

BOARD OF EDUCATION MEETING PACKET

December 15, 2025

7:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!



BOARD OF EDUCATION MEETING
MONDAY, DECEMBER 15, 2025 – 7:00 P.M.
BATES BOARDROOM
2704 BAKER RD. DEXTER MI 48130
734-424-4100

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. The agenda reserves two periods for public participation and 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. 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 – Roll Call
- B. MEETING MINUTES (11/17/2025)
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
 - 1. DHS Course Proposals
- E. PUBLIC PARTICIPATION (up to ~30 minutes; max 5 per person)
- F. ADMINISTRATIVE & BOARD UPDATES
 - 1. Superintendent
 - 2. Board President
 - 3. Student Representatives
- G. CONSENT ITEMS
 - 1. Personnel - New Hire
 - 2. November Budget Report
- H. ACTION ITEMS
 - 1. Budget Amendment
 - 2. MASB Training Funds
 - 3. CBA 101 Registration for Students
 - 4. Schools of Choice slots for 2026-2027
 - 5. Al Ritt Sign Banner
 - 6. Al Ritt Lighting
 - 7. Course Renumbering
- I. DISCUSSION ITEMS
 - 1. DHS Course Proposals
 - 2. Change Order Process
- J. PUBLIC PARTICIPATION (up to ~15 minutes; max 3 per person)
- K. BOARD COMMENTS
- L. INFORMATION ITEMS
 - 1. Nice Job Notes
 - 2. Finance Minutes 11/17/2025
 - 3. SEAB Minutes 12/3/2025
 - 4. 2026 Committee Roster
 - 5. Facilities Minutes 12/8/2025
- M. CLOSED SESSION – none planned
- N. ADJOURNMENT

CALENDAR

January 12, 2026 Board Meeting 7:00pm Bates Boardroom (Business Meeting)
January 26, 2026 Board Workshop 6:00pm Bates Boardroom (changed from regular meeting)
February 9, 2026 Board Chat 6:00pm Bates Boardroom
February 9, 2026 Board Meeting 7:00pm Bates Boardroom
February 23, 2026 Board Meeting 7:00pm Bates Boardroom

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

**BOARD OF EDUCATION MEETING NOTES
DECEMBER 15, 2025**

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 minutes from November 17, 2025 and December 3, 2025 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. DHS Course Modifications and Proposals

E. PUBLIC PARTICIPATION (full guidelines at link)

Board Bylaw 2504 states that the BOE will have two opportunities for public participation at each meeting. The first opportunity will last approximately 30 minutes, with each person having up to 5 minutes to speak, depending on the total number of speakers. 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 AND BOARD UPDATES

1. Assistant Superintendent
2. Board President
3. Student Representatives

G. CONSENT ITEMS

Consent items are typically approved in bulk.

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

1. New Hire

This evening's packet includes a resume and recommendation for hire for Erica Wisnosky for the Speech-Language Pathologist position at DHS.

2. Budget Report

This evening's packet includes detailed financial data as of 11/31/2025.

BOARD OF EDUCATION MEETING NOTES
DECEMBER 15, 2025

H. ACTION ITEMS

1. 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, DCS typically has a November Budget revision which represents a much more accurate annual budget. This was delayed by the state government shutdown this year.

- * An appropriate motion might be, "I move that the Board of Education adopt the 2025-2026 Budget Amendment Resolutions for the General Fund, Community Service Fund, Student/School Activity Fund, and Food Services Fund."

2. Michigan Association of School Boards Training Funds

Twice each year, the Board pre-approves funding (registration and travel expenses) for each trustee to attend up to six MASB classes in the subsequent six months. This allows trustees to register in a timely manner. Trustees may request approval to take additional classes, if desired.

- * An appropriate motion might be, "I move that the Board of Education approve funding, including registration and travel costs, for each board trustee to take up to six MASB classes between January 1, 2026 and June 30, 2026."

3. CBA 101 Registration for Student Representatives

Bylaw 2305 encourages trustees to enhance their effectiveness through participation in MASB and other trainings for school board trustees. The Board also supports training attendance for student representatives.

- * An appropriate motion might be, "I move that the Board of Education approve funding for interested student representatives to take the virtual MASB CBA 101 course anytime through June 30, 2026."

4. Schools of Choice Slots for 2026-2027

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 ten students 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 2026-2027 school year."

5. Al Ritt Sign Banner

As part of the Al Ritt sign project, the District would like to place a Dexter-branded banner to cover the back of the sign which will be visible from the road. Your packet

**BOARD OF EDUCATION MEETING NOTES
DECEMBER 15, 2025**

includes a bid tabulation and recommendation from Granger. This project will be paid with funds from the 2017 Series 2 Bond.

- * An appropriate motion might be, "I move that the Board of Education award the contract for the purchase and installation of the Al Ritt sign banner to United Imaging Group for \$14, 735, with a 15% contingency of \$2,210, for a total amount not to exceed \$16, 945."

6. Al Ritt Stadium Lighting Replacement

This evening's packet includes a bid tabulation and recommendation for the 2025 Bond Series 1 BP 01 Al Ritt Stadium Lighting Replacement project from Granger Construction. Pending final review of financial and other qualification criteria, Granger recommends that DCS award the subcontract to O'Donnell Electric and assign it to Granger for management.

- * An appropriate motion might be, "I move that the Board of Education award the Al Ritt Stadium Lighting Project to O'Donnell Electric for a total amount not to exceed \$171,230 and assign the contract to Granger for Management."

7. Course Renumbering

DHS is requesting minor modifications to several course names. These will have been shared during the School Presentation at the beginning of this evening's meeting.

- * An appropriate motion might be, "I move that the Board of Education approve the renumbering/renaming of DHS courses as outlined in the attached executive summary dated 12-15-2025."

I. DISCUSSION

1. DHS Course Proposals

This evening's packet includes an executive summary and proposals for two new DHS Courses: Peer-to-Peer Physical Education, and AP Seminar. These will have been presented earlier in the meeting. This is an opportunity for trustees to discuss the proposals.

2. Change Order Process

This evening's packet includes an outline of the 2025 Bond Capital Projects Construction Change Order Process. It is consistent with the process for previous bonds. This item is for information purposes only; board action is not required.

J. PUBLIC PARTICIPATION (full guidelines at link)

During the second opportunity for public participation, each person will have up to 3 minutes to speak, depending on the total number of speakers. No person may speak twice on the same subject more than once in each meeting. Those wishing to receive a personal response from the board or superintendent must complete a public comment form available at the meeting entrance and on our website.

**BOARD OF EDUCATION MEETING NOTES
DECEMBER 15, 2025**

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Nice Job Notes
2. Finance Minutes 11/17/2025
3. SEAB Minutes 12/3/2025
4. 2026 Committee Roster
5. Facilities Minutes 12/8/2025

M. CLOSED SESSION – none planned

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION SPECIAL MEETING MINUTES
NOVEMBER 17, 2025**

A. CALL TO ORDER – 7:00pm

Roll Call

Members Present: Daniel Alabré, Brian Arnold, Elise Bruderly, Michael Cipolla, Jennifer Kangas, Amy Reiser, Melanie Szawara; Student Representatives Claire Beneteau, Lloyd Brand

Members Absent: none

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

DEA: Jessica Baese

Guests: Kim Lindsay, Stephanie Cottrell, Bill Bernard, Kari Reschke

B. MEETING MINUTES

Melanie Szawara made a motion that the Board of Education approve the special meeting minutes from November 10, 2025 as presented. Daniel Alabré seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Michael Cipolla made a motion that the Board of Education approve the agenda as presented. Amy Reiser seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Audit Presentation

Kim Lindsay of Rehmann Robson presented the 2024-2025 school year audit results. Dexter Community Schools received a clean, unmodified audit with no findings or control matters identified. Mr. Lindsay noted that the Federal audit cannot yet be submitted because final guidance from the Federal government (the OMB Compliance Supplement) is still pending. A draft was released in April 2025, allowing Rehmann to complete our single audit, but the report cannot be issued until the final supplement is published. Once that is released, Rehmann will confirm their work meets the final requirements. There are currently no findings, and the audit will be submitted within 30 days of the final supplement's release.

~~**ADMINISTRATIVE AND BOARD UPDATES**~~

This standard agenda item was inadvertently left off the agenda; this info was shared during Board Comments.

E. PUBLIC PARTICIPATION - none

F. CONSENT ITEMS

1. Budget Report

Melanie Szawara made a motion that the Board of Education receive the October, 2025 budget report. Daniel Alabré seconded the motion. **Motion Carried (unanimous).**

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION SPECIAL MEETING MINUTES
NOVEMBER 17, 2025

G. ACTION

1. Accept Audit

Jennifer Kangas made a motion that the Board of Education accept the 2024-2025 financial audit. Daniel Alabr  seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

H. DISCUSSION

1. Process for Curriculum Update

Following the Board decision to send some elements of the proposed Sex Education Curriculum back to SEAB for additional work, trustees discussed the best ways to move forward with the process. It was reiterated that lessons that are already approved will not go back to SEAB for additional work. SEAB Supervisor and Assistant Superintendent Ryan Bruder Board noted that the cleanest and most transparent approach to sex ed curriculum for the rest of this year would be to proceed with the current curriculum until the full package is approved, rather than using some elements of the newly approved curriculum and some of the existing curriculum. This will ensure a consistent opt-out process as well as provide time for staff to be trained on the new curriculum. Board consensus was that it would be beneficial for at least some trustees to review the next SEAB draft proposals before bringing it to a full meeting for review, to ensure that the modifications aligned with the Board’s requests.

Melanie Szawara made a motion that the Board of Education authorize Board President Elise Bruderly to appoint an ad hoc sex education committee [for the purpose of ensuring that board requests are clear to SEAB members and that modifications align with Board requests prior to the next public review period]. Michael Cipolla seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

Further discussion included a timeline, which has not been determined but could last up to four-six months based on the cadence of SEAB committee meetings and the amount of work to do. President Bruderly asked trustees to let her know if they are interested in serving on the ad hoc committee.

I. PUBLIC PARTICIPATION

1. Bill Bernard asked a question.

J. BOARD COMMENTS

Superintendent, Board, and Student Representative Updates were inadvertently omitted from the agenda, so those were given here.

There were no Superintendent or Board updates this week.

Student Representative Claire Beneteau noted that the first hockey game would be this week at Veterans’ Arena; IB students are beginning work on their IAs

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION SPECIAL MEETING MINUTES
NOVEMBER 17, 2025**

[Internal Assessments. IAs are one-time projects completed in IB classes that offer students the opportunity to explore an area of interest within the course.] Lloyd Brand noted that DHS football beat Carlson and will play Groves at semi-finals on Saturday November 22 at 1pm at Lincoln High School; swim and dive athletes are competing at States; basketball rosters have been set; Drama Club's 3D shows are happening later in the week. He also noted that if the football team makes it to Ford Field, the Marching Band will be performing.

