

BOARD OF EDUCATION MEETING PACKET

December 11, 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

- A. **CALL TO ORDER**
 - 1. Roll Call
- B. **MEETING MINUTES** (11/20/2023)
- C. **APPROVAL OF AGENDA**
- D. **SCHOOL PRESENTATIONS**
 - 1. Field Hockey Recognition
 - 2. Shooting Star–Kalli Nowitzke
- E. **PUBLIC PARTICIPATION** (up to ~30 minutes/max 5 per person)
- F. **ADMINISTRATIVE & BOARD UPDATES**
 - 1. Superintendent
 - a. Transportation Forum Update
 - b. Multigenerational Center Update
 - 2. Board President
 - 3. Student Representatives
- G. **CONSENT ITEMS**
 - 1. November Budget Report
- H. **ACTION ITEMS**
 - 1. New Courses Approval
 - 2. Approve SEAB Bylaws
 - 3. Schools of Choice Slots for Fall 2024
 - 4. November Budget Amendment
 - 5. Name MAISL Trust Alternate Director
- I. **DISCUSSION ITEMS** – none
- J. **PUBLIC PARTICIPATION** (up to ~15 minutes/max 3 per person)
- K. **BOARD COMMENTS**
- L. **INFORMATION ITEMS**
 - 1. Nice Job Notes - October 2023
 - 2. Multigenerational Community Center Minutes 11/16/2023 & 12/1/2023 (draft)
 - 3. FLC Visit Thanks
- M. **CLOSED SESSIONS**
 - 1. Negotiations - *per MCL 15.268(c)*
 - 2. Attorney-Client Privileged Information - *per MCL 15.268(h)*
- K. **ADJOURNMENT**

CALENDAR

- *December 25, 2023 - January 5, 2024 - District Winter Break
 - *January 15, 2024 - Martin Luther King, Jr. Day - No School
 - *January 22, 2024 - Board Meeting - 7:00pm Bates Boardroom
 - *February 5, 2024 - Board Meeting - 7:00pm Bates Boardroom
 - *February 26, 2024 - Board Meeting - 7:00pm Bates Boardroom
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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 OF EDUCATION MEETING NOTES
DECEMBER 11, 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 20, 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. Field Hockey Recognition
The Board of Education will recognize the DHS Field Hockey team for their State Championship.
2. Shining Star
DHS Special Education Teacher Kalli Nowitzke will be recognized for her stellar work.

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. Transportation Forum Update
 - b. Multigenerational Community Center Update
2. Board President
3. Student Representatives

G. CONSENT ITEMS

1. November Budget Report
Your packet includes summary financial information for the month of November.
- * An appropriate motion might be, "I move that the Board of Education receive the November 2023 budget report."

BOARD OF EDUCATION MEETING NOTES
DECEMBER 11, 2023

H. ACTION ITEMS

1. New Courses Approval

Your packet includes four new course proposals from DHS: *Anatomy and Physiology 2*, *Chemistry of Cooking*, *IB Computer Science SL/HL*, and *Mandarin 2*. These were previously presented and discussed at the November 20, 2023 board meeting and have been updated. They are presented for action this evening.

- * An appropriate motion might be, "I move that the Board of Education approve the following new courses for inclusion in the DCS Comprehensive Course Catalog: *Anatomy and Physiology 2*, *Chemistry of Cooking*, *IB Computer Science SL/HL*, and *Mandarin 2*."

2. Approve Sex Education Advisory Board Bylaws

Your packet contains draft SEAB bylaws. These were previously reviewed and discussed at the November 20, 2023 board meeting and are presented for action this evening.

- * An appropriate motion might be, "I move that the Board of Education approve the attached Sex Education Advisory Board Bylaws."

3. Schools of Choice Slots for Fall 2024

Your packet contains an Executive Summary regarding the DCS schools of choice program.

- * An appropriate motion might be, "I move that the Board of Education offer thirty slots for the DHS IB Diploma Programme (ten in 9th grade, ten in 10th grade, and ten in 11th grade) plus a minimum of one student in each grade level from Young 5 through 8th grade, as well as at least one slot for the Virtual School and one slot for the Early Middle College for the 2024-2025 school year."

4. November Budget Amendment

Each year, Dexter Community Schools adopts a budget in June as required by law. Because much financial information is still unknown at that point in the year, Dexter Community Schools usually has a November Budget revision which represents a much more accurate annual budget. This amended budget includes all open bus driver positions that we are continuing to try and fill.

Your packet contains a memorandum from CFO Christie Bueche and supporting information regarding the attached 2023-2024 Budget Amendment. This budget was reviewed and discussed by the finance committee on December 6, 2023. The committee has recommended that the Board adopt the amended budget.

**BOARD OF EDUCATION MEETING NOTES
DECEMBER 11, 2023**

- * An appropriate motion might be, "I move that the 2023-2024 Budget Amendment Resolutions for the General Fund, Community Service Fund, Student/School Activity Fund, and the Food Services Fund be adopted."
- 5. Name MAISL Trust Alternate Director
Your packet includes an executive summary from outgoing CFO Sharon Raschke regarding the MAISL Trust.
- * An appropriate motion might be, I move that the Board of Education designate Christie Bueche as the Alternate Director to the MAISL Joint Risk Management Trust."

I. DISCUSSION ITEMS – none

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. Nice Job Notes - October 2023
2. Multigenerational Community Center Minutes 11/16/2023 & 12/1/2023 (draft)
3. FLC Visit Thanks

The Board has two closed sessions this evening.

- * An appropriate motion might be, "I move that the Board of Education move into closed session for the purpose of discussing negotiations."

M. CLOSED SESSION

1. Negotiations - *per MCL 15.268(c)*

The Board will need to return to open session prior to starting a second closed session.

- * An appropriate motion might be, "I move that the Board of Education move into closed session for the purpose of discussing Attorney-Client Privileged Information."
- 2. Attorney-Client Privileged Information - *per MCL 15.268(h)*

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 20, 2023**

A. CALL TO ORDER – 7:01pm

1. Roll Call

Members Present: Daniel Alabré, Brian Arnold (7:07pm), Elise Bruderly, Mara Greateorex, Jennifer Kangas, Dick Lundy, Melanie Szawara;
Student Representatives Marty Watson and Mischa Rafferty

Members Absent: none

Administrative & Supervisory Staff: Christie Bueche, Ryan Bruder, Barb Leonard, Jennifer Mattison, Craig McCalla, Melanie Nowak, Sharon Raschke, Chris Timmis, Hope Vestergaard

Guests: Elizabeth Hashikawa, David Teddy

Press: Mitchell Kukulka (MLive)

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 11/6/2023 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. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Dexter Food & Nutrition

Food and Nutrition Director Jennifer Mattison shared a presentation about her department which explained the scope of services they provide; what constitutes a reimbursable lunch; menu planning with nutritional requirements and dietary accommodations; statistics about the number of students taking the free breakfasts and/or lunches this year compared to pre-COVID years; the farm-to-school program and partnerships with local farmers to provide Michigan Meals. Presentation slides are posted with the packet.

E. PUBLIC PARTICIPATION – none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis shared:

- Sex Education Advisory Board update. SEAB Supervisor and Executive Director of Instruction Ryan Bruder noted that 16 of 18 committee members were present at their first meeting., at which they drafted bylaws and nominated co-chairs for board approval;
- Three no-transport forums have been scheduled and will take place after Thanksgiving Break; postcards for families in the impacted zones have been sent; Admin met with the City to discuss crosswalks, the possibility of additional guards, and bike routes; the shuttle is still planned to transport students from the bus hub to Creekside and DHS; admin are

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 20, 2023**

looking at options to light paths and the possibility of reflective bands for walkers.

- Student attendance update. Families of students who have more than five absences at this point in the year (45 days in) received letters notifying them of the importance of attendance. MDE considers 10 or more absences in a school year to be excessive.

