect all known data. The November revision to the budget will be the real operating plan for the year. The budget for 2023-24 must be adopted by June 30, 2023.

State School Aid Act Requirements

In order to be in compliance with State laws regarding budgeting, the school board is required to:

1. pass a general appropriation resolution for general fund and any special revenue funds by major function grouping
2. post the budgets on our district website

As a result of these requirements, the budget adopted by the Board of Education is by major function grouping.

Attachments

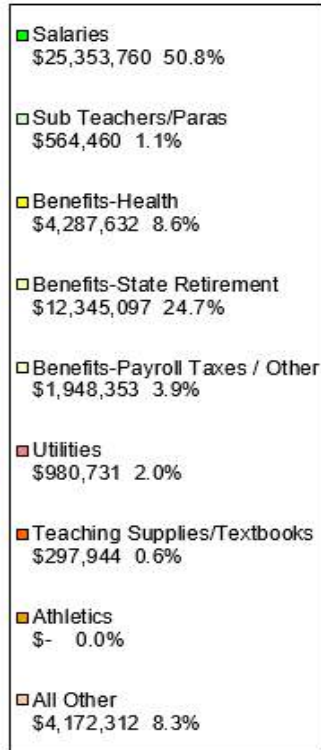
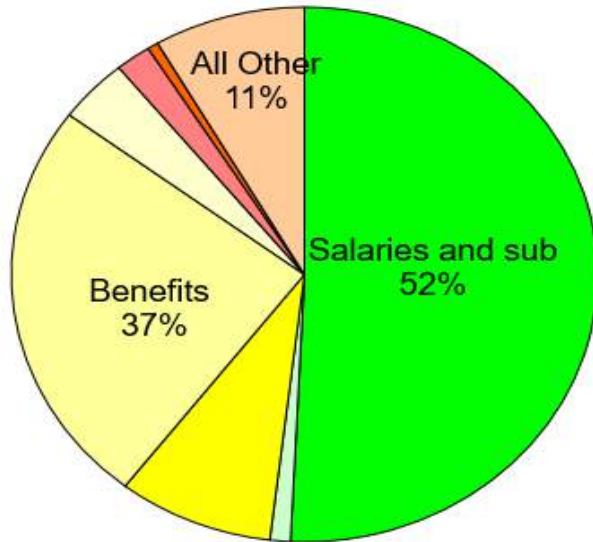
1. Financial Dashboard
2. Long-range trend including 2021-22 actual, 2022-23 budget (December 2022 revision), 2023-24 budget, 2024-25 trend, 2025-26 trend, and 2026-27 trend. The trend was used as the basis for the revenue and expenditure projection that is required to be reported.
3. The general appropriation resolution for the general fund and required special revenue funds by major function grouping. These resolutions, once adopted by the Board of Education, will be posted on our website.
4. The 2024-25 General Fund revenue, expenditures, and fund balance projection that will also be posted on our website.

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

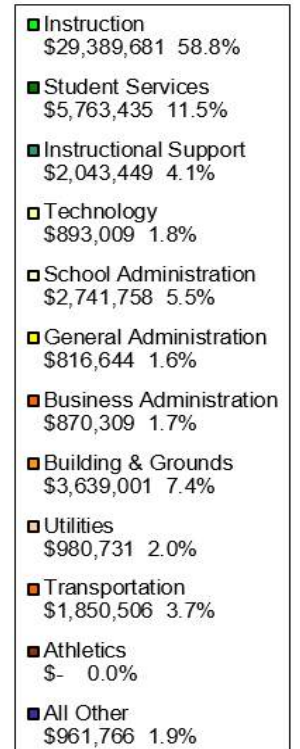
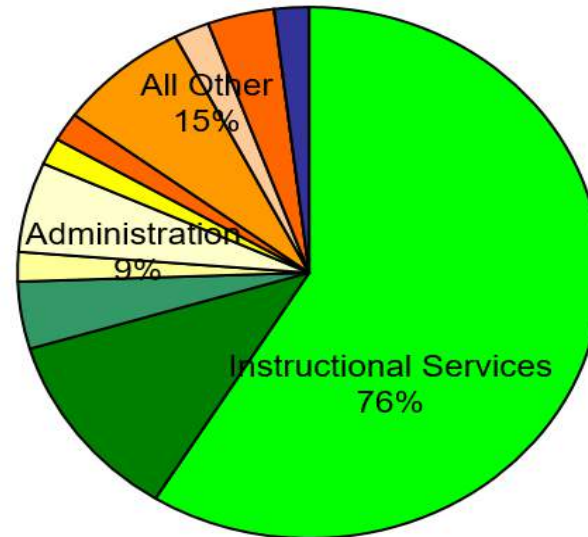
**Dexter Community Schools
Financial Dashboard
2023-24 Budget**

2021-22 Actual						
Student Count *	Total Revenues	Total Expenditures	Excess Rev/Exp	Ending Fund Balance	%	Foundation Allowance
3,411	\$49,573,904	\$48,912,197	\$661,707	\$12,242,844	25.0%	\$8,700
2022-23 Budget (December Revision)						
3,370	\$49,197,854	\$53,851,906	(\$4,654,052)	\$7,588,792	14.1%	\$9,150
2023-24 Budget						
3,374	\$47,761,408	\$49,950,289	(\$2,188,881)	\$5,399,911	10.8%	\$9,700

Expenses-Type



Expenses-Program



Dexter Community Schools
General Fund
Long Range Trend

	A	B	I	J	K	L	M	N
5			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6			actual	budget revision	budget	trend	trend	trend
8		Revenue	49,573,904	49,197,854	47,761,408	48,625,561	50,001,044	51,996,947
9		Expense	48,912,197	53,851,906	49,950,289	51,203,042	52,330,847	54,047,870
10		Revenue over (under) expense	661,707	(4,654,052)	(2,188,881)	(2,577,482)	(2,329,803)	(2,050,923)
11		Fund Balance planned adjustment		(1,230,523)	-	-	-	-
12		Operational Revenue over (under) expense	661,707	(3,423,529)	(2,188,881)	(2,577,482)	(2,329,803)	(2,050,923)
14		FUND BALANCE						
15		Non-spendable-Prepaid Expenditures	71,901	71,901	71,901	71,901	71,901	71,901
17		Committed-Facilities	1,000,000	865,530	865,530	865,530	865,530	865,530
18		Committed-Athletic Facilities	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
21		Committed-New Programs Implementation	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
23		Committed-Performing Arts Equipment	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
25		Committed-Supply Carryover	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
28		Committed-Textbooks	-	-	-	-	-	-
29		Assigned for Subsequent year expenditures	263,547	263,547	263,547	263,547	263,547	263,547
30		Unassigned	3,289,514	(134,015)	(2,322,896)	(4,900,378)	(7,230,181)	(9,281,104)
31		TOTAL FUND BALANCE	12,242,844	7,588,792	5,399,911	2,822,429	492,626	(1,558,297)
32		%	25.0%	14.1%	10.8%	5.5%	0.9%	-2.9%
33		Unassigned	3,289,514	(134,015)	(2,322,896)	(4,900,378)	(7,230,181)	(9,281,104)
34		%	6.7%	-0.2%	-4.7%	-9.6%	-13.8%	-17.2%
36		STATE FUNDING						
37		State per pupil foundation	\$ 8,700	\$ 9,150	\$ 9,700	\$ 9,894	\$ 10,092	\$ 10,294
38		State per pupil foundation change (\$)	\$ 372	\$ 450	\$ 550	\$ 194	\$ 198	\$ 202
39		Effective per pupil change						
43		STUDENT ENROLLMENT						
44		New student additions(general ed & special ed FTE)	29.00	(45.90)	4.00	-	-	-
45		Student Enrollment (October)	3,416.35	3,370.45	3,374.45	3,374.45	3,374.45	3,374.45
59		PROJECTION ASSUMPTIONS						
60		Academic staff (FTE)	255.50	266.38	-	-	-	-
61		Increase support staff (FTE)	-	-	-	-	-	-
62		Salary/Wage DEA change (%)	1.00%	5.00%	0.00%	0.00%	0.00%	0.00%
63		State Blended Count Method	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%
64		MPERS Retirement Rate	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%
66		District Insurance Cost change	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%
68		Indirect Cost Rate to Self-supporting Programs	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%

**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 of Dexter Community Schools for the 2023-24 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 2023-24 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	\$ 6,199,372
2xx Other Political Subdivisions	\$ -
3xx State	\$ 35,003,796
4xx Federal	\$ 970,713
5xx-6xx Other Financing Sources	\$ 5,587,527
Total Revenue	\$ 47,761,408
Total Fund Balance, July 1 Available to Appropriate	\$ 8,130,981
Total Available to Appropriate	\$ 55,892,389

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	\$ 22,714,595
12x- Added Needs	\$ 6,675,086
2xx – Support Services	
21x- Pupil Support	\$ 5,763,435
22x- Instructional Staff Support	\$ 2,936,458
23x- General Administration	\$ 816,644
24x- School Administration	\$ 2,741,758
25x- Business Services	\$ 870,309
26x- Operations and Maintenance	\$ 4,634,889
27x- Transportation	\$ 1,835,649
28x-29x Other Central Support	\$ 645,692
3xx-Community Services	\$ 215,774
4xx-6xx Other Financing Uses	\$ 100,000
Total Appropriated	\$ 49,950,289

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 June 26, 2023, 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 of the Community Service Fund for the 2023-24 fiscal year; a resolution to make appropriations; to provide for the expenditure of the 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 2023-24 to be used for operating purposes is as follows:

Revenue:

1xx Local	\$	3,005,935
3xx State	\$	75,668
4xx Federal	\$	-
5xx-6xx Other Financing Sources	\$	100,000
Total Revenue	\$	3,181,603
Total Fund Balance, July 1 Available to Appropriate	\$	2,295,931
Total Available to Appropriate	\$	5,477,534

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	\$	153,962
2xx – Support Services		
22x- Instructional Staff Support	\$	-
26x- Operations and Maintenance	\$	62,550
27x- Transportation	\$	-
28x-29x Other Central Support	\$	1,626,393
3xx-Community Services	\$	1,801,879
4xx-6xx Other Financing Uses	\$	200,339
Total Appropriated	\$	3,845,123

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 June 26, 2023, 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 Food Services Fund
Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation of the Food Services Fund for the 2023-24 fiscal year; a resolution to make appropriations; to provide for the expenditure of the 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 2023-24 to be used for operating purposes is as follows:

Revenue:

1xx Local	\$	879,628
3xx State	\$	75,810
4xx Federal	\$	669,322
5xx-6xx Other Financing Sources	\$	201,365
Total Revenue	\$	1,826,125
<hr/>		
Total Fund Balance, July 1 Available to Appropriate	\$	569,492
Total Available to Appropriate	\$	2,395,617

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	\$	2,004,711
4xx-6xx Other Financing Uses	\$	200,819
Total Appropriated	\$	2,209,010

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 June 26, 2023, 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 Student/School Activity Fund
Resolution for Adoption by the Board of Education, Dexter Community Schools**

RESOLVED, that this resolution shall be the general appropriation of the Student/School Activity Fund for the 2023-24 fiscal year; a resolution to make appropriations; to provide for the expenditure of the 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 2023-24 to be used for operating purposes is as follows:

Revenue:

1xx Local	\$	1,969,496
5xx Prior Period Adjustment	\$	-
Total Revenue	\$	1,969,496
Total Fund Balance, July 1 Available to Appropriate	\$	1,104,837
Total Available to Appropriate	\$	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
Total Appropriated	\$	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.

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 June 26, 2023, 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

Dexter Community Schools
General Fund Projections
2024-25

Projection Assumptions:

Planned staffing reductions from 2023-24
\$194 change in the State per student foundation
0 change in student enrollment
100% WISD Act 18 reimbursement from 2022-23 Special Education costs
3.0% increase in employer contribution to health benefit costs
0% increase in salary/wage scales
45.27% in MPSERS retirement contributions

The Board intends to make budget changes in our operations to reduce expenditures and/or increase revenue.

Projected Fund Balance, July 1, 2024	\$	5,942,100
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Projected Revenue:

1xx Local	\$	6,311,538
2xx Other Political Subdivisions	\$	-
3xx State	\$	35,637,124
4xx Federal	\$	988,276
5xx-6xx Other Financing Sources	\$	5,688,623
Total Projected Revenue	\$	48,625,561

Projected Expenditures:

1xx – Instruction		
11x- Basic Programs	\$	23,284,276
12x- Added Needs	\$	6,842,497
2xx – Support Services		
21x- Pupil Support	\$	5,907,982
22x- Instructional Staff Support	\$	3,010,104
23x- General Administration	\$	837,125
24x- School Administration	\$	2,810,521
25x- Business Services	\$	892,136
26x- Operations and Maintenance	\$	4,751,132
27x- Transportation	\$	1,881,687
28x-29x Other Central Support	\$	661,886
3xx-Community Services	\$	221,186
4xx-6xx Other Financing Uses	\$	102,508
Total Projected Expenditures	\$	51,203,042

Projected Fund Balance, June 30, 2025	\$	3,364,619
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To: Board of Education

From: Sharon Raschke

Date: June 26, 2023

RE: Financial Update – May 31, 2023

Financial updates to the Board are provided at the close of November, March, May, and June each year. The purpose of this memo is to provide an overview of financial performance through May 31, 2023. Included with this Financial Update is a compilation of individual financial narratives that were prepared by the administrators, department managers, and program directors.

The “Board Monthly Financial Report” summarizes the revenue and expenditures of the General Fund, Community Services Fund, Food Services Fund, and Student/School Activity Fund to the functional level, consistent with the actual Board adopted budget. The Board receives this report monthly.

Financial Summary

The budget is developed based on planned funding, staff, and programs with the most accurate information available at the time. Consistent with what we have done historically, we budget based on full staffing and do not prorate based on vacancies that might occur due to mid-year turnover or leaves of absence. Administrators, directors, and managers are conservative and careful in authorizing spending. Some expenses, such as utilities, can be volatile and may be somewhat unpredictable. Other expenses, such as tax refunds and deductibles on property insurance claims, are budgeted based on historical data, but favorable circumstances may allow us to minimize such expenditures in a given year. Inherent to our philosophy, budgets are not spent out simply because money has been approved. When final results come in under budget the excess funds are either carried over to the following year, when applicable by board policy, or added to fund balance.

COVID

COVID funds continued to provide supplemental one-time revenue in this fiscal year. The expenditures, revenues, spending requirements, and timelines cross over multiple fiscal years. Some funding was used to offset normal operating costs that will free up General Fund dollars. Some funding was used for the extra expenses necessary for our Continuity of Learning response to the COVID pandemic. Attached to this narrative is an updated summary of the one-time funds.

Review of Revenue Budget Categories

General Fund Revenue – Revenue amounts are projected or estimated based on the amount and timing of payments for state aid per pupil foundation, number of students, local property taxes, federal grants, state grants, local grants, and other local revenue.

Foundation – The state aid per pupil foundation was based on \$9,150, a \$450 increase from 2021-22. The 2022-23 foundation is paid based on 90% October 2022 and 10% February 2022 student counts. The adjusted October 2022 student count was 3,371.69, a decrease of 44.66 students from October 2021. We are appealing a 6.3 FTE deduction imposed by the WISD Pupil Accounting Auditor.

Retirement One-Time Deposit – As reported in the March Financial Update, the State of Michigan is making one-time flow through payments to all school districts to record a pay down of the MPSERS unfunded liability. In accordance with GASB 68, we are required to report this as revenue and an equal amount of expenditure on our general ledger. We are receiving \$2,586,436 in additional revenue and \$2,586,436 in additional expenses. You will be receiving a June 2023 Budget Revision for the 2022-23 fiscal year that includes this net zero increase in both revenue and expenses.