Daniel Alabr  thanks the business office for their work on the audit.

Board Treasurer and Finance Chair Jennifer Kangas noted that an essentially "break even" budget is a big accomplishment.

Melanie Szawara noted that registration for MASB's winter institute is now open and it will be a virtual event.

K. INFORMATION ITEMS

1. Cameron Fluder – MSBO Leadership Institute
2. Cheyanne Weber – MSBO School Payroll Specialist Certification

At approximately 8:01pm, Daniel Alabr  made a motion that the Board of Education move into Closed Session for the purpose of discussing attorney-client privileged material, following a three-minute break. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried(unanimous).**

I. CLOSED SESSION per MCL 15.268(h)

At approximately 8:18pm, the Board returned from closed session.

J. ADJOURNMENT

At approximately 8:19pm, President Elise Bruderly adjourned the meeting.

MINUTES/hlv

Daniel Alabr 
Secretary, Board of Education

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION SPECIAL MEETING MINUTES
DECEMBER 3, 2025

A. CALL TO ORDER – 6:03pm

Roll Call

Members Present: Daniel Alabré, Brian Arnold, Elise Bruderly, Michael Cipolla, Melanie Szawara

Members Absent: Jennifer Kangas, Amy Reiser; Student Representatives Claire Beneteau, Lloyd Brand

Administrative & Supervisory Staff: Ryan Bruder, Christie Bueche, Chris Timmis, Hope Vestergaard

Guests: none

B. APPROVAL OF AGENDA

Melanie Szawara made a motion that the Board of Education approve the agenda as presented. Brian Arnold seconded the motion. **Motion Carried (unanimous).**

C PUBLIC PARTICIPATION - none

D. ACTION

1. Review Construction Manager Contract

The Board discussed the agreement with Granger Construction Company. It mirrors previous contracts with Granger.

Brian Arnold made a motion that the Board of Education authorize the Superintendent to sign the attached Construction Manager Agreement with Granger Construction Company. Michael Cipolla seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

2. Review Architect Contract

The Board discussed the agreement with TMP Architecture. It mirrors previous contracts with TMP.

Melanie Szawara made a motion that the Board of Education authorize the Superintendent to sign the attached Architect Agreement with TMP Architecture, Inc. Brian Arnold seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

E. DISCUSSION

1. 31aa Funding

Michigan's 31aa funding for school safety and mental health has been delayed due to a lawsuit challenging the new requirement to waive legal privileges in case of a mass casualty event. A compromise allows schools to opt in for funding by December 4, 2025, and retain the ability to rescind the waiver by December 30, 2025, if they are concerned about the provision's broad language.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION SPECIAL MEETING MINUTES
DECEMBER 3, 2025**

31aa funding can be used for expenses such as hiring mental health professionals, school resource officers, and security equipment, but schools must apply by the extended deadline in order to receive the funds. Dexter stands to receive close to \$500,000 in 31aa funding this year.

A decision in the lawsuit has been promised by December 19; districts would still have the opportunity to opt out of the 31aa agreement until December 30, 2025. Trustees discussed options for the district to consider depending on the court determination. The Board does not typically weigh in on grant applications, but this one is under discussion due to the unique requirements surrounding acceptance of the funds.

F. PUBLIC PARTICIPATION - none

G. ADJOURNMENT

At approximately 6:20pm, President Elise Bruderly adjourned the meeting.

MINUTES/hlv

Daniel Alabré
Secretary, Board of Education



DEXTER COMMUNITY SCHOOLS

Anne Nakon, Director of Special Education
7480 Dan Hoey Rd, Bldg. A, Dexter, Michigan 48130
(734) 424-4160 ext.6052 fax (734) 424-4169
nakona@dexterschools.org

To: Dexter Board of Education
From: Anne Nakon
Subject: Recommendation to Hire: Speech and Language Pathologist
Date: November 17, 2025

It is with great confidence that I recommend Erica Wisnosky for the Speech-Language Pathologist position at Mill Creek Middle School and Dexter High School.

Erica is an experienced and highly skilled clinician who brings extensive knowledge in speech and language development, assessment, and intervention. For the past 16 years, she has served as a Lead Speech and Language Therapist for the University of Michigan Health System. Her professional background, along with the strong feedback from her references, demonstrates her deep commitment to supporting students' communication needs and her ability to collaborate effectively with educators, families, and multidisciplinary teams.

Erica's professionalism, clinical expertise, and student-centered approach would make her a valuable asset to both the Mill Creek Middle School and Dexter High School teams.

Interview committee: Abby Holland, Anne Nakon, Anna Romano, Brett Peterson, Julia Arbour, Katie Heikkila.

Erica Wisnosky MA, CCC-SLP

Objective: To obtain a position as a speech-language pathologist working in a school setting.

Clinical Experience

University of Michigan Health System, Mott Children's Hospital Ann Arbor, MI
Speech-Language Pathologist Senior/Lead Sept. 2009-Present

- Extensive evaluation/treatment of children/adolescence with resonance disorders involving both low-tech therapy approaches as well as use of biofeedback, nasometry, coordination of appointments with surgeon to provide valuable information that contributes to surgical decision making and/or plan of care.
- Provide evaluation and treatment for feeding and swallowing disorders with inpatient and outpatient infants, toddlers, and children. This include performing clinical swallow evaluations, videofluoroscopic swallow studies, fiberoptic endoscopic evaluation of swallow (FEES), and providing evidenced based treatment as indicated.
- Evaluation/treatment of pediatric outpatients with speech/language disorders, feeding/swallowing disorders, cleft palate, trach/vent, fluency, traumatic brain injury, resonance disorders, and voice disorders
- Provide intensive treatment for pediatric inpatients as a part of the collaborative rehabilitation team
- Speech and Language Pathology Team Lead, involves overseeing 7 full time staff, escalating issues to leadership, managing time off requests, scheduling and leading team meetings
- Answer consults regarding inpatient/outpatient feeding/swallowing and speech/language disorders

University of Michigan Health System Ann Arbor, MI
Pediatric Neurorehabilitation Program June 2008-Aug. 2009

- Provided speech/language therapy for pediatric patients recovering from traumatic brain injuries in a day treatment setting
- Documented daily, weekly, and monthly progress to comply with insurance requirements
- Collaborated with other medical professionals to facilitate carryover of therapeutic skills for a functional outcome

Education

WAYNE STATE UNIVERSITY Detroit, MI
M.A. in **Communication Sciences and Disorders** May 2008
G.P.A. 3.91

WESTERN MICHIGAN UNIVERSITY Kalamazoo, MI
B.S. in **Speech-Pathology and Audiology** April 2006
G.P.A. 3.79 *Magna Cum Laude*

Internship Experience

Spectrum Health, Blodgett Hospital
Graduate Intern

Grand Rapids, MI
Jan. 2008-May 2008

- Participated in bedside swallowing evaluations, speech, language and cognition evaluations, and modified barium swallow studies
- Provided swallowing and language therapy
- Provided an in-service to clinical staff regarding pulmonary terminology relevant to speech-language pathologists in an acute care setting

Comprehensive Therapy Center
Graduate Intern

Grand Rapids, MI
Jan. 2008-May 2008

- Provided group and individual therapy for children with disorders and/or delays related to speech, language, and fluency
- Responsible for caseloads at three elementary schools
- Administered multiple speech and language diagnostic tests and contributed to numerous IEP processes

Dort Elementary, Roseville School District
Graduate Audiology Practicum

Roseville, MI
Oct. 2007-Dec. 2007

- Provided group and individual speech and language therapy to students with hearing impairments
- Used sign language to communicate with students
- Participated with “push in” therapy for hearing impaired students

Wayne State University Speech Therapy Education for Stroke Survivors (STEPSS)
Graduate Clinician

Detroit, MI
May 2007-Jul. 2007

- Administered diagnostic assessments and therapy to adult clients with aphasia, dysarthria, apraxia, and traumatic brain injury
- Responsible for group therapy sessions to facilitate carry over of client’s individual goals
- Completed SOAP notes, lesson plans, charted progress, and wrote initial and final reports
- Discussed goals and accomplishments with client and client’s caregivers

Unity Head Start
Graduate Clinician

Detroit, MI
Jan. 2007-Apr. 2007

- Evaluated preschool aged children using standardized and informal assessments
- Established appropriate goals
- Implemented a fluency shaping program for two clients
- Provided a class lesson using a language rich environment

Christ Child House
Graduate Clinician

Detroit, MI
Sept. 2006-Dec. 2006

- Administered diagnostic assessments and therapy for school aged children ranging in age from 7-14 years
- Provided group therapy to severely emotionally impaired children
- Incorporated behavioral objectives during sessions

Certifications/Licensure/Associations

- Certificate of Clinical Competence - ASHA, obtained in 2009
- Michigan Speech-Language Hearing Association Member
 - Student Affairs Committee Chair, 2010-2112
- State of Michigan License # 7101000799



