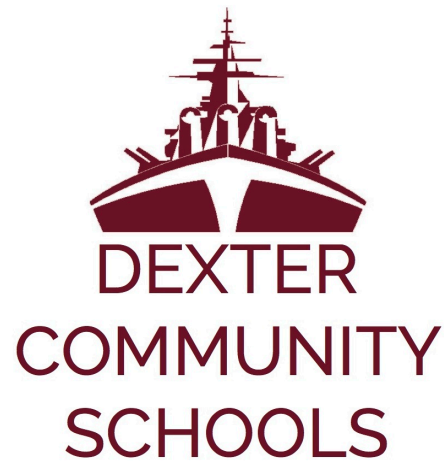


BOARD OF EDUCATION MEETING PACKET

November 20, 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.

MEETING AGENDA

- | | |
|---|---|
| <p>A. CALL TO ORDER
1. Roll Call</p> <p>B. MEETING MINUTES (11/6/2023)</p> <p>C. APPROVAL OF AGENDA</p> <p>D. SCHOOL PRESENTATIONS
1. Dexter Food & Nutrition</p> <p>E. PUBLIC PARTICIPATION (up to ~30 minutes/max 5 per person)</p> <p>F. ADMINISTRATIVE & BOARD UPDATES
1. Superintendent
 a. SEAB update
 b. No-Transport Zone Update
 c. Student Attendance Update
2. Board President
3. Student Representatives</p> <p>G. CONSENT ITEMS
1. Personnel - Resignation
2. October Budget Report</p> | <p>H. ACTION ITEMS
1. Appoint SEAB Co-Chairs</p> <p>I. DISCUSSION ITEMS
1. New Course Proposals
2. SEAB Bylaws
3. Multigenerational Center Update and Discussion</p> <p>J. PUBLIC PARTICIPATION (up to ~15 minutes/max 3 per person)</p> <p>K. BOARD COMMENTS</p> <p>L. INFORMATION ITEMS
1. Draft SEAB Minutes 11/8/2023</p> <p>M. CLOSED SESSION – per MCL 15.268(d)</p> <p>N. ADJOURNMENT</p> |
|---|---|

[CALENDAR](#)

- *December 11 - Board Meeting - 7:00pm Bates Boardroom
*January 22, 2024 - Board Meeting - 7:00pm Bates Boardroom
-

***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 OF EDUCATION MEETING NOTES
NOVEMBER 20, 2023

A. CALL TO ORDER

1. Roll Call

B. MEETING MINUTES

- * An appropriate motion might be, "I move that the Board of Education approve the attached meeting minutes from November 6, 2023 as presented/amended."

C. APPROVAL OF AGENDA

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

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

D. SCHOOL PRESENTATIONS

1. Food & Nutrition

Food & Nutrition Director Jennifer Mattison will share with the Board information about Dexter's food service program.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce their name and district of residence and indicate if they represent any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent

- a. SEAB Update
- b. No-Transport Zone Update
- c. Student Attendance Update

2. Board President

3. Student Representatives

G. CONSENT ITEMS

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

1. Personnel – Resignation

Your packet includes a letter of resignation from Autumn Campbell, who will not be returning from her leave. If separated, an appropriate motion might be, "I move that the Board of Education accept Autumn Campbell's resignation."

BOARD OF EDUCATION MEETING NOTES
NOVEMBER 20, 2023

2. October Budget Report

Your packet includes summary financial information for the month of October. If separated, an appropriate motion might be, "I move that the Board of Education receive the October budget report."

H. ACTION ITEMS

1. Appoint SEAB Co-Chairs

In accordance with the Dexter Community Schools Board of Education Policy and §380.1507(5) of the Michigan School Code, the Board of Education must appoint two co-chairs to lead the Sex Education Advisory Board, at least one of whom is a parent of a child attending a school operated by the school district. As a result of the November 8th SEAB meeting, Ann Pregont and Crystal Zurek were both nominated, supported and unanimously supported through a committee vote to be nominated to Dexter Board of Education for appointment as SEAB Co-Chairs.

* An appropriate motion might be, "I move that the Board of Education appoint Ann Pregont and Crystal Zurich as co-chairs of the Dexter Sex Education Advisory Board."

I. DISCUSSION ITEMS

1. New Course Proposals

Your packet includes several new course proposals from DHS: Chemistry of Cooking, Anatomy and Physiology 2, IB Computer Science SL/HL, and Mandarin 2. These are presented for discussion this evening. DHS Principal Melanie Nowak will answer questions and provide any clarification that may be needed.

2. SEAB Bylaws

Your packet includes draft SEAB bylaws that have been put together by the committee. The Board will need to approve the bylaws before the committee adopts them. This item is presented for discussion only 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.

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Draft SEAB Minutes 11/8/2023

M. CLOSED SESSION – *per MCL 15.268(d)*

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 6, 2023**

A. CALL TO ORDER – 7:02pm

1. Roll Call

Members Present: Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara; Student Representatives Marty Watson and Mischa Rafferty

Members Absent: Daniel Alabré, Brian Arnold

Administrative & Supervisory Staff: Ryan Bruder, Barb Leonard, Craig McCalla, Sharon Raschke, Chris Timmis, Hope Vestergaard

DEA: Jessica Baese

Transportation: Deneen Smith, Laurie Farmer, Paul Brown

Guests: Jaime Dudash, Carrie Livingston, Paul Bryant, Linda Weber, Renee Cole, Paul Bryant Jr., Betsy Finn, three minor students

Press: Mitchell Kukulka

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 10/16/2023 as presented. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

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

D. SCHOOL PRESENTATIONS

1. Shining Star

DHS teacher Jaime Dudash was recognized as a DCS Shining Star for, among other things, his ability to engage students in learning, his boundless enthusiasm and passion for Dexter Schools, and his personal work rehabbing donated computers to make them usable for students who need them. Shining Stars are members of the DCS community who go above and beyond their normal role or responsibilities and shine a light on Dexter Schools with their achievements. They are honored with a certificate and their name on a board in the Bates Boardroom.

2. No-Transport Zone

Principal for Operations Craig McCalla shared with the Board the current status of hiring and staffing of bus drivers, which is dire in spite of considerable time, energy, and innovative efforts to hire more drivers. District administration is proposing a no-transport zone for students who live within a certain distance of the DCS campus and who have safe routes to walk or bike to school. McCalla shared a proposed timeline, boundaries, and potential routes showing distance and crosswalks, signals, etc. Discussion was held for later in the meeting.

E. PUBLIC PARTICIPATION

1. A student spoke regarding bullying in the schools and situations that he and his sibling have experienced.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 6, 2023**

2. Carrie Livingston spoke about her family's experience with bullying in the schools.
3. Betsy Finn spoke about her family's experience with bullying in school.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis noted that:

- The German exchange was a big success and the German students were on their way home;
- Parent-Teacher conferences would be happening this week;
- The District held its first professional development day last week.