Other State Categoricals – Also included are the Foundation Guarantee, At Risk, Board Member Training, CTE, Early Literacy, Data Collection, First Robotics, Bilingual Education, Mental Health, Retirement Rate offsets, Retirement Reform Payment, Retirement unfunded stabilization payments, and the additional COVID grants from State funds.

Other Financing Sources – The budgeted transfers into General Fund are 10% of the expenditures of Food & Nutrition (\$195,492), Community Education (\$100,681), and ECLC Jenkins/Bates (\$112,208) self-supporting programs. Transfers through May 31 were \$136,421, \$65,924, and \$98,175, respectively. All programs will be financially able to return 10% to offset a portion of the indirect costs of their operations.

Review of Expense Budget Categories

The percentage of expenses used that are reported in the financial reports include expenses paid and encumbered (open purchase orders). Buildings and other programs have varying levels of purchase orders that have been issued for anticipated expenses. This may be misconstrued that a building or department has spent a larger portion of its annual budget or is doing better or worse than previous years. Please be cautious of making judgments without having the background information that supports the budget information presented.

Payroll – Expenses for salaries affect every building/program area with staff. The budget for salaries is based on annualized contracts. Year to date payroll is approximately 75% complete for teaching staff and 92% complete for non-teaching staff.

Under the terms of a March 9, 2023 Letter of Understanding with the DEA, each full time DEA member received \$430 on April 30, 2023. The cost was \$152,000. You will be receiving a June 2023 budget amendment for the 2022-23 fiscal year that includes this unbudgeted expense. While overall, we anticipate a positive variance, the amendment is necessary to assure sufficient appropriation at each functional level.

As reported by the Director of Transportation, routes were collapsed due to a shortage of drivers that will result in a positive variance of \$270,000-\$280,000 due to unfilled routes.

Leaves of absence affect overall results compared to budget. When staff has enough sick days banked to be paid for the duration of the leave, we incur the cost of the absent staff plus the cost of a substitute for that position. When a portion of the leave of absence is unpaid the lower cost of the substitute results in a reduced cost of coverage for a particular position. So far this year we have managed or are managing leaves of absence for 42 employees, including 28 teachers, 3 B&G, 1 admin, 1 transportation, 1 F&N, and 8 paraeducators. Paid leaves create vacancies that need to be filled with sub employees and result in a negative variance to budget. For teachers whose leave of absence was the entire school year, we already adjusted the budget for the savings due to the unpaid portion of the leave.

Health Related Benefits – The 2022-23 budget for health related expenses is a combination of MESSA fully insured medical, dental, vision, LTD, Life, and BCBS fully insured medical. At this time, 11/12 of the annual budget has been recorded. The total health benefit budget is \$4,300,000. The health costs will vary from budget mostly because of unfilled positions, periods of unpaid leave outside FMLA, and enrollment changes at open enrollment.

MESSA renews on a calendar year. MESSA PPO rates increased 2.4% and MESSA HDHP rates increased 2% on January 1, 2023. The District contribution for DAA, DEA, DESPA, and individual contracted employees increased up to 8% based on the contract settlements. Most MESSA participants saw a decrease in employee contribution on January 1, 2023. Bus drivers subscribe to Blue Care Network (BCN) which renews each July 1. The 2022-23 BCN rates increased 6.27% on July 1, 2022. The District contribution for Bus Drivers increased 4% based on the contract settlement. The group declined to pursue alternative plans.

Retirement Costs – Expenses for MPSERS retirement affect every building/program area with staff. The rate charged per employee is completely dependent on the individual employee's retirement elections. The employer contribution to the defined benefit plan is 20.96%-28.23%. The employer contribution to the defined contribution plan is 3%-9%. The District's MPSERS liability and rate stabilization rate is estimated to be 16.65% of the budgeted 2022-23 wages. The amount paid for the rate stabilization flows through our books, meaning we receive revenue to match the expenses billed by MPSERS. The majority of employees' elections require the District to pay 44.83% in total. We pay as much as 45.21% for employees electing the newest defined benefit plan. The District pays 46.61% for newly hired employees who completely opt out of the State Retirement system and make contributions on their own toward retirement. The General Fund budget for retirement is \$11,070,000, or 20.6% of the General Fund expenses. After offsetting \$4,895,000 from funding categoricals, the net MPSERS retirement cost budget is \$6,175,000, or 12.6% of the budget. The state categorical funding is not guaranteed. If eliminated, the full retirement cost would be a district obligation.

Retirement One-Time Deposit – As indicated previously, we will be receiving \$2,586,436 in additional revenue and record \$2,586,436 in additional expenses. A budget amendment in June will be necessary to provide appropriation in the specific functions where we need to record the MPSERS one-time deposit. The net to fund balance is \$0.

Payroll Taxes/FICA – Employees are participating in our Section 125/Cafeteria programs for pretax payroll deductions of health insurance premiums, Dependent Care FSA, Medical Care FSA, and Health Savings Accounts. Consequently, wages are exempt from FICA and Medicare

payroll taxes. This saves both the employee and employer portions. The employer savings on FICA and Medicare create a positive variance on the related benefit lines. In addition, deductions for the MPSERS ORS Healthcare fund are also exempt. We anticipate approximately \$149,000 favorable variance due to FICA savings this year. Employees saved an equal amount.

Board of Education – This category includes activities of the Board of Education including board stipends, workshops, legal, unemployment, audit, and election costs. The new State grant for Board training provided \$2,655 towards the professional development opportunities for our Board members. Board workshop/conferences expenditures exceed the budget, but are offset by State revenue. Legal expenses are 66% to budget, with less consultation of legal counsel needed this year. Expecting continued low usage of management consulting services and limited unemployment exposure this fiscal year, an overall positive variance of \$35,000-\$42,000 is anticipated.

Executive Administration – This category is for the office of the superintendent. The budget includes superintendent and per contractual obligations. Superintendent initiatives was underspent and an overall positive variance of \$55,000-\$60,000 is anticipated.

Business Office – This category includes the business office and associated services. Our staffing continuity continues to be unstable. The changes in staff throughout the district, changing legislation, and chasing the requirements of the many grants continue to strain our otherwise smooth operation. Absences, turnover, part time status, and training caused accounting staff salary and wages to exceed the planned budget by about \$17,000 plus payroll taxes. With other positive variances in Business Services, the category will be within budget.

Business Services – This category includes severance payments, board insurance, non-health claim deductibles, interest expense, and tax refunds/collection costs. No major variances are expected at this time.

Operations/Utilities/Security – This category includes our Principal of Operations and associated operations budget, district utilities, school safety (including the liaison officer), and property insurance.

Budgeted in security services are full expenditures for the State School Safety Grants 97, 97b, 97c, and 97d. We did not receive the 97b School Resource Officer grant. The June 2023 Budget Revision will reflect the reduced revenue and expenses of the General Fund in order to minimize the positive variance that would result. Completion of the work on the 97d Critical Incident Mapping and the 97 School Safety may not be completed by June 30. Up to \$460,007 of both General Fund revenue and expenses may be deferred until the 2023-24 fiscal year.

We budgeted \$1,230,523 from General Fund for capital infrastructure improvements as a planned reduction of Fund Balance. The plan included the replacement of the Al Ritt artificial turf and track, the chassis for a dump truck for B&G, the pool scoreboard, construction of several small storage sheds by our building trades program, and miscellaneous other site improvements. We now plan to use Series II of the 2017 Bond to fund the Al Ritt improvements. A June 2023 Budget Revision will reflect the reduced expense of the General Fund in order to minimize the positive variance that would result from this intentional change.

Supporting Services Central – This category includes communication services, personnel, and data collection/reporting. Human Resources added a part time person to assist. A budget revision may be necessary for this added cost.

Community Recreation – The community recreation facility and rentals are funded from General Fund.

Repairs and chemicals for the pools exceeded budget. In addition, we added a part time theater specialist for the CPA last fall who has worked an average of 25 hours per week, exceeding the budget. You will be receiving a June 2023 Budget Revision for the 2022-23 fiscal year that includes this under-budgeted expense. While overall, we anticipate a positive variance, the budget revision is necessary to assure sufficient appropriation at each functional level.

Other Financing Uses – This category is for recording transfers out of General Fund, primarily for subsidizing other Funds of the District. From the 2021-22 fiscal year end excess revenue, an amount equal to three years of projected Athletics subsidy was transferred to the Community Services Fund and assigned for the Athletics program. The 2022-23 budget did not include a subsidy for Athletics. With the changes previously communicated to the Board, the Athletics Program will exceed its planned expense over revenue by \$150,000-190,000. A General Fund subsidy will be necessary. You will be receiving a June 2023 budget amendment for the 2022-23 fiscal year that includes this unbudgeted transfer. The amendment is necessary to assure the Board has sufficient appropriation at each functional level.

Debt Services – This category is for the Common Debt Retirement of the 1998 Debt, 2017 Building and Site and Refunding Debt, and 2021 Taxable Refunding Debt. The 2023 Building and Site bonds were issued in March 2023. Debt service payments on the 2023 debt will begin in May 2024.

Revenues are property tax collections. Expenditures are principal and interest payments on the bonded debt. No borrowing was necessary from the School Bond Loan Fund this year. Our School Bond Loan Fund balance is nominally \$1,000 due to the refinancing completed in 2020-21. We structured the debt to minimize the need to borrow from School Bond Loan Fund going forward. However, the account is still open and available if the need arises. Our final payoff requirement for the School Bond Loan Fund is 2034.

While the goal is that these funds have revenue equal to expenses and no fund balance, the timing of payments on the debt and the taxes received from collections generate some fluctuation in balances.

Year End Estimate

Expenses will exceed revenue, as anticipated, drawing from the Undesignated Fund Balance. Projecting at this time, the operational expense over revenue will be \$1,000,000-\$2,000,000.

However, as explained previously, \$5,848,798 is attributable to supplemental Federal COVID funding that will be recorded in the 2022-23 fiscal year that is one time revenue. Please see attached details of the one time grants.

Dexter Community Schools
COVID Grants Overview

Grant Description	Grant	2019-20	2020-21	2021-22	2022-23	2023-24 estimate	Use of Funds
COVID-ESSER CARES	7960	\$ 174,666					Anchor K-2 Virtual/Hybrid Teachers
School emergency relief formula							
CPVOD - Child Care Block Grant	7970	\$ 38,769	\$ 38,769				Offset of costs for child care operations during COVID
		\$ 19,312	\$ 20,311				Tuition relief for parents for child care during COVID
COVID-District Covid CRF 103(2) 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	\$ 292,991	\$ 147,975	District + K-2 Counselor \$261,790
							Psych .2 increase \$23,093
							District + K-2 Social Worker \$260,813
31aa Mental Health	2490				\$ 393,979		Mental health supports and counseling for students and staff
State Equalization Formula 11r(4)	3870		\$ 798,676				62.5 days of Anchor K-2 Virtual/Hybrid Teachers
State makeup to \$450 pp 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
							SPARK development 44 days 1/4-3/8/2021
Section 23b(2a) \$550 pp							\$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

Dexter Community Schools
COVID Grants Overview

Grant Description	Grant	2019-20	2020-21	2021-22	2022-23	2023-24 estimate	Use of Funds
							Summer B&G \$147,664
ESSER II After School Section 23b(2c) \$25,000	4330			\$ 25,000			Development of programming K-6
ESSER II Teacher/Support Stipend Section 23c(4a-b) \$1000/teacher \$250/support	4340			\$ 93,000			Additional expenses of staff stipends
							Grant award \$318,750
							(prorated based on actual payout)
ESSER III 20% Learning Loss	4350			\$ 495,451	\$ 952,015		Anchor K-2 Teachers 43 days (2021-22) 87 days (2022-23)
	4351			\$ 371,876			Intervention Instruction K-4 \$230,570
							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)
							Counselors K-8 \$493,678 (22-23 \$269,433)
							Nurse \$75,423
							Curriculum Leadership \$439,355
ESSER II Benchmark Assessment Section 104a	4430			\$ 27,975	\$ 27,900		NWEA to support students with learning loss
ESSER II Learning Loss 98c	4510				\$ 176,393		Tutoring services, instructional coaches, and intervention staff
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 and COVID support
Pandemic-EBT Local Costs	6640			\$ 614	\$ 628		Admin costs of reporting for Pandemic Electronic Benefit Transfer
IDEA ARP Flowthrough	9830				\$ 167,576		Special Education services
97 School Safety	2440				\$ 395,007		Upgrading and adding security cameras
97b School Resource Officer	2540				\$ -		Grant application was denied
97c Risk Assessments	2550				\$ 26,000		District wide site assessment
97d Critical Incident Mapping	2560				\$ 65,000		Critical incident mapping

Dexter Community Schools
COVID Grants Overview

Grant Description	Grant	2019-20	2020-21	2021-22	2022-23	2023-24 estimate	Use of Funds
Grow Your Own	2480				\$ -		Grant application was denied
Future Educator Stipend	2600				\$ 9,600		Grant to fund future teacher education
147c2 MPSERS One-Time Deposit	2630				\$ 2,586,346		ORS paydown of MPSERS unfunded liability
CRF- MAISA Device Purch Prog	4830		\$ 23,947				Rebates for tech devices purchased through Bond
			\$ 29,103				Rebate for virtual learning and connectivity
Unanticipated School Closure Summer Food Service Program (SFSP)	8580	\$ 730,812	\$ 1,064,551	\$ 97,806			Additional expenses of staff and supplies for community food meal kits and free breakfast and 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 year)
10 Cents A Meal for Michigan Kids and Farms	3730				\$ 28,200		Fresh produce from local vendors
Local Food for Schools	8510				\$ 13,722		Local produce for students
Supply Chain Assistance Funds	8510			\$ 68,885	\$ 36,082		Offset increased food costs due to supply chain issues
Child Care Relief Fund Grant	7010			\$ 229,960			Fall 2021-Jenkins/ECLC staff bonuses, staff raises, reimbursed parent tuition for days closed due to COVID, reimburse 2020-21 excess cost of childcare staff.
				\$ 225,020	\$ 32,000		Spring 2022-Jenkins/ECLC additional grant for operations, Staff bonus (paid 8/2022)
				\$ 173,313	\$ 12,000		Spring 2022-Community Ed Rec/Ed staff pay, staff bonus (paid 8/2022)
					\$ 178,760		Summer 2022-Jenkins/ECLC additional grant for operations
					\$ 137,875		Summer 2022-Community Ed Rec/Ed additional grant for operations
General Fund Revenue		\$ 193,978	\$ 2,515,346	\$ 5,389,248	\$ 5,848,798	\$ 147,975	\$ 14,095,345
Capital Projects Fund Revenue		\$ -	\$ 23,947	\$ -	\$ -	\$ -	\$ 23,947

Dexter Community Schools
COVID Grants Overview

Grant Description	Grant	2019-20	2020-21	2021-22	2022-23	2023-24 estimate	Use of Funds
Food Service Fund Revenue		\$ 730,812	\$ 1,064,551	\$ 1,825,405	\$ 78,004	\$ -	\$ 3,698,772
Community Services Fund		\$ 38,769	\$ 38,769	\$ 628,293	\$ 360,635	\$ -	\$ 1,066,466
Total Covid Funding		\$ 963,559	\$ 3,642,613	\$ 7,842,946	\$ 6,287,437	\$ 147,975	\$ 18,884,530

To: Board Of Education

From: Sharon Raschke

Date: June 26, 2023

RE: Building/Department Financial Narratives – May 31, 2023

The following is a compilation of information received from administrators and program directors/managers regarding the budget status as of May 31, 2023.