2. Board President Update - none

3. Student Representatives Update

Student Representative updates included noting that winter sports are starting; DHS is holding a used battery recycling drive; SNAP club is starting a Unified Basketball team; NHS tutoring is being offered to students at Mill Creek and Creekside; attendees reported the DHS Drama 3D productions were amazing; Mill Creek student council is providing free feminine hygiene products for students in the MC restrooms; everyone is looking forward to Thanksgiving break.

G. CONSENT ITEMS

Melanie Szawara made a motion that the Board of Education approve the consent items in bulk. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**

1. The Board accepted Autumn Campbell's resignation.
2. The Board received the October budget report.

H. ACTION ITEMS

1. Appoint SEAB Co-Chairs

Per Board of Education Policy and §380.1507(5) of the Michigan School Code, the Board of Education must appoint two SEAB co-chairs. The SEAB committee met November 8th and unanimously supported the nomination of Ann Pregont and Crystal Zurek to co-chair the committee. Elise Bruderly made a motion to nominate Ann Pregont and Crystal Zurek as co-chairs of the Dexter Sex Education Advisory Board. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

I. DISCUSSION ITEMS

1. New Course Proposals

DHS Principal Melanie Nowak and Chemistry teacher Elizabeth Hashikawa shared with the Board proposals for four new classes: Chemistry of Cooking, Anatomy and Physiology 2, IB Computer Science SL/HL, and Mandarin 2. Trustees had the opportunities to ask questions and offer input. These courses will return for action at the December 11 board meeting.

2. SEAB Draft Bylaws

At its November 8, 2023 meeting, the SEAB committee drafted committee bylaws to govern their functioning and guide their work. These will need to be approved by the Board before the committee can adopt them. Trustees noted

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 20, 2023**

that the bylaws are in line with BOE bylaws and policies. These will return for action December 11, 2023.

J. PUBLIC PARTICIPATION – none

K. BOARD COMMENTS

1. EFD Liaison Mara Greateorex noted that the EFD recently approved ~\$35,000 in classroom grants and will begin notifying applicants; the Dread Strong Award nominations window is open.
2. Elise Bruderly thanked the Board for financially supporting trustees' continuing education through MASB classes and conferences. She and Jennifer Kangas recently attended the Annual Conference and Delegate Assembly. She said all resolutions passed as expected with minimal amendments to two.
3. Jennifer Kangas said she enjoyed the MASB conference as well and noted that there is an MASB designation of "honor board" for those boards where all trustees have completed the level one CBA classes; she also noted that some districts send their whole board or designated representatives to the national conference.
4. Daniel Alabré shared his appreciation for the Athlete of the Month awards.

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

At approximately 8:23 pm, Melanie Szawara made a motion that the Board of Education move into closed session following a three-minute break, for the purpose of discussing purchase of property. Elise Bruderly seconded the motion. **Roll Call Vote (unanimous).**

M. CLOSED SESSION *per MCL 15.268(h)*

At approximately 9:15pm, the Board returned to open session.

N. ADJOURNMENT

At approximately 9:16pm, President Mara Greateorex adjourned the meeting.

MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education



Board Monthly Financial Report

Fiscal Year to Date 11/30/23

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	6,199,372.00	91,048.70	317,423.57	.00	6,169,921.43	5	233,260.67
Function Code R100 - Local Sources - 100 Totals	\$6,199,372.00	\$91,048.70	\$317,423.57	\$0.00	\$6,169,921.43	5 %	\$233,260.67
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	4,146,767.56	7,314,019.28	.00	30,969,176.72	21	6,129,503.51
Function Code R300 - State Sources - 300 Totals	\$35,003,796.00	\$4,146,767.56	\$7,314,019.28	\$0.00	\$30,969,176.72	21 %	\$6,129,503.51
Function Code R400 - Federal Sources - 400							
	970,713.00	900.00	900.00	.00	1,098,230.00	0	628.00
Function Code R400 - Federal Sources - 400 Totals	\$970,713.00	\$900.00	\$900.00	\$0.00	\$1,098,230.00	0 %	\$628.00
Function Code R500 - ISD / Other Sources - 500							
	5,173,869.00	8,546.98	1,019,878.68	.00	5,266,190.32	20	891,509.59
Function Code R500 - ISD / Other Sources - 500 Totals	\$5,173,869.00	\$8,546.98	\$1,019,878.68	\$0.00	\$5,266,190.32	20 %	\$891,509.59
Function Code R600 - In from other Funds - 600							
	413,658.00	152,534.78	152,534.78	.00	250,010.22	37	122,581.19
Function Code R600 - In from other Funds - 600 Totals	\$413,658.00	\$152,534.78	\$152,534.78	\$0.00	\$250,010.22	37 %	\$122,581.19
Account Type Revenue Totals	\$47,761,408.00	\$4,399,798.02	\$8,804,756.31	\$0.00	\$43,753,528.69	18 %	\$7,377,482.96
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	22,714,595.00	1,809,937.48	5,648,207.81	7,651.42	19,315,376.77	25	5,109,157.42
Sub Function Code 120 - Added Needs - 120	6,675,086.00	771,699.12	1,666,089.36	11,671.11	5,444,479.53	25	1,644,909.86
Function Code 100 - Instruction Totals	\$29,389,681.00	\$2,581,636.60	\$7,314,297.17	\$19,322.53	\$24,759,856.30	25 %	\$6,754,067.28
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	5,763,435.00	437,391.47	1,303,755.02	142,981.00	4,871,938.98	23	1,238,834.23
Sub Function Code 220 - Support Services-Instructional - 220	2,936,458.00	189,058.71	1,116,295.37	27,075.55	1,602,397.08	38	1,184,751.53
Sub Function Code 230 - Support Services-Administration - 230	816,644.00	37,985.61	272,119.82	362.00	558,484.18	33	354,234.01
Sub Function Code 240 - Support Services-School Admin - 240	2,741,758.00	203,652.48	847,289.55	500.00	2,093,559.45	31	827,714.03
Sub Function Code 250 - Support Services-Business - 250	870,309.00	41,679.76	248,899.96	.00	663,453.04	29	213,288.07
Sub Function Code 260 - Operations and Maintenance - 260	4,634,889.00	489,840.45	2,036,394.68	287,131.43	3,093,083.89	44	1,658,362.25
Sub Function Code 270 - Pupil Transportation - 270	1,835,649.00	121,877.81	546,097.12	38,253.80	1,197,128.08	30	544,869.22
Sub Function Code 280 - Support Services-Central - 280	645,692.00	38,909.22	218,261.85	28,687.76	430,338.39	34	247,041.52
Function Code 200 - Supporting Services Totals	\$20,244,834.00	\$1,560,395.51	\$6,589,113.37	\$524,991.54	\$14,510,383.09	33 %	\$6,269,094.86
Function Code 300 - Community Services							
Sub Function Code 320 - Community Recreation - 320	208,023.00	38,191.53	106,160.06	47,129.43	54,733.51	51	94,552.14
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	7,840.00	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	\$38,191.53	\$106,160.06	\$47,129.43	\$62,573.51	49 %	\$94,552.14
Function Code 400 - Facilities Construction & Other Payments or Adjustments							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code 400 - Facilities Construction & Other Payments or Adjustments 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 11/30/23

Sub Function Code	Adopted 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	1,421,535.00	0	.00
Function Code 500-600 - Other Financing Uses Totals	\$100,000.00	\$0.00	\$0.00	\$0.00	\$1,421,535.00	0 %	\$0.00
Account Type Expense Totals	\$49,950,289.00	\$4,180,223.64	\$14,009,570.60	\$591,443.50	\$40,754,347.90	28 %	\$13,117,714.28
Fund(COA) 11 - General Fund Totals	(\$2,188,881.00)	\$219,574.38	(\$5,204,814.29)	(\$591,443.50)	\$2,999,180.79	238 %	(\$5,740,231.32)



