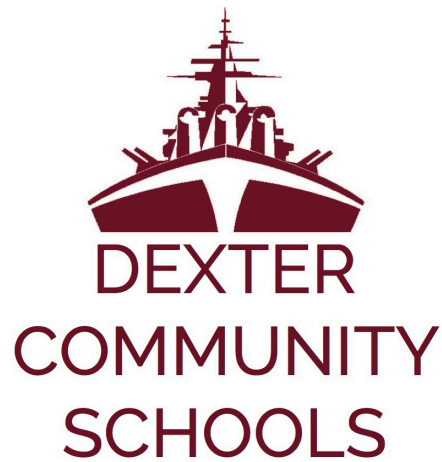


BOARD OF EDUCATION MEETING PACKET

June 3, 2024

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 (5/20/2024)

C. APPROVAL OF AGENDA

D. SCHOOL PRESENTATIONS

1. Retirement Recognition

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

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent
 - a. New Student Representative
2. Board President
3. Student Representatives

G. CONSENT ITEMS

1. Correct Minutes
2. Personnel - New Hire

H. ACTION ITEMS

1. Thrun Policies Section 5000 - Second Reading
2. New DHS Course Proposals
3. Naming the Solar Walkway

I. DISCUSSION ITEMS

1. 2024-2025 Board Meeting Calendar

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

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. SEAB Minutes 5/22/2024
2. Nice Job Notes Feb-April

M. CLOSED SESSIONS

1. Material Exempt from Disclosure *per* MCL 15.268(c)
2. Negotiations *per* MCL 15.268(c)

N. ADJOURNMENT

CALENDAR

*June 24, 2024 -Budget Hearing - 7:00 pm Bates Boardroom

*June 24, 2024 - Board Meeting - 7:00 pm Bates Boardroom

Public Participation Policy 0167.3: Those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.

BOARD OF EDUCATION MEETING NOTES

JUNE 3, 2024

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 May 20, 2024 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. Retirement Recognition

Your packet includes a list recognizing employees for years of service, as well as a list of this year's retirees and notes from those retirees who chose to write one.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of approximately 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. Claire Beneteau is joining the Board as the new student representative.

2. Board President

3. Student Representatives

G. CONSENT ITEMS

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

1. Correct 4/29/2024 Minutes

- * *If separated, an appropriate motion might be, "I move that the Board of Education correct the 4/29/2024 minutes (approved 5/20/2024) to indicate that for Action Item 3, Elise Bruderly made the motion to approve Series 1000 & 2000 policies for second reading and final approval and Melanie Szawara seconded the motion."*

2. Personnel - New Hire

BOARD OF EDUCATION MEETING NOTES

JUNE 3, 2024

- * *If separated, an appropriate motion might be, "I move that the Board of Education offer Trey Jenkins a probationary teaching contract for the 2024-2025 school year."*

H. ACTION ITEMS

1. Thrun Policy Series 5000 - Second Reading

Included in your packet this evening is an executive summary and the Series 5000 policies. These were reviewed by the policy committee on May 6, 2024 and approved for first reading by the full board on May 20, 2024.

- * An appropriate motion might be, "I move that the Board of Education approve the Series 5000 policies listed in the attached executive summary, all to be effective 8/1/2024, for second reading and final approval."

2. New DHS Course Proposals

Your packet includes proposals for two new courses at Dexter High School: *Wood Shop*, and *Systems of Construction*. These were presented and discussed by the Board on May 20, 2024 and are presented for action this evening.

- * An appropriate motion might be, "I move that the Board of Education approve new DHS courses *Wood Shop*, and *Systems of Construction*, to be available during the 2024-2025 school year."

3. Naming the Solar Walkway the Kate Boynton Memorial Walkway

Earlier in the meeting (weather permitting), trustees will have had the opportunity to visit the solar walkway, which is nearing completion. On May 20, 2024, the Board discussed a proposal to name the new solar walkway *The Kate Boynton Memorial Walkway*. Your packet includes the executive summary regarding the proposal.

- * An appropriate motion might be, "I move that the Board of Education approve the new solar walkway to be named *The Kate Boynton Memorial Walkway*."

I. DISCUSSION ITEMS

1. Draft Board Meeting Calendar

By July 1, the Board of Education must publish a meeting calendar for the new school year. Your packet includes a draft meeting calendar for 2024-2025. Please review your personal calendars in preparation for this discussion item.

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

BOARD OF EDUCATION MEETING NOTES
JUNE 3, 2024

L. INFORMATION ITEMS

1. SEAB Minutes 5/22/2024
2. Nice Job Notes February-April 2024

M. CLOSED SESSIONS *per MCL15.268(h) and MCL15.268(c)*

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

1. Material Exempt from Disclosure

- * An appropriate motion might be, "I move that the Board of Education return to open session."

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

2. Negotiations

- * An appropriate motion might be, "I move that the Board of Education return to open session."

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 20, 2024**

A. CALL TO ORDER – 7:00pm

1. Roll Call

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

Members Absent: Brian Arnold; Student Representative Marty Watson

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

DEA: Jessica Baese

Guests: Bill Ivan, Melanie Nowak

B. MEETING MINUTES

Elise Bruderly made a motion to approve the meeting minutes from 4/29/2024 as presented. Melanie Szawaras seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Melanie Szawara made a motion to approve the agenda with the amendment of tabling the Solar Walkway tour due to the lengthy agenda. Daniel Alabré seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS - none

E. PUBLIC PARTICIPATION – none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

- a. Dr. Timmis noted that this evening would likely be Mischa's last meeting as a student representative. She responded that she has enjoyed the opportunity to serve as a student representative. She will be attending the University of Michigan.
- b. DCS received notification that the district will receive \$0 in Title 1A funding for 2024-2025. In 2023-2024, we received approximately \$90,000. Two years ago, DCS received \$220,000. The funding is formula based on census poverty and Dexter has one of the lowest census poverty rates in the state.
- c. The DreadWatch Winter Athletics edition was mailed to all households recently.
- d. At the Revenue Conference, it was noted that the health care retirement fund is overfunded to the tune of approximately \$600 million. All groups are requested that approximately 7% of that amount be refunded back to Districts by the State.
- e. DCS Technology has been working around the clock to resolve storm damage to the district firewall; the Business Office recently put in a lot of extra time to resolve a bank error that resulted in a payroll delay. The bank will be reimbursing any overdraft fees incurred by employees as a result of the issue.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 20, 2024**

2. Board President Update

Mara Greatorex presented Melanie Szawara, Jennifer Kangas, and Daniel Alabré with MSBA Certified Board Member awards. These signal that a board member has completed all of the 100 level board member certification classes.