Dexter Early Elementary Complex (DEEC) – Anchor and Beacon Elementary Schools are currently operating within the budget established at the beginning of the 2022-23 school year, with expenditures comparable to previous years. Anchor has spent 82% of its budget and Beacon has spent 86% of its budget. This is on target with previous years. At this time, the DEEC anticipates that it will continue to operate within its budgetary constraints for the remainder of the school year. The remaining carryover money and supply monies will be used to replace consumables and provide supplies for students and classrooms.

Our parent group, DEEC PTO, continues to supplement our budgets by providing grants for student programs, such as assemblies and field trips, and additional classroom needs. These grants have provided a varied learning experience for all students, allowing them to explore new concepts in a hands-on or real-world approach. The DEEC PTO will have carryover funds to start the new school year prior to our annual Fall Fun Run Fundraising event.

Wylie – Wylie Elementary School expenses continue to be in line with expenditures from previous years. Wylie is currently operating within its budget for the 2022-23 school year. We have spent 85% of our budget. Numbers for our teaching staff remained consistent throughout the 2022-23 school year.

For the 2023-24 school year, Wylie will have nine sections of third grade and nine sections of fourth grade. We will continue to grow Spark experiences for our students and our Shared Leadership Team will support learner-centered and learner-driven instruction. We expect that our paraeducator staff needs will decrease. We will schedule our special area staff to continue to provide a variety of engaging learning opportunities for our students.

Creekside – Creekside Intermediate School is operating within the budget established for the 2022-23 school year and expenses have been consistent with expenditures from last year and are similar to other buildings. We have spent 84% of our budget as of May 31. Staffing has remained fairly consistent and we are maintaining a healthy budget. We anticipate carrying over a portion of our budget.

Mill Creek - Mill Creek Middle School continues to operate under the budget estimated at the start of the fiscal year. Expenses for 2022-23 have been consistent with expenditures from

previous years. As of May 31, we have spent 84% of our budget. I do not anticipate any fiscal challenges that will alter our original plan of operating under the established budget.

Dexter High School - Dexter High School is currently operating well within its budget for the 2022-23 school year. Although our expenses are higher than last year as a result of the need for student support services, we stayed well within our budget this year, only spending 85% of our allocation. We experienced no major issues with the budget this year. We are also on track to underspend our per-pupil accounts. This year, we utilized portions of our budget to bring back out of the classroom experiences for students. We had carry over from last year that was not spent fully this year. Overall, we are pleased with how the DHS budget monies were allocated throughout the 2022-23 school year. Our budget expectations were met.

Dexter Alternative School – Dexter Alternative School is currently operating within its budget for the 2022-23 school year. As of May 31, we have spent 74% of our budget and do not anticipate any fiscal challenges that will significantly alter our budgeting expectations.

Special Education - The Special Education Department is currently operating within its budget established for the 2022-23 school year. Based on spring count data the district is supporting 456 students who are identified as needing special education and are receiving services within the district. The school year concluded with 477 students eligible for special education programs and services.

While our overall budget is within budget allowances, we have exceeded our testing budget line. The Special Education Department continues to receive a high number of special education evaluation requests and has the federal requirement to reevaluate students with IEPs every three years. So far this school year, our Special Education teams have completed 124 Special Education evaluations and 111 initial evaluations.

Throughout the school year we have purchased various software for differentiated curriculum for cognitively impaired students, academic intervention, and accessibility. We have exceeded the budget allocation for purchased pupil services as funds have been needed to provide educational services to two students receiving long term homebound programming.

Expenditures this school year have also included updated equipment, software, and technology as well as curriculum resources and materials. In addition, funds have been utilized to enhance our Peer-to-Peer programming and Community-Based Instruction programming.

The Special Education Department is currently preparing for this summer's Extended School Year program. This year, 37 students have qualified for Extended School Year services. In addition, we will offer a comprehensive reading institution to selected students this summer. This will provide intense, individualized one on one reading instruction four days a week, for seven weeks during July and August.

Curriculum and Instruction – As the 2022-23 school year comes to a close, the Curriculum and Instruction department is on track to finish the year within its budget. This year has brought numerous grant funded opportunities for our staff and students. While we have been fortunate to be able to maximize these dollars, it is essential that we continue to evaluate programming and purchases to ensure we are meeting the needs of our students and staff while being fiscally responsible.

This year included nominal investments in the English Language Arts curricular review in grades K-4. Understanding that the outcome of our review and recommendation could result in a sizeable purchase for the Dexter Community Schools. We wanted to ensure that we were set up for success by having access to all materials and resources to make an informed decision.

We have been working to set up and secure professional development opportunities for staff and students for the 2023-24 school year. We are excited to support professional development in the following ways:

- Building Based PD will be an opportunity for each building to identify topics that are most relevant to their needs. This work will be informed by building-level leadership. This time will be focused on the newly adopted ELA curriculum at the DEEC and at Wylie.
- Core Teaching Practice work will be centered on instructional rounds and Core Teaching Practice number 7, specifying and reinforcing productive student behavior, which was overwhelmingly voted as a priority across the organization.
- PLC times will allow for the four DCS PLCs (Culture, Learning Continuum, Extended Learning Opportunities and Diversity Equity, and Inclusion).
- Competency and Skill Vertical Alignment time will allow educators to connect with other teachers within their department or subject-matter specialization to work to identify the competencies, skills, and behaviors critical for students to learn in their classes. This important work will help continue moving our district forward toward competency-based learning.

We have been collecting information from buildings and staff regarding summer work and professional development. We do not anticipate any large variances in the 2023-24 Curriculum and Instruction budget.

Community Services Programs –

Athletics Program

Participation fees have been collected and totals are being tallied. We have had over 1,000 athletes participate in a sport this year. The athletic department and its athletes are gracious for your continued commitment to an important part of the overall student, school, and community experience.

We had several large expenses this spring. To maintain and provide the best field conditions and equipment, the athletic department purchased the following items that will exceed budget:

- Charter bus transportation and van rental
- Infield material mix to repair and have extra to continue to maintain fields
- Volleyball equipment for MS athletics
- Sound system updates for DHS gym, baseball and softball complex
- Banquet equipment to celebrate our successes
- GoFan online digital ticketing equipment
- HUDL team subscriptions and the installation of HUDL cameras
- Track equipment including hurdles and mat covers
- New Gator for our athletic trainer and programs

This year our teams have excelled again. We added an additional State Championship in Field Hockey. Lily Witte captured a fourth State Championship in dive. Our student-athletes have represented our community well at the State level in Boys and Girls Swim and Dive, Boys

and Girls Cross Country, Boys and Girls Soccer, Girls Basketball, Track and Field, Boys and Girls Lacrosse, Girls Tennis, Football, and Field Hockey. The Dreadnaughts won an MHSAA Regional Tennis title and two MHSAA District titles. Football added a SEC conference championship along with their first District Championship, Regional Championship, and Final Four appearance. We had four SEC Red Championship teams and had some terrific individual performances throughout the year.

The athletic department is continuing its relationship with the ABCD group to continue to enhance our overall athletic department. We are again working with ABCD to sponsor scholarships. The athletic department and athletes were extremely happy that we were able to have a “normal” year with athletics, including spectators, families, and, most importantly, the ability to be with teammates and classmates at sporting events. The 2022-23 year was a banner year for Dreadnaught athletics.

Community Education Rec/Ed Program

We have had a busy spring season managing facility scheduling and spring programming. We are preparing for summer athletics camps and have a sold-out Camp Dexter! The status of each Community Ed program as of May 31 is as follows:

- After Care and Special Day Programs: The 2022-23 After Care program operated at full capacity (138 kids) all year. To date, revenue is \$342,842 and expenses are \$52,546. The 2022-23 After Care program wraps up on Tuesday, June 13.
- Recreation and Education Programs: We offer weekend open swim on most Sundays, weekday morning open lap swim for seniors and adults, and private pool parties. Swim lessons are provided in partnership with the Dexter Community Aquatic Club. To date, revenue is \$14,360 and expenses are \$8,400. We collected \$5,890 in open swim fees and pool parties.
- Adult and Youth programming: Last summer’s camp experiences are included in our 2022-23 financials. A total of 1,548 registrations served 1,161 students who participated in the District funded summer camps. New programming this summer with feature lifeguard training. To date, revenue is \$361,945 and expenses are \$161,612.
- Camp Dexter: All nine weeks of Camp Dexter are near sold out (118 daily campers). We are near capacity for our licensed spaces and number of staff. Each week our campers will go swimming at the Wylie pool and visit Blue Heron Bay. The camp will include one big field trip.
- Facility Rentals: We had 55,278 hours of facility rentals and collected \$72,552 in Facility revenue. Facility requests and payments are all handled through Eleyo which is much more streamlined for both the community and staff.
- The Childcare Stabilization Grant provided supplemental funding of \$185,312 in the Spring, 2022 and \$137,875 in the Summer, 2022.

Early Childhood Learning Center (ECLC) Jenkins/Bates Program

Jenkins Early Childhood Learning Center (ECLC) is operating within the budget established for the 2022-23 school year. Fall 2023 enrollment is full with a waitlist for every age group. We did increase tuition rates as planned. Bates preschool enrollment is strong. We have opened an additional preschool classroom to better fulfill the needs of our community. Our half day program has limited openings that we anticipate filling in the summer. Jenkins ECLC revenue is

exceeding our expenses and we will return 10% for indirect costs to General Fund this fiscal year.

Buildings and Grounds – The Buildings and Grounds department is currently operating within its budget for the 2022-23 school year. The overall budget spent at this time is 89%, compared to 80% of the overall budget spent last year through May 31. We anticipate ending this fiscal year within the current remaining allocation.

Principal for Operations – The Board has approved spending down the remaining Series II of the 2017 Bond. The projects planned include turf and track area renovations, the installation of various mechanical equipment, doors, hardware, pool upgrades, and districtwide roof repairs. The solar walkway and solar field project construction is scheduled to begin this fall. In July, we will be partnering with Granger Construction Company to perform a full facility assessment of the district. We will be using our Building Repairs allocation to pay for crack filling of the parking lots and fence repairs. We reduced an operation utility position for the upcoming school year. We are staying within the established budgets and are in line with previous year expenditures.

Food and Nutrition – Food and Nutrition, adjusted for revenue accruals and expenses encumbered, are \$1,759,923 revenue and \$1,687,582 expenses through May 31. The Food Service fund balance available to appropriate is \$947,000. However, as reflected in the December budget revision, we plan to spend down \$377,000 of our fund balance, as required by our excess fund balance spenddown plan. Only \$61,149 have been spent thus far.

Our revenue reflects reduced participation due to the elimination of COVID waivers. Students are again paying for meals. Accordingly, expenses have dropped. We have observed an increase in participation from pre-pandemic rates. We continue to be affected by national supply chain challenges and inflation.

Detailed budget information is available upon request.

Technology - The Technology Department is on track to meet this year's overall budget. There has been a noticeable increase in software expenditures, which reflects our commitment to enhancing technological capabilities. We are diligently implementing Series II of the 2017 Bond purchases to update our infrastructure and replace classroom technology.

This summer we have planned a comprehensive technology installation initiative across the district. This initiative will involve a team of contractors working with our technology staff. Part of the work is funded by the State's Section 97 School Safety Grant. We will be upgrading half of our surveillance cameras and adding more in vulnerable areas. The newer technology will enable us to optimize coverage and minimize the number of devices required.

With the importance of maintaining up to date classroom technology in mind, we have scheduled a needed upgrade to commence immediately after the conclusion of the school year. This project aims to enhance the educational experience by equipping our classrooms with state of the art technological resources.

Our commitment to providing students with the necessary tools for academic success remains unwavering. Using the technology allocation from the 2017 Bond, every summer we purchase new devices for each 5th and 9th grade student. This rotation enables each student to use a device for a four-year duration. We are excited about the progress we have made and the

positive impact these advancements will have on our district's technology infrastructure and educational environment.

Transportation - The Transportation Department operated throughout the school year with a shrinking number of drivers. We continued to collapse routes causing most buses to be crowded, but operating within rated capacity. We are vastly under our budget because of the number of unfilled driver positions and lower fuel costs. We did not have enough drivers to fully service our Athletic trips, adding to their expenses for chartering bus service.

We have a vacancy for a bus monitor on one of our special needs routes. We continue to recruit drivers and have had a few inquiries as a result of our hiring status sign at Creekside.

Fuel costs continued to drop throughout the year. At the start of the school year we paid \$4.45 per gallon and our last fill was \$2.70. We used 41,860 gallons of fuel averaging \$3.45 per gallon.

We are now building our summer routes for the Summer Bridge program at WCC, ECSE, and ESY students. We anticipate having one WCC route and three special needs routes this summer. We will be transporting the annual Mill Creek trip to Cedar Point on June 15. Camp Dexter will use our buses for field trips. Over the summer, some of our drivers will receive specialized training for Proactive Response, Signs of Suicide, Stop the Bleed, and Drug Recognition.



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	6,117,212.00	116,419.77	5,894,832.03	.00	222,379.97	96	5,332,932.53
Function Code R100 - Local Sources - 100 Totals	\$6,117,212.00	\$116,419.77	\$5,894,832.03	\$0.00	\$222,379.97	96 %	\$5,332,932.53
Function Code R200 - Non-Education Sources - 200							
	.00	.00	.00	.00	.00	+++	.00
Function Code R200 - Non-Education Sources - 200 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R300 - State Sources - 300							
	34,132,942.00	3,605,837.21	27,664,996.31	.00	6,467,945.69	81	23,686,012.59
Function Code R300 - State Sources - 300 Totals	\$34,132,942.00	\$3,605,837.21	\$27,664,996.31	\$0.00	\$6,467,945.69	81 %	\$23,686,012.59
Function Code R400 - Federal Sources - 400							
	2,885,458.00	655,363.00	2,205,833.00	.00	679,625.00	76	2,975,129.00
Function Code R400 - Federal Sources - 400 Totals	\$2,885,458.00	\$655,363.00	\$2,205,833.00	\$0.00	\$679,625.00	76 %	\$2,975,129.00
Function Code R500 - ISD / Other Sources - 500							
	5,641,363.00	1,615.50	4,085,407.09	.00	1,555,955.91	72	4,243,051.44
Function Code R500 - ISD / Other Sources - 500 Totals	\$5,641,363.00	\$1,615.50	\$4,085,407.09	\$0.00	\$1,555,955.91	72 %	\$4,243,051.44
Function Code R600 - In from other Funds - 600							
	420,879.00	58,746.45	310,912.46	.00	109,966.54	74	295,977.29
Function Code R600 - In from other Funds - 600 Totals	\$420,879.00	\$58,746.45	\$310,912.46	\$0.00	\$109,966.54	74 %	\$295,977.29
Account Type Revenue Totals	\$49,197,854.00	\$4,437,981.93	\$40,161,980.89	\$0.00	\$9,035,873.11	82 %	\$36,533,102.85
Account Type Expense							
Function Code <N/A> - <No Function defined>							
	.00	.00	.00	.00	.00	+++	.00
Function Code <N/A> - <No Function defined> Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R400 - Federal Sources - 400							
	.00	.00	.00	.00	.00	+++	.00
Function Code R400 - Federal Sources - 400 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	23,624,861.00	2,501,744.54	20,406,243.33	104,483.24	3,114,134.43	86	16,615,954.00
Sub Function Code 120 - Added Needs - 120	7,798,253.00	849,912.65	6,364,765.37	21,819.70	1,411,667.93	82	5,800,487.34
Function Code 100 - Instruction Totals	\$31,423,114.00	\$3,351,657.19	\$26,771,008.70	\$126,302.94	\$4,525,802.36	85 %	\$22,416,441.34
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	5,989,056.00	510,435.57	4,485,369.48	68,499.25	1,435,187.27	75	3,986,749.67
Sub Function Code 220 - Support Services-Instructional - 220	2,987,240.00	97,611.27	2,499,732.96	2,120.00	485,387.04	84	2,898,646.55
Sub Function Code 230 - Support Services-Administration - 230	859,230.00	72,869.55	701,010.99	5,661.50	152,557.51	82	568,927.94
Sub Function Code 240 - Support Services-School Admin - 240	2,743,367.00	229,054.34	2,373,524.77	10,700.00	359,142.23	87	2,021,508.42
Sub Function Code 250 - Support Services-Business - 250	729,509.00	52,237.92	667,001.16	.00	62,507.84	91	710,519.73
Sub Function Code 260 - Operations and Maintenance - 260	6,351,131.00	266,095.91	4,220,090.49	522,686.81	1,608,353.70	66	3,530,377.22
Sub Function Code 270 - Pupil Transportation - 270	1,874,235.00	143,183.80	1,493,412.49	22,164.84	358,657.67	80	1,461,932.23
Sub Function Code 280 - Support Services-Central - 280	685,312.00	42,927.40	553,164.63	16,100.00	116,047.37	81	508,616.73
Function Code 200 - Supporting Services Totals	\$22,219,080.00	\$1,414,415.76	\$16,993,306.97	\$647,932.40	\$4,577,840.63	76 %	\$15,687,278.49
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	201,965.00	27,650.64	243,263.52	29,984.59	(71,283.11)	120	199,388.01
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	7,747.00	(49.30)	985.00	.00	6,762.00	13	850.00
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	(53,110.11)
Function Code 300 - Community Services Totals	\$209,712.00	\$27,601.34	\$244,248.52	\$29,984.59	(\$64,521.11)	116 %	\$147,127.90