2. Board President Update - none.

3. Student Representatives Update

Student Representative Marty Watson updated the Board on all DHS teams' end-of-season competitions and noted the District did well across the board, including boys water polo, girls golf, and boys tennis all going to states; boys cross country came in 13th at states and Brandon Anderson placed 7th in the state; Field Hockey repeated as State Champions.

Mischa Rafferty shared that parent-teacher conferences have already started; NHS will be adding tutoring for younger students at their buildings; the Drama Club production [Murder on the Orient Express] was a big hit and the student-directed and produced 3D series is starting soon.

G. CONSENT ITEMS – none

H. ACTION ITEMS

1. Policies – Second Reading

Melanie Szawara made a motion which, after amendment to correct typographical errors in the meeting notes, was adopted as follows: the Board rescinded policy 2414 and approved policy 2418 for second reading and final approval. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

2. Approve Comprehensive Course Catalog

Melanie Szawara made a motion that the Board of Education approve the attached November 2023 Comprehensive Course Catalog. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

3. Appoint Additional Sex Education Advisory Board Members

Two names were inadvertently left off the list of SEAB appointments at the October 16, 2023 meeting.

Elise Bruderly made a motion that the Board of Education appoint Dan Trvisan and Laura Preston to the Sex Education Advisory Board. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 6, 2023**

I. DISCUSSION ITEMS

1. Update on Multigenerational Center Committee and Funding

Dr. Timmis shared that Representative Rheingans has started the paperwork filing process to release the funding to DCS. We are at step 3 of a 10-step process and will not have an update for up to 45 days. The State supplemental budget is adding language to allow for the acquisition of property for the senior and community center. The District is also getting an appraisal for a local property to determine next steps.

2. MASB Delegate Resolutions

Trustees noted that their review of MASB Delegate Assembly resolutions found nothing controversial or out of line with existing DCS bylaws and policies.

3. No-Transport Zone

Earlier in the meeting the Board heard a presentation on the current state of bus driver staffing as well as a proposed plan to create a no-transport zone to reduce the number of routes and provide consistency for families and staff. Discussion centered on student safety, getting the message out, getting parent/guardian feedback, and consideration of potential unintended consequences. It was noted that students who may walk or bike if they are not bused will not be expected to cross the railroad tracks; the Westridge neighborhood was excluded from the no-transport zone so that students who walk or bike would not be tempted to take the most direct route under the railroad viaduct. Three info meetings will be scheduled before December 7th and informational campaigns will include email, text, website, app, social media, and a postcard mailing to households in the proposed no-transport zone.

J. PUBLIC PARTICIPATION – none

K. BOARD COMMENTS

1. EFD Liaison Mara Greatorex noted that Dexter won the rivalry challenge by a considerable margin (~\$10,000) but everyone benefits from these challenges; a new EFD grant cycle is opening for applications.
2. WASB Representative Elise Bruderly noted that the WASB is reviewing their mission and functions and scaling back certain efforts to do more focused work, starting with student involvement. She encouraged trustees to attend the annual meeting March 14th, 2024.

L. INFORMATION ITEMS

1. Finance Minutes 10/16/2023
2. Multigenerational Center Committee Minutes 10/11/23 and 10/26/2023
3. Nice Job Notes - September 2023

M. CLOSED SESSION – none

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 6, 2023**

N. ADJOURNMENT

At approximately 8:25pm, President Mara Greateorex adjourned the meeting.

MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education

Dear Dr. Timmis & the Dexter Community Schools Board of Education,

I hereby tender my resignation to Dexter Community Schools effective November 7, 2023, at 8pm EST.

I am resigning due to my long-term medical condition. It has become clear that the physical demands of teaching prevent me from returning to the classroom for the foreseeable future.

My decision to resign, as you can imagine, was incredibly difficult, the most difficult of my professional career, but it is one with which I am at peace.

I am forever grateful for my time at Dexter High School. I had the honor and privilege to foster deep and meaningful relationships with thousands of students. Together, we created a brave space that prioritized humanity, dignity, compassion, and the affirmation of our identities and needs so we could honor and embrace ourselves and each other.

In the art room, I carefully curated lesson plans that encouraged students to examine and analyze the world around them. I guided each student through a process of personal expression of their ideas, feelings, and vision. Each student created original works of art that illustrated their observations and reactions to our ever changing community, nation, and world.

During my time at Dexter High School from 2004-2017 I:

- increased enrollment by 600% (with a wait list)
- Established Discipline Based Art Education curriculum--an academic approach to art which incorporates art history, aesthetic analysis, and studio performance
- Introduced weekend open studio hours for all high school students
- Developed authentic lesson plans that incorporated cultural awareness, art theory, world history, cross curricular application, and aesthetic judgment.
- Devised innovative art curriculum featuring State benchmarks for the development of standard classroom curriculum and special projects.
- Coordinated student art shows with Neutral Zone (Ann Arbor), Ann Arbor Art Center, Festival of the Arts (Dexter Schools), and Foggy Bottom Cafe (Dexter)
- Collaborated with Habitat for Humanity and the Staples Family Center to create original student artwork for fundraising efforts
- Established a Student's Educating Each other about Diversity (SEED) coalition and served as a facilitator. Participated in a 72 hour Facilitator training with The University of Michigan. Wrote two grants to fund 300 students to participate in national The Race Project and to establish a School Climate Survey
- Established an Art Club and served as the Faculty Advisor

I am humbled to have served some of our most marginalized students while advising both our LGBTQIA+ Club and Social Justice Club. We discussed racism, sexism, cis-heterosexism, classism, ableism, privilege & oppression, microaggressions, and

strategized action plans for educating and disrupting prejudice and discrimination in ourselves, our schools, and our community. We created norms that guided us through the discomfort of excavating and interrogating our complicity with injustice and helped us navigate holding one another accountable with tenderness. Of all of my professional experiences, I am most proud of our time together.

I wish Dexter Community Schools wellness and justice as you aspire to build a Beloved Community.