Board Monthly Financial Report

Fiscal Year to Date 11/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	7,205,242.00	106,509.27	399,148.06	6,806,093.94	.00	6	373,930.05
Function Code R100 - Local Sources - 100 Totals	\$7,205,242.00	\$106,509.27	\$399,148.06	\$6,806,093.94	\$0.00	6%	\$373,930.05
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							
	35,415,810.00	4,343,317.46	7,832,891.86	27,582,918.14	.00	22	8,326,632.07
Function Code R300 - State Sources - 300 Totals	\$35,415,810.00	\$4,343,317.46	\$7,832,891.86	\$27,582,918.14	\$0.00	22%	\$8,326,632.07
Function Code R400 - Federal Sources - 400							
	891,337.00	.00	.00	891,337.00	.00	0	32,993.52
Function Code R400 - Federal Sources - 400 Totals	\$891,337.00	\$0.00	\$0.00	\$891,337.00	\$0.00	0%	\$32,993.52
Function Code R500 - ISD / Other Sources - 500							
	7,671,182.00	1,537.76	1,286,968.23	6,384,213.77	.00	17	1,222,298.89
Function Code R500 - ISD / Other Sources - 500 Totals	\$7,671,182.00	\$1,537.76	\$1,286,968.23	\$6,384,213.77	\$0.00	17%	\$1,222,298.89
Function Code R600 - In from other Funds - 600							
	475,626.00	138,006.25	138,006.25	337,619.75	.00	29	135,391.35
Function Code R600 - In from other Funds - 600 Totals	\$475,626.00	\$138,006.25	\$138,006.25	\$337,619.75	\$0.00	29%	\$135,391.35
Account Type Revenue Totals	\$51,659,197.00	\$4,589,370.74	\$9,657,014.40	\$42,002,182.60	\$0.00	19%	\$10,091,245.88
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	24,328,564.00	1,957,225.94	5,652,185.53	18,676,378.47	198.43	23	5,544,462.83
Sub Function Code 120 - Added Needs - 120	7,635,019.00	1,116,218.93	2,200,487.13	5,434,531.87	6,798.00	29	1,619,960.68
Function Code 100 - Instruction Totals	\$31,963,583.00	\$3,073,444.87	\$7,852,672.66	\$24,110,910.34	\$6,996.43	25%	\$7,164,423.51
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	6,441,905.00	432,974.46	1,287,513.06	5,154,391.94	231,377.56	20	1,386,431.95
Sub Function Code 220 - Support Services-Instructional - 220	3,027,357.00	178,532.31	1,146,085.55	1,881,271.45	41,658.86	38	1,231,812.94
Sub Function Code 230 - Support Services-Administration - 230	851,663.00	72,273.17	427,392.61	424,270.39	11,043.75	50	373,134.03
Sub Function Code 240 - Support Services-School Admin - 240	2,953,617.00	200,705.68	846,309.85	2,107,307.15	.00	29	863,172.76
Sub Function Code 250 - Support Services-Business - 250	873,226.00	88,202.23	295,228.25	577,997.75	1,434.87	34	243,025.61
Sub Function Code 260 - Operations and Maintenance - 260	5,433,677.00	366,196.66	2,114,047.05	3,319,629.95	211,319.12	39	1,826,141.30
Sub Function Code 270 - Pupil Transportation - 270	2,079,830.00	176,047.07	561,613.14	1,518,216.86	36,130.04	27	576,536.27
Sub Function Code 280 - Support Services-Central - 280	683,821.00	49,008.67	274,241.35	409,579.65	45,750.00	40	214,529.32
Function Code 200 - Supporting Services Totals	\$22,345,096.00	\$1,563,940.25	\$6,952,430.86	\$15,392,665.14	\$578,714.20	31%	\$6,714,784.18
Function Code 300 - Community Services							
Sub Function Code 300 - Community Services - 300	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 320 - Community Recreation - 320	266,254.00	17,387.75	107,399.14	158,854.86	10,415.08	40	76,297.17
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	7,674.00	.00	.00	7,674.00	.00	0	1,182.00
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	.00
Function Code 300 - Community Services Totals	\$273,928.00	\$17,387.75	\$107,399.14	\$166,528.86	\$10,415.08	39%	\$77,479.17
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



Board Monthly Financial Report

Fiscal Year to Date 11/30/25

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Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Function Code 500-600 - Other Financing Uses							
Sub Function Code 500 - Debt Service - 500	26,524.00	.00	.00	26,524.00	.00	0	.00
Sub Function Code 600 - Fund Modifications - 600	985,263.00	.00	.00	985,263.00	.00	0	.00
Function Code 500-600 - Other Financing Uses Totals	\$1,011,787.00	\$0.00	\$0.00	\$1,011,787.00	\$0.00	0%	\$0.00
Account Type Expense Totals	\$55,594,394.00	\$4,654,772.87	\$14,912,502.66	\$40,681,891.34	\$596,125.71	27%	\$13,956,686.86
Fund(COA) 11 - General Fund Totals	(\$3,935,197.00)	(\$65,402.13)	(\$5,255,488.26)	\$1,320,291.26	(\$596,125.71)	134%	(\$3,865,440.98)



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Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,893,890.00	166,009.19	1,321,204.22	1,572,685.78	.00	46	1,412,978.80
Function Code R100 - Local Sources - 100 Totals	\$2,893,890.00	\$166,009.19	\$1,321,204.22	\$1,572,685.78	\$0.00	46%	\$1,412,978.80
Function Code R300 - State Sources - 300							
	59,345.00	87,189.00	87,189.00	(27,844.00)	.00	147	907.00
Function Code R300 - State Sources - 300 Totals	\$59,345.00	\$87,189.00	\$87,189.00	(\$27,844.00)	\$0.00	147%	\$907.00
Function Code R400 - Federal Sources - 400							
	.00	.00	.00	.00	.00	+++	48,133.26
Function Code R400 - Federal Sources - 400 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$48,133.26
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							
	984,263.00	.00	.00	984,263.00	.00	0	.00
Function Code R600 - In from other Funds - 600 Totals	\$984,263.00	\$0.00	\$0.00	\$984,263.00	\$0.00	0%	\$0.00
Account Type Revenue Totals							
	\$3,937,498.00	\$253,198.19	\$1,408,393.22	\$2,529,104.78	\$0.00	36%	\$1,462,019.06
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 110 - Basic Functions - 110	167,055.00	19,673.94	57,515.51	109,539.49	.00	34	54,022.18
Function Code 100 - Instruction Totals	\$167,055.00	\$19,673.94	\$57,515.51	\$109,539.49	\$0.00	34%	\$54,022.18
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 220 - Support Services-Instructional - 220	12,005.00	136.02	154.02	11,850.98	.00	1	.00
Sub Function Code 240 - Support Services-School Admin - 240	2,767.00	.00	.00	2,767.00	.00	0	.00
Sub Function Code 250 - Support Services-Business - 250	2,235.00	.00	.00	2,235.00	.00	0	12.06
Sub Function Code 260 - Operations and Maintenance - 260	62,808.00	1,999.09	25,398.36	37,409.64	5,161.90	40	34,452.08
Sub Function Code 270 - Pupil Transportation - 270	.00	(17,215.00)	.00	.00	.00	+++	674.86
Sub Function Code 290 - Support Services-Other - 290	1,765,221.00	284,372.02	723,235.18	1,041,985.82	287,299.30	41	749,091.68
Function Code 200 - Supporting Services Totals	\$1,845,036.00	\$269,292.13	\$748,787.56	\$1,096,248.44	\$292,461.20	41%	\$784,230.68
Function Code 300 - Community Services							
Sub Function Code 310 - Community Services Direction - 310	306,335.00	13,737.68	87,480.47	218,854.53	.00	29	93,439.64
Sub Function Code 320 - Community Recreation - 320	227,139.00	40,060.90	92,536.85	134,602.15	3,482.50	41	77,483.33
Sub Function Code 350 - Care of Children - 350	1,138,107.00	94,028.67	476,904.18	661,202.82	250.00	42	471,269.92
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	43,758.20
Function Code 300 - Community Services Totals	\$1,671,581.00	\$147,827.25	\$656,921.50	\$1,014,659.50	\$3,732.50	39%	\$685,951.09
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							
Sub Function Code 600 - Fund Modifications - 600	190,345.00	72,990.66	72,990.66	117,354.34	.00	38	73,952.74
Function Code 500-600 - Other Financing Uses Totals	\$190,345.00	\$72,990.66	\$72,990.66	\$117,354.34	\$0.00	38%	\$73,952.74
Account Type Expense Totals							
	\$3,874,017.00	\$509,783.98	\$1,536,215.23	\$2,337,801.77	\$296,193.70	40%	\$1,598,156.69
Fund(COA) 23 - Community Service Fund Totals							
	\$63,481.00	(\$256,585.79)	(\$127,822.01)	\$191,303.01	(\$296,193.70)	-201%	(\$136,137.63)



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Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	371,528.00	48,475.87	119,018.78	252,509.22	.00	32	136,236.22
Function Code R100 - Local Sources - 100 Totals	\$371,528.00	\$48,475.87	\$119,018.78	\$252,509.22	\$0.00	32%	\$136,236.22
Function Code R300 - State Sources - 300							
	1,524,002.00	197,517.25	197,517.25	1,326,484.75	.00	13	10,594.20
Function Code R300 - State Sources - 300 Totals	\$1,524,002.00	\$197,517.25	\$197,517.25	\$1,326,484.75	\$0.00	13%	\$10,594.20
Function Code R400 - Federal Sources - 400							
	610,512.00	51,842.17	98,976.50	511,535.50	.00	16	98,077.76
Function Code R400 - Federal Sources - 400 Totals	\$610,512.00	\$51,842.17	\$98,976.50	\$511,535.50	\$0.00	16%	\$98,077.76
Function Code R500 - ISD / Other Sources - 500							
	257,500.00	45,299.75	45,299.76	212,200.24	.00	18	.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$257,500.00	\$45,299.75	\$45,299.76	\$212,200.24	\$0.00	18%	\$0.00
Account Type Revenue Totals	\$2,763,542.00	\$343,135.04	\$460,812.29	\$2,302,729.71	\$0.00	17%	\$244,908.18
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	4,975.00	780.00	3,021.80	1,953.20	.00	61	2,761.44
Sub Function Code 290 - Support Services-Other - 290	2,847,834.00	172,429.44	762,651.78	2,085,182.22	766,166.50	27	652,436.52
Function Code 200 - Supporting Services Totals	\$2,852,809.00	\$173,209.44	\$765,673.58	\$2,087,135.42	\$766,166.50	27%	\$655,197.96
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							
Sub Function Code 600 - Fund Modifications - 600	285,281.00	65,015.59	65,015.59	220,265.41	.00	23	61,438.61
Function Code 500-600 - Other Financing Uses Totals	\$285,281.00	\$65,015.59	\$65,015.59	\$220,265.41	\$0.00	23%	\$61,438.61
Account Type Expense Totals	\$3,138,090.00	\$238,225.03	\$830,689.17	\$2,307,400.83	\$766,166.50	26%	\$716,636.57
Fund(COA) 25 - School Lunch Fund Totals	(\$374,548.00)	\$104,910.01	(\$369,876.88)	(\$4,671.12)	(\$766,166.50)	99%	(\$471,728.39)