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	9,600.00	.00	(9,600.00)	+++	.00
Function Code 400 - Government Agencies & Prior Period	\$0.00	\$0.00	\$9,600.00	\$0.00	(\$9,600.00)	+++	\$0.00
Totals							
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	.00	.00	.00	.00	.00	+++	273,289.58
Function Code 500-600 - Other Financing Uses Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$273,289.58
Account Type Expense Totals	\$53,851,906.00	\$4,793,674.29	\$44,018,164.19	\$804,219.93	\$9,029,521.88	82 %	\$38,524,137.31
Fund(COA) 11 - General Fund Totals	(\$4,654,052.00)	(\$355,692.36)	(\$3,856,183.30)	(\$804,219.93)	\$6,351.23	83 %	(\$1,991,034.46)



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	3,030,835.00	269,103.93	2,797,105.10	.00	233,729.90	92	2,455,453.72
Function Code R100 - Local Sources - 100 Totals	\$3,030,835.00	\$269,103.93	\$2,797,105.10	\$0.00	\$233,729.90	92 %	\$2,455,453.72
Function Code R300 - State Sources - 300							
	72,856.00	5,251.00	6,531.00	.00	66,325.00	9	29,052.22
Function Code R300 - State Sources - 300 Totals	\$72,856.00	\$5,251.00	\$6,531.00	\$0.00	\$66,325.00	9 %	\$29,052.22
Function Code R400 - Federal Sources - 400							
	503,820.00	.00	436,547.02	.00	67,272.98	87	284,843.68
Function Code R400 - Federal Sources - 400 Totals	\$503,820.00	\$0.00	\$436,547.02	\$0.00	\$67,272.98	87 %	\$284,843.68
Function Code R500 - ISD / Other Sources - 500							
	.00	.00	.00	.00	.00	+++	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600							
	.00	.00	.00	.00	.00	+++	450,000.00
Function Code R600 - In from other Funds - 600 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$450,000.00
Account Type Revenue Totals	\$3,607,511.00	\$274,354.93	\$3,240,183.12	\$0.00	\$367,327.88	90 %	\$3,219,349.62
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	153,744.00	15,011.69	124,949.37	.00	28,794.63	81	107,827.24
Function Code 100 - Instruction Totals	\$153,744.00	\$15,011.69	\$124,949.37	\$0.00	\$28,794.63	81 %	\$107,827.24
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	3,844.00	3,533.71	3,881.81	.00	(37.81)	101	176.52
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	142,550.00	10,353.77	58,875.72	19,981.68	63,692.60	41	41,852.34
Sub Function Code 270 - Pupil Transportation - 270	.00	.00	.00	.00	.00	+++	2,477.93
Sub Function Code 290 - Support Services-Other - 290	1,526,146.00	273,946.23	1,375,864.40	471,351.40	(321,069.80)	90	1,204,758.07
Function Code 200 - Supporting Services Totals	\$1,672,540.00	\$287,833.71	\$1,438,621.93	\$491,333.08	(\$257,415.01)	86 %	\$1,249,264.86
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	273,018.00	27,370.68	231,687.19	.00	41,330.81	85	166,266.79
Sub Function Code 320 - Community Recreation - 320	417,723.00	42,746.74	275,857.05	7,295.00	134,570.95	66	285,595.47
Sub Function Code 350 - Care of Children - 350	1,166,584.00	71,227.55	970,946.99	.00	195,637.01	83	848,927.40
Sub Function Code 390 - Other Community Services - 390	112,500.00	21,793.95	92,792.38	.00	19,707.62	82	93,189.45
Function Code 300 - Community Services Totals	\$1,969,825.00	\$163,138.92	\$1,571,283.61	\$7,295.00	\$391,246.39	80 %	\$1,393,979.11
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	226,746.00	31,110.65	173,869.74	.00	52,876.26	77	145,666.14
Function Code 500-600 - Other Financing Uses Totals	\$226,746.00	\$31,110.65	\$173,869.74	\$0.00	\$52,876.26	77 %	\$145,666.14
Account Type Expense Totals	\$4,022,855.00	\$497,094.97	\$3,308,724.65	\$498,628.08	\$215,502.27	82 %	\$2,896,737.35
Fund(COA) 23 - Community Service Fund Totals	(\$415,344.00)	(\$222,740.04)	(\$68,541.53)	(\$498,628.08)	\$151,825.61	17 %	\$322,612.27



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	854,011.00	137,139.57	888,247.78	.00	(34,236.78)	104	190,163.88
Function Code R100 - Local Sources - 100 Totals	\$854,011.00	\$137,139.57	\$888,247.78	\$0.00	(\$34,236.78)	104 %	\$190,163.88
Function Code R300 - State Sources - 300							
	73,602.00	75,869.89	114,306.32	.00	(40,704.32)	155	89,707.40
Function Code R300 - State Sources - 300 Totals	\$73,602.00	\$75,869.89	\$114,306.32	\$0.00	(\$40,704.32)	155 %	\$89,707.40
Function Code R400 - Federal Sources - 400							
	649,827.00	.00	386,107.94	.00	263,719.06	59	1,283,980.84
Function Code R400 - Federal Sources - 400 Totals	\$649,827.00	\$0.00	\$386,107.94	\$0.00	\$263,719.06	59 %	\$1,283,980.84
Function Code R500 - ISD / Other Sources - 500							
	195,500.00	16,795.94	150,486.79	.00	45,013.21	77	117,413.10
Function Code R500 - ISD / Other Sources - 500 Totals	\$195,500.00	\$16,795.94	\$150,486.79	\$0.00	\$45,013.21	77 %	\$117,413.10
Account Type Revenue Totals	\$1,772,940.00	\$229,805.40	\$1,539,148.83	\$0.00	\$233,791.17	87 %	\$1,681,265.22
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,480.00	468.00	3,532.70	.00	(52.70)	102	2,617.70
Sub Function Code 290 - Support Services-Other - 290	1,951,442.00	154,314.40	1,361,148.40	109,454.28	480,839.32	70	1,544,133.76
Function Code 200 - Supporting Services Totals	\$1,954,922.00	\$154,782.40	\$1,364,681.10	\$109,454.28	\$480,786.62	70 %	\$1,546,751.46
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	195,492.00	27,635.80	136,421.31	.00	59,070.69	70	150,311.15
Function Code 500-600 - Other Financing Uses Totals	\$195,492.00	\$27,635.80	\$136,421.31	\$0.00	\$59,070.69	70 %	\$150,311.15
Account Type Expense Totals	\$2,150,414.00	\$182,418.20	\$1,501,102.41	\$109,454.28	\$539,857.31	70 %	\$1,697,062.61
Fund(COA) 25 - School Lunch Fund Totals	(\$377,474.00)	\$47,387.20	\$38,046.42	(\$109,454.28)	(\$306,066.14)	-10 %	(\$15,797.39)



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	1,969,496.00	104,935.97	982,236.97	.00	987,259.03	50	658,844.73
Function Code R100 - Local Sources - 100 Totals	\$1,969,496.00	\$104,935.97	\$982,236.97	\$0.00	\$987,259.03	50 %	\$658,844.73
Account Type Revenue Totals	\$1,969,496.00	\$104,935.97	\$982,236.97	\$0.00	\$987,259.03	50 %	\$658,844.73
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 290 - Support Services-Other - 290	1,969,496.00	108,468.22	720,867.43	40,131.33	1,208,497.24	37	483,183.09
Function Code 200 - Supporting Services Totals	\$1,969,496.00	\$108,468.22	\$720,867.43	\$40,131.33	\$1,208,497.24	37 %	\$483,183.09
Account Type Expense Totals	\$1,969,496.00	\$108,468.22	\$720,867.43	\$40,131.33	\$1,208,497.24	37 %	\$483,183.09
Fund(COA) 29 - Student/School Activity Fund Totals	\$0.00	(\$3,532.25)	\$261,369.54	(\$40,131.33)	(\$221,238.21)	+++	\$175,661.64
Grand Totals	(\$5,446,870.00)	(\$534,577.45)	(\$3,625,308.87)	(\$1,452,433.62)	(\$369,127.51)	67 %	(\$1,508,557.94)



Book	Policy Manual
Section	policies to Board June 2023
Title	Vol. 37, No. 2 - Technology - February 2023 Revised WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES
Code	po7540.02 second reading 6-26-2023
Status	
Adopted	March 17, 2003
Last Revised	April 22, 2019

Revised Policy - Vol. 37, No. 2

7540.02 - WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES

A. Creation of Content for Web Pages/Websites, Apps, and Services

The Board of Education authorizes staff members and students to create content, apps and services (see Bylaw 0100 Definitions) that are hosted by the Board on its servers or District-affiliated servers (i.e., servers the Board pays to use or otherwise sanctions the use of) and/or published on the Internet.

The content, apps, and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), Student Online Personal Protection Act (SOPPA), and Children's Online Privacy Protection Act (COPPA)) and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services, and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

[x] Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored Publications and Productions.

[x] The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

B. Purpose of Content of District Web Pages/Sites, Apps, and Services

The purpose of content, apps, and services covered by this policy is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

1. Educate

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

2. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. Communicate

Content may communicate information about the plans, policies, and operations of the District to members of the

public and other persons who may be interested in and/or affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's Mission Statement, Educational Philosophy, and School Improvement Process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances are District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution, or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

✕ Under no circumstances is staff member-created content, apps, and services, including personal web pages/websites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service (e.g., **PowerSchool**) for the purpose of conveying information to students and/or parents.

Web content, apps and web services should reflect an understanding that both internal and external audiences will be viewing the information.

The District's website(s) and web pages, apps, and services must be hosted on Board-owned or District-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and web services by staff (✕) and students .

The Board retains all proprietary rights related to the design of and content for its website(s), apps, and web services, absent written agreement to the contrary.

In order for a student's school work (i.e., work that is created in a class, at school, or as part of a school-sponsored extracurricular activity) to be displayed on the Board's website, the student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) must provide written permission and expressly license its display without cost to the Board.

Likewise, prior written permission from a student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) is necessary for a student to be identified by name on the Board's website.

C. Website Accessibility

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

This policy reflects the Board's commitment and intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, 34 C.F.R. Part 104, Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. Section 12131, and 28 C.F.R. Part 35 in all respects.

1. Technical Standards

The District will adhere to the technical standards of compliance identified at <https://www.dexterschools.org/departments/technology>. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level_AA, and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content.

2. Web Accessibility Coordinator

The Board designates its **(x)** Technology Director as the District's Web Accessibility Coordinator(s). That individual(s) is/are responsible for coordinating and implementing this policy.

The District's Web Accessibility Coordinator(s) can be reached at:

Dexter Community Schools Technology Department
2615 Baker Road
Dexter MI 48130
734-424-4160 ext 6351
info@dexterschools.org

3. Third Party Content

Links included on the Board's website(s) or web services and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, SOPPA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online/digital content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's Web Accessibility Coordinator(s) or designee will vet online content available on its website(s), apps, and services that are related to the District's programs, benefits, and/or services for compliance with this criteria for all new content published on the District's website(s), apps, and services after adoption of this policy.

Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s), apps, and services to:

- a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites); or
- b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may contain advertisements that are not age-appropriate or consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

4. Regular Audits

The District, under the direction of the Web Accessibility Coordinator(s) or designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

5. Reporting Concerns or Possible Violations

If a person accessing the District's website(s), apps, or services (e.g., a student, prospective student, employee, guest, or visitor) ('user') believes that the District has violated the technical standards identified above in its online content, the user may contact a/the Web Accessibility Coordinator with any accessibility concerns. The user may also file a formal complaint utilizing the procedures set out in Board Policy 2260.01 relating to Section 504 and Title II.

D. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and web services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

A teacher who elects to supplement and enhance student learning through the use of apps and/or web services is responsible for verifying/certifying to the **(x)** Technology Director that the app and/or web service has a FERPA-compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA), Student Online Personal Protection Act (SOPPA), and the Children's Internet Protection Act (CIPA) **(x)** and Section 504 and the ADA.

The Board further requires **(x)** the use of a Board-issued e-mail address in the login process.

E. Training

The District will provide **(x)** periodic training for its employees who are responsible for creating web content or distributing information online so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design and creation and/or uploading of documents and multimedia content.

F. One-Way Communication Using District Website(s), Apps, and Services

The Board approves the use of its website(s)/web pages, apps, and services to promote school activities and inform

stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/websites, apps, and web services to be one-way communication, public comments are not solicited or desired and the website(s), apps, or services are to be considered a nonpublic forum.

If the District uses an app and/or service that does not allow the District to block or deactivate public comments, the District's use of that app and/or service will be subject to Policy 7544 – Use of Social Media unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records, and AG 8310E – Record Retention and Disposal), but it will not review or consider those comments.

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Book	Policy Manual
Section	policies to Board June 2023
Title	Vol. 37, No. 2 - Technology - February 2023 Revised STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03 second reading 6-26-2023
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Revised Policy - Vol. 37, No. 2

7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction, and the way they approach student learning, to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, 'District Information & Technology Resources') to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also

utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been mistakenly, improperly, or inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., 'hacking', 'harvesting', 'digital piracy', 'data mining', etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

[x] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.03 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

x Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. **(x)** Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps.

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

x Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Principals as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

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Legal

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.500 – 54.523



Book	Policy Manual
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Revised Policy - Vol. 37, No. 2

7540.04 - STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction and the way they approach student learning to incorporate the latest technologies. The Board of Education provides District Information & Technology Resources (as defined by Bylaw 0100) (collectively, "District Information & Technology Resources") to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources by principles consistent with applicable local, State, and Federal laws and the District's educational mission. This policy and its related administrative guidelines (**(x)**), Policy 7544 and AG 7544 and any applicable employment contracts and collective bargaining agreements govern the staff's use of the District's Information & Technology Resources and staff's personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 7530.02).

Staff members are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines (e.g., making personal attacks and injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on a staff member's First Amendment rights. Because District Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on the use of bandwidth, storage space, and printers.

Staff members have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

Staff are expected to use District Information & Technology Resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource-sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services/apps will be guided by Board Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Information & Technology Resources provide students and staff with the opportunity to communicate with people throughout the world. Access to such an incredible quantity and diversity of information and resources brings with it, however, certain unique challenges and responsibilities.