3. Student Representative Update

Mischa Rafferty noted that lots of senior milestones are happening soon: Senior Clap Out, Prom, Honors Night, and of course, Commencement on the 31st. She also shared that DCS recently received the Green Schools Certification, the HS earned [Emerald level] Service Hours Certification from Model U.N. (representing more than 7,000 hours of student service); Marty Watson (not present due to a LAX game) recently scored his 100th HS goal.

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).**

- The Board offered Jacqueline Connor, Megan Esposito, and Hollie Pastorino probationary teaching contracts for the 2024-2025 school year.
- The Board received the April 2024 budget report.
- The Board appointed Elise Bruderly and Brian Arnold, separately, as President for the single purpose of signing the diploma for their graduating students.

H. ACTION ITEMS

1. Thrun Policy Series 4000 - Second Reading

Melanie Szawara made a motion that the Board of Education approve the Series 4000 policies listed in the attached executive summary, all to be effective 8/1/2024, for second reading and final approval. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

2. Thrun Policy Series 5000 - First Reading

Melanie Szawara made a motion that the Board of Education approve the Series 5000 policies listed in the attached executive summary, all to be effective 8/1/2024, for first reading. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**

3. WISD Special Education Millage Renewal

Jennifer Kangas made a motion that the Board of Education approve the attached resolution in support of the WISD placing a special education millage renewal on the November 5, 2024 ballot. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 20, 2024**

4. WISD Budget
Elise Bruderly made a motion that the Board of Education approve the attached resolution in support of the WISD 20224-2025 budget. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**
5. Administrative Salary Recommendations
Melanie Szawara made a motion that the Board of Education approve the attached salary and placement levels. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**
6. Superintendent Contract Update
Elise Bruderly made a motion that the Board of Education approve an extension with amendments to the contract for Dr. Christopher Timmis commencing July 1, 2024 through June 30, 2027, as outlined in the attached memo. Dick Lundy seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**

I. DISCUSSION ITEMS

1. New DHS Course Proposals
Current Mill Creek ELA teacher Bill Ivan and DHS Principal Melanie Nowak shared with the Board proposals for two new elective courses at DHS: *Woodshop* and *Systems of Construction*. Trustees had the opportunity to ask questions and share their own experiences with woodshop in Dexter and elsewhere. It is believed that offering these courses will provide valuable life skills to students, provide meaningful electives to balance heavy academic course loads, and provide an alternative to Consortium classes for students who aren't selected for the limited spots in the Construction Trades program and/or who may have related interests but do not want to go the CTE route. These proposals will return for action on June 3, 2024.
2. Solar Walkway Naming
The Board discussed a proposal to name the new Solar Walkway *The Kate Boynton Memorial Walkway* in honor of beloved, long-time Wylie teacher Kate Boynton, who passed away in 2020. This item will return for action on June 3, 2024.
3. 2024-2025 Budget Update
Trustees discussed several budget scenarios for 2024-2025 and gave CFO Christie Bueche guidance as to which funding assumptions to use as the Business Office builds the 2024-2025 budget.

J. PUBLIC PARTICIPATION - none

K. BOARD COMMENTS

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 20, 2024**

1. Melanie Szawara noted that the Ed Foundation 40th Birthday bash was a wonderful event.
2. Elise Bruderly noted that the WASB legislative breakfast happened earlier in the day and there was much discussion of the budget, as well as the FAFSA bill, and Dyslexia bill.
3. Dan Alabré complimented Dexter teachers and staff for bringing people back to the DCS community and cited two examples: the hiring of DHS Alumna (and former BOE Student Representative) Hollie Pastorino, as well as an encounter he had with a nurse whose students had been attending parochial school but will be returning to DCS in the fall.

L. INFORMATION ITEMS

1. Multigen Minutes 5/1/2024
2. Policy Minutes 5/6/2024

M. CLOSED SESSION

At approximately 8:21pm, Melanie Szawara made a motion that the Board of Education move into closed session for the purpose of discussing negotiations. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous)**

1. Negotiations.

At approximately 8:44pm, the Board of Education returned to open session.

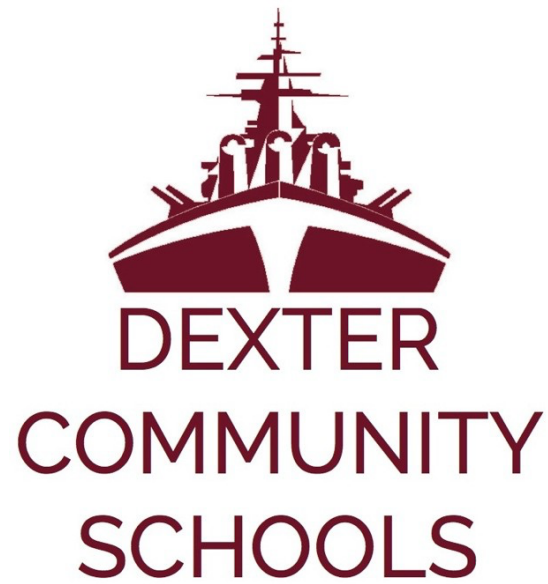
N. ADJOURNMENT

At approximately 8:45pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education

Retirement & Recognition



June 3, 2024

Recognition for Years of Service

5 Years	10 Years	15 Years	20 Years
Cabanaw, Donille Canell, Kaylee Chamberlain, Krickett Clark, Jeremiah Dubay, Robert Ford, Timothy Greatorex, Mara Hoffman, Kathryn Hone, Janelle Karrick, Melissa Kothari, Sheetal Kovarik, Elizabeth Lamb, Nathan Logan, Emily McClellan, Katie McDonald, Bethany McIntyre, Melanie Nalepa, Hannah Nowitzke, Kalli Piersol, Rachel Rossman, Ann Schmidt, Elizabeth Thomas, Alyssa Trobaugh, Dawn Truesdell-Lewis, Jouel Wilkins, Pat	Albers, Amanda Benson, Gina Brown, Candice Durbin, Nicole Ehinger, Erica Gariepy, Jaclyn Kohler, Roxanne Kuhl, Karen Mackinder, Christopher Maki, Ryan Mattison, Jennifer Miceli, Jennifer Pregont, Ann Russell, Sarah Scafasci, Lindsay Stewart, Hannah Tatara, Leah Tyrrell, Anna Vaughn, Leigh Wagner, Michael Walters, Kristin Wesley, Gary	Gatecliff, Kelli Leonard, Jessica Stinebaugh, Neil Whitaker, Aaron Williams, Terry	Anderson, Angela Baese, Jessica Baese, Ryan Elkin, Jessica Glover, Lisa Glynn, Patrick Kemp, Mollie Kimmey, Daniel Korinek, Cassandra Miller, Jason Romano, Anna Schmid, Kathryn Touchstone, Karen

25 Years	30 Years	35 Years	40 Years
Anderson, Joel Budd, Eleanor Chea, Angela Grant, Amy Kozakiewicz, David Mann, Rebecca Nolan, Stephanie Steele, Jennifer Steptoe, Kimberley Whitlock, Rodney	Doss, Ellen Marsh, Debora See, Katie Stockwell, Dennis	Henry, Dan	Holiday, Donald

45 Years of Service
Richard Lundy

We extend our heartfelt appreciation to our employees for their dedication and commitment across various levels of years of service.