Gratefully,

Autumn Campbell



Board Monthly Financial Report

Fiscal Year to Date 10/30/23

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							
	6,199,372.00	3,214.85	203,493.20	.00	5,995,878.80	3	178,198.73
Function Code R100 - Local Sources - 100 Totals	\$6,199,372.00	\$3,214.85	\$203,493.20	\$0.00	\$5,995,878.80	3 %	\$178,198.73
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							
	35,003,796.00	2,701,846.46	3,167,251.72	.00	31,836,544.28	9	2,560,114.56
Function Code R300 - State Sources - 300 Totals	\$35,003,796.00	\$2,701,846.46	\$3,167,251.72	\$0.00	\$31,836,544.28	9 %	\$2,560,114.56
Function Code R400 - Federal Sources - 400							
	970,713.00	.00	.00	.00	970,713.00	0	628.00
Function Code R400 - Federal Sources - 400 Totals	\$970,713.00	\$0.00	\$0.00	\$0.00	\$970,713.00	0 %	\$628.00
Function Code R500 - ISD / Other Sources - 500							
	5,173,869.00	1,006,270.00	1,011,331.70	.00	4,162,537.30	20	891,509.59
Function Code R500 - ISD / Other Sources - 500 Totals	\$5,173,869.00	\$1,006,270.00	\$1,011,331.70	\$0.00	\$4,162,537.30	20 %	\$891,509.59
Function Code R600 - In from other Funds - 600							
	413,658.00	.00	.00	.00	413,658.00	0	.00
Function Code R600 - In from other Funds - 600 Totals	\$413,658.00	\$0.00	\$0.00	\$0.00	\$413,658.00	0 %	\$0.00
Account Type Revenue Totals	\$47,761,408.00	\$3,711,331.31	\$4,382,076.62	\$0.00	\$43,379,331.38	9 %	\$3,630,450.88
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	22,714,595.00	853,754.22	2,957,196.29	20,411.42	19,736,987.29	13	2,577,578.23
Sub Function Code 120 - Added Needs - 120	6,675,086.00	233,179.71	670,083.12	13,084.56	5,991,918.32	10	608,900.54
Function Code 100 - Instruction Totals	\$29,389,681.00	\$1,086,933.93	\$3,627,279.41	\$33,495.98	\$25,728,905.61	12 %	\$3,186,478.77
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	5,763,435.00	219,894.31	650,060.31	163,441.00	4,949,933.69	11	632,832.18
Sub Function Code 220 - Support Services-Instructional - 220	2,936,458.00	102,584.94	762,649.79	17,026.80	2,156,781.41	26	605,862.15
Sub Function Code 230 - Support Services-Administration - 230	816,644.00	19,963.81	213,787.20	430.00	602,426.80	26	287,972.69
Sub Function Code 240 - Support Services-School Admin - 240	2,741,758.00	100,697.62	545,698.76	703.91	2,195,355.33	20	540,808.60
Sub Function Code 250 - Support Services-Business - 250	870,309.00	21,303.88	184,327.99	.00	685,981.01	21	159,497.41
Sub Function Code 260 - Operations and Maintenance - 260	4,634,889.00	213,600.46	1,400,270.43	504,591.90	2,730,026.67	30	1,116,132.53
Sub Function Code 270 - Pupil Transportation - 270	1,835,649.00	53,852.56	343,180.53	67,865.32	1,424,603.15	19	315,811.39
Sub Function Code 280 - Support Services-Central - 280	645,692.00	19,214.82	150,251.24	.00	495,440.76	23	189,549.25
Function Code 200 - Supporting Services Totals	\$20,244,834.00	\$751,112.40	\$4,250,226.25	\$754,058.93	\$15,240,548.82	21 %	\$3,848,466.20
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	208,023.00	19,277.21	57,393.33	74,583.45	76,046.22	28	54,967.95
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 360 - Welfare Activities - 360	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	7,751.00	.00	.00	.00	7,751.00	0	.00
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	.00
Function Code 300 - Community Services Totals	\$215,774.00	\$19,277.21	\$57,393.33	\$74,583.45	\$83,797.22	27 %	\$54,967.95
Function Code 400 - Government Agencies & Prior Period							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code 400 - Government Agencies & Prior Period Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code 500-600 - Other Financing Uses							



Board Monthly Financial Report

Fiscal Year to Date 10/30/23

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Sub Function Code 500 - Debt Service - 500	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 600 - Fund Modifications - 600	100,000.00	.00	.00	.00	100,000.00	0	.00
Function Code 500-600 - Other Financing Uses Totals	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	0 %	\$0.00
Account Type Expense Totals	\$49,950,289.00	\$1,857,323.54	\$7,934,898.99	\$862,138.36	\$41,153,251.65	16 %	\$7,089,912.92
Fund(COA) 11 - General Fund Totals	(\$2,188,881.00)	\$1,854,007.77	(\$3,552,822.37)	(\$862,138.36)	\$2,226,079.73	162 %	(\$3,459,462.04)



Board Monthly Financial Report

Fiscal Year to Date 10/30/23

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							
	3,005,935.00	65,711.00	980,710.60	.00	2,025,224.40	33	907,294.04
Function Code R100 - Local Sources - 100 Totals	\$3,005,935.00	\$65,711.00	\$980,710.60	\$0.00	\$2,025,224.40	33 %	\$907,294.04
Function Code R300 - State Sources - 300							
	75,668.00	.00	365.00	.00	75,303.00	0	1,280.00
Function Code R300 - State Sources - 300 Totals	\$75,668.00	\$0.00	\$365.00	\$0.00	\$75,303.00	0 %	\$1,280.00
Function Code R400 - Federal Sources - 400							
	.00	.00	.00	.00	.00	+++	366,135.00
Function Code R400 - Federal Sources - 400 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$366,135.00
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							
	100,000.00	.00	.00	.00	100,000.00	0	.00
Function Code R600 - In from other Funds - 600 Totals	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	0 %	\$0.00
Account Type Revenue Totals	\$3,181,603.00	\$65,711.00	\$981,075.60	\$0.00	\$2,200,527.40	31 %	\$1,274,709.04
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	153,962.00	13,877.98	36,026.44	.00	117,935.56	23	30,133.95
Function Code 100 - Instruction Totals	\$153,962.00	\$13,877.98	\$36,026.44	\$0.00	\$117,935.56	23 %	\$30,133.95
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	62,550.00	5,640.73	32,875.22	9,811.10	19,863.68	53	16,223.96
Sub Function Code 270 - Pupil Transportation - 270	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 290 - Support Services-Other - 290	1,626,393.00	79,591.88	251,508.23	57,940.41	1,316,944.36	15	162,056.46
Function Code 200 - Supporting Services Totals	\$1,688,943.00	\$85,232.61	\$284,383.45	\$67,751.51	\$1,336,808.04	17 %	\$178,280.42
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	301,441.00	17,220.55	79,130.91	.00	222,310.09	26	61,833.79
Sub Function Code 320 - Community Recreation - 320	347,824.00	3,555.17	57,864.75	34,826.00	255,133.25	17	79,632.85
Sub Function Code 350 - Care of Children - 350	1,152,614.00	64,982.67	356,518.66	.00	796,095.34	31	361,522.99
Sub Function Code 390 - Other Community Services - 390	.00	13,749.72	37,830.64	.00	(37,830.64)	+++	(5,592.62)
Function Code 300 - Community Services Totals	\$1,801,879.00	\$99,508.11	\$531,344.96	\$34,826.00	\$1,235,708.04	29 %	\$497,397.01
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	200,339.00	.00	.00	.00	200,339.00	0	(621.41)
Function Code 500-600 - Other Financing Uses Totals	\$200,339.00	\$0.00	\$0.00	\$0.00	\$200,339.00	0 %	(\$621.41)
Account Type Expense Totals	\$3,845,123.00	\$198,618.70	\$851,754.85	\$102,577.51	\$2,890,790.64	22 %	\$705,189.97
Fund(COA) 23 - Community Service Fund Totals	(\$663,520.00)	(\$132,907.70)	\$129,320.75	(\$102,577.51)	(\$690,263.24)	-19 %	\$569,519.07