Board Monthly Financial Report

Fiscal Year to Date 11/30/23

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	3,005,935.00	195,456.67	1,399,315.78	.00	1,390,401.22	47	1,287,296.45
Function Code R100 - Local Sources - 100 Totals	\$3,005,935.00	\$195,456.67	\$1,399,315.78	\$0.00	\$1,390,401.22	47 %	\$1,287,296.45
Function Code R300 - State Sources - 300							
	75,668.00	.00	365.00	.00	68,901.00	0	1,280.00
Function Code R300 - State Sources - 300 Totals	\$75,668.00	\$0.00	\$365.00	\$0.00	\$68,901.00	0 %	\$1,280.00
Function Code R400 - Federal Sources - 400							
	.00	.00	.00	.00	125,000.00	+++	366,135.00
Function Code R400 - Federal Sources - 400 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$125,000.00	+++	\$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	312,125.00	0	.00
Function Code R600 - In from other Funds - 600 Totals	\$100,000.00	\$0.00	\$0.00	\$0.00	\$312,125.00	0 %	\$0.00
Account Type Revenue Totals	\$3,181,603.00	\$195,456.67	\$1,399,680.78	\$0.00	\$1,896,427.22	44 %	\$1,654,711.45
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	153,962.00	14,803.85	52,854.89	.00	110,791.11	34	47,033.25
Function Code 100 - Instruction Totals	\$153,962.00	\$14,803.85	\$52,854.89	\$0.00	\$110,791.11	34 %	\$47,033.25
Function Code 200 - Supporting Services							
Sub Function Code 220 - Support Services-Instructional - 220	.00	.00	.00	.00	11,993.00	+++	.00
Sub Function Code 240 - Support Services-School Admin - 240	.00	.00	.00	.00	2,767.00	+++	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	2,252.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	62,550.00	7,074.65	48,778.43	9,186.61	4,584.96	78	25,300.61
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	304,998.45	631,672.53	48,191.87	1,099,391.60	39	472,512.72
Function Code 200 - Supporting Services Totals	\$1,688,943.00	\$312,073.10	\$680,450.96	\$57,378.48	\$1,120,988.56	40 %	\$497,813.33
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	301,441.00	15,999.28	97,000.47	.00	209,064.53	32	59,728.88
Sub Function Code 320 - Community Recreation - 320	347,824.00	36,085.36	111,203.42	.00	115,973.58	32	141,961.37
Sub Function Code 350 - Care of Children - 350	1,152,614.00	93,916.65	471,109.06	.00	557,070.94	41	511,021.81
Sub Function Code 390 - Other Community Services - 390	.00	16,534.08	54,364.72	.00	70,635.28	+++	44,222.33
Function Code 300 - Community Services Totals	\$1,801,879.00	\$162,535.37	\$733,677.67	\$0.00	\$952,744.33	41 %	\$756,934.39
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	200,339.00	75,140.07	75,140.07	.00	103,822.93	38	82,234.71
Function Code 500-600 - Other Financing Uses Totals	\$200,339.00	\$75,140.07	\$75,140.07	\$0.00	\$103,822.93	38 %	\$82,234.71
Account Type Expense Totals	\$3,845,123.00	\$564,552.39	\$1,542,123.59	\$57,378.48	\$2,288,346.93	40 %	\$1,384,015.68
Fund(COA) 23 - Community Service Fund Totals	(\$663,520.00)	(\$369,095.72)	(\$142,442.81)	(\$57,378.48)	(\$391,919.71)	21 %	\$270,695.77



Board Monthly Financial Report

Fiscal Year to Date 11/30/23

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	879,628.00	5,387.64	154,770.66	.00	241,256.34	18	248,711.67
Function Code R100 - Local Sources - 100 Totals	\$879,628.00	\$5,387.64	\$154,770.66	\$0.00	\$241,256.34	18 %	\$248,711.67
Function Code R300 - State Sources - 300							
	75,810.00	139,067.15	162,335.12	.00	1,204,489.88	214	19,910.41
Function Code R300 - State Sources - 300 Totals	\$75,810.00	\$139,067.15	\$162,335.12	\$0.00	\$1,204,489.88	214 %	\$19,910.41
Function Code R400 - Federal Sources - 400							
	669,322.00	182,943.08	187,952.08	.00	535,969.92	28	117,074.84
Function Code R400 - Federal Sources - 400 Totals	\$669,322.00	\$182,943.08	\$187,952.08	\$0.00	\$535,969.92	28 %	\$117,074.84
Function Code R500 - ISD / Other Sources - 500							
	201,365.00	.00	.00	.00	163,625.00	0	34,832.27
Function Code R500 - ISD / Other Sources - 500 Totals	\$201,365.00	\$0.00	\$0.00	\$0.00	\$163,625.00	0 %	\$34,832.27
Account Type Revenue Totals	\$1,826,125.00	\$327,397.87	\$505,057.86	\$0.00	\$2,145,341.14	28 %	\$420,529.19
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	792.00	1,919.12	.00	1,808.88	55	1,942.70
Sub Function Code 290 - Support Services-Other - 290	2,004,711.00	194,848.81	772,077.74	601,213.75	1,083,796.51	39	450,657.98
Function Code 200 - Supporting Services Totals	\$2,008,191.00	\$195,640.81	\$773,996.86	\$601,213.75	\$1,085,605.39	39 %	\$452,600.68
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	200,819.00	77,394.71	77,394.71	.00	133,687.29	39	45,260.07
Function Code 500-600 - Other Financing Uses Totals	\$200,819.00	\$77,394.71	\$77,394.71	\$0.00	\$133,687.29	39 %	\$45,260.07
Account Type Expense Totals	\$2,209,010.00	\$273,035.52	\$851,391.57	\$601,213.75	\$1,219,292.68	39 %	\$497,860.75
Fund(COA) 25 - School Lunch Fund Totals	(\$382,885.00)	\$54,362.35	(\$346,333.71)	(\$601,213.75)	\$926,048.46	90 %	(\$77,331.56)



Board Monthly Financial Report

Fiscal Year to Date 11/30/23

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	1,969,496.00	154,447.10	525,367.10	.00	1,764,230.90	27	384,388.97
Function Code R100 - Local Sources - 100 Totals	\$1,969,496.00	\$154,447.10	\$525,367.10	\$0.00	\$1,764,230.90	27 %	\$384,388.97
Account Type Revenue Totals	\$1,969,496.00	\$154,447.10	\$525,367.10	\$0.00	\$1,764,230.90	27 %	\$384,388.97
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 290 - Support Services-Other - 290							
	1,969,496.00	5,771.44	208,381.21	17,973.49	2,063,507.68	11	278,562.37
Function Code 200 - Supporting Services Totals	\$1,969,496.00	\$5,771.44	\$208,381.21	\$17,973.49	\$2,063,507.68	11 %	\$278,562.37
Account Type Expense Totals	\$1,969,496.00	\$5,771.44	\$208,381.21	\$17,973.49	\$2,063,507.68	11 %	\$278,562.37
Fund(COA) 29 - Student/School Activity Fund Totals	\$0.00	\$148,675.66	\$316,985.89	(\$17,973.49)	(\$299,276.78)	+++	\$105,826.60
Grand Totals	(\$3,235,286.00)	\$53,516.67	(\$5,376,604.92)	(\$1,268,009.22)	\$3,234,032.76	166 %	(\$5,441,040.51)



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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: Virtual

Number of attendees: 15

Record of the meeting including comments & recommendations:

Positives	Questions	Concerns
I'm sure kids will take it. Good idea for the kids who want to go into medicine of some kind.	My only question is exactly how is the second semester of the course going to be different than the first? The proposal states that 20% of the content comes from cut content from the block transition, so what is the plan for the remaining 80% of the course?	What are the projected annual costs for this class? It states there are dissection costs, but they are not detailed (only stated that there wouldn't be any for at least the first year of the course).
Providing more opportunities for students in areas of interest is always a good thing.	Cost for the school and department. Who is teaching it and the prep load for the department	How many students do we think will meet the requirements to take it?
More science options	The dollar figure for the second year is not mentioned . . . it says see below. I did not see what that sunk cost down the way would be.	Will the learners be doing any hands on labs? Meaning does anatomy and Physiology allow for deep dissection understanding of the body (animal) . . . (we dissected lab animals in high school) still one of the more valuable experiences. . . . I understood things taught . . great connection of all of the systems. . . .
Time was lost in A/P I with switch . . lots of curriculum that is valuable still exists. . . nice address to prepare and provide learners chance to get the knowledge they may want/need at the next level.	The cost of running this course, dissection courses use consumables that are more costly. There is already an issue with teachers in the science department having a large number of preps, this could just add the the issue.	Can this be rotated with the other anatomy course to help with cost and the prep issue.
Students are interested in these	Is there enough interest to run at	None