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Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 27 - Cooperative Activities Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,361,462.00	243,831.32	968,482.95	1,392,979.05	.00	41	750,209.66
Function Code R100 - Local Sources - 100 Totals	<u>\$2,361,462.00</u>	<u>\$243,831.32</u>	<u>\$968,482.95</u>	<u>\$1,392,979.05</u>	<u>\$0.00</u>	<u>41%</u>	<u>\$750,209.66</u>
Function Code R200 - Non-Education Sources - 200							
	155,708.00	.00	14,132.64	141,575.36	.00	9	2,284.17
Function Code R200 - Non-Education Sources - 200 Totals	<u>\$155,708.00</u>	<u>\$0.00</u>	<u>\$14,132.64</u>	<u>\$141,575.36</u>	<u>\$0.00</u>	<u>9%</u>	<u>\$2,284.17</u>
Function Code R300 - State Sources - 300							
	8,500,000.00	.00	21,272.69	8,478,727.31	.00	0	.00
Function Code R300 - State Sources - 300 Totals	<u>\$8,500,000.00</u>	<u>\$0.00</u>	<u>\$21,272.69</u>	<u>\$8,478,727.31</u>	<u>\$0.00</u>	<u>0%</u>	<u>\$0.00</u>
Function Code R400 - Federal Sources - 400							
	1,050,000.00	.00	98,953.65	951,046.35	.00	9	45,800.00
Function Code R400 - Federal Sources - 400 Totals	<u>\$1,050,000.00</u>	<u>\$0.00</u>	<u>\$98,953.65</u>	<u>\$951,046.35</u>	<u>\$0.00</u>	<u>9%</u>	<u>\$45,800.00</u>
Function Code R600 - In from other Funds - 600							
	127,500.00	.00	14,843.05	112,656.95	.00	12	.00
Function Code R600 - In from other Funds - 600 Totals	<u>\$127,500.00</u>	<u>\$0.00</u>	<u>\$14,843.05</u>	<u>\$112,656.95</u>	<u>\$0.00</u>	<u>12%</u>	<u>\$0.00</u>
Account Type Revenue Totals	<u>\$12,194,670.00</u>	<u>\$243,831.32</u>	<u>\$1,117,684.98</u>	<u>\$11,076,985.02</u>	<u>\$0.00</u>	<u>9%</u>	<u>\$798,293.83</u>
Account Type Expense							
Function Code 300 - Community Services							
Sub Function Code 300 - Community Services - 300	2,865,768.00	270,232.61	1,182,257.83	1,683,510.17	9,452.38	41	912,767.38
Sub Function Code 390 - Other Community Services - 390	716,060.00	13,517.79	115,455.14	600,604.86	21,338.06	16	.00
Function Code 300 - Community Services Totals	<u>\$3,581,828.00</u>	<u>\$283,750.40</u>	<u>\$1,297,712.97</u>	<u>\$2,284,115.03</u>	<u>\$30,790.44</u>	<u>36%</u>	<u>\$912,767.38</u>
Function Code 400 - Facilities Construction & Other Payments or Adjustments							
Sub Function Code 400 - Other Government Agencies - 400	8,357,842.00	.00	(12,206.38)	8,370,048.38	15,945.97	0	7,100.00
Function Code 400 - Facilities Construction & Other Payments or Adjustments Totals	<u>\$8,357,842.00</u>	<u>\$0.00</u>	<u>(\$12,206.38)</u>	<u>\$8,370,048.38</u>	<u>\$15,945.97</u>	<u>0%</u>	<u>\$7,100.00</u>
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	127,500.00	.00	14,843.05	112,656.95	.00	12	.00
Function Code 500-600 - Other Financing Uses Totals	<u>\$127,500.00</u>	<u>\$0.00</u>	<u>\$14,843.05</u>	<u>\$112,656.95</u>	<u>\$0.00</u>	<u>12%</u>	<u>\$0.00</u>
Account Type Expense Totals	<u>\$12,067,170.00</u>	<u>\$283,750.40</u>	<u>\$1,300,349.64</u>	<u>\$10,766,820.36</u>	<u>\$46,736.41</u>	<u>11%</u>	<u>\$919,867.38</u>
Fund(COA) 27 - Cooperative Activities Fund Totals	<u>\$127,500.00</u>	<u>(\$39,919.08)</u>	<u>(\$182,664.66)</u>	<u>\$310,164.66</u>	<u>(\$46,736.41)</u>	<u>-143%</u>	<u>(\$121,573.55)</u>



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Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
	2,289,598.00	121,571.04	468,881.12	1,820,716.88	.00	20	491,204.63
Function Code R100 - Local Sources - 100 Totals	\$2,289,598.00	\$121,571.04	\$468,881.12	\$1,820,716.88	\$0.00	20%	\$491,204.63
Account Type Revenue Totals	\$2,289,598.00	\$121,571.04	\$468,881.12	\$1,820,716.88	\$0.00	20%	\$491,204.63
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 290 - Support Services-Other - 290	2,289,598.00	72,446.57	286,551.62	2,003,046.38	41,425.30	13	348,666.58
Function Code 200 - Supporting Services Totals	\$2,289,598.00	\$72,446.57	\$286,551.62	\$2,003,046.38	\$41,425.30	13%	\$348,666.58
Account Type Expense Totals	\$2,289,598.00	\$72,446.57	\$286,551.62	\$2,003,046.38	\$41,425.30	13%	\$348,666.58
Fund(COA) 29 - Student/School Activity Fund Totals	\$0.00	\$49,124.47	\$182,329.50	(\$182,329.50)	(\$41,425.30)	+++	\$142,538.05
Grand Totals	(\$4,118,764.00)	(\$207,872.52)	(\$5,753,522.31)	\$1,634,758.31	(\$1,746,647.62)	140%	(\$4,452,342.50)

TO: Board of Education
 FROM: Christie Bueche, CFO
 DATE: December 15, 2025
 RE: 2025-26 Nov/December Budget Amendment

The 2025-26 December budget amendment is being presented for Board consideration. The Finance Committee reviewed and recommended the amendment on December 15, 2025.

The key parameters of the revised 2025-26 budget are:

- State Foundation allowance \$10,050 a \$422 increase from 2024-25. The foundation is paid based on 90% October 2025 and 10% February 2025 student counts. Actual foundation allowances over the past 5 years were:

2021-22	2022-23	2023-24	2024-25	2025-26
\$ 8,700	\$ 9,150	\$ 9,608	\$ 9,608	\$ 10,050

- Student count 3,312, a decrease of 1.15 students from October 2024. Actual fall student counts over the past 5 years were:

2021-22	2022-23	2023-24	2024-25	2025-26
3,416	3,375	3,362	3,314	3,312

- State categoricals for MPSERS Cost Offset (147a1), MPSERS Normal Offset – **Eliminated from the State budget** (147a2), MPSERS Stabilization (147c), MPSERS Reform Payment (147e), MPSERS Offset, 271(4) MPSERS Healthcare offset (147a4) Reduced UAAL – **Eliminated from the State budget** - total \$5,145,622. MPSERS (147f) 0.5% UAAL Rate Reimbursement **-Eliminated in FY25**.
- A blended MPSERS Retirement Rate 42.82% was budgeted for all funds. This blended rate includes the retirement rate and UAAL, the UAAL increased for 2025-26. The General Fund budget for retirement is \$13,553,038 or 23.1% of the General Fund expenses. After offsetting the funding categoricals, the net MPSERS retirement cost budget is \$8,407,416 or 14.38% of the budget. The State categorical funding is not guaranteed. If eliminated, the full retirement cost would be a district obligation. District increase in costs for FY26 is estimated at \$1.2m.
- WISD Act 18 special education reimbursement \$7,227,138 is based on less than 100% of actual unreimbursed costs of the 2024-25 fiscal year. Included is the one-time additional distribution from WISD to offset actual costs from 2024-25 in the estimated amount of \$840,000, and includes no revenue for Medicaid Direct Services performed in previous years. Vacancies and turnover in our special education professional staff and paraeducator positions may result in special education costs below the budget and the corresponding revenue reduced in future years.
- Teacher and other certificated professional staff are 260.62 FTE
- Wage changes with some employee groups, staff steps and levels and education levels per negotiated contracts that were all settled after the budget adoption in June 2025.
- Health benefits per negotiated contracts with fully insured MESSA products (Transportation moved from BCBS to MESSA). The District contribution increased for medical plans across all employee groups. With staff FTE changes and census elections, overall District contribution

increased 3% plus employer Health Savings Account contributions (new in 2024-25) to \$5,339,268.

- Long range trend reflects 1.27% increase foundation from the State. Student count recovery is based on our most recent enrollment study.
- Direct and indirect cost recovery of 10% from Food & Nutrition (\$286,182), Community Education (\$67,627), and ECLC Jenkins/Bates (\$124,960)
- Athletics subsidy was prefunded in prior years and assigned in the Community Services Fund Balance. The pre-funding has been fully spent and \$1,047,300 is planned for the current year as a contribution from General Fund. If we continue to outsource athletic trips, additional General Fund contributions may be necessary. FY25 was the final year of the prefunded subsidy for Athletics.

We currently have fewer open positions compared to prior years, and while we continue to experience some short and long-term vacancies due to factors such as the limited hiring pool, unpaid leaves of absence, and employee turnover, these vacancies may not result in significant savings as seen in previous years. The budget reflects full staffing and full programming, including all open bus driver and other positions that we are still actively working to fill. The budget narratives will provide more details as the year progresses.

Attachments

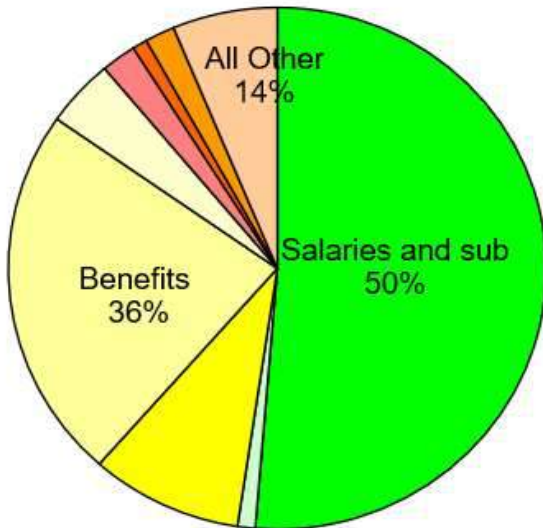
1. Financial Dashboard
2. A long-range trend with 2024-25 actual, 2025-26 Original, 2025-26 (Nov/December revision), and 2026-27, 2027-28, and 2028-29 trend
3. 2024-25 Year-End Fund Balances and designated reserves
4. The general appropriation amendment for the general fund and required special revenue funds by major function grouping. 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
2025-26 Budget (November Revision)**

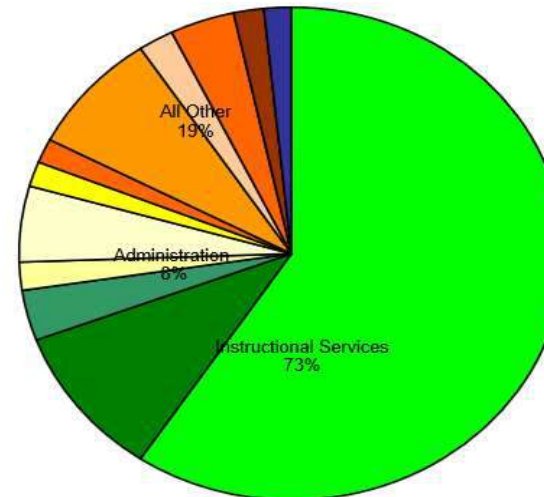
2023-24 Actual						
Student Count	Total Revenues	Total Expenditures	Excess Rev/Exp	Ending Fund Balance	%	Foundation Allowance
3,362	\$55,248,865	\$53,658,182	\$1,590,683	\$12,493,996	23.3%	\$9,608
2024-25 Actual						
3,314	\$55,892,010	\$55,519,892	\$372,118	\$12,866,114	23.2%	\$9,608
2025-26 Budget (December Revision)						
3,312	\$53,932,221	\$58,430,848	(\$4,498,626)	\$8,367,488	14.3%	\$10,050