While the Board uses various technologies to limit the use of District Information & Technology Resources to only use/access online services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent users from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be disciplined, up to and including termination.

The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. **(x)** The Superintendent or Technology Director may also disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Principals are responsible for providing training so that staff under their supervision are knowledgeable about this policy and its accompanying guidelines.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., 'hacking', 'harvesting', 'digital piracy', 'data mining', etc.), cyberbullying, and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Further, staff members shall monitor students' online activities while the students are at school.

x] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

All staff members who use District Information & Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.04 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, staff members are required to comply with all District-established cybersecurity procedures for which they have been trained. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

x Staff will be assigned a District-provided school e-mail address that they are required to use for all school-related electronic communications, including those to students, parents and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

x] With prior approval from the Superintendent or Technology Director, staff may direct students who have been issued school-assigned e-mail accounts to use those accounts when signing-up/registering for access to various online educational services/apps that the student will use, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District Information & Technology Resources - i.e., behavior comparable to that expected when they are in physical classrooms, school buildings, and at school-sponsored events. Because communications on the Internet are often public in nature, general rules for professional behavior and communication apply. The

Board does not approve any use of District Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines **(x)** and Policy 7544 and its accompanying procedure.

Staff member use of District Information & Technology Resources to access or use social media is to be consistent with Policy 7544 and its accompanying procedure

[x] An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property, including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

AI/NLP TOOLS

Under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to traditional learning methods. Consequently, with prior teacher permission/consent, students can use AI/NLP tools to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Technology Director as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff member use of District Information & Technology Resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality and/or privacy laws related to the disclosure of student or employee personally identifiable information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

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Legal	P.L. 106-554, Children's Internet Protection Act of 2000
	P.L. 110-385, Title II, Protecting Children in the 21st Century Act
	18 U.S.C. 1460
	18 U.S.C. 2246
	18 U.S.C. 2256
	20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
	47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
	47 C.F.R. 54.500 – 54.523



Book Policy Manual

Section policies to Board June 2023

Title Special Update - April 2018 New USE OF SOCIAL MEDIA

Code po7544 second reading 6-26-2023

Status

7544 - **USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The Board of Education authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff, and the general public. Social media is defined in Bylaw 0100.

The Superintendent is charged with designating the District-approved social media platforms/sites.

Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See School Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures, and applicable terms of service. Users are personally responsible for the content of their posts.

Social Media for Instructional and School-Sponsored Activities

Staff (including District-approved volunteers) may, with prior approval/authorization from the Superintendent, use social media platforms/sites for classroom instruction or school-sponsored activities. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722/AG 5722 - School-Sponsored Publications and Productions, Policy 7540.03/AG 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

Expected Standards of Conduct on District-Approved Social Media

Employees who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media, if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the Superintendent concerning District operations).

Retention of Public/Student Records

District communications that occur through the use of District-approved social media platforms/sites – including staff members' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. Records that are not part of the performance of an official function do not become public records by mere retention by the District under this policy. (See AG 8310A – Requests for Public Records)

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

Employees' Use of District Technology Resources to Access Social Media for Personal Use

Employees are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during breaks, mealtimes, and before and after scheduled work hours.

They are reminded that the District may monitor their use of District technology resource.

Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use

[X] [OPTION #11]

Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.

Employees are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative procedures. If an employee/volunteer's communication interferes with his/her ability to effectively perform his/her job, or violates State or Federal law, Board policies, or administrative procedures, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative procedure will be reviewed and updated

A. **(x)** as necessary.

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Legal 20 U.S.C. 1232g
 34 C.F.R. Part 99
 Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)
 Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)



Book	Policy Manual
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Code	po8300 second reading 6-26-2023
Status	
Adopted	June 19, 2017

Revised Policy - Vol. 37, No. 2

8300 - CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN

The Continuity of Organizational Operations Plan (COOP) provides the District with the capability of conducting its essential operations under all threats and conditions with or without warning. Having a plan to recover from any type of disaster regardless of the severity and consequences of the emergency is critical to recovery of operations and minimizing the impact on the District's teaching and learning, personnel, facilities, technology, transportation, food service, and other functional resources.

Scope of the Continuity Plan

The primary objective of the COOP is to restore the District's critical operational functions and the learning environment as quickly as possible after a crisis or threat event occurs. A COOP contains critical and sensitive information that is confidential and exempt from public disclosure.

Planning for the continuity of operations of a school system in the aftermath of a disaster is a complex task. The current threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, cyberattacks, and terrorist attacks and threats, have increased the need for viable continuity capabilities and plans that enable the District to resume and continue the essential functions in an all-hazards environment across a full spectrum of emergencies. Such conditions have increased the importance of having continuity plans in place that provide stability of essential functions across the various levels of public government and private enterprises.

The planning and development of continuity of an organizational operations plan, as well as the ongoing review, testing, and revision of such a plan, is important for the overall District.

The District-wide plan describes how the District will respond as a total organization to a given emergency and describes the centralized resources and how they will be organized to implement command and control necessary to function during the life cycle of the event. Individual school and departmental plans contain the details related to the continuity plan for those specific sites and functional areas to prepare for an event, communicate throughout the duration of an event, assess the impact of an event on essential functions in the unit, respond to the event, and detail what will be done to recover from the event.

Preparation for, response to, and recovery from a disaster affecting administrative, educational, and support functions of the District's operations requires the cooperative efforts of external organizations, in partnership with the functional areas supporting the business of the District. This includes local government agencies, law enforcement, emergency management, medical services, and vendors necessary to District operations. The COOP outlines and coordinates all efforts by the District in cooperation with other local and State agencies and businesses to restore the essential functions of the District post-disaster.

The Superintendent shall develop and recommend the COOP for Board of Education review and approval; however, the COOP shall be considered a confidential document not subject to release under State public records laws, and accordingly, no copies shall be provided for public review during the adoption process.

The Superintendent shall conduct **(x)** a periodic review of the COOP.

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Book	Policy Manual
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Code	po8305 second reading 6-26-2023
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Adopted	June 19, 2017

Revised Policy - Vol. 37, No. 2

8305 - INFORMATION SECURITY

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This data/information may be in hard copy or digital format and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information & Technology Resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board of Education members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Information & Technology Resources (as defined in Bylaw 0100).

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the data/information is protected and preserved. Board members, administrators, and all District staff members (x), as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Information & Technology Resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to them, or how they apply to them, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the Superintendent is charged with developing procedures that can be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

The Superintendent shall require staff members to participate in training related to the internal controls applicable to the data/information that they collect and have access to and for which they are responsible for the security protocols.

Third Party contractors/vendors who require access to Confidential Data/Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of District Information & Technology Resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and retained by the District at risk. Employees who violate this policy and/or its related administrative guidelines may be disciplined, up to and including termination of employment and/or referral to law enforcement. Students who violate this Policy and/or its related administrative guidelines will be disciplined, up to and including expulsion and/or referral to law enforcement. **(x)** Contractors/vendors who violate this Policy and/or its related administrative guidelines may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this Policy and/or its related administrative guidelines may be denied access to the District's Information & Technology Resources.

The Superintendent shall conduct **(x)** a periodic assessment of risk related to the access to and security of the data/information collected and retained by the District.

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Book	Policy Manual
Section	policies to Board June 2023
Title	Vol. 37, No. 2 - Technology - February 2023 Revised INFORMATION MANAGEMENT
Code	po8315 second reading 6-26-2023
Status	
Adopted	May 10, 2010

Revised Policy - Vol. 37, No. 2

8315 - INFORMATION MANAGEMENT

The Board of Education recognizes its responsibility, in certain circumstances, to maintain information created, maintained, or otherwise stored by the District outside the 'Records Retention Schedule'. In such situations, a 'Litigation Hold' procedure will be used to identify and preserve information relevant to a specific matter. 'Information' includes both paper documents and electronically stored information ('ESI'). When implementing the 'Litigation Hold,' the District will identify individuals in possession or custody of paper documents, ESI, and electronic media containing ESI, and inform them of their obligation to preserve the documents and ESI outside the 'Records Retention Schedule'. The District will also identify third parties with custody or control over paper documents, ESI, or electronic media storing ESI and request them to preserve that information. All information falling within a 'Litigation Hold' which is under the control of the District must be preserved in a readily accessible form and cannot be disposed of under the 'Records Retention and Disposal' requirements. Failure to comply with a Litigation Hold notice **(x)** may result in discipline, up to and including possible termination.

Instances where the Board must maintain information outside the 'Records Retention Schedule' include:

- A. when the Board has specific information and/or written notice from a parent/guardian, student, or another person representing the parent/guardian or student of an intent to file an appeal of student discipline to State court;
- B. when the Board has specific information and/or written notice that litigation is imminent even though the litigation has not yet been filed in Federal or State court;
- C. when the Board is served with litigation including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;
- D. when the Board receives specific information and/or written notification from an employee, labor union, or other person of an intent to file a claim against the Board, its members, employees, or agents at an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim against the Board, its members, employees or agents;
- E. when the Board receives specific information and/or written notification from an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim filed against the Board, its members, employees or agents;
- F. when the Board receives written notification from a third party requesting that the Board maintain information that could be at issue in litigation or potential litigation involving that third party;
- G. when the Superintendent recommends the termination of an employee to the Board pursuant to a labor contract;
- H. when the Board explores, contemplates or initiates litigation.

Definitions

'Documents' includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any medium from which information can be obtained or translated if necessary.

'ESI' means any type of information that is created, used, and stored in digital form and accessible by digital means. It includes all data, digital documents or files, or other information contained on any media type (e.g., tape, hard disk drive, cloud storage, or some yet-to-be-created storage technology). Specifically, it includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. Examples include: e-mails and their attachments, text and instant messages, communications conducted in ephemeral messaging applications or in workplace collaboration tools, word processing documents, spreadsheets, digital photographs/pictures, videos, application programs and data files, data/information stored in databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, digital scans (including TIFF files), PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voicemails, phone/call logs, faxes, internet/browser histories, caches, cookies, or logs of activity on computer systems (whether internal to the District or external) that may have been used to process or store electronic data. ESI also includes data/information from cloud applications (e.g., educational or operational services/apps), electronic records of online activity (e.g., social media postings), and data generated or stored by devices connected to the Internet of Things (IoT).

'Electronic media' includes, but is not limited to, computer hard drives (including portable hard disk drives 'HDD's'), floppy drives, disaster recovery media, and storage media (including DVD's, CD's, floppy discs, Zip discs/drives, Jazz discs/drives, USB memory drives, jump disc/drives, flash discs/drives, keychain discs/drives, thumb discs/drives, smart cards, microfilm, backup tapes, cassette tapes, cartridges, etc.), accessed, used, and/or stored on/in/through the following locations: networks and servers, whether internal or external (including the cloud); laptop and desktop work computers; home and personal computers; other computer systems; databases; backup computers or servers, whether internal or external (including cloud storage); archives; mobile devices (e.g., mobile/cellular phones and tablet computers, personal digital assistants ('PDAs' - including Palm, Blackberry), etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; and video cameras and devices. Electronic media also includes social media websites (e.g., Facebook, Twitter, LinkedIn) and any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that an employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy was first adopted into the future.

Initiation and Removal of a 'Litigation Hold'

The Board or the Superintendent may initiate a 'Litigation Hold' under this policy. If the Superintendent initiates a 'Litigation Hold,' the Superintendent or Board's legal counsel will notify the Board of the reason the Litigation Hold was instituted and its scope. When implementing a Litigation Hold, the Board or Superintendent (**x**) may utilize an Electronically Stored Information Team ('ESI Team'). The Board's legal counsel shall be involved in the implementation of the 'Litigation Hold Procedure' outlined in AG 8315.

A 'Litigation Hold' shall remain in place until removed/withdrawn by the Board. A 'Litigation Hold' may be removed when the litigation or administrative agency matter has been resolved or can no longer be initiated. Any information maintained under this policy shall fall back under the 'Records Retention Schedule' once the 'Litigation Hold' is removed/withdrawn.

The Superintendent shall develop administrative guidelines outlining the procedures to be followed by Board members and employees when initiating and implementing a 'Litigation Hold.' This policy and its related administrative guidelines shall be posted and distributed in the manner described in AG 8315.

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Legal

Federal Rules of Civil Procedure 34, 37(f)



Book	Policy Manual
Section	policies to Board June 2023
Title	Vol. 37, No. 2 - February 2023 Revised SCHOOL SAFETY INFORMATION
Code	po8400 second reading 6-26-2023
Status	
Adopted	March 17, 2003
Last Revised	October 18, 2021

Revised Policy - Vol. 37, No. 2

8400 - SCHOOL SAFETY INFORMATION

The Board of Education is committed to maintaining a safe school environment. The Board believes that school crime and violence are multifaceted problems which need to be addressed in a manner that utilizes the best resources and coordinated efforts of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-sponsored activity or while enroute to or from school, or a school-sponsored activity. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

In furtherance of its commitment to a safe school environment, the Board has prohibited weapons on school property and at school-sponsored events, except in very limited circumstances. See Board Policy 3217, Policy 4217, and Policy 5772. This prohibition is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process. The presence of dangerous weapons on school property or at school-sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

Federal law establishes a 'Student Safety Zone' that extends 1,000 feet from the boundary of any school property in relation to weapons and drugs. Individuals are prohibited from possessing or using weapons or drugs at any time on District property, within the Student Safety Zone, or at any District-related event.

The District will work with local officials in arranging signage defining the 1,000 foot boundary.

The Superintendent shall ensure continued implementation and compliance with the District's obligations under the Statewide School Safety Information Policy and related law. The Superintendent may convene meetings to make modifications as deemed necessary and proper to address issues that are unique to the District; discuss additional training that might be needed; and discuss any other such related matters as may be deemed to be necessary by the participants. Participants in this meeting shall include the Superintendent, members of the Board, the County Prosecutor or their designee, and representatives from the local law enforcement (x) agency.

The Superintendent shall make a report to the Board about all such reviews and recommend the approval and adoption of any proposed revisions or additions to local policy.

District Contact Person/Liaison

Furthermore, in accordance with State law, the Board hereby designates the Superintendent as the District contact person who shall receive information from law enforcement officials, prosecutors, and the court officials, including receipt of information provided from the Michigan State Police relating to the student safety act hotline ("OK2Say"). The current contact information for Superintendent shall be provided to the Michigan State Police in the manner and frequency required by law.

The District contact person shall notify the principal of the school of attendance of a student about whom information is received from law enforcement officials, prosecutors, or court officials within twenty-four (24) hours of the receipt of that information. The principal shall, in turn, notify the building staff members, who the principal determines have a need to know the information that has been received, within twenty-four (24) hours of receipt of that information.

The District contact person shall notify the appropriate law enforcement officials when an adult or a student commits any offense listed as a reportable incident in the *School Safety Information Policy* and related law and shall report all information that is required to be reported to State or local law enforcement agencies and prosecutors. Reporting such information is subject to 20 U.S.C. 1232g, commonly referred to as the Family Educational Rights and Privacy Act of 1974.

If a student is involved in an incident that is reported to law enforcement officials pursuant to the District's local school safety information policy, then, upon request by school officials, the student's parent or legal guardian shall execute any waivers or consents necessary to allow school officials access to school, court, or other pertinent records of the student concerning the incident and action taken as a result of the incident.

The District designates the Superintendent as a liaison to work with the school safety commission created under the comprehensive school safety and the office of school safety, including work on identifying model practices for determining school safety issues.

Required Reporting

The Superintendent shall submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the number of students expelled from the District during the preceding school year and the reason for the expulsion.