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type of exploratory courses and with block scheduling they want more options like this course.	or near the class cap?	
Adds to an existing class	20% left from the move to block... what will the other 80% be? Will this put more of a burden on the science department to cover course? What is the impact on their yearly budget?	Noted above
Sounds interesting. I think we do have students interested in this field.	I wonder if the addition of this elective course could mean that other teachers in the science department face more challenges in terms of teacher preps as it could potentially further diversify the curriculum.	Has the applying teacher given thought to the remaining curriculum that is yet to be developed? That could increase the projected cost significantly.
The proposal seems to address a significant demand—one-third of students in pursuing health-related careers. It also incorporates hands-on activities and problem/project-based learning, which aligns well with fostering competencies and inquiry skills. DHS has identified these goal as priorities.		

Date of admin review/discussion: 12/7/23

Location of meeting: Bates

Number of attendees: 12

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

Great opportunity for students.

Date of adjacent building review/discussion:

Location of meeting: Virtual

Number of attendees: 3

Record of the meeting including comments & recommendations: Support for the course

Date of community review/discussion:

Location of meeting: DHS Office



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Number of attendees: 9

Record of the meeting including comments & recommendations: Support for the course, this group feels like a lot of students would want to take the course

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: 10/17/2023

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	



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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: Virtual

Number of attendees: 15

Record of the meeting including comments & recommendations:

Positives	Concerns	Questions
It's so Apple TV. No seriously. It could be a good class. What department is it in? I think that would make a difference if some kids take it or not. I guess I would need to know more about it.	If it's not a science elective I'm not sure it will fill as well as if it were. Kids who are all STEM want to build that transcript story, but kids who are just looking for an easy elective might be put off by the word chemistry.	Which department would the credit be awarded?
This sounds like a great idea with lots of avenues for growth.	My only concern is for the logistics of the course. Assuming kids will actually cook during this class, where in the building will they do it?	What will the annual costs for this course be? I see up-front expenses in the proposal, but does that include \$500-\$800 per semester for the class going forward?
Options to be taken	more preps for science teachers	How will this effect the physical science requirement for graduation?
This is Great British Bakingtaken even more serious . . I think the teacher might catch a lot of learners learning about neat thingsglobal concepts of teaching/learning culinary concepts are goodfrom hot oils and spicesgetting the taste to release at hot temperatures . . and also things a lot temperature and adding carbon dioxide, and dry ice . . .there are a ton of great ways to go with thisand a Science	The only concern might be squeezing out a F and N course . . so I'm concerned about how the schedule might say the course can run with a full class for instance . . .but would it happen during a time which the Foods lab would be needed?	NoneI think this will have a big draw for learners who want to know how it worksfood that is.



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credit!		
Bridges the concepts of chemistry and culinary courses. Application of chemistry into something that students could be interested.	This might cross into culinary sciences too much.	How will food safe guidelines be followed? How will contamination from chemistry be prevented?
Sounds like a great class	None	Do we have an appropriate space to run this class? Seems like you would need lab space and kitchen space.
Sounds like a fun elective. I think students would find it interesting.	Will the content be sufficient for a science credit?	Again, I wonder about scheduling complexities and the impact on the department budget. Also, what space will be used for the class? If they will use the foods room, that could create an issue.
This could be such an attractive class for students to take given the huge pull this field has in popular culture now (Netflix shows, etc.). It can also make science more hands-on and applicable for many students—again, competencies.	Need to consider how sharing space could present challenges. Can you ensure a smooth course implementation without disrupting current FCS classes?	I wonder if there is any overlap/redundant aspects with any of our current FCS courses offered.

Date of admin review/discussion: 12/7/23

Location of meeting: Bates

Number of attendees: 12

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

Discussion about the budget for this class. Where will funds come from? Sustainability.

Date of adjacent building review/discussion:

Location of meeting: Virtual

Number of attendees: 3

Record of the meeting including comments & recommendations: Support for the course

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

Location of meeting: DHS Office

Number of attendees: 9

Record of the meeting including comments & recommendations:



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- Why the Biology prerequisite?
- How much student interest would there be?
- In support if there is student interest

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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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: Virtual

Number of attendees: 15

Record of the meeting including comments & recommendations:

Positives	Concerns	Questions
The students can take this course combined with AP Comp Science A until we build the Comp Sci program, then students should be able to take a Comp Sci class each year in high school if they are interested in studying comp sci in the future. AP Comp Sci Principles 9th, AP Comp Sci A, 10th, IB Comp Sci SL 1 in 11th and IB Comp Sci HL in 12th.	none this is going to solve quite a few problems for us in terms of both offering classes in a very popular and growing industry, as well as allows students to get IB credit as well.	none
Allows for transcript clarity for our students.	None	None
options for students	where are the students coming from that would be taking this class?	does this count as the science requirement for the IB program?
Another IB course path for learners to reach their Science component in a creative way . . .especially if they like math but may want to see their math skills expressed in a beautiful artistic way.	None	None Really . . . sounds great and the costs are low and the fact that code.org provides so many resources . . .sounds like a good direction in which to go On the flip side . . .are there any softwares that other teachers in other schools have learned they really wanted above and beyond that was helpful? Just thinking that better to ask upfront. . . .then the board approved something with a reasonable costif not . . . then the general budget in following years has to "find" that



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		money
I know many students are interested in Computer science, this allows more students (including diploma students) access.	No concerns	no questions
Great topic	Will other classes that meet the IB requirement suffer lower enrollment because of this class being created? How will that impact class size and staffing?	-
.	.	Same as the previous course

Date of admin review/discussion: 12/7/23

Location of meeting: Bates

Number of attendees: 12

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

Clarification about two courses during the same time.

Date of adjacent building review/discussion:

Location of meeting: Virtual

Number of attendees: 3

Record of the meeting including comments & recommendations: Support for the course

Date of community review/discussion:

Location of meeting: DHS Office

Number of attendees: 9

Record of the meeting including comments & recommendations: Support for the course, this group feels like a lot of students would want to take the course

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:



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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: Virtual

Number of attendees: 15

Record of the meeting including comments & recommendations:

Positives	Concerns	Questions
Do we even have a mandarin 1????	I didn't know that this would fill.	How many kids do we have on mandarin 1? Can we sustain this?
I think additional world language options are inherently positive for our building.	My only concern is the long-term viability of the course, specifically if the district has a plan to continue to foster and grow Mandarin as a program.	With the budget cuts there was a de-emphasis on world language at our younger buildings, and I wonder what the long-term impact on that will be with this, and our other, world language offerings.
options for students	n/a	n/a
World Culture, exposure and teaching the language of the second largest economy of the world and the second largest spoken language in the world . .	The costs are steep and looking at the workbook for each year . . that appears to be a yearly cost. I don't recall how much book implementation is right now for say Social Studies . . .which we used to be on a five-10 year cycle so I know the cost is steep all the time for the first "plant" of a new class that needs a go to support. My hope is that the district does not abandon this course and I would like to see it available to all age of learners . . (meaning Mandarin I to all learners and then Mandarin II to all learners . .	What is the long termcommitment to continue having an exploration at the lower grades. . . .and or what is the commitment by the district to be sure that Ms. Xu goes for this, establishes an excellent program of Mandarin I and II and then there is not a good approach to long term offerings. I would like Dexter to be a place that offers Mandarin long term. It is not necessarily the proposer to have the answers to these questions, some of these focus upon her being supported that this class will indeed have feeder support. Costly to beginand to really support this course, it needs to have exploration and a positive experience shared so that kids



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		want to attempt a course that may be at first glance hard . . .and tonal and different but will handle hard better.
More options for students to take a 2 year language course	The number of students wanting to take this course.	How will we recruit students into this course?
Continuation for the 8th graders in Mandarin 1	-	What is the long term plan for Mandarin at DCS? Are we embracing and hoping to add Mandarin at DHS to the extent of French and Spanish? If not, I'm not sure if it makes sense to add a class for 16 kids who then will not be able to continue. Also, do we have Mandarin 1 available at DHS? If we offer Mandarin 2 we should probably offer Mandarin 1 to allow us to fill sections instead of running a class for 16 kids in a school of over 1000 students. Not very efficient.
I think more language options are needed.	Do we have enough interest? With the district not supporting languages in the elementary level, I'm not sure this type of course would have support.	I think the yearly cost seems steep. (workbooks)

Date of admin review/discussion: 12/7/23

Location of meeting: Bates

Number of attendees: 12

Record of the meeting including comments & recommendations: Admin support for the course if there is interest.