Recognition for Retirement

Today, we honor the diligent efforts and commitment of our retirees. As they transition into retirement, it is evident that each individual has contributed a legacy of success, support, and commitment to the Dexter Community Schools' students and staff. I trust that you can reflect on your time with us as a period of accomplishment and a job excellently executed. Wishing you similar fulfillment in the exciting adventures that await you in the future.

This year's retirees include:

Certified Staff

Chea, Angela
Doss, Ellen
Hack, Linda
Porter, Karen
Travis, Lisa
Wiltrakis, Chad

Support Staff

Baldus, Nancy
Keith, Jon
Martin, Joe
Milinko, Richard
Shelters, Barbara
Stanton, Brenda

A few of the retirees from this year have written a message to be shared regarding their careers and plans for retirement. These messages are arranged alphabetically on the following pages.



Message from Ellen Doss

I want to thank the board and the Dexter community as a whole for welcoming me thirty years ago and for giving me the opportunity to work with so many kind, generous colleagues and eager, intellectually curious students over these three decades. My time at Dexter has been especially rich because of partnerships with, first, Susie Walters and then, upon Susie's retirement, Patrick Stolkey. Developing courses like Honors Humanities and IB English with these two colleagues and then implementing and refining them as a team has been an honor and a pleasure. I've loved teaching an entire generation of Dexter youth, and I wish you all the best in the future.

Message from Linda Hack

My heart is filled with a myriad of emotions as I bid farewell after a fulfilling teaching career in the Dexter Community School District. My teaching journey here has been nothing short of incredible, and the time has come to express my deepest gratitude to the Dexter Community Schools for the opportunity to teach.

I went into teaching because I wanted to make the world a better place by nurturing, growing and teaching young children. I can truly say I think I have accomplished my goals. I feel immensely proud and blessed to have worked with so many awesome little humans.

It's been an incredible 28 years. As I transition into retirement, I carry with me not only the skills and knowledge gained but also the cherished relationships forged throughout my teaching career. It's the children, families and colleagues—that have made this journey extraordinary.

I'm eager to see what else life has in store for me. I'm excited to be able to spend quality time with my husband and family, making many more memorable moments.

A future retirement goal is to also stay connected to education, so I hope to switch to the role of occasional teacher in a more supportive role someday. Beyond that I will be doing what my retired friends have suggested: Anything I Want!

Thank you, from the bottom of my heart, for an incredible chapter of my life.



Message from Karen Porter

Thank you to the Dexter Community Schools for allowing me to complete my 38th year of teaching. I have had the honor of working in Dexter for the last 28 of my 38 years in education. For the last 10 years I have been a Targeted Title 1 Reading Specialist, first at Cornerstone and Wylie and now at the DEEC. The first 18 years were spent as a Special Education Teacher Consultant for Cornerstone, Bates and Wylie.

I have always said that Dexter is a successful district because of the teachers they hire. Since I began, I have seen Dexter hire the most dedicated, hardworking educators that I've ever worked with. It is reassuring to know that Dexter will continue to grow and thrive because of the people.

I will miss working with every person in the district and especially everyone at the DEEC. Children learn the most critical foundational skills here at Anchor and Beacon. It is vital to continue to give DEEC the resources to build these essential foundations, especially to support the Science of Reading. I am proud of our staff for their willingness to grow and by learning to administer K-6 Acadience Reading assessments to use data to improve reading instruction.

As they say with parenting and with teaching as well, the days are long, but the years are short. It is amazing how fast time goes when you do something you love. My dad, a former elementary principal, instilled the love of teaching and helped me decide between majoring in education or nursing. I know I chose the right career. I loved working with the youngest Dreadnaughts. I loved working with the most talented people. Finally, I loved working in the best district.

Message from Lisa Travis

I am originally from Kentucky and my teaching career began in the South. My husband's job brought us to Michigan. As a young teacher, I never imagined most of my teaching career would ultimately continue and conclude in Dexter, MI.

I have since grown to love Michigan and the amazing small town of Dexter. And now, Dexter will remain my home as I move toward this next chapter of my life—retirement. When I reflect upon the past twenty-two years as a Dexter Community Schools employee, the time-enduring relationships that have enhanced my life personally and professionally stand out most. Working primarily as a teacher consultant and resource room teacher at Dexter High School, I have been fortunate enough to celebrate with my students as graduating seniors. I see firsthand DCS's positive impact on their lives and their futures.

Similar to my students, DCS has positively impacted my life and will continue to do so moving forward into retirement. I look forward to a retirement filled with gardening, traveling, reading, spending time with my family, and spending time with the many friends I have in the Dexter community.

My teaching career is filled with life-enriching memories. Thank you, Dexter Community Schools and Dexter School Board for providing me with the opportunity to experience such a myriad of positive interactions with students, parents, administrators, colleagues, and community members.

Message from Chad Wiltrakis

I want to extend my heartfelt thanks to the incredible staff at Creekside Intermediate School. Their dedication, passion, and unwavering commitment to our students has been the bedrock of our success. Each of them has contributed in countless ways to create a nurturing and enriching environment. The camaraderie and support within our team has made even the most challenging days rewarding.

I am also profoundly grateful to our Principal, Tammy Reich. Her visionary leadership and tireless efforts have been instrumental in guiding our school towards excellence. Her encouragement and belief in every member of this community has inspired us to reach new heights. It has been an honor to work alongside her and witness firsthand the positive impact of her guidance.

I'm appreciative of the entire Dexter School community and am thankful for the unforgettable memories, the lessons learned, and the friendships forged. As I move forward into retirement, I carry with me the invaluable experiences and cherished moments we have shared over the last two years.