Board Monthly Financial Report

Fiscal Year to Date 10/30/23

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							
	879,628.00	66,527.98	145,292.81	.00	734,335.19	17	128,697.30
Function Code R100 - Local Sources - 100 Totals	\$879,628.00	\$66,527.98	\$145,292.81	\$0.00	\$734,335.19	17 %	\$128,697.30
Function Code R300 - State Sources - 300							
	75,810.00	22,426.27	23,267.97	.00	52,542.03	31	16,205.20
Function Code R300 - State Sources - 300 Totals	\$75,810.00	\$22,426.27	\$23,267.97	\$0.00	\$52,542.03	31 %	\$16,205.20
Function Code R400 - Federal Sources - 400							
	669,322.00	.00	5,009.00	.00	664,313.00	1	11,972.00
Function Code R400 - Federal Sources - 400 Totals	\$669,322.00	\$0.00	\$5,009.00	\$0.00	\$664,313.00	1 %	\$11,972.00
Function Code R500 - ISD / Other Sources - 500							
	201,365.00	.00	.00	.00	201,365.00	0	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$201,365.00	\$0.00	\$0.00	\$0.00	\$201,365.00	0 %	\$0.00
Account Type Revenue Totals	\$1,826,125.00	\$88,954.25	\$173,569.78	\$0.00	\$1,652,555.22	10 %	\$156,874.50
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	.00	1,127.12	.00	2,352.88	32	879.31
Sub Function Code 290 - Support Services-Other - 290	2,004,711.00	155,137.78	519,143.71	671,627.51	813,939.78	26	246,724.98
Function Code 200 - Supporting Services Totals	\$2,008,191.00	\$155,137.78	\$520,270.83	\$671,627.51	\$816,292.66	26 %	\$247,604.29
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	200,819.00	.00	.00	.00	200,819.00	0	.00
Function Code 500-600 - Other Financing Uses Totals	\$200,819.00	\$0.00	\$0.00	\$0.00	\$200,819.00	0 %	\$0.00
Account Type Expense Totals	\$2,209,010.00	\$155,137.78	\$520,270.83	\$671,627.51	\$1,017,111.66	24 %	\$247,604.29
Fund(COA) 25 - School Lunch Fund Totals	(\$382,885.00)	(\$66,183.53)	(\$346,701.05)	(\$671,627.51)	\$635,443.56	91 %	(\$90,729.79)



Board Monthly Financial Report

Fiscal Year to Date 10/30/23

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							
	1,969,231.62	112,438.15	318,171.91	.00	1,651,059.71	16	208,758.01
Function Code R100 - Local Sources - 100 Totals	\$1,969,231.62	\$112,438.15	\$318,171.91	\$0.00	\$1,651,059.71	16 %	\$208,758.01
Account Type Revenue Totals	\$1,969,231.62	\$112,438.15	\$318,171.91	\$0.00	\$1,651,059.71	16 %	\$208,758.01
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 290 - Support Services-Other - 290	1,969,496.00	105,506.85	152,449.87	20,566.66	1,796,479.47	8	211,712.09
Function Code 200 - Supporting Services Totals	\$1,969,496.00	\$105,506.85	\$152,449.87	\$20,566.66	\$1,796,479.47	8 %	\$211,712.09
Account Type Expense Totals	\$1,969,496.00	\$105,506.85	\$152,449.87	\$20,566.66	\$1,796,479.47	8 %	\$211,712.09
Fund(COA) 29 - Student/School Activity Fund Totals	(\$264.38)	\$6,931.30	\$165,722.04	(\$20,566.66)	(\$145,419.76)	-62,683 %	(\$2,954.08)
Grand Totals	(\$3,235,550.38)	\$1,661,847.84	(\$3,604,480.63)	(\$1,656,910.04)	\$2,025,840.29	111 %	(\$2,983,626.84)



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

Date of application: 10/17/2023

Course Title: "Chemistry of Cooking"

Department: Science

Duration: Semester

Prerequisite(s): Biology

Applicant(s): Elizabeth Hashikawa

Building Involved: Dexter High School

Targeted population: Dexter High School Students - Sophomores, Juniors, Seniors

Targeted year for implementation: 2024

DHS Courses - Proposed Credit Earned and Category: Science Elective

Describe your course/resource request: I am excited to propose a creative addition to our high school curriculum: "Chemistry of Cooking". This innovative course promises to spark students' curiosity by delving into the fascinating world of culinary science, offering a journey that will not only deepen their understanding of food and the science behind these flavorful offerings but also inspire their creativity.

Rationale: Why is/are a new course or new resources necessary? Dexter High School offers a wide range of science elective courses, most under the biology umbrella. The addition of a physical science elective will provide a science credit for those students who are interested in broadening their scientific knowledge base. This course will also provide a link between the culinary arts skills that students acquire during their time in either consortium programs or foods programs within our building to the scientific phenomena that determine the outcomes and complexities behind these fascinatingly marvelous food creations.

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

Students will unravel the mysteries of why cooking is not just an art but a science. They will explore the precise chemical reactions that occur when ingredients are combined, uncovering the secrets behind the most delectable dishes.

This course will empower students to comprehend the science behind why some foods turn out to be masterpieces while others fall short. Through engaging experiments and hands-on labs, students will have the opportunity to play the role of culinary chemists. They will manipulate ingredients, observe chemical changes, and learn to alter or adjust recipes to favor desired outcomes based on scientific knowledge. By understanding the unique chemical makeup of compounds, students will unlock the potential to create successful recipes.



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

"Chemistry of Cooking" is not just about following recipes and creating tasty dishes; it's about fostering innovation. Students will engage with research and with each other through observation, investigation, and application. Students will direct their learning through phenomena based activities and creative and exploratory experiences. This class will encourage creativity, critical thinking, decision making, group think, compromise and collaboration. This class will encourage creativity and a deeper appreciation for food and science. By approving this course, the board and administrators acknowledge that supporting an educational experience that marries science and art, preparing our students for a lifetime of culinary exploration and innovation supports our primary goal of the lifelong learner.

How will technology be integrated into the course/resources?

Technology will be integrated into this course through resources including scientific instruments, computers, and culinary equipment. Students will use software such as google sheets to compile, graph, and analyze data.

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

This course will be available to all Dexter students who have completed Biology as a prerequisite. Resources will come from a variety of sources including online as well as documents and books that are readily available. All students will be provided with the necessary resources for this class. Due to the collaborative nature of this class and the structure that it provides students will have the opportunity to participate in various roles allowing for differentiation. Culinary science will integrate many different learning styles providing ample opportunities for students to display success through various forms of assessment including, but not limited to: Laboratory experimentation, research and discovery, skills application, and culinary creations. The goal of this learner driven class is to allow students to question their observations and develop ideas and reasonings that connect their observations to known outcomes.