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

Location of meeting: Virtual

Number of attendees: 3

Record of the meeting including comments & recommendations: Support for the course



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

Location of meeting: DHS Office

Number of attendees: 9

Record of the meeting including comments & recommendations: In support of the course

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
Board of Education
Executive Summary and Recommendation

Purpose: To approve schools of choice slots for 2024-2025

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

Historically, the majority of schools of choice applicants are students who have previously attended Dexter Schools. Other applicants include families who are new to the area, planning to settle in Dexter, and are actively seeking housing in the area; students who live near the district boundaries; and students whose parents work in or near Dexter. Some families apply for personal reasons. DCS currently has 259 SOC students. Their numbers by grade level are below, with last year's numbers in parentheses.

2022-2023 SOC Student Summary

Grade	Total # of newly SOC students enrolled in '23-'24**	Grade	Total # of newly SOC students enrolled in '23-'24
Young 5	7 (6)*	6th grade	3 (13)
Kindergarten	18 (18)	7th grade	7 (19)
1st grade	4 (31)	8th grade	9 (13)
2nd grade	1 (14)	9th grade	6 (14)
3rd grade	3 (19)	10th grade	2 (14)
4th grade	5 (18)	11th grade	3 (14)
5th grade	6 (22)		
Total students accepted for 2023-24 school year			98 (73)
Total newly SOC students for 2023-24 Accepted vs/enrolled – enrollment rate			74 (51) 76% (70%)

*Numbers in parentheses are from 2023-2024 for comparison

**18 of the fall 2023 SOC students were already enrolled in Dexter

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Limited SOC offers an opportunity to serve current and future families who are in housing transition, retain existing students, and offer a high quality education to interested families without adding additional class sections. In general, it is common for ~30% of students who start in Dexter as SOC to later move into the District when housing becomes available.

About 24% of the SOC students for fall 2023 were students who recently moved out of Dexter but wanted to continue here. Seven students who applied for SOC moved into the district or did not move out yet and did not need the SOC status. Three new SOC students were previously homeschooled. We enrolled one Virtual student.

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

Recommendation:

It is the recommendation of the Superintendent that the Dexter Community Schools Board of Education offer thirty slots for the DHS IB Diploma Programme (ten in 9th grade, ten in 10th grade, and ten in 11th grade) plus a minimum of one student in each grade level from Young 5 through 8th grade, as well as a minimum of one slot for the Virtual School and a minimum of one slot for the Early Middle College for the 2024-2025 school year.

TO: Board of Education

FROM: Christie Bueche, CFO

DATE: December 11, 2023

RE: 2023-24 December Budget Amendment

The 2023-24 December budget amendment is being presented for Board consideration. The Finance Committee reviewed and recommended the amendment on December 6, 2023.

The key parameters of the revised 2023-24 budget are:

- State Foundation allowance \$9,608, a \$458 increase from 2022-23. The foundation is paid based on 90% October 2023 and 10% February 2023 student counts. Actual foundation allowances over the past 5 years were:

2019-20	2020-21	2021-22	2022-23	2023-24
\$ 8,328	\$ 8,328	\$ 8,700	\$ 9,150	\$ 9,608

- Student count 3,364, a decrease of 14 students from October 2022. Actual fall student counts over the past 5 years were:

2019-20	2020-21	2021-22	2022-23	2023-24
3,628	3,387	3,416	3,378	3,364

- State categoricals for MPSERS Cost Offset (147a1), MPSERS Normal Offset (147a2), MPSERS Stabilization (147c), MPSERS Reform Payment (147e), and MPSERS 0.5% UAAL Rate Reimbursement total \$6,153,263.
- A blended MPSERS Retirement Rate 47.64% was budgeted for all funds. The General Fund budget for retirement is \$12,889,458, or 23.2% of the General Fund expenses. After offsetting the funding categoricals, the net MPSERS retirement cost budget is \$6,736,195, or 12.2% of the budget. The State categorical funding is not guaranteed. If eliminated, the full retirement cost would be a district obligation.
- WISD Act 18 special education reimbursement \$4,934,000 is based on 100% of actual unreimbursed costs of the 2021-22 fiscal year. Not included is any one-time additional distributions from WISD to offset actual costs from 2022-23, \$113,000 for Medicaid Direct Services performed in previous years. Vacancies and turnover in our special education professional staff and paraeducator positions will result in special education costs below the budget and the corresponding revenue reduced in future years.
- Teacher and other certificated professional staff are 256.32 FTE
- Wage changes with all employee groups, staff steps and levels and education levels per negotiated contracts that were all settled after the budget adoption in June 2023.
- Health benefits per negotiated contracts with fully insured MESSA and BCBS products. The District contribution increased for medical plans across all employee groups. With staff FTE changes and census elections, overall District contribution increased 3% to \$4,700,000.
- Long range trend reflects 2% increase foundation from the State. Student count recovery is estimated at zero.

- Direct and indirect cost recovery of 10% from Food & Nutrition (\$211,082), Community Education (\$66,661), and ECLC Jenkins/Bates (\$112,302)
- Athletics subsidy was prefunded (\$670,589) and assigned in the Community Services Fund Balance. An additional contribution from General Fund of \$307,554 is planned for the current year. If we continue to outsource athletic trips, additional General Fund contributions may be necessary.

We are experiencing many short and long-term vacancies due to the limited hiring pool, unpaid leaves of absence, employee turnover, and lack of available substitute teachers, paraeducators, bus drivers, custodians and other support staff. The budget reflects full staffing and full programming which includes all open bus driver and other positions that we are continuing to try to fill. We do anticipate a larger than normal positive variance in expenditures. The budget narratives will provide more details on the variances as the year progresses.

Attachments

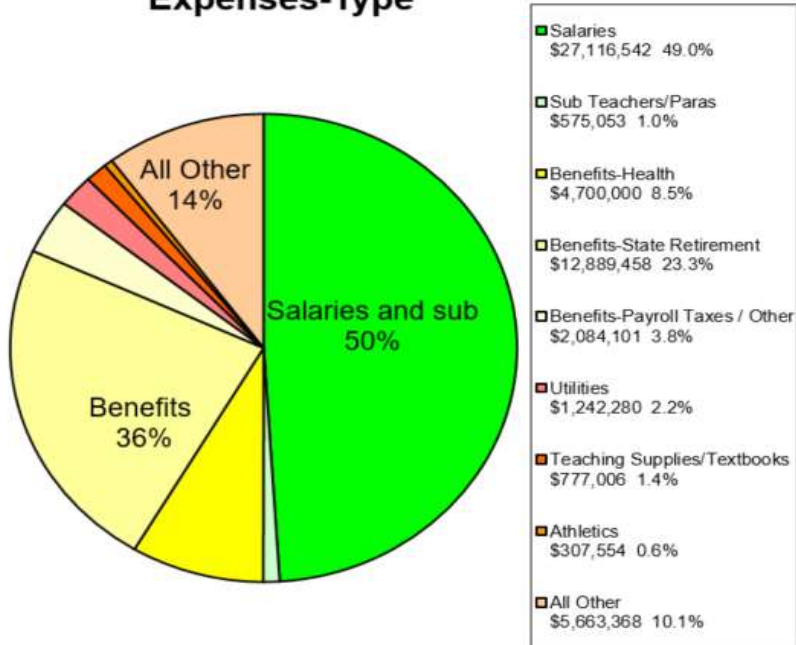
1. Financial Dashboard
2. A long-range trend with 2022-23 actual, 2022-23 (Original budget), 2022-23 (December revision), and 2024-25, 2025-26, and 2026-27 trend
3. 2022-23 Year-End Fund Balances and designated reserves
4. The general appropriation amendment for the general fund and required special revenue funds by major function grouping. Included is a general appropriation adoption for a new special revenue fund, The Cooperative Activities Fund for the establishment of the Dexter Multigenerational Community Center for its anticipated revenue and expenditures. We will post the resolutions on our Budget Transparency Reporting web page, once adopted by the Board of Education.