Thank you all, and here's to the bright future that lies ahead for Dexter Community Schools.

Please join us in wishing all of our retirees the best of health & happiness as they begin the next chapter of life!

One Hundred Years from Now

One hundred years from now
it will not matter what kind of car I drove,
what kind of house I lived in,
how much money was in my bank account
nor what my clothes looked like.
But the world may be a better place
because I was important in the life of a child.





DEXTER HIGH SCHOOL

Melanie Nowak, Principal
200 N. Parker Road, Dexter, Michigan 48130
(734) 424-4240 fax (734) 424-4214
nowakm@dexterschools.org

To: Dexter Board of Education
From: Melanie Nowak
Subject: High School Social Studies Recommendation
Date: May 20, 2024

We would like to recommend Mr. Steven (Trey) Jenkins for our Dexter High School Social Studies Teacher position. Trey has served as a long term substitute this past school year, teaching World History, U.S. History, and Leadership. During this time, Mr. Jenkins proved himself to be a masterful teacher - he values student connections and relationships, he approaches situations with flexibility and kindness, and he is willing to serve the building in whatever capacity is needed. The service that Trey has provided this year has been greatly appreciated.

Not only has Mr. Trey Jenkins proved himself effective in the classroom, he has also joined the baseball coaching staff. Students enjoy working with Coach Jenkins and recognize him as an expert inside and outside of the classroom.

Steven T. Jenkins

Endorsement: History (CC) 6-12

Education:

- Toccoa Falls College
 - Bachelor of Science in History Education

June 2022
3.94 GPA

Teaching Experience:

Long Term Substitute Teacher
Dexter High School
Dexter, Michigan

October 2023- Current

- Teach World History and U.S History
- Attended teacher meetings and performed school duties
- Created lesson plans for all lessons taught
- Helped plan units
- Worked with various types of students (ESL, IEP's, 504's, etc..)

Clinical Practice

August 2021-April 2022

Student teaching at Habersham Central 9th Grade Academy
Mt. Airy, Georgia

- Taught both honors and regular education world history classes
- Attended teacher meetings and performed school duties
- Created lesson plans for all lessons taught
- Helped plan units
- Worked with various types of students (ESL, ADHD, IEP's, 504's, honors, etc..)

Content Methods

August 2020-April 2021

Student teaching at Stephens County High School
Toccoa, Georgia

- Taught Economics classes
- 40 hours in classroom
- Planned and delivered individual lessons and learning segments
- Used pre and post-assessments to measure student learning/progress

Relevant Work History:

Toccoa Falls College- Toccoa, GA
Assistant Baseball Coach

August 2022- May 2023

ESS- Toccoa, GA
Substitute Teacher

August 2022- May 2023

Certifications:

- Certified to teach 6-12 grade social studies/ history in GA
- Passed History GACE at the professional level
- Michigan Teaching certification with an endorsement in History (CC) 6-12
- Working to obtain Social Studies (RX) Teaching Endorsement
- American Red Cross certified in Adult and Pediatric: First Aid/CPR/AED

Skills Profile:

- Classroom Technology
 - Newline Board, chromebooks/macbooks, Google Classroom, Canvas, Powerschool
- Extracurricular
 - Played baseball at Toccoa Falls College from August 2019-May 2022
 - Coached college baseball at Toccoa Falls College August 2022-May 2023
 - Currently an assistant baseball coach at Dexter High School

Honors / Awards:

- Summa Cum Laude
- Dean's list
- Scholar-Athlete

Dexter Community Schools

Board of Education

Executive Summary

June 3, 2024

Purpose: Outline Series 5000 policies presented for second reading and final approval.

Background:

Series 5000 of the Thrun policy book covers Students, Curriculum, and Academic Matters policies.

Attached to this summary is a list of all Series 5000 policies reviewed by the Policy Committee on May 6, 2024. These were approved for first reading by the Board on May 20, 2024. Policy 5407 *Instructional Program & Curriculum* is not presented for approval this evening because the Board asked the committee to revisit it. The policy committee will next meet June 5, 2024.

Recommendation:

The policy committee recommends that the Board of Education approve the attached policies for second reading and final approval on June 3, 2024, with all becoming effective August 1, 2024

SERIES 5000: STUDENTS, CURRICULUM, ACADEMIC MATTERS			
SECTION 5100 STUDENT RIGHTS	5200 STUDENT CONDUCT AND DISCIPLINE	5209 Student Use of Cell Phone and Electronic Communication Devices	5300 STUDENT ENROLLMENT, ATTENDANCE, AND RECORDS
5101 Student Expression	5201 Investigations, Arrests, and Other Law Enforcement Contact	5210 GPS Tracking Device with Audio Surveillance Capabilities	5301 Compulsory Attendance Absenteeism & Truancy
5102 Lockers	5202 Unlawful Discrimination, Harassment, & Retaliation Against Students	5211 Emergency Use of Seclusion and Restraint	5302 Enrollment in Kindergarten
5103 Search and Seizure	5203 Hazing	5212 Registered Sex Offenders	5303 Student Enrollment and Withdrawal
5104 Age of Majority	5204 Student Appearance and Dress Code	5213 Personal Protection Orders Against Students	5304 Nonpublic School Students; Part-Time Attendance
5105 Collaboration with Outside Entities	5205 Student Handbooks		5305 Schools-of-Choice
5106 Transgender Students	5206 Student Discipline		5306 Foreign Students
	5206A Due Process		5307 Homeless Students
	5206B Students with Disabilities		5308 Protection of Pupil Rights
	5206C Reinstatement Following Expulsion		5309 Student Records & Directory Info
	5206D Enrollment Following Misconduct at Another Public or Nonpublic School		
	5206E Suspension from Class, Subject, or Activity by Teacher		
	5208 Student Acceptable Use and Internet Safety Policy		