Expenses-Type



- Salaries \$29,981,952 51.3%
- Sub Teachers/Paras \$621,408 1.1%
- Benefits-Health \$5,339,268 9.1%
- Benefits-State Retirement \$13,553,038 23.2%
- Benefits-Payroll Taxes / Other \$2,448,449 4.2%
- Utilities \$1,230,541 2.1%
- Teaching Supplies/Textbooks \$523,975 0.9%
- Athletics \$1,047,300 1.8%
- All Other \$3,684,917 6.2%

Expenses-Program



- Instruction \$34,682,010 59.4%
- Student Services \$5,811,934 9.9%
- Instructional Support \$1,936,547 3.3%
- Technology \$1,076,593 1.8%
- School Administration \$2,903,425 5.0%
- General Administration \$953,449 1.6%
- Business Administration \$927,015 1.6%
- Building & Grounds \$4,679,109 8.1%
- Utilities \$1,230,541 2.1%
- Transportation \$2,236,558 3.8%
- Athletics \$1,047,300 1.8%
- All Other \$946,367 1.6%

Dexter Community Schools
General Fund
Long Range Trend

A	B	K	N	O	P	Q	R
1							
2							
3							
5		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29
6		actual	Original	Amendment	trend	trend	trend
8	Revenue	55,892,010	51,659,197	53,932,221	53,998,356	55,367,809	56,898,576
9	Expense	55,519,892	55,594,394	58,430,848	58,742,655	59,806,503	60,610,154
10	Revenue over (under) expense	372,118	(3,935,196)	(4,498,626)	(4,744,298)	(4,438,694)	(3,711,579)
11	Fund Balance planned adjustment	-	-	-	-	-	-
12	Operational Revenue over (under) expense	372,118	(3,935,196)	(4,498,626)	(4,744,298)	(4,438,694)	(3,711,579)
14	FUND BALANCE						
15	Non-spendable-Prepaid Expenditures	105,925	105,925	105,925	105,925	105,925	105,925
17	Committed-Facilities, Equipment & Maintenance	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
18	Committed-Facilities Athletics	1,125,000	1,125,000	1,125,000	1,125,000	1,125,000	1,125,000
19	Committed-Health Benefit Claims	-	-	-	-	-	-
20	Committed-Instructional/Materials 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 Buildings/New Spaces	300,490	300,490	300,490	300,490	300,490	300,490
23	Committed-Performing Arts Equipment	170,000	170,000	170,000	170,000	170,000	170,000
24	Committed-Retirement/Severance	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
25	Committed-Supply Carryover	156,009	156,009	156,009	156,009	156,009	156,009
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	3,938,197	-	-	-	-	-
30	Unassigned	70,493	73,493	(489,936)	(5,234,235)	(9,672,929)	(13,384,508)
31	TOTAL FUND BALANCE	12,866,114	8,930,917	8,367,488	3,623,189	(815,505)	(4,527,084)
32	%	23.2%	16.1%	14.3%	6.2%	-1.4%	-7.5%
33	Unassigned	70,493	73,493	(489,936)	(5,234,235)	(9,672,929)	(13,384,508)
34	%	0.1%	0.1%	-0.8%	-8.9%	-16.2%	-22.1%
36	STATE FUNDING						
37	State per pupil foundation	\$ 9,608	\$ 10,008	\$ 10,050	\$ 10,321	\$ 10,600	\$ 10,886
38	State per pupil foundation change (\$)	\$ -	\$ 400	\$ 442	\$ 271	\$ 279	\$ 286
39	Effective per pupil change						
43	STUDENT ENROLLMENT						
44	New student additions(general ed & special ed FTE)		(4.00)	(1.15)	7.15	23.00	33.00
45	Student Enrollment (October)	3,314.00	3,310.00	3,312.85	3,320.00	3,343.00	3,376.00
59	PROJECTION ASSUMPTIONS						
60	Academic staff (FTE)	261.35	-	260.62	-	-	-
61	Increase support staff (FTE)	8.56	-	(3.56)	-	-	-
62	Salary/Wage DEA change (%)	1% / 2%	3.00%	3.00%	0.00%	0.00%	0.00%
63	State Blended Count Method	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%	10%/90%
64	MPERS Retirement Rate	47.64%	43.71%	42.82%	42.94%	43.06%	43.18%
65	FICA Employer Tax Rate	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
66	District Insurance Cost change	3.00%	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 2024-25

Revenue	\$ 55,892,010
Expenses	\$ 55,519,892
Net Operating Income	\$ 372,118

			Base value		24-25	Board planned	Planned	Recommended	Recommended
Fund Balance Classifications	Account	Methodology of Target	for calculation	Target	Beginning	transfers 24-25	Ending	transfers 24-25	Ending
Required Designated Reserve Funds (policy 6604)									
Non-Spendable									
Non-spendable-Prepaid Expenditures	11-2711-1000	Prepaid expenditure asset	\$ 105,925	\$ 105,925	\$ 75,813	\$ (75,813)	\$ -	\$ 30,112.48	\$ 105,925
Committed (required)									
Committed- Supply Carryover	11-2731-7100	Unspent supply carryover	\$ 156,009	\$ 156,009	\$ 157,124	\$ (157,124)	\$ -	\$ (1,115)	\$ 156,009
Committed- Employee Off Schedule Payment	11-2731-7200	Actual projected cost	\$ -	\$ -	\$ 150,000	\$ (150,000)		\$ (150,000)	\$ -
Board Designated Reserve Funds (policy 6605)									
Committed (management planned)									
Committed-Facilities, Equipment & Maintenance	11-2731-1200	Assets undeprec repl value * 1%	\$ 304,524,180	\$ 3,045,242	\$ 1,000,000		\$ 1,000,000		\$ 1,000,000
Committed-Facilities Athletics	11-2731-1300	Artificial turf, pools	\$ 1,500,000	\$ 1,500,000	\$ 1,125,000		\$ 1,125,000		\$ 1,125,000
Committed-Performing Arts Equipment	11-2731-5100	Refurbishing performing arts equipment	\$ 200,000	\$ 200,000	\$ 170,000		\$ 170,000		\$ 170,000
Committed-Instructional Materials/Equipment	11-2731-3100	Replacement of Instructional Materials (\$300/student)	\$ 1,011,507	\$ 1,011,507	\$ 1,000,000		\$ 1,000,000		\$ 1,000,000
Committed-Technology	11-2731-8100	Cost of technology inventory * 50% (includes balance of restitution)	\$ 9,940,700	\$ 4,970,350	\$ 1,500,000		\$ 1,500,000		\$ 1,500,000
Committed-New Programs Implementation	11-2731-4100	Startup and implementation transition of new programs (3-5 yrs)	\$ 348,000	\$ 348,000	\$ 2,400,000		\$ 2,400,000		\$ 2,400,000
Committed-New Buildings/New Spaces	11-2731-4200	Startup and implementation transition of new building (3-5 years)	\$ 300,000	\$ 300,000	\$ 300,490		\$ 300,490		\$ 300,490
Committed-Retirement/Severance	11-2731-6100	Retirement obligation * 2/3	\$ 5,295,322	\$ 3,530,215	\$ 1,000,000		\$ 1,000,000	\$ 100,000	\$ 1,100,000
Assigned Fund Balance	11-2741-0000	Subsequent year expenditures	\$ 3,938,197	\$ 3,938,197	\$ 1,994,430		\$ 3,938,197	\$ 1,943,767	\$ 3,938,197
Unassigned Fund Balance (policy 6612)	11-2751-0000	3-5% of general fund expenses (value at 5%)	\$ -	\$ -	\$ 1,621,139		\$ 1,621,139	\$ (1,550,646)	\$ 70,493
Total Fund Balance					\$ 12,493,996	\$ (382,937)	\$ 14,054,826	\$ 372,118	\$ 12,866,114
Non-Spendable Fund Balance				0.1%	\$ 75,813			0.2%	\$ 105,925
Committed Fund Balance				16.1%	\$ 8,802,614			15.8%	\$ 8,751,499
Assigned Fund Balance				4.1%	\$ 1,994,430			7.1%	\$ 3,938,197
Unassigned Fund Balance				0.0%	\$ 1,621,139			0.1%	\$ 70,493
Total Fund Balance				20.3%	\$ 12,493,996			23.2%	\$ 12,866,114

0.1%

7.2%

**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 2025-26 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 2025-26 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	\$ 7,335,627
2xx Other Political Subdivisions	\$ -
3xx State	\$ 37,437,136
4xx Federal	\$ 1,290,735
5xx-6xx Other Financing Sources	\$ 7,868,723
Total Revenue	\$ 53,932,221
<hr/>	
Total Fund Balance, July 1 Available to Appropriate	\$ 12,760,188
Total Available to Appropriate	\$ 66,692,409

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

Expenditures:

1xx – Instruction	
11x- Basic Programs	\$ 26,420,179
12x- Added Needs	\$ 8,261,831
2xx – Support Services	
21x- Pupil Support	\$ 5,811,934
22x- Instructional Staff Support	\$ 3,013,140
23x- General Administration	\$ 953,449
24x- School Administration	\$ 2,903,425
25x- Business Services	\$ 927,015
26x- Operations and Maintenance	\$ 5,909,650
27x- Transportation	\$ 2,236,558
28x-29x Other Central Support	\$ 690,999
3xx-Community Services	\$ 227,844
4xx-6xx Other Financing Uses	\$ 1,074,824
Total Appropriated	\$ 58,430,848

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 15, 2025, 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 2025-26 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 2025-26 to be used for operating purposes is as follows:

Revenue:	
1xx Local	\$ 310,556
3xx State	\$ 1,416,025
4xx Federal	\$ 532,213
5xx-6xx Other Financing Sources	\$ 210,000
Total Revenue	\$ 2,468,794
<hr/>	
Total Fund Balance, July 1 Available to Appropriate	\$ 1,715,080
Total Available to Appropriate	\$ 4,183,874

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	\$ 5,242
28x-29x Other Central Support	\$ 2,856,573
4xx-6xx Other Financing Uses	\$ 286,182
Total Appropriated	\$ 3,147,997

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 15, 2025, 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 2025-26 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 2025-26 to be used for operating purposes is as follows:

Revenue:		
1xx Local	\$	2,918,221
3xx State	\$	228,379
4xx Federal	\$	-
5xx-6xx Other Financing Sources	\$	1,047,300
Total Revenue	\$	4,193,900
<hr/>		
Total Fund Balance, July 1 Available to Appropriate	\$	1,881,531
Total Available to Appropriate	\$	6,075,431

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	\$	198,876
2xx – Support Services		
22x- Instructional Staff Support	\$	19,572
24x School Administration	\$	4,542
25x- Business	\$	3,300
26x- Operations and Maintenance	\$	64,431
27x- Transportation	\$	-
28x-29x Other Central Support	\$	1,837,888
3xx-Community Services	\$	1,650,149
4xx-6xx Other Financing Uses	\$	192,587
Total Appropriated	\$	3,971,345

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 15, 2025, 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 2025-26 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 2025-26 to be used for operating purposes is as follows:

Revenue:

1xx Local	\$ 2,309,542
Total Revenue	\$ 2,309,542
<hr/>	
Total Fund Balance, July 1 Available to Appropriate	\$ 1,227,121
Total Available to Appropriate	\$ 3,536,663

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	\$ 2,309,542
Total Appropriated	\$ 2,309,542

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 15, 2025, and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: To approve schools of choice slots for 2026-2027

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 and are actively seeking housing in the area; students who have been attending private schools; 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 303 SOC students.