The Superintendent shall post a report on the District website at least annually, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at school. At least annually, a copy of the most recent report of incidents of crime, disaggregated by school building, shall be made available to the parent or legal guardian of each student enrolled in the District. This report will include at least crimes involving:

- A. physical violence;
- B. gang-related acts;
- C. illegal possession of a controlled substance, controlled substance analogue, or other intoxicant;
- D. trespassing;
- E. property crimes including, but not limited to, theft and vandalism, including an estimate of the cost to the District resulting from the property crime.

Each school building shall collect and keep current on a weekly basis the information required from the report of incidents of crime and must provide that information, within seven (7) days, upon request.

Additionally, the District shall report all incidents of and attempted commissions of the crimes listed above to the Michigan State Police, in the form and manner prescribed by the Michigan State Police, within twenty-four (24) hours after the incident occurs.

Law Enforcement Information Network (LEIN)

The Board authorizes the **(x)** Superintendent **(x)** principal **(x)** assistant principal(s) to request vehicle registration information for suspicious vehicles within 1,000 feet of school property through the Law Enforcement Information Network (LEIN).

x Threat Assessment

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet **(x)** on a regular basis and when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The Board authorizes the Superintendent to create guidelines for the purpose of:

- A. identifying team participants by position and role;
- B. requiring team participants to undergo appropriate training;
- C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;
- D. defining what types of information that may be gathered during the assessment;
- E. stating when and how parents/guardians of the student making the threat shall be notified and involved;
- F. designating the individuals (by position) who would be responsible for gathering and investigating information;
- G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 – Student Records, and State and Federal law.

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered 'persistently dangerous' as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall

(x) discuss this at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the Superintendent shall

(x) discuss the school's designation as a persistently dangerous school at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

x If a school in a neighboring district is identified as persistently dangerous and there is not another school in that district, the District will admit students from that school in accordance with Board Policy 5113.02.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law, the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

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Legal Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended
M.C.L. 380.1241, 380.1308, 380.1308a, 380.1310a, 752.913, 771.2a

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

Friday, June 16, 2023

Purpose:

Purchase of student textbooks and teacher materials for newly adopted course, Mandarin I.

Explanation:

This past December, the Board of Education approved a new course, Mandarin I. This Fall, we are pleased to offer Mandarin I for the first time in the Dexter Community Schools. While Mandarin I will only be offered at Mill Creek this year, we are hopeful to have a cohort that will continue at Dexter High School. With that in mind, we have worked to identify a curricular resource that will have the possibility to grow with us. After a curriculum review by Ms. Emily Xu, Ms. Yolanda Luo and Mr. Ryan Bruder, we feel confident with materials from publisher Cheng and Tsui, *Go Far with Chinese*.

Recommendation:

Approval for purchase, as not to exceed \$4,000, of 25 textbooks, 25 workbooks and 1 digital teacher license to support one section of Mandarin I at Mill Creek Middle School.

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Friday, June 16, 2023

Purpose:

Renewal of digital licenses (textbooks) for Big Ideas Mathematics at Dexter High School.

Explanation:

In 2017, the Board of Education approved the purchase of Big Ideas Math as the curricular resource at Dexter High School for mathematics. This purchase included digital access as well as textbooks. This July, our six-year subscription is expiring and Big Ideas has released an updated version of their textbook. During the 2022-2023 school year, the Dexter High School Math Department, Dexter High School Administrative Team and Instructional Support Team all had chances to review and discuss Big Ideas Mathematics as a whole, as well as review the digital and textbook updates. After this review process there is strong desire to continue with Big Ideas Math as the curricular resource for Mathematics at Dexter High School. While the digital resource and textbook has been updated, there is no need for us to update the physical textbooks at this time. The observation of the Math Department is that physical textbooks are infrequently utilized in their courses by students and the updates in the most recent version of the textbook are negligible. The Math Department feels comfortable continuing to utilize the previous edition textbook while transitioning to the newer version of digital resource.

Recommendation:

The Math Department, DHS Admin Team and Instructional Team recommend the renewal of Big Ideas high school math resources for the 2023/2024 school year and beyond. The resources recommended for renewal is Big Ideas Math digital access for Precalculus, Calculus , Algebra I, Geometry, and Algebra II. We have received quotes for renewal for a one-year, three-year and seven-year quote. Our recommendation is to renew with Big Ideas Math for a duration of seven-years, which should not exceed \$120,000. These funds are to be drawn from the Dexter High School budget and DCS Designated Fund Balance for Curriculum.



DEXTER COMMUNITY SCHOOLS

Ryan Bruder, Executive Director of Instruction
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4796 or ext. 1343
bruderr@dexterschools.org

June 12, 2023 (costs updated 6-26-2023)

On behalf of the K-4 Literacy Team, we write to you today with a recommendation for the implementation of Bookworms for Kindergarten through Grade Two at the Dexter Early Elementary Complex *and* Collaborative Literacy: Being a Reader & Being A Writer for Grades Three and Four at Wylie Elementary School as the ELA curriculum for the upcoming 2023-2024 school year. This recommendation is based on the outcomes of the recent [ELA curriculum review](#) conducted by the K-4 ELA Team as outlined and shared at the previous Board of Education meeting on May 22, 2023.

Bookworms is a research-based literacy program that offers comprehensive resources and instructional materials specifically designed for young learners in Kindergarten through Grade Two. It focuses on fostering foundational literacy skills, phonics, reading comprehension, vocabulary development, writing skills and critical thinking. This program places a strong emphasis on student engagement, cooperative learning, and critical thinking and will continue to build upon and foster foundational literacy skills. By implementing Bookworms, our teachers will have access to a well-structured curriculum, guided lesson plans, and targeted interventions to support struggling readers. This will significantly enhance teacher efficacy by providing them with the necessary tools and resources to effectively teach early literacy skills.

For Grades Three and Four, we recommend the implementation of Collaborative Literacy, a research-based program that promotes literacy development through collaborative learning experiences. Collaborative Literacy encompasses integrated instruction in reading, writing, speaking, and listening. This program places a strong emphasis on student engagement, cooperative learning, and critical thinking and will continue to build upon and foster foundational literacy skills. By implementing Collaborative Literacy, our teachers will be equipped with instructional strategies to facilitate student-led discussions, scaffold reading comprehension, and foster writing proficiency. Such comprehensive support will undoubtedly enhance teacher efficacy and create a dynamic learning environment for our students.

As communicated at the Board of Education meeting on May 22, 2023, staff expressed a strong desire to review and adopt a curricular resource that is better aligned with the DCS K-4 Literacy Priorities than the resources we are currently utilizing. These priorities include:

Instructional Practice:

Alignment with Science of Reading and CCSS
Explicit, systematic, and sequential instruction



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Ryan Bruder, Executive Director of Instruction
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4796 or ext. 1343
bruderr@dexterschools.org

Time for whole group, time for independent practice, time for small group instruction
Opportunities for students to select their own texts

Resources:

Succinct and teacher-friendly instructional materials
Integrated lessons (reading, writing, phonics, handwriting, assessment that informs instruction)
Access to complex and diverse texts

Professional Practice:

Continued and comprehensive support (PD, regular coaching, guides)
Fidelity and integrity indicators and checks

While the adoption of two reading curricular resources is unconventional, we believe it is the best option for our students and staff at this moment in time. Through an extensive review process, which has spanned the course of two years, the team has yet to find a literacy program that meets the instructional priorities of both our Kindergarten through Second Grade Staff *and* our Third and Fourth Grade Staff. While we understand that adopting two programs may result in concerns of continuity of programming and/or confusion for students, the literacy team, through consultation with many experts, feels strongly that with an emphasis on literacy competency, skill, and disposition development, this potential concern will be lessened. We are also confident that the quality of our educators, their passion for each of these programs and their dedication to the success of all students will only yield positive outcomes for all DCS learners.

To ensure successful implementation, we must provide ongoing professional development and support for our teachers. Regular coaching and feedback mechanisms will be implemented to assess progress and identify areas for improvement. Additionally, we will establish a system-wide intervention plan to address any organizational barriers or challenges that may arise during the implementation process. As part of this recommendation, the administrative team would like to propose a three-year “checkpoint” to ensure that the adoption of two different reading programs is still as effective as we believe it to be at this moment in time.

The adoption of Bookworms including teacher materials, classroom libraries, and student consumables have an expected cost of \$189,201, that should not exceed \$200,000.

The adoption of Collaborative Literacy: Being a Reader and Being a Writer teacher materials, classroom libraries, and student consumables have an expected cost of \$127,000 that should not exceed \$140,000.



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Ryan Bruder, Executive Director of Instruction
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4796 or ext. 1343
bruderr@dexterschools.org

Each program has consumables that will need to be replenished annually. These consumables have been considered and will come out of the district and building budgets.

Stipends for professional development for staff, 15 hours paid at the summer rate of \$100 per day for 50 staff members, to occur over the summer are projected to cost roughly \$23,000. An additional, paid day of professional development in the Fall will cost roughly \$22,000 at the hourly rate of \$42/hr. Total cost is roughly \$45,000, as not to exceed \$50,000.

It is our recommendation that \$350,000, and costs to support the professional development of staff, roughly \$45,000, should be approved and allocated from the DCS Designated Fund Balance for Curriculum.

The K-4 Literacy Team, Mrs. Stidham, Mrs. Heikkila, Mrs. See, Mr. Bruder, and Dr. Timmis all endorse this recommendation without reservations.

Sincerely,

Brooke Stidham, Katie See, and Ryan Bruder

K-4 ELA Team Members:

Ryan Bruder - Executive Director of Instruction
Kris Bowman - Fourth Grade Teacher
Heather Green - Literacy Liaison
Katie Heikkila - DEEC Assistant Principal
Vicki Juback - First Grade Teacher
Stacey Keeler - Second Grade Teacher
Ashley Kerns - Instructional Coach
Cassy Korinek - Kindergarten Teacher
Pam Krebs - Instructional Coach
Nicole Leonard - Kindergarten Teacher
Marisa Lerner - Third Grade Teacher
Jennifer Porcaro - DEEC Psychologist
Sarah Russell - Third Grade Teacher
Lori Schmidt - Wylie Teacher Consultant
Jessica Savoni - 3-4 Reading Interventionist
Andrea Sellman - Fourth Grade Teacher
Brooke Stidham - DEEC Principal
Katie See - Wylie Principal
Anna Tyrrell - Second Grade Teacher
Kelly Wagner - First Grade Teacher

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: To eliminate the use of Class Rank at Dexter High School

Explanation: At its May 22, 2023, the Board of Education discussed eliminating class rank at DHS. The Board requested the District conduct a community survey and tasked the policy committee with determining a timeline and process to proceed.

The survey was distributed via email to all current families and staff as well as community members who have signed up for messages. This was delivered to more than 5,000 addresses. It was also posted on the public DCS app. The survey was open June 6th through 18th. 117 people including current students, parents, staff, and alumni responded. Survey results are included in this evening's packet: 64% eliminate rank, 27% keep class rank, 9% neutral.

On June 15th, the policy committee discussed how to proceed, and considered the implications of phasing in the elimination or acting immediately. The DHS School Profile used by colleges and universities is updated in August and must state whether or not class rank is used. Additionally, admissions offices can contact DHS to get any additional information needed on a particular applicant so a student applying to a school that requires class rank would not be at a disadvantage. The committee consensus was that there was no advantage to delaying action.

Recommendation:

It is the recommendation of the policy committee that the Board of Education suspend the use of class rank, add the grade point average language from policy 5430 to 5421 *Grading*, and rescind policy 5430 *Class Rank*.

Bylaw 0131.1 requires policies be presented for reading at two meetings prior to final approval. Policies 5430 and 5421 are presented for first reading this evening.



Book	Policy Manual
Section	5000 Students Templates
Title	GRADING
Code	po5421 first reading 6-26-23
Status	
Adopted	March 17, 2003

5421 - **GRADING**

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelfth.

The Board directs the Superintendent to develop procedures for grading which:





- A. ☐ develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. ☐ help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. ☐ provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. ☐ provide for a pass/fail grade in programs for which it is appropriate;
- E. ☐ provide students the opportunity to assess both their own achievements and their areas of difficulty.

☐ The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

☐ The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Superintendent.

The Superintendent shall develop procedures for the computation of grade point averages to implement this policy which shall include:

- A.  a provision for students completing graduation requirements before their class;
- B.  a system for fairly averaging makeup courses;
- C.  a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;
- D.  recognition of the heavier burden of certain work, classes, courses, etc.



Book	Policy Manual
Section	5000 Students
Title	CLASS RANK RESCIND
Code	po5430
Status	Active
Adopted	March 17, 2003

The language in the red box will be added to the grading policy.

5430 - **CLASS RANK**

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for high school students, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students in grade(s) 9-12.

The Superintendent shall develop procedures for the computation of grade point averages ~~and the assignment of class rank~~ to implement this policy which shall include:

- A. a provision for students completing graduation requirements before their class;
- B. a system for fairly averaging makeup courses;
- C. a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;
- D. recognition of the heavier burden of certain work, classes, courses, etc.

DEXTER COMMUNITY SCHOOLS

Washtenaw County, Michigan

A regular meeting of the Board of Education (the “Board”) of Dexter Community Schools (the District) was held in the Bates Board Room, within the boundaries of the District, on the 26th day of June, 2023, at 7:00 o’clock in the p.m..

The meeting was called to order at _____ p.m. by Mara Greateorex, President

Present: Members

Absent: Members

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

WHEREAS:

1. The Board of Education of Dexter Community Schools has received a recommendation from its Superintendent that five (5) professional positions should be eliminated for the 2023-2024 school year; and

2. The Superintendent has reviewed Board Policy 3131 and applicable legal standards and recommends the layoff of particular professional staff.

3. The Board of Education is informed that the reasons for the Superintendent’s recommendation are:

 a) Budgetary constraints projected to occur in the fiscal year beginning July 1, 2023; and

 b) Anticipated staffing requirements for the 2023-2024 school year, including the retention of effective teachers who are certified and qualified to instruct the planned educational program, and in compliance with the Revised School Code and Board Policy 3131 to retain the most effective teachers.

4. On the basis of the Superintendent’s recommendation, the Board of Education determines that a reduction in professional staff should be effectuated for the 2023-2024 school year; and

NOW, THEREFORE, BE IT RESOLVED:

1. The following professional staff are placed on layoff and their services are discontinued effective June 30, 2023 for the reasons stated above:

 a) Jacqueline Connor;

 b) Cecilia Gardner;

- c) Amanda Parker;
- d) Nolan Peterson; and
- e) Jameson Taylor.

2. The identification of the above-named professionals occurs through the application of Board Policy 3131 and is based upon the needs of the District to retain effective teachers who possesses the necessary certification and qualifications to support the anticipated academic programming for the 2023-2024 school year.

3. The Superintendent is authorized and directed to provide written notification to the above-named professionals that they have been placed on layoff effective June 30, 2023, and that their services are discontinued pursuant to Board Policy 3131.

4. The Superintendent is authorized to take all other measures necessary and proper to implement the foregoing staff reduction.

5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

6. Resolution declared adopted.

Jennifer Kangas, Secretary
Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Dexter Community Schools, Washtenaw County, Michigan, certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on June 26, 2023, the original of which resolution is a part of the Board's minutes and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Jennifer Kangas, Secretary

Board of Education

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: To re-establish the DCS Sex Education Advisory Board

Explanation: Michigan Law states that every school district that chooses to implement sex education must have a sex education advisory board (SEAB). During the COVID-19 pandemic, the DCS SEAB atrophied. Staff and community member turnover in the interim require the board to be re-established.

The role of the SEAB is to establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. School districts that offer sex education are required to teach the A-K standards.

The Board of Education needs to establish a process and timeline to solicit and select SEAB members, nominate chairs, and establish a meeting schedule.

This evening's packet includes a flyer summarizing the SEAB Mission and Responsibilities that will be used to communicate its goals with the community. Additional information is available on the [DCS website](#).