SERIES 5000: STUDENTS, CURRICULUM, ACADEMIC MATTERS p. 2

5400 CURRICULUM, INSTRUCTION, AND PARENT INVOLVEMENT	5500 SCHOOL SPONSORED AND EXTRACURRICULAR ACTIVITIES	5700 STUDENT HEALTH AND SAFETY	5800 MISCELLANEOUS
5401 Parent/Guardian Involvement in Education	5502 Student Government	5701 Child Abuse and Neglect	5801 Closed Campus
5402 Communication with Parents/Guardians	5503 Bulletin Boards and Other Student Postings	5702 Student Illness and Injury	5802 Student Transportation
5403 Rights of Non-Custodial Parents/Guardians	5504 School-Sponsored Publications and Productions	5703 Medications	5803 Student Driving and Parking
5404 Free Textbooks, Materials, and Charging of Fees and Fines	5506 Field Trips	5704 Student Insurance	5804 Work Permits
5405 Title I Parent and Family Engagement Policy	5507 Extracurricular Activities	5705 Emergency Anaphylaxis	5805 Student Audio and Video Recording
5406 Title I Funds	5508 Extracurricular and Athletic Trips	5706 Opioid Antagonist	5806 Recording of District Meetings
5407 Instructional Program and Curriculum Development	5510 Student-Initiated, Non-Curricular Clubs	5707 School Wellness Policy	5807 Flag Display and Pledge of Allegiance
5409 Academic Credits	5511 Secret Organizations	5708 Do Not Resuscitate Orders	
5410 Commencement/ Completion Ceremony		5709 Lice, Nits, and Bed Bugs	
5411 Student Promotion, Retention, and Placement		5710 Suicide Prevention	
5415 Summer School		5711 Toilet Training	
5416 Homebound and Hospitalized Instruction	5600 STUDENT SUPPORT SERVICES	5712 Concussion Awareness	
5417 Homework	5601 Special Education	5713 Immunizations and Communicable Diseases	
5418 Grades	5602 Independent Educational Evaluation		
5419 Reading Assessments, Instruction, Intervention and Retention	5603 Section 504		
5420 Sex Education	5604 Student Assistance Process		
5421 Work-Based Learning Experience			

DEXTER COMMUNITY SCHOOLS

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

Date of application:

Course Title: Woodshop

Department: Electives

Duration: One Semester

Prerequisite(s): None

Applicant(s): Bill Ivan

Building Involved: DHS

Targeted population: All students

Targeted year for implementation: Fall 2024

DHS Courses - Proposed Credits Earned and Category:

Describe your course request:

The class would teach tool safety, basic craftsmanship, and usage to all participants. Students will spend the semester familiarizing themselves with the tools, techniques, and processes that encompass woodworking. Before the start of any project, students will be required to pass a written and practical safety exam. Students will engage in different projects, some will be to develop woodworking skills with tangible take-home items, ie birdhouse or stool. Other projects will add value to Dexter Community School grounds or the Community, ie benches or picnic tables.

Each project will consist of an introductory and safety period where students will learn how to safely operate the tools they will use, followed by the practice/design period where we will mock up the necessary components and learn about each of the materials we will be using. Finally, students will execute the project by building the final product and revealing it to the community, school, or family.

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

With the commitment to increasing real-world, skill-based experiences for students, we must allow more opportunities for students to learn safe tool usage and begin to explore the world of trades. We know that these experiences not only support students with current and future goals but also provide joy to the learning experience.

This course will also allow students to continue to develop their systematic thinking and application.

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

This class fits perfectly into the district's initiative to provide more Extended Learning Opportunities (ELOs). By offering this course, students will have the opportunity to partner with different community members who are in the trades to help students connect the skills they are learning to real-life work and situations. Examples of these opportunities could be guest lessons by a carpenter on how to use a bandsaw, and field trips to cabinet shops to see how people use

the skills in the real world. It also allows students to build pieces for the district (picnic tables) or to sell in the school store (cornhole boards and yard games).

The primary concepts covered in this particular course would be tool use and safety. Since introductory level class projects will need to be relatively simple, focusing specifically on developing skills in students and having them engage in the entire build process. The class will consist of multiple stages: the first being safety and introduction. The second project design and completion of an introductory project. Finally, teachers, staff, and students across the district will be asked to submit ideas for projects. We will then select projects that are feasible to complete and execute during the latter half of the semester. The goal will be for students to execute 1 district-based project each semester.

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

As discussed previously, this is a class designed to create Extended Learning Opportunities (ELOs) for students. This will be one step toward getting community businesses more invested in Dexter Community Schools as we start to develop viable employees.

How will technology be integrated into the course/resources?

Students will be able to learn a type of technology that they previously were not introduced to at school. In a world full of electronics, we often forget that some of our most powerful tools are those we have used for hundreds of years. Understanding the safety and application of hand tools and basic power tools is essential for young people as they begin their lives as young adults. This course will be an introduction to DIY, furniture building, and construction.

The technology beyond tools that will be used is calculators, and sometimes software to help read different plans or blueprints. It is my understanding that the district has access to SketchUp which would be helpful.

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

It has been clear for many years that manipulatives and hands-on learning activities are essential for many students. This class will provide an opportunity to develop and test skills; students will be asked to demonstrate safety rather than or after they read, write, or discuss it. At the end of each project, there will be a tangible object that will end up in some place either on the district campus or in their own homes that they can point to and say, "I did that."

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

- Safely use and operate various types of hand tools.
- Safely use select power tools.
- See a project through from the planning stages to the finishing touches.
- Develop a basic understanding of construction math. Specifically reading a tape measure and adding and subtracting fractions and mixed numbers.
- Utilized geometry skills to transfer layout lines, find center, and cut angles.
- Understand and read a basic plan or blueprint.

- Execute the process for milling a board.
- Identify and use different methods for jointing a board.
- Glue, square, and joint boards appropriately and accurately.
- Sand, stain, and polyurethane, or paint completed projects.

How does the material support cultural diversity and gender equity?

It provides an accessible opportunity for all students to learn the basics of safe tool usage. There is no extensive application, or waiting until they are juniors in high school to receive exposure through the school system. All students regardless of their career interests are welcome to learn the tangible skills that they can take with them and use throughout their lives.

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

In connection with what was discussed regarding the district initiative for ELO's, this class is primarily focused on providing real-world opportunities for students. The goal will be for each quarter to have at least one trades professional come and speak with students about what they do on a daily basis. This will allow students to see how the skills they are learning can translate into a career following high school. Students will also be tasked with projects directly from the district. Some of these will be sold in the school store. Other projects may be placed and used throughout the district.

It also allows them to develop useful skills that they will then take with them to any number of career or even summer job opportunities.

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

Students will be given a specific task. They will then be asked to examine and transfer plans for whatever it is they will be asked to build. From there the students, with safety guidance, will be asked to design a process for completing the build. During the build, there will be challenges that they must face throughout the project. Students will make mistakes and they will then need to work together to brainstorm ideas of how to fix those mistakes.

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

Focus will be put on assessments related to the safe usage of different tools. It will be of vital importance that students can safely operate tools if the class is going to be successful.

The primary summative assessment will be did the students complete the planned project. Students will consider, were they able to execute the skills necessary to build a structure that will be used by themselves or others.