2025-2026 SOC Student Summary

(numbers in parentheses are from 2024-2025)

Grade	Total # of newly SOC status students enrolled in '25-'26	Grade	Total # of newly SOC status students enrolled in '25-'26**
Young 5	8 (6)	6th grade	5 (6)
Kindergarten	14 (20)	7th grade	5 (5)
1st grade	6 (3)	8th grade	5 (5)
2nd grade	5 (3)	9th grade	4 (2)
3rd grade	5 (2)	10th grade	0 (1)
4th grade	4 (4)	11th grade	3 (0)
5th grade	4 (3)		
Total students accepted for 2025-26 school year			106 (105)
Total newly SOC status students for 2025-26 Accepted vs/enrolled – enrollment rate			74 (75) 70% (71%)

7 of the fall 2025 SOC students used SOC to stay 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.

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

We currently have the capacity to accept more SOC students. Allowing ten per grade would equate to one student per class section.

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 ten students 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 2026-2027 school year.

TO: Dexter Community Schools Board of Education

FROM: Craig McCalla, Owner Representative, Granger Construction

DATE: November 25th, 2025

RE: Al Ritt Scoreboard Sign 2615 Baker Rd.

Dexter Community Schools wanted to add a large sign covering the back of the new scoreboard at Al Ritt Field. The sign will be approximately 27' wide and 18' tall. Bids for the project were accepted through the Building Connected online platform.

Four vendors submitted bids in Building Connected. The four vendors were United Imaging Group, MI Custom Signs, Johnson Sign Co. and FASTSIGNS. All four were qualified bids. The total bid from United Imaging Group was \$13,385. The total bid from MI Custom Signs was \$14,000. The total bid from Johnson Sign Co. was \$16,000. The total bid from FASTSIGNS was \$44,585. The recommendation is to go with United Imaging Group for \$13,385.00. DCS did ask for a change order to increase the width of the sign to 32'. The change order cost is \$1,350. The price for the larger sign of \$14,735, including a 15% contingency of \$2,210, for a total of \$16,945. Contingency will be used for unforeseen issues. The funds will come from the 2017 Series 2 Bond Funds.

Attached are the bid tabulations for each category.

Craig McCalla | Owner Representative

GRANGER|ADVANCE THE ART OF BUILDING

November 25, 2025

Dr. Chris Timmis
Superintendent of Schools
Dexter Community Schools
2704 Baker Road
Dexter, MI 48130

Re: Dexter Community Schools 2017 Series 2 Bond Project
AI Ritt Scoreboard Sign
2615 Baker Rd.

Dear Dr. Timmis:

Proposals for the AI Ritt Scoreboard Sign were received on behalf of Dexter Community Schools (DCS) Friday, November 14th. A tabulation of the bids received is attached for your reference.

We have reviewed the proposals, spoken with the bidders, and are recommending the lowest responsive bidder.

Pending final review of financial and other qualification criteria, Granger recommends that DCS award the AI Ritt Scoreboard Sign Proposal as indicated below. This project will be managed by the Granger Owner's Representative and Dexter Community School's staff.

Work	Contractor	Base Bid	Requested Change order	Total Bid
AI Ritt Scoreboard Sign	United Imaging Group	\$13,385	\$1,350	\$14,735

The bid amount is \$14,735 we are including a 15% contingency of \$2,210, for a total not to exceed \$16,945. The costs for this project will come out of the 2017 Bond. Please feel free to contact me at (810) 533-5470 if you have any questions or require additional information.

Sincerely,
GRANGER CONSTRUCTION COMPANY

Craig McCalla
Owners Representative

att: Bid tabulation form

cc: C. Bueche, DCS



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911 4230
517.393.1670 P
517.393.1382 F

WEST MICHIGAN
940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503
616.454.2900 P
616.454.9700 F

SOUTHEAST MICHIGAN
39475 13 Mile Rd, Ste 204
Novi, MI 48377
248.724.2950 P
248.489.5753 F

NAME	VERSION
Bid Tabulation Form	6
NUMBER	DATE REVISED
BP006FR	12/15/2021

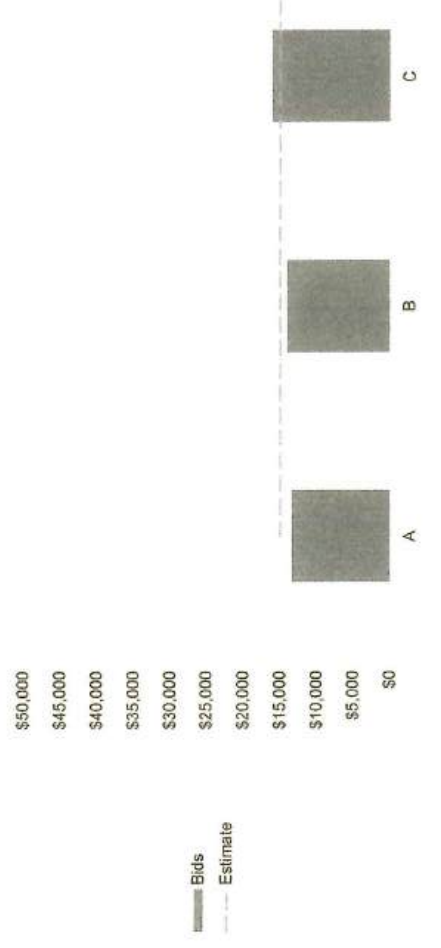
CATEGORY:		10-01 SIGNAGE	
JOB NUMBER:	2262-00	ESTIMATE	\$15,000
CLIENT:	Dexter Community Schools	APPARENT LOW BID	\$13,385
BUILDING:	District-Wide	APPARENT LOW BIDDER	United Imaging Group
DELIVERY:	CM	VARIANCE FROM ESTIMATE	-\$1,615
ARCHITECT:		VARIANCE FROM ESTIMATE (%)	-10.77%
BID DATE:	11/14/2025		

United Imaging Group	MI Custom Signs	Johnson Sign Co.	FASTSIGNS	E	F	G
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BASE BID	\$13,385	\$14,000	\$16,000	\$44,585
P&P BOND	NA	NA	Yes	NA
ADDENDUMS	Acknowledged	Acknowledged	Acknowledged	Acknowledged
VOLUNTARY ALTERNATES (Y/N)	N	N	Yes	N
1			Yes	
2			\$28,075	

REQUIRED ALTERNATES				
1				
2				
3				
4				

BASE BID + ALTERNATES TOTAL:	\$13,385	\$14,000	\$16,000	\$44,585	\$0	\$0
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December 12, 2025

Dr. Chris Timmis
Superintendent of Schools
Dexter Community Schools
2704 Baker Road
Dexter, MI 48130

Re: Dexter Community Schools 2025 Bond Project
Contract Recommendation
Series 1 BP 01 Al Ritt Stadium Lighting Replacement



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911

517.393.1670 P
517.393.1382 F

WEST MICHIGAN
940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503

616.454.2900 P
616.454.9700 F

METRO DETROIT
1441 Brooklyn St, Ste 400
Detroit, MI 48226

313.638.3173 P

OHIO
400 Lazelle Rd, Ste 18A
Columbus, OH 43240

614.705.2280 P

Dear Dr. Timmis:

Bids for the Bid Package 01 Al Ritt Stadium Lighting Replacement were received on behalf of Dexter Community Schools (DCS) Tuesday, November 25th. A tabulation of the bids received is attached for your reference.

We have reviewed the proposals, interviewed the two low bidders, and are recommending the lowest responsive bidder.

Pending final review of financial and other qualification criteria, Granger recommends that DCS award the subcontract as indicated below and assign it to Granger for management.

There are no alternates being recommended for this scope of work.

Work	Contractor	Base Bid	Recommended Alternates	Recommended Contract
04-26-01 Site Lighting	O'Donnell Electric	\$171,230	\$0	\$171,230

All work will be contracted and performed per the contract documents developed by TMP and Granger.

We request that the Board of Education consider and take action on the contract recommendation above at the meeting scheduled for December 15, 2025.

Please feel free to contact me if you have any questions or require additional information.