By the end of the course, students will be able to: Demonstrate the ability to apply chemistry concepts that allow them to whip up not only tasty treats, but also make decisions about their ingredients and methods based on scientific and chemistry knowledge. Students will gain culinary confidence and clarity through their struggles and successes.

How does the material support cultural diversity and gender equity?

Beyond science, students will be exposed to culinary dishes from around the world. This immersion in diverse cuisines will broaden their horizons, fostering an appreciation for different ethnicities, cultures, and experiences. They'll come to understand the importance of a variety of



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ingredients and how they shape our global culinary tapestry. This course will help to ensure that all students have access to courses that have stereotypically been gender specific, but are emerging and evolving as leaders in equity and diversity.

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

Students will be exposed to critical thinking and intense productive struggle scenarios where they will work with their peers and cooperatively problem solve. Students will work with and around others with varying degrees of interests and abilities. Students will actively participate in various roles during experimentation to provide opportunities for each student to explore their strengths. Students will learn to be responsible and safe, to treat equipment and others with care and respect, and to be savvy and prudent with materials.

How does the material encourage critical thinking and problem solving?

Students will work to solve cooking complexities and through experimentation determine best practice, discovering potential substitutions and changes to recipes developed off of chemistry knowledge. Students will analyze results and compare experimental designs.

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

Student progress will be assessed through various formative assessments including research, activities, and group collaboration. Summative assessments will include lab practicals (cooking for mastery) as well as experimental design and culminating projects.

What teacher aids are provided?

None

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

Alternatives to this course do not currently exist. This course would run separately from any other course currently offered at DHS or consortium. While some students may decide to take “Foods and Nutrition” or “Culinary Skills”, neither of these courses provide the detailed chemistry knowledge that is required to understand the nuances and complexities of the science behind cooking. There will be a need to potentially share space with the foods and nutrition classroom as this space will provide the proper equipment and food safe surroundings. By offering this course at the high school level we are providing a much needed physical science elective while linking students' passions for everything food related.



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

Additional personnel:	\$0	
Textbooks, materials, technology:	\$0	
Professional Development:	\$0	
Release time:	\$0	
Teacher stipends:	\$0	
Speaker/Consultant stipends:	\$0	
Registration fees:	\$0	
Travel expenses:	\$0	
Summer work:	\$500	
Other expenses (please explain below)	\$500-800	
<i>Consumables (ingredients and necessities for cooking and experimentation)</i>		
GRAND TOTAL:	\$1000-1300	

Instructional Resource Review Process

*** All steps must be completed before BOE presentations**

***Date of department/committee review/discussion:**

Location of meeting:



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Number of attendees:

Record of the meeting including comments & recommendations:

***Date of admin review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of adjacent building review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of community review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Requires at least 2 BOE meetings (at least 1 month)

See next page

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



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DEXTER COMMUNITY SCHOOLS

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

Date of application: 10/3/23

Course Title: Anatomy & Physiology 2

Department: Science

Duration: Semester

Prerequisite(s): Biology and Introduction to Anatomy & Physiology

Applicant(s): Lesley Tracy

Building Involved: Dexter High School

Targeted population: Sophomores, Juniors and Seniors that are interested in a hands-on science course

Targeted year for implementation: 2024

DHS Courses - Proposed Credit Earned and Category: 0.5 science elective credit

Describe your course request: Anatomy & Physiology 2 will be a lab science course that can be taken as an elective. This course will be hands-on and involve dissections and provide students with experiences in science that are creative, problem/project based, contextual and inquiry-based. Anatomy & Physiology 2 will allow students to develop problem-solving skills in order to view the natural world and its phenomena through a variety of conceptual lenses. This course will be a continuation of Introduction to Anatomy & physiology, which is currently offered at DHS.

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

Based on senior information from Xello last year, it was found that approximately one-third of our students expressed a keen interest in pursuing a career in the health-related field. Considering this significant demand, I consulted with the counselors who confirmed that an Anatomy 2 course could easily be filled, given the popularity of my other elective courses.

Furthermore, before transitioning to block scheduling, I was able to cover 20% more curriculum in my Introduction to Anatomy & Physiology course. As a result, I already have three ready-to-go units prepared for the Anatomy and Physiology 2 course. Additionally, I already have acquired dissection organisms that can be used in the initial year of launching this course (and possibly enough for the year after that).

I am genuinely excited about the prospect of adding new units to this course, which I believe will not only captivate our students but also enhance their understanding of anatomy. Introducing another science elective will provide our students with more options to choose from at DHS. Moreover, it will give them an opportunity to explore potential career interests within the health-related field without having to attend external Consortium classes, as scheduling conflicts often prevent many students from participating in those.



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What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Anatomy & Physiology 2 will focus on fostering a creative and hands-on approach to science education. The course will engage students in problem/project-based learning activities that will enable them to develop their inquiry and critical thinking skills.

Throughout the course, students will explore various core concepts related to the nervous system, special senses, endocrine system, lymphatic system, urinary system, and reproductive system. Currently, the dissections for the course will include eye, brain, kidney and testicle. These units will be taught through student-led activities and discussions, ensuring active participation and a deeper understanding of the subject matter.

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

- Effectively communicate regarding principles of Anatomy & Physiology
- Broaden their thinking (critical, creative and problem solving) - this will be accomplished through a great variety of instructional strategies throughout the curriculum
- Use technology in the classroom for experiments and analysis
- Interpret scientific studies, including evaluation of scientific information.

Connection to District Improvement Plan and/or Profile of a Learner:

Throughout the course, students will develop the necessary skills to research, evaluate, and generate information in a critical, ethical, and creative manner. I believe in nurturing their creativity by encouraging them to reflect, refine, analyze, evaluate, polish, and articulate sophisticated and complex ideas.

Furthermore, students will also demonstrate their flexibility and willingness to make compromises to achieve common goals, particularly when working in groups and during laboratory investigations.

How will technology be integrated into the course/resources?

Students will use various forms of technology including virtual labs, data simulations, compound and stereo microscopes, Excel, and presentation software - to name a few.



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

To accommodate varied learning styles, instruction will include the 5e framework for lesson plan development. In addition, differentiated instruction through hands-on activities, inquiry based labs and activities, research, peer collaboration, choice activities, and project-centered units directed by a driving question will aim to meet the needs of students and their various learning styles. Anatomy & Physiology 2 assessments will allow flexibility in how students demonstrate their learning. Assessments include, but are not limited to, projects, experiments, presentations and portfolios.

How does the material support cultural diversity and gender equity?

We will discuss contributions of men and women of various social and ethnic backgrounds to science and technology.