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

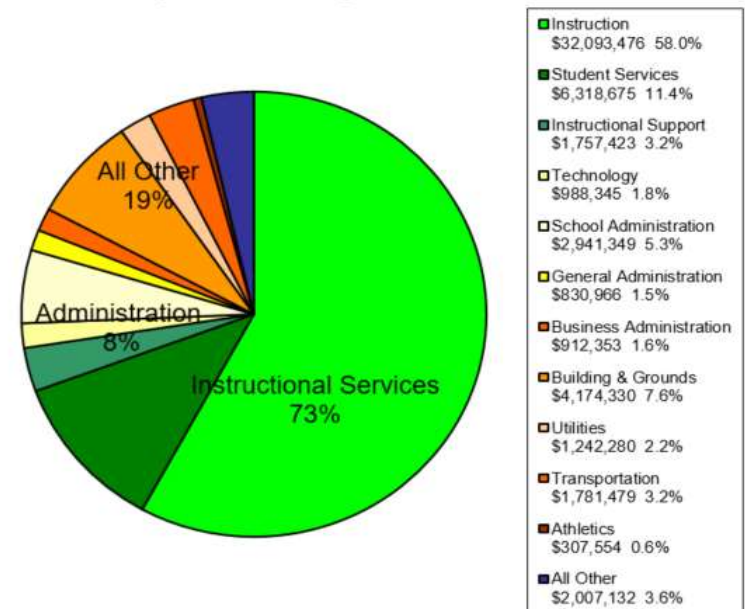
**Dexter Community Schools
Financial Dashboard
2023-24 Budget (December Revision)**

2021-22 Actual						
Student Count *	Total Revenues	Total Expenditures	Excess Rev/Exp	Ending Fund Balance	%	Foundation Allowance
3,416	\$49,573,904	\$48,912,197	\$661,707	\$12,242,844	25.0%	\$8,700
2022-23 Actual						
3,378	\$52,367,337	\$53,706,868	(\$1,339,531)	\$10,903,313	20.3%	\$9,150
2023-24 Budget (December Revision)						
3,364	\$52,558,285	\$55,355,362	(\$2,797,077)	\$8,106,236	14.6%	\$9,608

Expenses-Type



Expenses-Program



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

Dexter Community Schools

General Fund

Long Range Trend

	A	B	J	K	L	M	N	O
5			2022-23	2023-24	2023-24	2024-25	2025-26	2026-27
6			actual	original budget	Nov. revision	trend	trend	trend
8		Revenue	52,367,337	47,761,408	52,558,285	49,838,521	51,367,459	53,143,723
9		Expense	53,706,868	49,950,289	55,355,362	54,367,299	56,371,392	57,370,227
10		Revenue over (under) expense	(1,339,531)	(2,188,881)	(2,797,077)	(4,528,778)	(5,003,934)	(4,226,504)
11		Fund Balance planned adjustment	-	-	-	-	-	-
12		Operational Revenue over (under) expense	(1,339,531)	(2,188,881)	(2,797,077)	(4,528,778)	(5,003,934)	(4,226,504)
14		FUND BALANCE						
15		Non-spendable-Prepaid Expenditures	72,326	71,901	72,326	72,326	72,326	72,326
17		Committed-Facilities	1,000,000	865,530	1,000,000	1,000,000	1,000,000	1,000,000
18		Committed-Athletic Facilities	1,125,000	(56,056)	1,125,000	1,125,000	1,125,000	1,125,000
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	170,000	160,000	170,000	170,000	170,000	170,000
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	144,969	217,392	144,969	144,969	144,969	144,969
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	2,188,881	263,547	-	-	-	-
30		Unassigned	1,647	(2,322,896)	(606,549)	(5,135,327)	(10,139,261)	(14,365,764)
31		TOTAL FUND BALANCE	10,903,313	5,399,911	8,106,236	3,577,458	(1,426,476)	(5,652,979)
32		%	20.3%	10.8%	14.6%	6.6%	-2.5%	-9.9%
33		Unassigned	1,647	(2,322,896)	(606,549)	(5,135,327)	(10,139,261)	(14,365,764)
34		%	0.0%	-4.7%	-1.1%	-9.4%	-18.0%	-25.0%
36		STATE FUNDING						
37		State per pupil foundation	\$ 9,150	\$ 9,700	\$ 9,608	\$ 9,800	\$ 9,996	\$ 10,196
38		State per pupil foundation change (\$)	\$ 450	\$ 500	\$ 458	\$ 192	\$ 196	\$ 200
39		Effective per pupil change						
43		STUDENT ENROLLMENT						
44		New student additions(general ed & special ed FTE)	(40.00)	(4.00)	(14.04)	-	-	-
45		Student Enrollment (October)	3,377.99	3,374.45	3,363.95	3,363.95	3,363.95	3,363.95
59		PROJECTION ASSUMPTIONS						
60		Academic staff (FTE)	266.38	-	256.32	-	-	-
61		Increase support staff (FTE)	-	-	-	-	-	-
62		Salary/Wage DEA change (%)	5.00%	0.00%	2.00%	0.00%	0.00%	0.00%
63		State Blended Count Method	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%
64		MPRS Retirement Rate	45.03%	45.15%	47.64%	47.76%	47.88%	48.00%
65		FICA Employer Tax Rate	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
66		District Insurance Cost change	4.80%	3.00%	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%

Dexter Community Schools

Fund Balance

Year end 2022-23

Revenue	\$52,367,337.41
Expenses	\$53,706,868.29
Net Income	\$ (1,339,530.88)