Formative assessments will be checkpoints on the project as well as exit tickets regarding tool safety and basic construction math.

What teacher aids are provided?

I am working to create meaningful relationships with educators and associations that are in the trades and/or woodworking worlds.

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

Initially, it was a desired outcome to have this course be more of a lab, student-driven experience giving students the freedom to design and build as they see fit. Given that this course will serve as students' introduction to working with tools and woodworking, this course must operate in more of a workshop format where skills will be explicitly taught and students will have many opportunities to demonstrate competency with feedback from teachers and skilled tradespeople.

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

Additional personnel: \$0

Textbooks, materials, technology: \$TBD

We will need to purchase material for students to work with to complete their projects.

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) \$20000

This is the same minimum number to purchase the tools necessary for students to work with. In a proper Woodshop.

GRAND TOTAL: \$20000+

Instructional Resource Review Process

Date of department/committee review/discussion:

Location of meeting: DHS Conference Room

Number of attendees: 13

Record of the meeting including comments & recommendations:

- Love to have options for students
- Who will be teaching this course?
- Where will this be taking place?
- Where will this money be coming from?
- Is this elective credit? Why do we need more elective credit?

Date of admin review/discussion:

Location of meeting: Bates

Number of attendees: 20

Record of the meeting including comments & recommendations: Positive support. There is a need for this class. Be sure there is a focus on safety.

Date of adjacent building review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of community review/discussion:

Location of meeting: DHS Office

Number of attendees: 8

Record of the meeting including comments & recommendations:

- Overlap with MakerSpace - need to define the differences
- Specific skills for carpentry to offer students
- Should utilize the costs and tools incurred for construction in this class as well
- Generally support the class

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:

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

Date of application: May 2024

Course Title: Systems of Construction

Department: Electives

Duration: 2 Semesters

Prerequisite(s): None

Applicant(s): Bill Ivan

Building Involved: Dexter High School

Targeted population: Students interested in and/or preparing to apply to CTE classes.

Targeted year for implementation: Fall 2024

DHS Courses - Proposed Credits Earned and Category -

Describe your course request:

The class would teach the necessary skills needed to build a residential home. Students will learn through a system of modules focusing on each aspect of building a house. The course will be split between classwork and hands-on building of modules/models. Topics covered will be job site safety, hand and power tools, foundation and masonry, framing, shingling, siding, plumbing, electrical, HVAC, drywall, painting, flooring, cabinets, and trim. This course will focus on real-world applications and real-world skills.

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

The goal of this program is to provide opportunities on the DCS campus to all interested students: the student who wants to join the trades right out of college, the student who may want to explore Construction Management in college, the student who is exploring possible careers but is undecided; and the student who is interested in learning more about systems of construction.

There is a distinct need for workers in the trades. In May of 2023 the Bureau of Labor and Statistics reported that 45% of workers in the construction industry are over the age of 45.¹ This would not be an if these workers were being replaced by younger workers; however, The Bureau of Labor and Statistics currently shows that only 9% of workers are under the age of 25.² This means that demand will continue to increase for people in the trades industry, resulting in a continued climb in wages.

It also means that as an education system, there is an opportunity to further educate students about opportunities in the trades. Much of this has to do with lack of exposure. Many folks remember a time when “shop class” was a staple of middle school and high school. The opportunity to participate in these types of classes has drastically decreased.

¹

<https://www.constructiondive.com/news/construction-labor-retirement-recruiting-dei/651184/#:~:text=Construction's%20workforce%20isn't%20getting.of%20Labor%20Statistics%20data%20available.>

² <https://www.bls.gov/cps/cpsaat18b.htm>

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

This class fits perfectly into the district's initiative to provide more Extended Learning Opportunities (ELOs). This creates a chance to partner with different community members who are in the trades to help students connect the skills they are learning to real-life work and situations. Examples of these opportunities could be guest lessons by a carpenter on how to use a circular saw, guest workshops by electricians and plumbers to assist students in soldering or wiring a circuit, and finally, off-campus trips to construction sites or cabinet shops to see how people use the skills in the real world.

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

This is a class designed to create Extended Learning Opportunities (ELOs) for students. This will be one step toward getting community businesses more invested in Dexter Community Schools as we start to develop viable employees, not just college-bound students. While schools have always emphasized the importance of becoming a life-long learner, there is a strong need to also equip our students to become lifelong earners.

How will technology be integrated into the course/resources?

Students will be able to learn a type of technology that they previously were not introduced to at school. In the world of electronics, we often forget that some of our most powerful tools are those we have used for hundreds of years. Understanding the safety and application of hand tools and basic power tools is essential for young people as they begin their lives as young adults.

The technology beyond tools that will be used is calculators, and sometimes software to help read different plans or blueprints. It is my understanding that the district has access to SketchUp which would be helpful.

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

It has been clear for many years that manipulatives and hands-on learning activities are essential for many students. This class will provide an opportunity to develop and test skills; students will be asked to demonstrate safety and apply their knowledge rather than just read, write, or discuss it. At the end of each system (unit) there will be a tangible object that they can point to and say, “I did that.” Feedback will be clear and ongoing to support student growth.

Because students will have a significant classroom portion of this class, it will allow them to engage in all learning styles while learning about each stage of the construction process. They will take notes, use online manipulatives and worksheets, and build hands-on models when learning about each system.

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

- Safely identify and operate various types of hand tools.
- Safely identify and operate power tools.

- See a project through from the planning stages to the finishing touches.
- Develop an extensive understanding of construction math. Specifically reading a tape measure and adding and subtracting fractions and mixed numbers.
- Properly execute the safety necessary on a job site.
- Understand, read, and design/revise a blueprint.
- Create a project estimate based on perimeter and square footage.
- Understand and identify the different types of foundations and their uses.
- Layout and build concrete forms.
- Proper layout and framing methods for walls, joists, and trusses.
- Measure, layout, and frame rough openings.
- Identify and build all parts of a deck.
- Measure and cut rafters using a framing square.
- Understand and master framing vocabulary of materials and tools.
- Identify different types of floor wall and roof systems.
- Identify different roofing coverings and proper installation for shingles.
- Installation of soffit and fascia.
- Identify types of siding and different installation methods.
- Proper window and door installation.
- Understand and wire an electrical outlet circuit and light circuit.
- Identify and link different plumbing options including copper, pvc, and pex.
- Understand R systems of insulation and know the standard of insulation for our area.
- Understand the uses of different drywall widths and the hanging and finishing process.
- Identify paint types and different applications.
- Understand the system of waterproofing and tile installation.
- Properly hang cabinets.
- Develop a basic knowledge of trim styles and installation techniques.