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

This course will help students to develop critical thinking, problem solving, and interpersonal skills that will prepare them for post-secondary education, technical school, entering the workforce and just being a positive contributing member of society. In addition, students will demonstrate professional standards such as meeting deadlines, working towards personal/team goals, and will use technology ethically; all of which are necessary skills for any career.

How does the material encourage critical thinking and problem solving?

The inquiry-based labs and activities that will be completed throughout the semester will require students to problem solve and critically evaluate each scenario and situation that is presented to them.

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

Labs
Projects
Portfolios



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Written assignments

Presentations

Tests

Quick comprehension checks

Anatomical coloring

(To name a few)

What teacher aids are provided?

None

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

In regards to the consideration of a year-long Anatomy and Physiology course, I have thought about it extensively. However, after careful consideration, I believe that providing students with the option of taking either one or two Anatomy courses would offer more flexibility in their scheduling. This way, students can choose to commit to a year-long course if they prefer, or they can simply try out a single Anatomy course to gauge their interest.

By offering the choice of one or two courses, we cater to the diverse needs and preferences of our students. It allows them the opportunity to explore Anatomy without feeling obligated to commit to a full year. This approach provides the flexibility that I believe will benefit our students in their educational journey.

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

Additional personnel:	\$0
Textbooks, materials, technology:	\$0
Professional Development:	\$0
Release time:	\$0
Teacher stipends:	\$0
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$0
Summer work:	\$500
Other expenses (please explain below)	\$500-\$750

Dissection costs (these would not occur until at least year two of the course being launched)

GRAND TOTAL: \$1,000-\$1,250



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Instructional Resource Review Process

Date of department/committee review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of admin review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of adjacent building review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of community review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



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DEXTER COMMUNITY SCHOOLS

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

Date of application: November 2023

Course Title: IB Computer Science SL/HL

Department: Mathematics

Duration: 1 year (2 semesters)

Prerequisite(s): AP Computer Science Principles

Applicant(s): Deb Marsh

Building Involved: Dexter High School

Targeted population: 11th-12th Grade

Targeted year for implementation: 2024-2025

DHS Courses - Proposed Credits Earned and Category: 1.0 Math Department Elective

Describe your course/resource request:

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

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

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

This course will allow for IB Diploma students additional opportunities to fulfill their Group 4 course requirement. It will be run in conjunction with the current AP Computer Science A course, as both courses have near overlapping curriculum and goals.



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What are the “big ideas” or “core concepts” that will be covered in the course/resources?

From the IB course syllabus:

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course should aim to:

1. provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
2. provide a body of knowledge, methods and techniques that characterize computer science
3. enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
6. develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.



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

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

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

Goal 1: All students in Dexter Community Schools will become proficient writers.

Coding is a language that students need to be able to read and write.

Goal 2: All students in Dexter Community Schools will increase proficiency in mathematics.

Computer science is a field of mathematics that is underrepresented at DHS.

How will technology be integrated into the course/resources?

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

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

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

We believe that students learn best when they are intrinsically motivated. We prioritize learning experiences that are active, relevant to students' lives, and provide students authentic choice. We encourage students to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so we interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through our pathway, we increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work.



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How does the material support cultural diversity and gender equity?

From Code.org:

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

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

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

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

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

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

Each chapter has a test that assesses student learning and prepares them for the IB test at the end of the course. Each chapter has projects and assignments that will be used as formative to prepare students for the summative chapter tests. There are also end concept projects that will be used for summative assessments.

What teacher aids are provided?

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



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

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

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

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

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

GRAND TOTAL:	\$
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Instructional Resource Review Process

*** All steps must be completed before BOE presentations**

***Date of department/committee review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of admin review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of adjacent building review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of community review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Requires at least 2 BOE meetings (at least 1 month)

See next page

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



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DEXTER COMMUNITY SCHOOLS

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

Date of application: Oct. 30th., 2023

Course Title: Chinese Mandarin II

Department: World Language

Duration: 1 year (2 semesters)

Prerequisite(s): the students should have prior learning experience of Mandarin Chinese I

Applicant(s): Emily Xu

Building Involved: Dexter High School

Targeted population: 9th-10th Grade

Targeted year for implementation: 2024-2025

DHS Courses - Proposed Credits Earned and Category: 1 credit World Languages

Describe your course/resource request:

Mandarin II is designed for high school students with foundation laid in Chinese Mandarin I. Students will expand their vocabulary, further enhance their understanding of Chinese grammar, refine their conversational abilities and advance their reading and writing proficiency in Mandarin Chinese II. Emphasis will be placed on real-life communication scenarios, enabling students to engage in more complex dialogues and express themselves with greater fluency. This course is taught in accordance with Michigan's standards and benchmarks and is aligned with the national standards as set forth by ACTFL.

Topics include making friends, planning an event, getting around a place, shopping, restaurant dining, keeping healthy and adjusting to a new life.

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

- Currently, there are nineteen 8th-grade students in the Mandarin I class. Based on the [survey](#) conducted on Nov.6, 2023, all the 17 students(with 2 absent) picked the option "Yes, I will continue with Mandarin II when going to high school next year." Given their responses, it is evident that providing a seamless continuation of the language learning journey for students who have already invested time and effort in mastering Mandarin I is of great importance.
- The 9th grade students will have a new opportunity to learn Mandarin I at high school next year. When they go to 10th grade in the year of 2025-2026, they can continue with Mandarin II.



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- This course will fulfill one of the two World Language credits needed for high school graduation.
- Proficiency in Mandarin is an asset for future academic and career opportunities, especially in fields related to international relations, business, higher education and tourism. This course will integrate their prior knowledge in Mandarin I and enhance their overall language skills, especially communicative competence. Mandarin II aims to help students reach a higher level of proficiency, making them more effective communicators in Mandarin.

What are the “big ideas” or “core concepts” that will be covered in the course/resources?

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

Students should be able to independently use their learning to:

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

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

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



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

- Compare different people and places with more vocabularies and structures and ask follow up questions.
- Talk about planning an event and talk about using technology to communicate with their peers in Chinese.
- Give directions and talk about shopping in Chinese.
- Give advice for healthy living and talk about changes in a person's life in Chinese.
- Build an expanded vocabulary to express a broader range of ideas and concepts.
- Grasp and apply advanced grammar rules and sentence structures in their writing.
- Read and comprehend more complex written texts in Mandarin, including literature, news articles and commercials.
- Understand and use idiomatic expressions and cultural nuances into their spoken and written language.

Based on the curriculum *Go Far with Chinese 2*, the course topics include

Unit 1- Make Friends

Unit 2- Putting on an Event

Unit 3- Mapping Xi'An

Unit 4- Adjusting to a New Life

Each unit will incorporate fundamental Chinese knowledge, including geography and history, Pinyin and tones, character memorization and writing, classroom phrases, and Chinese cultural aspects and traditions.