			Base value		22-23	Board planned	Planned	Recommended	Recommended	
Fund Balance Classifications	Account	Methodology of Target	for calculation	Target	Beginning	transfers 22-23	Ending	transfers 22-23	Ending	
Required Designated Reserve Funds (policy 6604)										
Non-Spendable										
Non-spendable-Prepaid Expenditures	11-2711-1000	Prepaid expenditure asset	\$ 72,326	\$ 72,326	\$ 71,901.00	\$ (71,901)	\$0.00	\$ 425.00	\$ 72,326.00	
Committed (required)										
Committed- Supply Carryover	11-2731-7100	Unspent supply carryover	\$ 144,969	\$ 144,969	\$ 217,392.00	\$ (217,392)	\$0.00	\$ (72,423.00)	\$ 144,969.00	
Committed- Employee Off Schedule Payment	11-2731-7200	Actual projected cost	\$ -	\$ -	\$ -	\$ -	\$0.00	\$ -	\$ -	
Board Designated Reserve Funds (policy 6605)										
Committed (management planned)										
Committed-Facilities, Equipment & Maintenance	11-2731-1200	Assets undeprec repl value * 1%	\$ 209,926,117	\$ 2,099,261	\$ 1,000,000.00	\$ -	\$ 1,000,000.00		\$ 1,000,000.00	
Committed-Facilities Athletics	11-2731-1300	Artificial turf, pools	\$ 1,500,000	\$ 1,500,000	\$ 1,040,000.00		\$ 1,040,000.00	\$ 85,000.00	\$ 1,125,000.00	
Committed-Performing Arts Equipment	11-2731-5100	Refurbishing performing arts equipment	\$ 200,000	\$ 200,000	\$ 160,000.00		\$ 160,000.00	\$ 10,000.00	\$ 170,000.00	
Committed-Instructional Materials/Equipment	11-2731-3100	Replacement of Instructional Materials (\$300/student)	\$ 1,011,507	\$ 1,011,507	\$ 1,000,000.00		\$ 1,000,000.00		\$ 1,000,000.00	
Committed-Technology	11-2731-8100	Cost of technology inventory * 50% (includes balance of restitution)	\$ 6,880,859	\$ 3,440,430	\$ 1,500,000.00		\$ 1,500,000.00		\$ 1,500,000.00	
Committed-New Programs	11-2731-4100	Startup and implementation transition of new programs (3-5 yrs)	\$ 348,000	\$ 348,000	\$ 2,400,000.00		\$ 2,400,000.00		\$ 2,400,000.00	
Committed-New Buildings/New Spaces	11-2731-4200	Startup and implementation transition of new building (3-5 years)	\$ 300,000	\$ 300,000	\$ 300,490.00		\$ 300,490.00		\$ 300,490.00	
Committed-Retirement/Severance	11-2731-6100	Retirement obligation * 2/3	\$ 1,718,044	\$ 1,145,363	\$ 1,000,000.00		\$ 1,000,000.00		\$ 1,000,000.00	
Assigned Fund Balance	11-2741-0000	Subsequent year expenditures	\$ 2,188,881	\$ 2,188,881	\$ 263,547.00		\$ 2,188,881.00	\$ 1,925,334.00	\$ 2,188,881.00	
Unassigned Fund Balance (policy 6612)	11-2751-0000	3-5% of general fund expenses (value at 5%)	\$ 53,706,868	\$ 2,685,343	\$ 3,289,513.71		\$ 3,289,513.71	\$ (3,287,866.88)	\$ 1,646.83	0.0%
Total Fund Balance					\$12,242,843.71	\$ (289,293.00)	\$13,878,884.71	\$ (1,339,530.88)	\$ 10,903,312.83	
Non-Spendable Fund Balance				0.1%	\$ 61,001			0.1%	\$ 72,326	
Committed Fund Balance				19.4%	\$ 8,614,652			16.1%	\$ 8,640,459	
Assigned Fund Balance				1.5%	\$ 653,524			4.1%	\$ 2,188,881	
Unassigned Fund Balance				5.1%	\$ 2,251,960			0.0%	\$ 1,647	
Total Fund Balance				26.1%	\$ 11,581,137			20.3%	\$ 10,903,313	

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 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	\$ 6,487,345
2xx Other Political Subdivisions	\$ -
3xx State	\$ 38,283,196
4xx Federal	\$ 1,099,130
5xx-6xx Other Financing Sources	\$ 6,688,614
Total Revenue	\$ 52,558,285
Total Fund Balance, July 1 Available to Appropriate	\$ 10,830,988
Total Available to Appropriate	\$ 63,389,273

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	\$ 24,971,236
12x- Added Needs	\$ 7,122,240
2xx – Support Services	
21x- Pupil Support	\$ 6,318,675
22x- Instructional Staff Support	\$ 2,745,768
23x- General Administration	\$ 830,966
24x- School Administration	\$ 2,941,349
25x- Business Services	\$ 912,353
26x- Operations and Maintenance	\$ 5,416,610
27x- Transportation	\$ 1,781,479
28x-29x Other Central Support	\$ 677,288
3xx-Community Services	\$ 215,863
4xx-6xx Other Financing Uses	\$ 1,421,535
Total Appropriated	\$ 55,355,362

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

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

AYES: _____ NAYS: _____ ABSENT: _____ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 11, 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 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 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	\$	396,027
3xx State	\$	1,366,825
4xx Federal	\$	723,922
5xx-6xx Other Financing Sources	\$	163,625
Total Revenue	\$	2,650,399
<hr/>		
Total Fund Balance, July 1 Available to Appropriate	\$	1,192,588
Total Available to Appropriate	\$	3,842,987

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	\$	3,728
28x-29x Other Central Support	\$	2,457,088
4xx-6xx Other Financing Uses	\$	211,082
Total Appropriated	\$	2,671,898

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

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

AYES: _____ NAYS: _____ ABSENT: _____ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 11, 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 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 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	\$	2,789,717
3xx State	\$	69,266
4xx Federal	\$	125,000
5xx-6xx Other Financing Sources	\$	312,125
Total Revenue	\$	3,296,108
<hr/>		
Total Fund Balance, July 1 Available to Appropriate	\$	2,451,855
Total Available to Appropriate	\$	5,747,963

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	\$	163,646
2xx – Support Services		
22x- Instructional Staff Support	\$	11,993
24x School Administration	\$	2,767
25x- Business	\$	2,252
26x- Operations and Maintenance	\$	62,550
27x- Transportation	\$	-
28x-29x Other Central Support	\$	1,779,256
3xx-Community Services	\$	1,686,422
4xx-6xx Other Financing Uses	\$	178,963
Total Appropriated	\$	3,887,849

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

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

AYES: _____ NAYS: _____ ABSENT: _____ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 11, 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 amendment of the Student/School Activity Fund 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 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	\$	2,289,598
Total Revenue	\$	2,289,598
Total Fund Balance, July 1 Available to Appropriate	\$	1,288,782
Total Available to Appropriate	\$	3,578,380

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	\$	2,289,598
Total Appropriated	\$	2,289,598

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

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

AYES: _____ NAYS: _____ ABSENT: _____ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 11, 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 Cooperative Activities Fund
Resolution for Adoption by the Board of Education, Dexter Community Schools

RESOLVED, that this resolution shall be the general appropriation adoption of the Cooperative Activities Fund 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 the Cooperative Activities 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 Cooperative Activities Fund of the school district for fiscal year 2023-24 to be used for operating purposes is as follows:

Revenue:

2xx Non-Educational Sources	\$ 754,812
3xx State	\$ 8,500,000
Total Revenue	\$ 9,254,812
 Total Fund Balance, July 1 Available to Appropriate	 \$ -
Total Available to Appropriate	\$ 9,254,812

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:

3xx-Community Services	\$ 505,000
4xx- Facilities Construction	\$ 8,749,812
Total Appropriated	\$ 9,254,812

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

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

AYES: _____ NAYS: _____ ABSENT: _____ RESOLUTION DECLARED ADOPTED.

The undersigned duly qualified and acting Secretary of the Board of Education of the Dexter Community Schools, Counties of Washtenaw and Livingston, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the board of education at a regular meeting held on December 11, 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

DATE: December 11, 2023

RE: MAISL Property/Casualty Insurance Alternate Director

Metropolitan Association for Improved School Legislation (MAISL) Joint Risk Management Trust has provided the district's property/casualty risk coverage since July 1, 2002.

The Board of Education is required to name a MAISL Trust Director and an Alternate Director to represent the District for actions related to the MAISL Trust. I have served as the MAISL Trust Director since 2002. And, I am the elected Chairperson of the MAISL Trust. I plan to continue as Chairperson of MAISL to provide continuity and assist with the transition of its Executive Director, staff and Executive Board of the organization.

I plan to continue as DCS MAISL Trust Director. Christie Bueche should be named as the Alternate Director to the MAISL Joint Risk Management Trust in her role as the District's Chief Financial Officer.