How does the material support cultural diversity and gender equity?

It provides an accessible opportunity for all students to learn the basics of safe tool usage and systems of construction. There is no extensive application, or waiting until they are juniors in high school to receive exposure through the school system. Safety, and the desire to learn, are the drivers for enrollment and participation in this course.

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

This class is primarily focused on providing real-world opportunities for students. The goal will be for each quarter to have at least one trades professional come and speak with students about what they do daily. This will allow students to see how the skills they are learning can translate into a career following high school. It also allows them to develop useful skills that they will then take with them to any number of career or even summer job opportunities.

It will be important to get feedback from trades professionals, so we can continue to develop and evolve this class to match the changing needs of the industries we strive to provide employees for.

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

The class will expose most students to a completely new world with vocabulary and concepts that they have not encountered before. After activating and developing new knowledge, students will be given a task and certain parameters to meet. There will be challenges that they must face throughout the module. Students will make mistakes, and they will then need to work together to brainstorm ideas on how to fix those mistakes.

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

Student assessment will be informed by the practical application of student learning. This will consist of demonstrations of standards and competencies as outlined in the course proposal. Before students may begin using tools and/or constructing, they will be required to pass a comprehensive safety assessment. Safety assessments will be ongoing throughout the course.

Formative assessments will be checkpoints on the systems as well as exit tickets regarding building strategies, building codes, and basic construction math.

What teacher aids are provided?

We do not currently have any teacher aids for this type of course that I am aware of. I am working to connect with other building trades teachers and professional organizations across the state of Michigan.

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

We put a lot of thought into this class and how it would interact with Woodshop and potentially higher level classes. Right now, we believe that this is the most appropriate iteration of this class for our current and future needs.

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

Additional personnel:	\$0
Textbooks, materials, technology:	\$TBD
I'm not yet aware of any needed textbooks; however, a project development software would be helpful for estimating and designing. I think the school may have a sketchup subscription?	
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)	\$20,000

Tools. This is a conservative estimate; I know we hope to get everything donated, but to create a fully functioning shop it will be costly. I am in the process of developing a “must have inventory.

GRAND TOTAL: **\$20,000**

Instructional Resource Review Process

Date of department/committee review/discussion:

Location of meeting: DHS Conference Room

Number of attendees: 13

Record of the meeting including comments & recommendations:

- Love to have options for students
- Who will be teaching this course?
- Where will this be taking place?
- Where will this money be coming from?
- Is this elective credit? Why do we need more elective credit?
- Is this part of SWWC? Or is this a Dexter only class?
- How does this impact Building Trades?

Date of admin review/discussion:

Location of meeting: Bates

Number of attendees: 20

Record of the meeting including comments & recommendations: Admin team really liked the idea that this could create pathways to CTE and real-world application.

Date of adjacent building review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of community review/discussion:

Location of meeting: DHS Office

Number of attendees: 8

Record of the meeting including comments & recommendations:

- Seems good
- Cons - cost, facilities,
- Additional opportunities for students
- Opportunity cost should be considered
- Opportunity for students should be provided given the need of the community
- Support of the class

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Proposal: Name the new solar walkway located at the bus hub, “The Kate Boynton Memorial Walkway.”

Background: In 2019, the Dexter Community Schools began a solar walkway project while working with the DHS Green Schools Club. This project required significant planning and fundraising efforts to complete and will provide both a learning resource to our students and significant savings to the buildings.

[Board Policy 7250](#) states “The naming of school buildings or facilities is the responsibility of the Board of Education.” While the solar walkway is a fixture rather than a facility, it would be appropriate for the responsibility of naming a prominent district fixture to fall to the Board in order to provide consistency and allow for public feedback. Throughout the planning stages of the project, we asked DCS students to suggest names for the solar walkway and to complete a survey of potential names. Nearly 1000 students completed the survey and suggested a wide variety of names. The overwhelmingly most popular name suggestion was “The Kate Boynton Memorial Walkway.”

Kate Boynton taught at Dexter Community Schools from 1998 through the time of her passing in October of 2020. Mrs. Boynton was a beloved teacher and spent many years at Wylie Elementary on the playground, located directly adjacent to the new solar walkway.

The solar walkway project was initiated during the pandemic and Mrs. Boynton became ill during the same period of time while our world navigated isolation and ambiguity. Team Rainbow was a way for the community to connect to support and rally around a beloved teacher in a time when the world was deeply impacted by the global pandemic. Team Rainbow stickers and the rainbow fence decoration are still displayed throughout the community in support of Mrs. Boynton’s battle with cancer, demonstrating her lasting influence on our community, and representing hope for all whose lives are impacted by cancer.

Recommendation: It is the recommendation of Dr. Christopher Timmis, Craig McCalla, Mara Greatorex, and the Dexter Administrative Team that the Board approve the new solar walkway to be named the Kate Boynton Memorial Walkway.



DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

Bates School, 2704 Baker Road, Dexter, Michigan 48130
(734) 424-4100 fax (734) 424-4111
www.dexterschools.org

2024-2025 Draft Meeting Schedule

Guidelines for public participation are on the [Board of Education website](#). Upon request to the Superintendent, the District shall make reasonable accommodation for a person with disabilities to be able to participate in meetings.

All meetings are held at the Bates School Board Room at 7:00 PM unless otherwise noted.

<u>DAY</u>	<u>DATE</u>	<u>HOLIDAYS / NO SCHOOL DAYS</u>
Monday	July 22, 2024	Business Meeting
Monday	August 12	
Monday	August 26	
Monday	September 16, 23, 30	Labor Day Sept. 2
Monday	October 7, 14, 21	usually one meeting
Monday	November 4	usually one meeting (14th is a no school day)
Monday	November 18	
Monday	December 16	
Monday	January 27	Winter Break = Dec. 23 - Jan. 3
Monday	February 10, 24	usually 1 meeting
Monday	March 3, 10, 17	usually 1 meeting + workshop
Monday	April 14	Spring Break March 24 - 31
Monday	April 28	
Monday	May 5	
Monday	May 19	Memorial Day = May 26
Monday	June 9	
Monday	June 23	Budget Hearing

Note: Additional Board of Education workshop(s) and special meetings may be set during the year and will be posted prior to meetings. **Meetings scheduled or changed after the calendar adoption are indicated by bold print.**

Dexter Community Schools

SEX EDUCATION ADVISORY BOARD



Sex Education Advisory Board Meeting Minutes Dexter High School - Conference Room 5/22/24