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

The study of the Chinese language and culture offers students the opportunity to cultivate skills aligned with the learner profile. Central to language learning is effective communication.

Students are exposed to diverse language and cultural knowledge, igniting their inquisitiveness and prompting them to take initiative in their thinking and actions. They practice collaborative teamwork through project-based learning, addressing challenges through collective problem-solving and applying critical thinking skills. They learn to utilize resources efficiently, promoting information literacy, to explore fresh ideas and alternative perspectives.

Moreover, they take personal responsibility and display resilience when confronted with demanding situations. Reflecting on their learning experiences, they become self-motivated



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learners. This journey also encourages them to demonstrate kindness and empathy, fostering their ability to listen to others' perspectives and appreciate the values and cultures of different communities.

How will technology be integrated into the course/resources?

- Students have access to online resources like digital textbooks(ichinesereader.com), the audio of the visual dictionary, Fluency Link materials for practicing reading, listening, writing, and speaking.
- Educational tools provided by Google including Canvas, Slideshows, Sheets, Docs, Forms, as well as Seesaw, Jamboard, Duolingo will be thoughtfully and purposefully incorporated into the classroom.
- Teachers will employ these technologies to personalize the learning experience and offer varying levels of structured support to meet the needs of students.

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

- The resource packages allow teachers to utilize them in a way that suits students' needs and to craft adaptable lesson plans tailored to various individual learners.
- Diversity of resources are able to meet the needs of students with different learning styles.
- Teachers can create individual learning plans and pick the support resources based on students' learning situation.

How does the material support cultural diversity and gender equity?

Learning Chinese language and culture exposes students to the rich and diverse cultural heritage of China. This includes an understanding of Chinese customs, traditions, festivals, and history, fostering an appreciation of cultural diversity. Besides, discussions within the classroom can encourage students to explore and appreciate different cultural and gender perspectives, fostering an environment where diverse viewpoints are valued. In addition, classroom activities and resources will be designed to present gender-neutral roles and opportunities, avoiding stereotypes and promoting gender equity.

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



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- The class will present case studies or real-world scenarios where students need to use Mandarin to solve problems, make decisions, or communicate effectively.
- The students will be encouraged to work on collaborative projects that involve real-world applications of the language. For example, they could create commercials to promote products, conduct surveys, or interview their classmates in Mandarin.
- Students will learn how to network professionally in Mandarin, including how to introduce themselves, engage in small talk, and exchange contact information.
- Invite guest speakers or professionals who use Mandarin in their careers to share their experiences and insights with the class. This can provide real-world context for language use.

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

- Mandarin II introduces more complex grammar rules and sentence structures, requiring students to think critically when constructing sentences and understanding how these structures affect meaning.
- Deeper exploration of Chinese culture and traditions in Mandarin II enhances students' critical thinking to understand the cultural context and its impact on language use.
- Mandarin II may include scenarios that require problem-solving skills in real-life situations, such as traveling, making arrangements, keeping healthy or adjusting a new life in Mandarin-speaking environments.
- Activities such as group discussions, peer reviews, and reflections will be conducted based on authentic resources. These student-led activities will encourage them to explore topics of their choices and design their own tasks so as to boost their critical thinking and problem solving skills.

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

- Formative assessment: chapter quiz, listening comprehension quiz, reading proficiency quiz, oral proficiency checks, vocabulary quiz, culture contests, role-play, homework and assignments..
- Summative assessment: project presentations, interviews, unit tests, midterm exam and final exam.

What teacher aids are provided?

- Go Far with Chinese Textbook 2, Go Far with Chinese Workbook 2, Online Platform FluencyLink, Chinese Character Practice workbook



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- Teaching Supplies: flash Cards, videos on Youtube and FluencyLink, subscription to Arch Chinese, Online interactive games Kahoot, and subscription to digital Chinese books ichinesereader.com
- Chinese Art and Craft Supplies, Chinese Games and Toys, Chinese Artifacts

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

1. Better Chinese: The teacher's online platform is pretty old right now and not very user-friendly. Besides, the textbooks have a limited scope of content, focusing primarily on specific aspects of the language or certain topics, which can restrict learners from gaining a comprehensive understanding of the language and its various contexts. Furthermore, the textbooks don't adequately incorporate authentic, real-world language usage, cultural references, or contemporary topics. In addition, I use the trial account and find in the videos, the background music is even louder than speakers' voices, which can make it challenging for students to understand and follow the content being presented.

2. Zhen Bang Chinese: include some complicated political issues in the textbook

3. Mandarin Matrix: Online textbooks that are better suited for studying at one's own pace.

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

Additional personnel:

\$0

Textbooks, materials, technology:

- Go Far with Chinese Textbook 2: $\$80 \times 25 = \2000
- Go Far with Chinese Workbook 2: $\$43 \times 25 = \1075
- The online platform FluencyLink Subscription: \$ \$165
- ArchChinese Subscription: \$99.98
- iChinesereader Subscription: \$ 79.99
- Chinese Art and Craft Supplies, Chinese Games and Toys, Chinese Artifacts: estimated \$300

Professional Development:

- MIWLA(Michigan World Language Association) Conference: \$ 165
- ACTFL(American Council on the Teaching of Foreign Languages) Membership Cost: \$45
- ACTFL Conference: \$295



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Release time:	\$0
Teacher stipends:	
Speaker/Consultant stipends:	\$100
Registration fees:	\$0
Travel expenses:	\$500
Summer work: curriculum alignment work	\$300
Other expenses (please explain below)	\$0
GRAND TOTAL:	\$5124.97



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Instructional Resource Review Process

*** All steps must be completed before BOE presentations**

***Date of department/committee review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of admin review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of adjacent building review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

***Date of community review/discussion:**

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Requires at least 2 BOE meetings (at least 1 month)

See next page

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



Article I: Name and Purpose

Section 1: Name

The name of this organization shall be the Dexter Community Schools Sex Education Advisory Board, hereinafter referred to as the "SEAB."

Section 2: Purpose

The purpose of the SEAB is to provide guidance, recommendations, and support to Dexter Community Schools regarding sex education curriculum and related matters in alignment with state and local regulations as defined in the SEAB Goals.

Article II: Membership

Section 1: Composition

Per state law, the SEAB shall consist of members representing various stakeholders, including parents, educators, healthcare professionals, community members, clergy, and students, as appropriate. At least half of the members can not work for the school district. At least half of the members must be parents of students in the Dexter Community Schools. SEAB membership is not to exceed 18 members. All SEAB members, excluding the Sex Education Supervisor, are voting members.

Members of the SEAB shall be appointed by the Dexter Community Schools Board of Education. Members shall serve two-year staggered terms, and their appointments shall be subject to approval by the Board of Education.

When vacancies occur, the SEAB will provide public notice of the vacancy on the District website for a minimum of seven days prior to a fourteen-day application window for interested district residents to apply to serve. This process may include recruitment for specific roles (i.e. medical, clergy, etc). After the application period, the SEAB shall recommend a replacement member(s) from within the group of applicants representing the stakeholder community affected by the vacancy. All recommendations are subject to approval by the Board of Education at its earliest convenience.