Sincerely,

GRANGER CONSTRUCTION COMPANY



Gregory Brand, P.E.
Senior Project Manager

att: Bid tabulation form

cc: C. Bueche, DCS
J. Tuley, GCC
M. Lancaster, TMP
S. Peck, PBA



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911

517.393.1670 **P**
517.393.1382 **F**

WEST MICHIGAN
940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503

616.454.2900 **P**
616.454.9700 **F**

METRO DETROIT
1441 Brooklyn St, Ste 400
Detroit, MI 48226

313.638.3173 **P**

OHIO
400 Lazelle Rd, Ste 18A
Columbus, OH 43240

614.705.2280 **P**

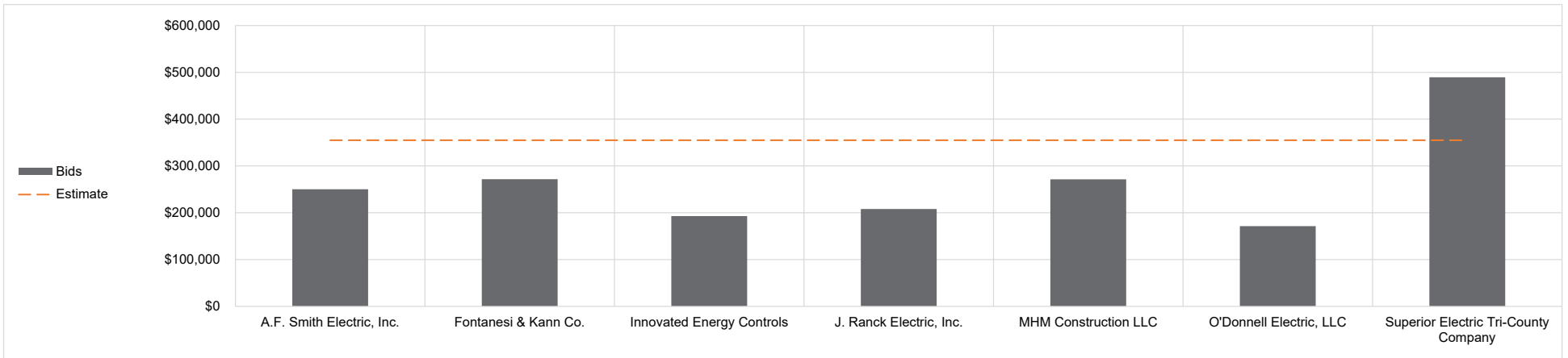


NAME	VERSION
Bid Tabulation Form	6
NUMBER	DATE REVISED
BP006FR	12/15/2021

CATEGORY: 04-26-01 Site Electrical

JOB NUMBER:	2262-00	ESTIMATE	\$355,000
CLIENT:	DEXTER COMMUNITY SCHOOLS	APPARENT LOW BID	\$171,230
BUILDING:	AL RITT STADUM LIGHTING	APPARENT LOW BIDDER	O'Donnell Electric, LLC
DELIVERY:	CM	VARIANCE FROM ESTIMATE	-\$183,770
ARCHITECT:	TMP ARCHITECTURE	VARIANCE FROM ESTIMATE (%)	-51.77%
BID DATE:	11/25/2025		

	A.F. Smith Electric, Inc.	Fontanesi & Kann Co.	Innovated Energy Controls	J. Ranck Electric, Inc.	MHM Construction LLC	O'Donnell Electric, LLC	Superior Electric Tri-County Company
BASE BID	\$250,200	\$271,700	\$192,770	\$208,000	\$271,317.03	\$171,230	\$489,500
P&P BOND	\$3,753	\$3,388	\$1,900	\$2,000	\$5,500	\$1,300	\$4,580
ADDENDUMS	Y	Y	Y	Y	Y	Y	Y
IRAN CERTIFICATION	Y	Y	Y	Y	Y	Y	Y
FAMILIAL ACKNOWLEDGEMENT	Y	Y	Y	Y	Y	Y	Y
BID BOND	Y	Y	Y	Y	Y	Y	Y
VOLUNTARY ALTERNATES							
1							
2							
REQUIRED ALTERNATES							
1	\$46,760	\$31,000	\$44,425	\$6,000	\$35,000	\$30,230	\$128,800
2							
3							
4							
BASE BID + ALTERNATES TOTAL :	\$296,960	\$302,700	\$237,195	\$214,000	\$306,317	\$201,460	\$618,300



Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Date: December 15, 2025

Purpose: To approve minor course modifications to existing DHS courses and present two new course proposals

Explanation:

The DHS Administrative Team periodically reviews DHS courses for adjustments that better clarify subject matter, align with college requirements, and provide appropriate credits for the workload.

Recommendation:

The Chief Academic Officer is recommending that the Board of Education approve this evening the following adjustments to existing courses:

- *Honors Humanities*: Offer students the possibility of earning two English credits instead of one English and one Social Studies credit, dependent on the teacher(s) of record for specific terms
- Rename *Introduction to Anatomy and Physiology* to: *Anatomy and Physiology 1*: helps clarify sequence of classes now that we have *Anatomy and Physiology 2*
- Rename *Advanced Biochemistry: Forensic Science* to *Forensic Science: Advanced Biochemistry*: helps clarify that this is not an AP course; clarifies enrollment process
- Rename *Introduction to Marine Biology* to *Marine Biology*: clarifies enrollment process and the fact that there is no sequential class
- Rename *Advanced Biology: Zoology* to *Zoology*: helps clarify that this is not an AP course; clarifies enrollment process
- Rename (SWWC) *Graph X* to (SWWC) *Graphic Arts Academy*: went through Saline’s name change process to help with clarity; creates delineation of content offered in the elective Graphic Design 1 and Graphic Design 2 courses as well as the existing Graphic Arts course offered at Saline
- Rename *Graphic Arts 1* to *Graphic Design 1*: helps clarify that these are elective courses that ready students for the SWWC *Graphic Arts Academy* CTE program, clarifies enrollment process
- Rename *Graphic Arts 2* to *Graphic Design 2*: helps clarify that these are elective courses that ready students for the SWWC *Graphic Arts Academy* CTE program, clarifies enrollment process

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

- *World History Summer Seminar*: A small cohort of students completed a summer seminar program to cover material in the *World History* course standards that are now not covered in the DHS IB history course offerings as a result of IB curricular changes, not intended to be a continued summer program

Dexter High School is also proposing two new courses.

- *Peer to Peer Physical Education*: elective credit course open to all students that is designed to increase academic, independence, and social engagement opportunities for students with disabilities.
- *AP Seminar*: 10th grade specific AP course designed for all 10th graders (not just prospective AP students) as a foundational course that focuses on cross curricular conversations “exploring academic and real-world topics and issues by analyzing divergent perspectives.”

The course proposals are included in the packet this evening for first review. There will be an opportunity to discuss these later in the agenda.



DEXTER COMMUNITY SCHOOLS

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

Links: [Peer to Peer](#), [Peer to Peer Curriculum](#), [Peer to Peer & Unified](#)

Date of application: October 20, 2025

Course Title: Peer-to-Peer Physical Education

Department:

Duration: One semester

Prerequisite(s): N/A

Applicant(s): Eric Williams & Kellison Kohler

Building Involved: DHS

Targeted population: All students

Targeted year for implementation: 25/26 S2

DHS Courses - Proposed Credits Earned and Category: Elective credit

Class Cap- 25 students

Describe your course/resource request:

Peer to Peer Physical Education is an elective credit course open to all students that is designed to increase academic, independence, and social engagement opportunities for students with autism and other disabilities. This is achieved by inviting multiple peers without disabilities to learn about their schoolmates with developmental or intellectual disabilities. This course takes place in a physical education setting (i.e., gymnasium, Twin Turfs), where students enrolled in the class will participate in sports and physical education lessons that are accessible to all. Physical education aims to help students, including those with a disability, to become competent movers who will enjoy a lifetime of physical activity. Peer education gives students knowledge and skills that demystify disabilities and increase understanding and acceptance. Students will also learn to advocate with and for students with disabilities.

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

Peer-to-Peer Physical Education (PE) is a new course that allows students to take the Peer-to-Peer course in a general education setting (i.e., high school gymnasium), which is co-taught by a general education physical education teacher and a special education teacher. During the 2025-2026 course selection process, 165 students requested to enroll in the Peer-to-Peer course as it is currently taught, and only 14 students were able to enroll. This new course will allow more students to take a Peer-to-Peer course because it has the ability to enroll more students than the current course format.



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

Collaborative Learning

- Students learn with and from each other rather than relying solely on a teacher.
- Emphasizes teamwork, shared responsibility, and mutual support.

Active Engagement

- Learners take an active role in discussions, projects, and problem-solving activities.
- Focus on participation, not passive listening.

Communication & Feedback

- Building strong communication skills by giving and receiving constructive feedback.
- Encourages open dialogue, listening, and respectful disagreement.

Critical Thinking & Reflection

- Encourages questioning, analysis, and reflection on ideas rather than memorization.
- Students learn to evaluate sources, arguments, and their own understanding.

Autonomy & Self-Direction

- Learners take initiative in setting goals, managing time, and tracking progress.
- Develops independence and ownership over learning outcomes.

Community & Collaboration Skills

- Strengthens a sense of belonging, empathy, and teamwork.
- Helps build networks and interpersonal relationships through shared learning experiences.

Real-World Application

- Focuses on applying knowledge to real-life contexts through peer projects, case studies, or group challenges.
- Connects classroom learning to practical problem-solving.

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

- Demonstrate understanding of differences and inclusion
- Build positive relationships with diverse peers
- Model appropriate social and academic behaviors
- Collaborate and communicate effectively
- Advocate for inclusion and positive school climate



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

Peer to Peer aligns closely with the district’s Strategic Plan and Profile of a Learner by advancing the development of core competencies through evidence-based, inclusive, and personalized educational experiences. Rooted in school-wide collaboration and embedded within the daily life of the school community, Peer to Peer intentionally connects students with and without disabilities to promote belonging, mutual understanding, and individualized growth for all learners.

By personalizing education through authentic peer relationships, the program meets students where they are—academically, socially, and emotionally—and provides meaningful opportunities to apply learning in real-world contexts. Each student’s experience within Peer to Peer is unique, reflecting their strengths, interests, and goals while contributing to a collective culture of inclusion and respect.

How will technology be integrated into the course/resources?

- Students taking Peer to Peer will access all course materials on their school-issued Chromebook via the Canvas LMS.
- Students will use technology to create class projects that are focused on disability awareness and advocacy.
- Students will learn how special education teachers and related service providers use technology to create supports for their students with disabilities, such as social stories, visual supports, video modeling, etc.
- Students will also learn about how individuals with disabilities use technology in their lives for communication and daily living skills purposes.

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

The Peer to Peer Physical Education curriculum uses multimodal instruction, which allows students to learn through a variety of formats:

- **Visual learners:** YouTube videos and visuals such as posters and infographics are used.
- **Auditory learners:** Students engage in discussions and peer interviews
- **Kinesthetic learners:** The entire class is structured in a physical education classroom, which allows students to move their bodies throughout most activities.
- **Social/interpersonal learners:** Students will have opportunities for group collaboration, peer mentoring relationships, and most importantly, friendship!



Differentiated Instruction in Peer to Peer:

- **Content differentiation:** Activities can be simplified or extended depending on students' abilities (e.g., using sentence starters for reflection writing, or independent journaling for advanced students).
- **Process differentiation:** Students can choose how to learn — through discussion, art, or tech-based projects.
- **Product differentiation:** Students can demonstrate learning in multiple ways — through presentations, videos, posters, or peer journals.
- **Environment differentiation:** Lessons can occur in various settings — general education classrooms, lunchrooms, or community outings — to match comfort and learning goals.

How does the material support cultural diversity and gender equity?