Dexter Community Schools

Nice Job Notes

OCT 2023

Amy Armstrong
Tracy Baker (2)
Nancy Baldus
Jim Barnes (2)
Scott Bartz
Tara Basso (2)
Lisa Bauer
Mike Bavineau
Britnie Bell (2)
Matt Bell (2)
Kylie Benson (2)
Karly Blaszkowski
Samantha Brandt
Sarah Brightner
Matthew Brown
Ryan Bruder (2)
Eleanor Budd (2)
Lisa Burgess
Donille Cabanaw
Amanda Carlock (2)
Brian Cech
Sasha Cody
Janine Comella
Clay Cooper
Cheryl Darnton
Tech Department
Melanie Dever
Jaime Dudash (2)
Nicole Durbin (2)
Krista Early
Debra Eber
Adrian Edwards (2)
Debora Featherly
Antwan Ficklen
Dalton Fietzer (2)
Ryan Fisher
Cameron Fluder
Megan Ford
Sydney Gembka
Melissa Goldstein
Mara Greatorex
Ruth Hamilton
Murphey Hansen (2)
Sarah Harshe
Brooke Hartman

Katie Heikkila
Catherine Huffman
Brandy Jacobs
Jennifer Johnson (2)
Jessica Kelley
Ashley Kerns (2)
Beau Kimmey
Kirsten Korff
Cassy Korinek
Pam Krebs (2)
Karen Kuhl (2)
Maria Lacross
Nate Lamb
Mary Leach
Thomas Liskiewicz (2)
Timea Lockard
Emily Logan (2)
Lucy Lopez (2)
Rebecca Lyons
Leslie Madill
Ryan Maki (2)
Cassie Markko
Maria Mast
Katie McClellan
Gunner McGibbon (2)
Liz Melvin
Robin Mentzer
Rick Munir (3)
Theresa Nelligan
Anmarie Nowak
Carla Pacek
Kelly Parachek
Natalie Park (3)
Stacey Plott
Allison Pomerantz (4)
Ann Pregont
Anthony Quint
Tracie Randolph
Erica Rescorla
Katey Robinson
Amy Sadler
Maria Sagante (2)
Katherine Schmid
Lori Schmidt
Angie Scott

Lori Sheldon (2)
Joanne Shipley
Darcie Snay
Michelle Sprague
Pamela St. Charles (3)
Jennifer Steele
Brooke Stidham
Lauren Straub
Jennifer Suppes
Leah Tatara
Raven Thompson
Kaitlyn Tietsema
Lauren Tykoski
Mirand Vargas
Leigh Vaughn
Gerrod Visel
Mike Wagner
Jane Webby (5)
D'Andre White
Dale Willett (4)
Angie Williams
Eric Williams
Steve Wincent (2)
Julie Wineman

S Oct = 156

RUNNING TOTAL = 41000

Dexter Community Schools Multigenerational Committee

MEETING MINUTES

December 1 - 12:00 p.m., Adjournment at 12:05 p.m.

Call to order:

Present: Chris Timmis (Superintendent), Mara Greatorex (DCS Board President), Sharon Raschke (Senior Project Manager/CFO - DCS), Dick Lundy (DCS Board Treasurer), Ann Davis (Dexter Senior Center) - via zoom, Craig McCalla (Principal for Operations), Ron Miller (Dexter Senior Center), Jennifer Starrs (citizen) - via zoom, Jerry Brand (Senior Center Facilities Committee), Jim Carson (Dexter Senior Center), Jennifer Kangas (DCS Board)

1. Approval of Agenda - Motion by Dick Lundy, Second by Jim Carson - unanimous
2. Approval of Minutes (below/attached) - Motion by Jim Carson, Second by Dick Lundy -unanimous
3. Any new information/updates to share:
 - a. Discussion of new information:
 - i. MDHHS grant update - have timeline and guidance on the \$8.5 million
 - ii. 5HT conversation
 - iii. Other conversations:
 1. Appraisal(s)
 2. Unit 2 conversation
 - iv. Need to set community forums - full community discussion; senior only discussion
 1. Full Community Dates: tentatively 12/20/23, 1/10/24, and 1/17/24 @7:00pm
 2. Senior Only Date: tentatively 1/10/24 @12:00pm
 3. Possible Agenda Topics: potential funding, hopes and dreams or SWOT protocol, processing; feedback form
 - v. Facility Management Discussion
 - vi. What seems feasible discussion with the current known funds
 - vii. Project Timeline Development Discussion
4. Process for Community Input and Timeline
 - a. Messaging so far:
<https://docs.google.com/document/d/1in9pIWczkCag-7dG8wY4ftnpMQUhcUfUpdCfiPSO5rk/edit?usp=sharing>
5. Next steps:
 - a. Community forums
 - b. Discussion -TBD
 - c. Next meeting December 15th at 8:30am at Bates
6. Public Comment - NA
7. Adjournment - 12:57 pm

Dexter Community Schools Multigenerational Committee

MEETING MINUTES

November 16 - 12:07 p.m., Adjournment at 1:10 p.m.

Call to order:

Present: Chris Timmis (Superintendent), Mara Greatorex (DCS Board President), Sharon Raschke (Senior Project Manager/CFO - DCS), Dick Lundy (DCS Board Treasurer) - via zoom, Ann Davis (Dexter Senior Center) - via zoom, Craig McCalla (Principal for Operations), Ron Miller (Dexter Senior Center), Jennifer Starrs (citizen) - via zoom, Jerry Brand (Senior Center Facilities Committee) - via zoom, Marlene Bednarz- (citizen), Jim Carson (Dexter Senior Center),

1. Approval of Agenda - Motion by Jim Carson, Second by Mara Greatorex - unanimous
2. Approval of Minutes (below/attached) - Motion by Jim Carson, Second by Mara Greatorex - unanimous
3. Any new information/updates to share:
 - a. Discussion of new information:
 - i. Working on appraisal - preliminary conversations
 - ii. Other spaces available
 - iii. Need appraisal of unit 2 lot
 - iv. Need to set community forums - full community discussion; senior only discussion
 - v. Facility Management Discussion
 - vi. What seems feasible discussion with the current known funds
 - vii. Preliminary discussion with 5 Healthy Towns (next week)
4. Process for Community Input and Timeline
 - a. Messaging so far:
<https://docs.google.com/document/d/1in9pIWczkCag-7dG8wY4ftnpMQUhcUfUpdCfiPSO5rk/edit?usp=sharing>
5. Next steps:
 - a. Appraisal - waiting on final appraisal(s)
 - b. Discussion - TBD
 - c. Next meeting December 1st at Noon at Bates
6. Public Comment
7. Adjournment - 1:10pm



David M. Richards, Ph.D.
Executive Director
Future of Learning Council

December 6, 2023

Board of Education
Dexter Community Schools
2704 Baker Road
Dexter, MI 48130

Dear Members of the Board of Education,

I am writing to extend our heartfelt gratitude on behalf of the Future of Learning Council (FLC) for the extraordinary hospitality and warmth extended to us during our recent SPARK Site Visit to Dexter Community Schools on December 5, 2023. Our experience was nothing short of inspiring, and we wish to convey our sincere appreciation for the opportunity to witness firsthand the remarkable initiatives taking place within your school district to personalize learning for every child.

The student ambassadors we had the pleasure of interacting with left an indelible impression on us. Their articulate communication skills and evident passion for learning were a testament to the supportive and innovative environment fostered by Dexter Community Schools. Your commitment to nurturing well-rounded individuals is making a profound impact on the student body. Our conversations with students in the classrooms left us all challenged to create similar experiences for our students in our own districts.

Moreover, the dedication and pride demonstrated by your staff in their work to support learners were palpable. Their enthusiasm and commitment to creating a positive and inclusive learning environment were evident in every classroom and interaction. It is heartening to see such passionate educators working tirelessly to ensure the success and well-being of their students.

The transformative vision and systemic thinking exhibited by your superintendent, Dr. Timmis, and the team of district leaders was inspirational to our 45 educators in attendance. Dr. Timmis' willingness to share resources, provide insight, and collaborate with our leaders demonstrated true servant leadership that has set the standard for many of our colleagues.

Once again, thank you for opening your doors and allowing members of the Future of Learning Council to witness the outstanding work happening within Dexter Community Schools. The experience has made a positive impact on educators from across the state, and we are eager to share the insights gained during our visit with our broader educational community.

With sincere appreciation,

David M. Richards, Ph.D.
Executive Director
Future of Learning Council

The Future of Learning Council operates with substantial in-kind assistance from Michigan Virtual as part of its statewide capacity-building efforts, including administrative support, accounting services, meeting facilities, and leadership staffing.