Present: Ryan Bruder, Dr. Laura Babe, Dr. Randy Desrochers, Dr. Jessica Fealy, Kim Kirkey, Crystal Zurek, Dan Trevisan, Amy Reiser, Ann Pregont, Laura Preston, Pr. Tim Broyles, Kari Reschke, Cole Doty, Mutheu Esilaba, Penni Jones

Absent: Anne Scruggs, Kaela Laurin, Katie Barry, Kiara Kapusansky

Guests Present: Fred Ligrow, Susan Karsch, Krista Early, Eric Williams

- 1) Meeting Minutes from 4/10/24
 - a) Motioned by **Dr. Randy Desrochers**
 - b) Seconded by **Penni Jones**
- 2) Approval of Agenda
 - a) Motioned by **Kim Kirkey**
 - b) Seconded by **Dan Trevisan**
- 3) Public Participation - None
- 4) Discussion Items
 - a) 23-24 SEAB Overview/Celebrations
 - *Our goal is to create and administer stakeholder and student surveys by April 3rd, 2024, and analyze the data by May 22nd, 2024.*
 - *Our goal is to have curriculum alignment and consistency across grades with the addition of updated content by January 2025.*
 - b) DCS Health Teacher Feedback - **SEAB facilitated a roundtable discussion with health teachers (Early, Karsch, Ligrow, Zurek, and Williams) representing grades 4-12. Overall, positive feedback from health teachers regarding current programming, but a desire for more consistent programming/resources, increased opportunities for collaboration, increased professional development and appreciation for the work the SEAB is doing.**
 - Introductions
 - Describe what is going well.
 - Describe areas for improvement.
 - How can the SEAB support you?
 - Panel Discussion
 - c) 24-25 Next Steps
 - Rubric for curriculum review
- 5) Action Items
 - a) 24-25 SEAB Membership Intentions (survey)



Dexter Community Schools

Nice Job Notes

FEB-APR 2024

Carlos Alanis	Cam Fluder	Katherine Kuzma (2)	Brett Pederson	Liz Treppa (2)
Vicki Allie (6)	Meghan Ford	Maria LaCross (2)	Rachel Peirsol (2)	Jouel Truesdell-Lewis (2)
Angela Anderson (2)	Jill Fyke (2)	Nathan Lamb (3)	Gem Petty	Lauren Tykoski
Joel Anderson (3)	Trina Gale (2)	Jiner Larson	Tony Quint	Leigh Vaughn (2)
Emily Arbour (2)	Ed Gauthier (2)	Mary Leach	Carrie Ragnes (3)	Anna Vess (2)
Linda Barthol	Celeste Gentile	Barb Leonard	Sarah Redman	Hope Vestergaard (4)
Julie Bassett	Patrick Glynn	Jessica Leonard	Amanda Reedy	Gerrod Visel
Tara Basso	Heather Green	Becky Lyons	Drake Reinert	Mike Wagner
Lisa Baur	Ruth Hamilton	Chris Mackinder	Erica Rescorla	Marie Warren
Mike Bavineau	Nikki Hartman	Ryan Maki	Amy Sadler	Cheyenne Weber
Britney Bell (3)	Sue Harvey (2)	Becky Mann	Maria Sagante	Chris Whitaker
Margot Bingham (2)	Katie Heikkila	Cassie Markko	Deb Sakowski	Rod Whitlock
Annette Bowen	Megan Hendricks (2)	Wendy Martin	Jessica Savoni	Chris Whittaker (2)
Kris Bowman	Abby Holland (2)	Cheryl Martin	Laura Sayers	Dale Willett
Jill Boydston (4)	Kirsten Hollstrom (2)	Michelle Matson	Rich Schlanderer (2)	Angie Williams
Samantha Brandt	Adrienne Hunwick	Jennifer Mattison (2)	Katherine Schmid	Eric Williams
Dr. Matthew Bruce	Tamara Hytinen	Eileen McCallum	Betsy Schmidt	Rachel Wilson
Lisa Burgess	Matt Inch	Katie McClellan	Kaitlin Schmoekel	Steve Wincent (2)
Allison Campbell (2)	Bill Ivan	Holly McDermott	Steve Schuler (2)	Grace Wolfe (2)
Matthew Caves	Brandy Jacobs	Melanie McIntyre (3)	Karen Scott	Emily Xu (2)
Brian Cech	Phil Jacobs (2)	John McKaig (2)	Katie See	David Yon (2)
Krickett Chamberlain	Shannon Javis	Ricki-Jo McQuarrie	Andrea Sellman	
Trina Cox	Rose Jerome	Lisa Melvin	Michelle Sherman	
Andy Damman (3)	Jennifer Johnson	Liz Melvin (2)	Cheri Sing	
Cheryl Darnton (2)	Annette Jones	Jennifer Miceli	Amy Slothower	
Jenni David (2)	Amara Karapas	Ted Millner	Deneen Smith	
Trevor Davidson (3)	Rose Karnes	Jane Montero	Beth Smith	
Matt Deloria	Melissa Karrick (2)	Deanna Mudloff	John Sperendi (3)	
Allison Denisco	Susan Karsch	Angie Muscato	Shelly Sprague	
Patrice Deutschmann	Molly Kemp (2)	Marianne Mutschler (3)	Jennifer Steele (2)	
Melanie Dever	Ken Keonig	Anne Nakon (2)	Patti Steinbracher	
F&N District Staff (2)	Beau Kimmey	Hannah Nalepa	Hannah Stewart	
Chris Donoghue	Kelly King (3)	Diana Neitzke	Brooke Stidham	
Rob Dubay	Ken Koenig	Kaitlyn Nelson	Carmen Stinebaugh (2)	
Jaime Dudash	Kellison Kohler	Anmarie Nowak	Neil Stinebaugh (2)	
Lisa Dunn (2)	Kirsten Korff	Melanie Nowak (2)	Lauren Straub (2)	
Nicole Durbin (3)	Cassie Korinek	Kalli Nowitzke (2)	Kasey Straub	
Krista Early (2)	Beth Kovarik	Neil O'Brien	After Care Students & staff (2)	
Adrian Edwards (3)	Pam Krebs	Jody O'Bryan	Beacon 2nd Gr Teachers	
Jason Elmy	Susan Kremble	Kelly Otavaini	David Teddy (2)	
Laura Farmer	Cris Kurtz	Natalie Park (2)	Chris Timmis (2)	

FEB-APR = 267

POSTCARD CONNECTORS = 454
RUNNING TOTAL = 41970