SEX EDUCATION ADVISORY BOARD BYLAWS

Article III: Officers

Section 1: Co-Chairs

Two co-chairs shall be appointed by the school board to chair the SEAB, at least one of whom is a parent of a child attending a school operated by the school district. The responsibilities of the SEAB Co-Chair shall be to prepare an agenda for each SEAB meeting, facilitate SEAB meetings and report to the Board of Education, or designate a reporter.

Section 2: Sex Education Supervisor

The SEAB shall have a Sex Education Supervisor, appointed by the Superintendent or designee and approved by the Michigan Department of Education (MDE), who oversees the program of instruction. The Sex Education Supervisor will sit on the committee as a non-voting member.

Section 3: Secretary

The SEAB Co-Chairs shall appoint a member of the committee to take minutes of the meeting as outlined below.

Article IV: Meetings

Section 1: Frequency

Regular meetings of the SEAB shall be held at least two times throughout the school year. Meetings will be held in accordance with the Open Meetings Act. Meeting notices will be posted on the District website calendar and on the front door of the District Offices no later than 18 hours prior to meetings. Written or electronic notice of a sex education advisory board meeting shall be sent to each member at least 2 weeks before the date of the meeting.

Section 2: Agenda

The agenda will be determined by the co-chairs and shall include an opportunity for public comment.

SEX EDUCATION ADVISORY BOARD BYLAWS

Section 3: Public Participation

Meetings are open to the public so that citizens may have the benefit of observing SEAB business. All formal action by the Sex Education Advisory Board takes place during the public meetings.

Public commenters shall fill out a public comment form and hand it to the Sex Ed Supervisor or Chair. Public Commenters shall state their name, district of residence, and affiliation if they are representing a group. Public comment shall be limited to 3 minutes per person, with each speaker having the opportunity to speak once in a meeting. In the event that a large number of people wish to speak, the chairs may reduce the amount of speaking time per person, but all speakers shall have the same amount of time. For example, if half an hour has been allotted and fifteen people wish to comment, the time per speaker will be reduced to two minutes.

Per District policy, members of the board and district employees are not able to comment or answer questions during the public commentary. The Sex Ed Supervisor or SEAB Chairs may comment to correct factual errors.

- One speaker may not yield his/her time to another.
- Persons requesting an individual response must note their request on the public comment form.
- Individuals are expected to abide by rules of common courtesy and may be asked to leave the meeting if their behavior is disruptive or interferes with the orderly progress of the meeting.

Section 4: Quorum

A simple majority of voting members must be present to make a quorum. The Sex Education Supervisor does not vote.

Section 5: Voting

A quorum is required to take any action. When the committee has 18 members, the quorum is 10. In the event that the total number of members changes, the quorum will be adjusted.

A simple majority of voting members present is required to pass a motion. E.g., if 14 committee members are present, 8 votes would be required to pass a motion. The

SEX EDUCATION ADVISORY BOARD BYLAWS

agenda for every meeting will state the existing committee's numbers to meet the quorum and to pass a motion.

Section 6: Minutes

Meeting minutes shall include the date, time, place, members present, members absent, guests, any action taken at the meeting open to the public and a description of votes taken. Draft meeting minutes shall be made publicly available within eight business days of the meeting and will be shared at the next regular meeting of the Board of Education. Meeting minutes are to be approved at the next SEAB committee meeting.

Article V: Responsibilities and Duties

Section 1: Advisory Role

The SEAB shall review, evaluate, and provide recommendations on the sex education curriculum and related programs in Dexter Community Schools to support district needs and as required by law.

The SEAB shall establish goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STIs.

The SEAB shall review curriculum, materials, and methods, and make recommendations to the school board for implementation

The SEAB shall evaluate, measure, and report on the attainment of program goals and objectives and make the resulting report available to the community at least once every two years.

Section 2: Recommendations

The SEAB shall submit written recommendations to the Dexter Community Schools Board of Education, which may include suggested curriculum changes, resources, and strategies.

SEX EDUCATION ADVISORY BOARD BYLAWS

Article VI: Amendments

Section 1: Procedure

These bylaws may be amended by a two-thirds majority vote of the SEAB members present at a regular meeting or when deemed necessary, or by a majority vote of the Board of Education, provided that notice of the proposed amendments has been given at least 5 business days prior to the meeting.

These bylaws are hereby adopted on [date] by the Dexter Community Schools Sex Education Advisory Board.

[Signature of Chairperson]

[Signature of Co-Chairperson]

[Date]

[Date]

Dexter Community Schools

SEX EDUCATION ADVISORY BOARD



Sex Education Advisory Board Meeting Minutes

Dexter High School - Conference Room

11/8/23

1-3pm

Present: Ryan Bruder, Katie Barry, Dr. Laura Babe, Cole Doty, Dr. Randy Desrochers, Mutheu Esilaba, Dr. Jessica Fealy, Kim Kirkey, Kiara Kapusansky, Penni Jones, Kaela Laurin, Crystal Zurek, Anne Scruggs, Dan Trevisan, Amy Reiser, Ann Pregont, Laura Preston

Absent: Pr. Tim Broyles, Kari Reschke

Guests in attendance: Amanda Welcome

- Welcome and Introductions
- Open Meetings Act Information
 - a) **Reviewed key components of the Open Meeting Act:**
 - i) **All business should occur at regular business meetings.**
 - ii) **SEAB members should refrain from meeting and discussing SEAB topics in groups of three or more.**
 - iii) **All business, including votes, are documented and shared with the public via BOE meetings.**
- Public Commentary
 - a) **NONE**
- Discussion Items
 - a) Review SEAB Commitment
 - i) **SEAB reviewed Commitment Form. Members were asked to sign today or prior to the next SEAB Meeting.**
 - b) A-K Standards
 - i) **SEAB reviewed the Michigan A-K standards. Clarification was provided that these are the minimum a school district must do if they choose to teach Sex Education. Members asked our current DCS staff when these standards were taught. Current health teachers shared that these are taught over the course of a students health/sex education career, in age appropriate manners.**
 - c) Review Bylaws - DRAFT
 - i) **SEAB reviewed, article by article, the draft SEAB Bylaws. The following suggestions were made:**
 - (1) **In Article II, Section I - Clarify that all members are voting members**



(6) Any “Best Practices” or model districts

- ii) Members also expressed a desire for the SEAB goals to include an emphasis on health relationships, autonomy, and consent.**
- **Potential Upcoming Meeting Dates**
 - a) 12/20/23
 - b) 1/10/24
 - c) 2/21/24
 - d) 3/20/24
 - e) 4/3/24
 - f) 5/22/24
- i) No concerns about meeting dates or meeting location arose. DHS music rooms were suggested as an alternate space, if needed.**