Recommendation:

It is the recommendation of the Superintendent that the Board of Education discuss and establish a process to re-establish the DCS Sex Education Advisory Board.

JOIN THE DEXTER COMMUNITY SCHOOLS District Sex Education Advisory Board



WHAT IS THE SEX EDUCATION ADVISORY BOARD (SEAB)

The role of the SEAB is to establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. School districts that offer sex education are required to teach the [A-K standards](#).

SEAB MISSION

- Establishing program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STDs.
- Reviewing and recommending materials and methods, including guest speakers, to the local school board, taking into consideration the district's needs, demographics, and trends including, but not limited to, teenage pregnancy rates, STD rates, and incidents of sexual violence and harassment. Make recommendations to the Board of Education for needed changes, ensuring that Sex Education is age-appropriate, medically accurate, and follows all of the mandates of Michigan Law.
- Evaluating, measuring, and reporting the attainment of program goals and objectives and making the resulting report available to parents in the district at least once every two years.
- Working closely with the school administration in the implementation of this program.
- Reviewing policy and/or state guidelines.
- Performing other duties as suggested by the Sex Education Supervisor, Board of Education, or the Superintendent of Schools.

SEAB TEAM MAKE-UP AND RESPONSIBILITIES

- The SEAB must include parents of children attending DCS schools, pupils in the district's schools, educators, local clergy, and community health professionals.
- At least half of the members must be parents who have a child attending a school operated by DCS. A majority of those parent members must not be employed by a school district.
- Attend a majority of SEAB meetings. Meetings are tentatively scheduled to occur between 8:30 am - 11:30 am. The day of the week is to be determined.

For more information, contact bruderr@dexterschools.org

<https://www.dexterschools.org>

Dexter Community Schools
Finance Committee
Meeting Minutes
June 8, 2023
Bates Board Room

Board Committee Members Present – Daniel Alabre, Jennifer Kangas, Dick Lundy (Chair)
Staff Committee Members Present – Jessica Baese, Sharon Raschke, Chris Timmis
Others Present – None

Meeting convened at 8:30 am.

Approval of Minutes

A motion was made by Daniel Alabre to approve the finance committee meeting minutes of March 3, 2023. Jessica Baese seconded the motion. Motion Carried (unanimous).

Audience Participation

None

Discussion Items

1. The Committee reviewed and discussed the draft budget for 2023-24 with student count based on Middle Cities projection, foundation allowance based on the Senate proposal, and no wage change. Dr. Timmis presented administration's staff reduction recommendations that were included in the draft budget. The Committee recommended bringing forward the scenario and proposed staffing reductions to the Board for discussion on Monday, June 12.

Meeting adjourned at 9:40 am.

Policy Committee Meeting Minutes
June 15, 2023, 2:30pm
Bates Boardroom

Meeting called to order at 2:40pm

Present: Committee Members Elise Bruderly (chair), Mara Greatorex, Melanie Szawara;
Staff Barb Santo, Chris Timmis, Hope Vestergaard

1. Melanie Szawara made a motion to approve the minutes from 5-16-2023. Mara Greatorex seconded the motion. Motion Carried (unanimous).
2. Mara Greatorex made a motion to approve the agenda. Melanie Szawara seconded the motion. Motion carried (unanimous).
3. Public Participation – none
4. Class Rank Process Discussion
The committee discussed the process to bring an action item on Class Rank to the full board. Key points:
 - Public response in the survey was overwhelmingly positive and included feedback from students present & past, staff, and parents present and past.
 - Whether or not a District uses class rank is one of the items used on School Profiles, which colleges use when evaluating applicants. The DHS profile is updated annually, typically in August.
 - Any college or University can contact the DHS counselors for any additional information needed to evaluate applicants.
 - If the class rank policy is to be rescinded, it should happen before the class of 2024 college applications begin.
 - Based on Board consensus at the 5/22/2023 BOE meeting, combined with survey feedback and the timeline for Profile update and college applications, the committee will recommend that the BOE discontinue the use of class rank immediately at the 6/26/2023 meeting. Language regarding gpa that's currently in policy *5430 Class Rank* should be added to policy *5421 Grading*.
5. Formatting Policies for First Reading
The committee discussed how to format policies for full board first reading. The fact that NEOLA boilerplates don't include DCS's previous selections (current policies) combined with all the color-coded edits can make them difficult to read and discuss. Moving forward, first reading drafts will include well-marked current selections/edits to the boilerplate, as well as all NEOLA recommendations for updates, legal requirements, and any options.
6. Future Business - School Publications Update; Board Member Certification
7. Adjournment - 3:40pm

Survey Introduction:

The Dexter Community Schools Board of Education is considering eliminating class rank for high school students and is seeking public comment on this potential change.

Currently, Dexter High School ranks students by grade point average (gpa). Many high schools moved away from class ranking years ago. Currently, the following schools do not rank students by gpa: Novi, Northville, Bloomfield Hills, Birmingham, South Lyon East, Ann Arbor, and most private schools.

For the Class of 2023, the difference in rankings between a student ranked number 1 and a student ranked number 43 was 0.04; the difference between number 1 and number 56 was 0.047. Students with a 3.9 gpa on a 4-point scale are ranked near 100th in the class.

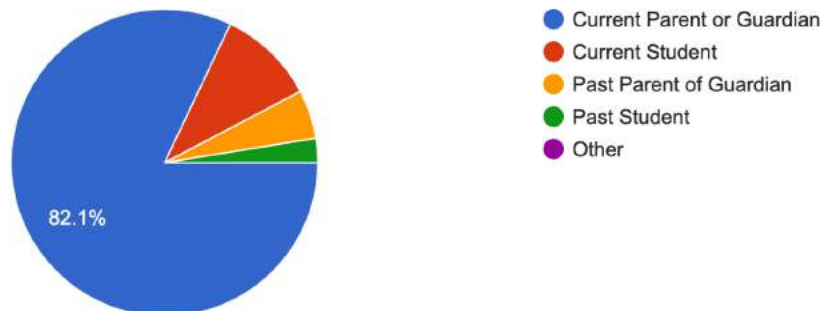
Dexter High School is fortunate to have so many tremendous students. The current ranking system assigns a numerical value to a student that does not reflect any significant difference in the student's ability or skills. Dexter Community Schools offers high school students many pathways for study, and the class rank system does not distinguish among them. Current research [summarized by EAB](#) shows that using class rank or not ranking students will have no impact on a student's acceptance to Colleges and Universities. It is a model of the past that is no longer utilized in the majority of schools in the country, particularly in the highest performing high schools.

Please provide your thoughts and comments below for the Board's consideration as they explore moving away from class rank.

Question 1: What is your relationship to Dexter Community Schools?

What is your relationship to Dexter Community Schools?

117 responses



CLASS RANK FEEDBACK RESULTS

June 2023

Question 2: Please provide your thoughts and comments regarding class rank.

Eliminate it :)

Eliminate, I see no benefit to having this. English language learners, IEP students, or students who have other skills are not generally seen in a positive way using class rank. If the students look at it, it can hurt self esteem or make kids very stressed, especially those who are near the top and have guardians who push too much.

I don't think you should continue the ranking. If it doesn't help with college than why do the extra work and label the kids?

I think we should continue class rank because I think it can help people when applying to collage because many universities request that information.

With so many students having a 4.0+ GPA I feel that class rank does not reflect the achievements of many of our students and sends out the wrong message. How can you have a 3.9 yet be ranked 60th or whatever - it makes no sense.

I have a graduating senior with a GPA over 3.0 but when class ranks are published on their transcript it's a huge gut punch when the number doesn't reflect well. I don't feel colleges even look at this anymore and is merely a tool for parents to brag. Their class rank does not rank what kind of human and student they are. Be done with them!

In favor of eliminating class rank. As stated it has no effect on college acceptance and creates unnecessary stress on high performing students.

It is nice to know where you stand academically among your peers, but at the end of the day it does not actually matter.

I personally don't care. But I know that some universities want to know. I think that when kids are applying to universities, they should have access to that information.

I am in favor of eliminating the class ranking system. Students should just focus on their own GPA instead of trying to compete with other students for a class ranking that does not really mean anything.

no it seems like a bad thing for student's confidence

Class rank needs to go. It is an outdated, counterproductive system that has negative implications for Dexter students.

I'm a rising senior (2024) at DHS with a very high rank (top 10, I'd be on the newspaper, all that). The primary goal of myself and my peers is gaining admission to selective colleges - we don't actually care about beating each other out - and at places where they take into account rank, it can hurt our chances of admission through no fault of our own. GPA is highly unstandardized - I'm behind kids that came from other schools where they could take AP classes in Freshman year, or transfer students from other countries, etc because they had different access to classes. It turns education into a race of cramming as many APs as possible to get the highest rank - I have a 4.0 UW GPA AND opted into 3 AP classes sophomore year, and remain behind kids that took online APs last year just to pad their rank. There's no path to get back or ahead - through no fault of my own.

Class rank also fails to take into account discrepancy between classes. AP Calculus counts the same as AP Stats, which - put gently - is the class students who don't want the rigor of the former class take. It's very much against the spirit of education and learning and turns high school into a system to be gamed.

Let our transcripts and grades speak for themselves. Class rank is yet another needless stressor (there are literally kids filing complaints with the school over OTHER kid's GPAs) and imperfect metric that does nothing but hurt Dexter students.

CLASS RANK FEEDBACK RESULTS

June 2023

Eliminating it! I work for AAPS and agree with the rationale for eliminating, as stated above. Thanks for asking our input.

The school needs to continue class rank so students have a bench mark of how they are performing compared to the rest of their grade. Like it or not colleges DO compare students and class rank is one the only ways for students to keep tabs on their academic standing. For the students who won't be affected by rank in the future, they can simply ignore it. And for students who do work hard at maintaining a high GPA, they should be rewarded and recognized for that. Almost all high schools and universities have and utilize class ranks, Dexter should not be the exception just because a few parents can't handle the fact that their kids are not performing as well as others in the school. Taking away ranks will not change that fact because it is NOT A SOLUTION to any problems the district is facing.

Yes, I am in favor of eliminating class rank. It is not a predictor of life success, nor does it have meaning to any student other than the top tier. It also puts a focus on a number, rather than the skills learned, focus on teamwork, and quality of experience.

I support the elimination of class rank.

I think that class rank should be eliminated. There are no benefits to having class rank: we don't recognize valedictorian/salutatorian, and it doesn't benefit students in college admissions. In fact, class rank can only hurt students who get one lower grade and drop dramatically in the rankings. Generally, I think that class rank promotes unhealthy competition and stress. I know a number of students that have taken advanced classes in order to boost their ranking (and not because they were interested in the class). We should follow other schools' decisions and eliminate class rank.

I am in favor of keeping the class rank for Dexter High School students. This way, students can have access to another opportunity for college or university scholarships, and to put it on their college application as one of their achievements. I personally would like to know where I rank in my class, and I'm sure that many other students do as well. Class ranking isn't a negative view on our students, it's a way to congratulate the top students of a class. Some kids now in school who don't take it upon themselves to "try" in high school, and they won't see the same results as their peers. This isn't saying that they are less educated than their higher ranked peers, it's just the result of slacking off and not putting their best effort into high school academics. To take class rankings away completely, in my opinion, will do more harm than good for students that are pursuing college after high school. If class rankings are gone, than those students may not receive scholarships to help aid in their college tuition, or they won't be able to show colleges where they stand in their class.

I don't feel the need to continue using class rank. I think it will be more beneficial for all students to be celebrated for their efforts. Some students don't fair well on tests but are just as intelligent as those who do.

I am in favor of eliminating rank.

Eliminate. For your reasons stated above. No significant impact on college acceptance, and it just stresses students needlessly.

In favor of continuing to use class rank. We need to stop lowering our standards to the common denominator. There is nothing inherently wrong with a class rank - it is something that the kids can strive for and work hard to obtain. It does not devalue anyone or anything. If it is removed, the message the district sends is - it doesnt matter if you work hard, you all get a participation trophy. Stop with this nonsense.

eliminate

Would support eliminating class rank (said as a former valedictorian!). It is a source of tremendous stress and unnecessary competition with peers and forces students to choose classes based on what will benefit their rank, not necessarily what they are interested in. The statistics noted above where kids with 3.9 GPAs are ranked near 100 is a compelling argument.

CLASS RANK FEEDBACK RESULTS

June 2023

I am in favor of eliminating it due to the large disparities in the ranks even if students have high GPAs

I am in favor of eliminating class ranking for all of the reasons stated above.

I'm in favor of eliminating it. Class ranking has no significant meaning to a student's future.

Honestly I'm surprised our school has been ranking students. It's archaic and clearly detrimental to the mental health of high-achieving students.

I would like to eliminate class ranking with one caveat - keeping the ranking for the top 20 students. These individuals have worked diligently to achieve their standings.

Eliminate. Learning, teamwork, and helping create well-rounded people should be the goal of public education, not competition and/or assigning a number to people which can cause undue stress and negative outcomes for most.

No. With IB and AP it already seems impossible. I would say just make a decision and stick with it.

eliminate class rank

I am in favor of eliminating the class ranking. This is an archaic system of ranking a person's self worth.

I agree with the elimination of class rank, especially as its proven unnecessary by other high performing school distracts locally and more distant. I assume this may even harm a student since they could be academically stellar but be ranked in what would seem a lower level. While college recruiters may understand this, if there is no other purpose for rank it seems understandable to get rid of it.

I am indifferent, it can be good and bad

I am open to eliminating the class rank system. My son is neurodivergent and I feel a new system may provide a more equal playing field for students like him while still providing opportunities for his neurotypical classmates to express their intellect.

Removing is fine. It didn't matter for colleges my kids applied to and interestinly enough I work for 2 new dentists (graduated 6 years ago) . U of M no longer use class rank or grades in dental school. Only pass fail. When everyone is capable it doesn't matter. Takes pressure off students

I don't feel strongly either way. It seems to be unnecessary information that could create additional stress for students. However, it may motivate students to work harder. I would suggest polling HS students to see how they feel about it.

I am neutral on the topic. Using class rank or eliminating it does not matter to my child.

I don't think it's that necessary to have class rank.

I do not see any purpose in ranking students-only the negative impact of having a very high GPA and seeing oneself ranked in the triple digits. I see it as a self esteem "buster" for many students. Upon graduating high school in the late 80s, there were several students with GPAs above 4.3 and those with a 4.0 were pretty far down in the ranking in a class of 750 seniors.

Please stop using it! It implies ranked orders of difference when there aren't any

This is an antiquated system that does not have meaning in our modern world. Please eliminate for the sake of my kids, which are good students and probably not in the top 100 (i.e. GPA between 3.5 and 3.9). It just makes kids feel bad in an already overly competitive environment.

CLASS RANK FEEDBACK RESULTS

June 2023

I appreciate the information at the beginning of the survey and acknowledge that I do not have a particularly strong opinion based on the fact that - as you aptly noted above - class rank doesn't really mean much. However, based on that, if class rank is generally meaningless with respect to a student's future, why does it need to be eliminated? We know that all students, like all people, have differing strengths and weaknesses. We celebrate the strengths of our athletic students who are chosen to participate in collegiate athletics based on their skill, preparation, and body of work; we celebrate our artists who are selected for awards based on those factors. I regularly receive communications from DCS recognizing these achievements, and rightfully so. So, why would eliminate recognition of students who have worked hard to earn a number one, top five, or top 10 class rank. No matter how slight the difference, only one person can be the best and only 10 people can make it into the top 10. We can celebrate and recognize excellence and achievement without diminishing others.

If colleges and universities do not care about class rank when they make their determination for admission purposes . . . the class rank is a only providing more consternation and pressure for our learners . . . at what cost? we learned that less can be more. Remember Addition by Subtraction is a good thing. Please consider asking ourselves who set up the the ranking if it has helped . . or encouraged more back biting and internal strife. I want students to share in learning and be collaborative rather than being worried about how to eat others alive . . to be ranked higher.

Get rid of this class ranking! It's unnecessary and demoralizing to students. It's awful for mental health and it's discouraging to youth who are just beginning their path in life.

Our children will never be able to compete globally because we are raising them to think that life is fair and it is not. Effort = reward and not everyone wins. We need to teach our children that if they work hard, they will be rewarded and even then, sometimes it doesn't work out. Eliminating class rankings is a bad idea and sets a precedence that working hard and trying to achieve a goal is not worth the effort. Did you read the article about the college professor that said that every test taken everyone would receive the average grade. The first test the class average was a B but by the end of the semester no one was trying because if you did try and no one else did then it didn't matter. Everyone failed. We need to teach our students to have a strong work ethic and just like everyone can't be the quarterback, not everyone can be #1, but everyone can try. Horrible idea to discontinue class rankings. Our poor students will never learn to be strong, independent and successful because hard work doesn't matter.....everyone gets the same result regardless of effort.

Eliminate it, it is worthless

My preference is to eliminate class ranking.

I am in favor of eliminating class rank. I think it puts too much emphasis on grades over learning, puts unnecessary competitive pressure on students, and may discourage students from taking challenging courses.

CLASS RANK FEEDBACK RESULTS

June 2023

I'm in favor of continuing to provide class rank data to students on the basis of data transparency, preparing students for the real world and encouraging healthy competition as a means of motivation to achieve their full potential.

Let me unpack each of those points a bit more.

1) Data transparency: I work in an environment at Google where the flow of information and transparency is held in high regard. While not all data is useful for everyone, that isn't a strong enough reason to eliminate it for everyone. Discerning what data to pay attention to, how to use it and the ability to turn the data into an actionable insight is a necessary skill for most workers - knowledge, service or skill-based - today and even more so in the future. Under this ethos, class rank is a data point, how to use it and who will use it is up the student not the school board.

2) Real world preparedness: Building on the above point, the real world often doesn't care about nuance between #1 and 100. It sucks but it's the reality because the points you raise are valid. But removing those teachable moments and harsh realities doesn't prepare our students well for reality and removes an opportunity to build character, managing mental health and other useful skills like resilience, determination, storytelling, etc. The difference between a gold medal and last place in the 100m sprint is on a scale similar to our class ranks, so is the difference between the #1 and 100 golfer in the world, or swimmer, or an A vs a D at the University of Chicago when graded on a curve, or Google when determining performance reviews. Yet we don't discount the rankings, grades or reviews as unuseful. To the contrary they are held up as indicating just how strong the entire field is and how special the top spots truly are once achieved.

3) Motivation: For some students the ranking matters and serves as a healthy motivator to put in a little more effort, to prioritize their activities a little differently or any number of positive actions that will push them to achieving the best. We're wired to compare ourselves and while that can be problematic when pushed too far it is also true that comparisons are a healthy motivator and a catalyst to self-motivation, discipline and growth.

Hopefully this is helpful, I appreciate all you do and how thoughtfully you consider our students welfare.

I am in favor of eliminating class rank as it puts undue emphasis upon comparison and competitiveness between peers at a cost to the particular learning goals and interests of the student. A very small number of students may benefit from the system at the detriment of the wider student body, with a risk of de incentivizing some individuals.

I am in favor of eliminating the use of class rank as it seems to provide no benefit to students.

Eliminate or update the system; as stated above it is outdated and doesn't reflect any difference in ability or achievement.

Continue the rank. Reward the kids who work. Stop worrying about the bottom more than celebrating the top.

Keep it the way it is

I am in favor of eliminating class rank as it does not take into account the students full accomplishments and creates unhealthy competition.

I think you should keep class rank. It was always fun for me as a previous student to know where I ranked and then possibly try harder if I wanted to.

Not in favor of class ranking system. It does not reflect the efforts the child puts into their work.

I want to know why you want to move away from it? Kids need a reality check and DHS would benefit in providing more information on trade schools as an option. You shove college down these kids throats from the time they're 10. How about looking at your students as individuals as assessing all of their needs. Rather than worrying about YOUR rankings. I have two college grads and a trade school grad who is now in the US military. College is not the only option.

I agree- I don't think ranking a student really does anything - in the end the GPA they have is what's important. My question is, is there a still a valedictorian? I would assume that you would know who came in first academically, however if ranking goes away would there be other ways of choosing?

CLASS RANK FEEDBACK RESULTS

June 2023

I'm good with continuing to use class rank. It's good to understand where you stand with your peers in a constructive manner. I do not promote making everyone aware of everyone else's rank, but to know privately where you are in your class would be a good thing.

I'm in favor of eliminating student ranking. Students are humans with multiple gifts, abilities and strengths. Class rank gives a perceived status when getting good grades is simply only one type of strength. When we look at the helm, many of the competencies are not formally assessed and therefore do not impact GPA. Ranking students seems to be a direct contradiction to our vision and shifts focus away from growth and lifelong learning.

Class rank not needed. This isn't something used by schools anymore and doesn't predict student success.

In favor of eliminating class rank b/c it can cause undue stress and competition amongst already very high achieving students and is being phased out elsewhere

Continue to use class rank. You've already switched to the college standard (cum laude). This eliminated the #1 & #2 valedictorian and salutatorian...now they're in groups. Keep ranks. It makes people want to achieve something, which seems exactly opposite of your goal of everyone is equal, even though we and they are not. Keep rankings! Help those who want to succeed, succeed. Thrn show the world they work harder

Rankings should stay, they let you know your place.

Continue to use it. Gives students motivation to be the best

Keep the class ranks. If it doesn't have negative impact on the students skills, abilities, or college acceptance, then it is not harmful to keep it. Keeping it will still encourage the students to strive for excellence.

If you have a graduating class with 500 students and the top 20% of students have a 3.9 GPA, what is the point of ranking them against each other? Where do the rest of the students lie? Is there more of a range or are we just making kids with 3.8 GPAs feel like they are C+ students? Is this ranking actually used by anyone in the academic process?

Eliminate it. As you state, many high schools, including Ann Arbor, no longer rank students by gpa. In my experience with 3 generations of high school students, their gpa was no indication of success in adulthood.

I am in favor of eliminating the ranking system. I feel this way because colleges and universities are not using this rank as a determination for acceptance. Additionally, I agree that there are many paths to success in Dexter and ranking students on the basis of their gpa seems arbitrary. Students still have the ability to work hard for their grades and gpa and be honored in other ways rather than a class ranking when they graduate.

Rank itself, when the difference between each student is so close, seems pointless. It also seems deceiving because Dexter uses weighted grades, so many students could do wonderfully in regular (non-weighted) classes and then end up in the 50th percentile of their class or lower. I would be in favor of eliminating the inclusion of class rank.

In favor of eliminating because it does not seem like the effort in doing so yields any true value and seems arbitrary and because so many other surrounding schools have already moved away from this system. What is unknown based on the information shared in the email and above is if there is any other purpose it serves from an administrative standpoint, but regardless of this if there is not a value to the student than it seems logical to eliminate it.

When the difference between students 1 and 43 is 0.04, the ranking is not meaningful. It encourages students to feel "less than" when in reality they are performing very highly. Ranking appears to be an outdated mechanic with no real value. I am in favor of eliminating class rank.

CLASS RANK FEEDBACK RESULTS

June 2023

Strongly in favor of eliminating class rank - it is a meaningless value as a measurement of academic performance as it is subject to irrelevant arbitrary factors and may place our students at a competitive disadvantage with school districts that do not report class rank. It fosters nothing but unnecessary competition amongst students and creates a situation where one student's success results in or is dependent upon another's failure, when education need not be a zero sum game.

I am in favor in continuing the use of class rank. In our society we recognize those who achieve highly in many facets of life. Out of all the achievements that one can be recognized for during high school (sports, arts, music, etc) recognizing those who achieve highly in educational attainment should be the most important. Getting rid of class rank while maintaining recognition for other aspects of high school sends a message antithetical to that which should be sent to students.

Eliminate....kids don't need it anymore

Eliminate....leaves very successful students feeling less than when their 3.9 GPA ranks them low

It needs to be eliminated. A student's accomplishments should not be ranked with another student. This makes unnecessary competition, which does not have real life rewards.

No strong opinion. Kids will have a general idea where they rank anyway. We are fine with doing away with ranking system. With that said, we continue to support rewarding academic achievements with special recognitions given to Valedictorian , Salutatorion, and other special honors.

Keep it. There's no legitimate reason not to. "These other schools don't do it" is hardly an endorsement of it...

In the real world, and in most colleges the competition is real, often fierce. We do our kids no favors by removing competition from the equation.

There is nothing wrong with class ranking, it's the real world.

I am in favor of continuing class rank; it's important to recognize academic achievement. While I favor progress and understand some change will always be necessary, I am concerned about how much Dexter, at the high school, has removed or changed in terms of high school traditions. I think we have already seen students disengage from the school and district as part of their community.

In favor of continuing class rank if ranked within program (i.e. ranked within IB program)

Yes. Continue to use class rank. Its another good marker to assess student achievement. There are many factors to assess the caliber of a student, and this should be one. Why are we eliminating academic rigor from our processes of evaluating students? Even the SAT is on the chopping block now. What will students have to aspire to if we eliminate all of these measures? We need clear, concise measurement tools to assess the quality of each student and this is one of them. KEEP IT!

With no differentiation between the learning options, class ranking doesn't really hold any value. The fact that a 3.9 gpa student would rank around 100 seems demoralizing to the actual work they put in. Celebrate the achievements, but ranking isn't an achievement in this case.

I agree with the written statement above. DHS should no longer track class rank. Nor should they provide that information to colleges.

I agree with eliminating class rank. The number is often arbitrary and contributes to a significant amount of undue student stress. College admissions processes are also moving away from this consideration so it makes sense that Dexter eliminate it as well.

i don't believe there should be ranking, it adds more stress to the kids

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It doesn't seem of any use to rank them , unless we want to continue to push students to compete against each other. If they still get their grades and learn their GPA then that makes sense. I would think that Dexter wants to build students that are positive community supports to each other

Get rid of the ranking system it seems very biased so they should do away with it especially students who do not have a 4.0 grade average.

Keep the class rank. We need ways to measure student achievement and quality. Don't do away with merit-based measures. It's not the only measure, it's one of many and it's worth keeping. Students need something to strive for.

Eliminate - it isn't a true reflection of anything meaningful.

I agree that the feedback from admissions offices of selective colleges should be the most determinative of next steps. But why are grades clustered at the top? Inflation? Shouldn't we expect more of a bell curve?

I am in favor of continuing to use class rank for many reasons. I think it is important to reward students for their academic strengths/for kids working hard/celebrating others that may be ranked higher to name a few. Speaking from when I was a student and for my children that are currently students, I was not and they are not the highest ranked or smartest students, but again I think it is important to recognize and celebrate strengths. We see articles for athletes that do well and therefore academics should continue to be recognized. I was actually questioning this the other day. I see many friends / acquaintances posting about honors night for their middle school and high school children in many other districts and I have gathered that Dexter only recognizes seniors. I think this is not the best approach either. I feel like we have taken away a lot from students already, homecoming court, school activities, dances, I question why we continue to reduce these nice traditions.

Continuing class rank

Eliminate it. No reason.

I am in favor of eliminating class rank, but I have to ask the question about grade inflation given the fact that my son has nearly a 4.0 and is only in the top quarter, in terms of the class rank. He didn't do particularly well on the SAT, even after a Dexter, sponsored SAT prep class.

Eliminating. I feel it is just another way that promotes unnecessary competition and stratification among students.

Keep class ranking. It differentiates academic rigor and incentivizes those to take challenging classes.

Eliminate no sense on the competition of its such a close result

Where does this end? Our children are going to college having never taken a final exam. Now, you want to take away any recognition of hard work! STUPID IDEA

I am not in favor of eliminating class rank. With more colleges offering in-state tuition to out of state students, I would want more data on colleges around the US and if it is a consideration for admission and/or scholarships. Especially need to better understand consideration for the more selective schools. The few specific in-state schools listed is not enough data to support elimination of class ranking.

When so many kids are high achieving and have nearly perfect gpa, class rank doesn't differentiate them. I feel it is just disheartening to a student with a 3.8 gpa to see that they are ranked 143 in their class. I'm in favor of eliminating it.

Not in favor.

Eliminate. With the information you provided, there isn't enough reasons to justify keeping - too small of a difference. Competition is important, but do that through other life skills like bringing back exams, not accepting late work or don't allow re-takes.

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I don't necessarily care about class rank, but I feel like there needs to be a better way to communicate students' abilities to colleges. My daughter took AP physics as a sophomore, and AP Calc and chemistry as a junior (in addition to other AP and IB classes). She got straight A's throughout without ever cheating, which I know happens with others. Her senior year, she took 4 DE classes, along with 3 AP and IB classes plus orchestra. This was not a fluff senior year, but it cost her the title of Dread Scholar with distinction and she did not get accepted to U of M. She was color guard and track captain, led a club, and actually did her volunteer job with intention for nhs instead of sitting back with friends or on her phone. She worked so crazy hard all 4 years, and it was a punch in the gut to see all these other kids get into u of m that did not work as hard as her.

I'm ok either way.

In favor of using class rank

I think it should be eliminated. As was explained, the difference from 1st to 100th place isn't really that significant. It doesn't seem like an accurate measure of academic ability. I believe most continuing education programs don't ask for it, and I believe that those institutions have several other things (GPA, SAT, etc) to look at. I don't think any students would be hurt by not having it, but I do think having a 3.9 GPA but being at the 60 percentile in your class could be discouraging. I think kids need to be tough, and don't need to be sheltered from reality, but It seems like this metric just isn't really that helpful or accurate.

Continuing. It seems nice to recognize students who have worked hard to earn this recognition.

I think it is a helpful tool for some students in their college aspirations, and see no reason to remove it. My children both feel the same.

I support class rankings, as it will reflect real life situations that reward hard work, perseverance, and dedication. Kids who apply themselves should be rewarded and recognized. We should be teaching them work ethics and the rewards/recognition that come with it. I am concerned that getting rid of class rankings will disincentivize them to work harder.

I am in favor of eliminating class rank, as long a student's GPA is still calculated & accurate representation of academic ability. CAVEAT - As long as removing class rank will NOT adversely affect students seeking scholarships, grants, internships, etc. Some scholarships are given to the top #% or highest in class & eliminating class rank could deny our students the opportunity to receive/apply. It appears 3 of the big public in-state universities STILL use rank for applications/admittance, including U of M & MSU. I'd be interested in reviewing where Dexter HS graduates have attended college & if their admission relied (in part) on class rank, along with any other monetary aid. Lastly, is there data whether the colleges & Universities bestow class rank on their graduates? What about professional degrees (e.g., Pharmacy, Medicine, etc.)?

It's a fine line between encouraging the students to learn & be able to "show" their accomplishments vs. not to cause mental turmoil. Graduating with honors & having a high(er) class rank are things than can (& will) open doors beyond high school, but also having skills to be mentally resilient & learning from setbacks is something crucial for our young people to gain. There is nothing wrong with healthy competition & the reality of the grown-up world is there isn't always a level playing field.

Eliminate - my summa cum laude recent grad was ranked something like 60, got into multiple colleges. It seems meaningless at this point. Would prefer it not on my next child's transcript as it doesn't add anything and was frequently told no one looks at it. Only serves to cause stress for parents and students, especially those with excellent gpas that get "low" rankings gpas

Class Ranks are important and should not be eliminated. It is less important for the middle 50% but is a solid distinguisher for the top or bottom 25%

SUMMARY: 75 eliminate class rank (64%); 32 keep class rank (27%); 10 neutral (9%)