This course highlights the fact that people with disabilities are present in every culture, regardless of race or gender, all around the world. The Peer to Peer shares stories (and related assignments) from various perspectives and backgrounds.

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

Career and real-world experiences will be intentionally integrated into the Peer to Peer program to ensure that students acquire transferable skills that extend beyond the classroom environment. Peer to Peer naturally cultivates competencies such as communication, leadership, collaboration, and empathy—all of which are essential for success in postsecondary education, employment, and community engagement.

Through structured and unstructured peer interactions, students will have opportunities to assume roles that mirror real-world responsibilities, such as mentoring, facilitating group activities, and supporting inclusive initiatives within the school community. These experiences promote social-emotional learning and help students develop the interpersonal and problem-solving skills necessary for diverse professional and social contexts.

Partnerships with community organizations, guest speakers, and service-learning opportunities will further connect Peer to Peer principles with authentic applications in the broader community. Reflection and portfolio activities will guide students in identifying how their participation in Peer to Peer aligns with career readiness standards and fosters inclusive citizenship.

In this way, Peer to Peer functions not only as a model for promoting belonging and acceptance within the school setting but also as a framework for preparing all students to engage meaningfully and inclusively in real-world environments.



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

The Peer to Peer material encourages critical thinking and problem-solving by engaging students in authentic, relationship-based learning experiences. Because the program is rooted in evidence-based practices and emphasizes intentional connections between students with and without disabilities, it challenges participants to think beyond assumptions, analyze differences and similarities among peers, and develop empathy through real-world interaction.

Students learn to critically examine stereotypes and misconceptions about disabilities by participating in peer education that provides accurate information and fosters open dialogue. This process promotes reflection, questioning, and understanding—core components of critical thinking.

In terms of problem-solving, Peer to Peer encourages students to navigate social situations, communication barriers, and collaborative challenges that naturally arise during daily interactions. With guidance from school staff, students learn to identify issues, consider multiple perspectives, and develop inclusive solutions that strengthen belonging for everyone.

Ultimately, by creating spaces where all students are valued and included, Peer to Peer cultivates a school culture that supports independent thinking, empathy-driven decision-making, and collaborative problem-solving.

What summative and formative assessments will be used to measure student achievement? Weekly Peer 2 Peer journaling, with prompts and content modules. Mid-term project. Summative assessment in the form of a choice between a fact-based or reflection-based paper/project.

What teacher aids are provided?

Peer to Peer curriculum is created and maintained by Grand Valley State University's START Project. Teacher aids and resources are free for all teachers and are provided by the START Project.

Describe what other alternatives were considered and why they are not being proposed: Adapted physical education without Peer to Peer, Unified Sports, and the current EFD grant-funded A2 Fitness class.



Are there any costs associated with this course?

- No
- Yes — please specify:
- **One-time costs:** (e.g., initial materials, setup fees, licenses)
2 [Bocce ball sets](#) (\$40 per set)
 - **Recurring costs:** (e.g., annual subscriptions, consumable materials, ongoing licensing fees)

Are there any specific space or facility needs for this course?

- No
- Yes — please describe:
- **Type of space required:** (e.g., lab, studio, outdoor area, flexible learning space)
Gym/ classroom
 - **Special equipment or furniture needs:**
N/A
 - **Scheduling considerations or conflicts:**

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

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

If yes, please describe the cost(s), estimated amount(s), funding source(s), and any sustainability considerations.



GRAND TOTAL:

\$

Instructional Resource Review Process

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

***Date of department/committee review/discussion: 10/21/25**

Location of meeting: DHS

Number of attendees: 11

Record of the meeting including comments & recommendations: Department Chairs support

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

See next page

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



Community Quotes

Benefits:

We love the idea of pairing general ed students with special ed students in a physical education setting. It feels like a great way to foster empathy, leadership, and teamwork. It gives students a chance to connect with peers they might not otherwise interact with. We think that can be really powerful, not just for the special ed students, but for the gen ed students too. Everyone benefits from learning how to support and understand others. This also allows for additional physical time during the school hours, which both of our children would benefit from.”

Concerns:

Honestly, we don't have major concerns. We'd just want to make sure that all students feel supported and safe, emotionally and physically, and that there's enough structure to help the peer relationships thrive. Some kids might need a little guidance at first, but we trust the staff to help with that.

Inclusion & Circle of Friends:

This kind of class could be a game-changer for inclusion. It's one thing to talk about inclusion, but it's another to build it into the daily experience. Having shared activities and goals helps break down barriers and build real friendships. We think it could really strengthen the circle of friends concept and make the school feel more connected overall.

Best,

Kristin & Nate Munson

It has been an honor and privilege over the past 22 years to assist many clients with children receiving or who previously received special education assistance at various schools in the area. One of my observations from this experience is that need to educate the community as whole about the talents, value, and contributions of children receiving special education assistance is never ending. Students who do not receive special education services grow into adults in a world filled with individuals with disabilities. Engagement among students who do and do not receive special education services is vital to the education of all students and their transition to adulthood.

A peer-to-peer physical education class seems to be an ideal environment for students to engage with each other in ways that may be otherwise limited by the pressures and structures of regular classroom work. A peer-to-peer physical education class should help foster a lifetime approach to inclusion.

Joshua R. Fink (P66210)



Fink & Fink, PLLC
Attorneys and Counselors at Law

Current Student Quotes

I would love to take this class if I had the availability. It seems like a cool way to be inclusive. I love being involved in Unified to help others feel included and be connected to all of my peers.

"Yes, I would be interested in taking this new course! I would be interested because I love helping out, but I think this way it would be like we're hanging out as friends and not so much as helpers. This could make it so much more inclusive. I love this idea.

What I have enjoyed about peer-to-peer is the connections we build with each student and the new learning styles we adapt to. Before joining this class my freshman year, I was always slightly confused as to why some do more than others. After joining this class, I learned how different each individual is. I learned more about everyone from the other side, and now I can help others understand. "

"I probably would take this class because it teaches peers how to better support and be better friends with the other students. Also, I would probably get to learn sports better than I would in a regular PE class.

I have enjoyed being able to meet new people, see how their brains function, and see how cool it can be to see them doing very well in classes."

Would you take this new course and why?

Yes, I have been a part of Peer-to-Peer for three years. The activities we do in class, particularly the more interactive ones, are the most memorable experiences. I feel like I've built the strongest connections while engaging in physical activities, whether it's shooting basketballs with Paul and Liam or walking the track with Maliah and Chloe. I tend to gravitate toward gym classes anyway, so this class would be a great way to interact with peers and get quality exercise. The team atmosphere involved in sports will definitely help foster connection as well.

What have you enjoyed about taking Peer to Peer?

My favorite part of Peer-to-Peer is how much I get to learn about my peers and their situations. I feel like I have a greater understanding of how to support, interact, and engage with the people



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in my community after taking this class. It has also been a very eye-opening experience. I'm far more conscious of the hidden battles my peers face.

-Lillian Mitchell (senior at Dexter High School)



DEXTER COMMUNITY SCHOOLS

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

Date of application: 10/20/2025

Course Title: AP Seminar

Department: English

Duration: One year-long course

Prerequisite(s): Successful completion of English 9

Applicant(s): Zach Lindke, Andrew Parker

Building Involved: Dexter High School

Targeted population: Tenth graders

Targeted year for implementation: 2026-2027

DHS Courses - Proposed Credits Earned and Category:

Students would take the course during their 10th grade year.

Describe your course/resource request:

AP Seminar would be a course for 10th graders to offer them an introduction to the Advanced Placement curriculum as well as provide opportunities for students to improve upon their research, writing, and presentation skills. The course would be a logical progression after Integrated Studies.

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

AP Seminar is a 10th grade specific AP course designed for all 10th graders (not just prospective AP students) as a foundational course that focuses on cross curricular conversations “exploring academic and real-world topics and issues by analyzing divergent perspectives” (“AP Seminar”). While working on Curriculum 3.0, teachers have identified lapses within the ELA curriculum, specifically related to research skills, information/business/professional writing, problem solving skills, and media literacy. AP Seminar is a College Board sanctioned course that addresses these lapses as well as other skills that are less frequently addressed in the current 9-12 curriculum. Offering an AP Seminar course will also help prepare prospective future AP students for the rigors of the curriculum in preparation for their junior year.

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

Reading and analyzing articles, studies, and other texts
Gathering and combining information from sources
Viewing an issue from multiple perspective
Crafting arguments based on evidence



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

Identify and analyze a real world issue, investigate the relationship to the overall problem or issue; summarize, explain, analyze and evaluate main ideas and reasoning behind a source; identify, compare, and interpret a range of perspectives, correctly cite all resources; collaborate with team members to form a multimedia presentation through an 8-10 minute presentation that conveys an convincing argument, supported by credible resources.

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

- **Creative & Critical Thinking:** Aligns with standards on evaluating arguments, synthesizing information, and solving problems.
- **Communication:** Aligns with standards on presenting findings, using digital media, and adapting speech to various contexts.
- **Collaboration:** Aligns with standards on participating in discussions and building on others' ideas.
- **Information Literacy:** Aligns with standards on integrating and evaluating information from diverse sources.
- **Personal Responsibility & Resilience:** Aligns with the course's emphasis on managing research projects and persisting through challenges.

How will technology be integrated into the course/resources?

Students will utilize the College Board website

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

The course is designed to provide students with the opportunity to present their researched findings orally, visually/graphically, and through expository methods. The course is student centered, encouraging students to choose research topics relevant to their lives and interests.

How does the material support cultural diversity and gender equity?

The course is explicitly designed to provide students with a variety of perspectives on given subjects, forcing students to evaluate sources and synthesize solutions from different viewpoints.



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

AP Seminar utilizes the “QUEST” approach to education: **Q**uestion and **E**xplore, **U**nderstand and **A**nalyze, **E**valuate Multiple sources, **S**ynthesize Ideas, **T**eam/transform/transmit. The course hinges on discussing real world topics through questioning, researching, evaluating, analyzing, and ultimately transmitting that information into actionable knowledge used beyond the classroom.

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

As a research based course, Seminar is centered around critical thinking and problem solving in both the research phase (evaluating sources, viewpoints, and perspectives) and through the presentation methods, where students need to present and support their findings orally, written, and visually.

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

Format of Assessment

Team Project and Presentation | 20%

- Individual Research Report
- Team Multimedia Presentation and Oral Defense

Individual Research-Based Essay and Presentation | 35%

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End-of-Course Exam (2 Hours) | 45%

- Analyzing an argument (3 short-answer questions); suggested time 30 minutes
- Synthesizing and creating an evidence-based argument (1 essay question); suggested time 90 minutes

What teacher aids are provided?

AP Classroom will provide teacher training as well as online tools and resources encouraged by the College Board.

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

Are there any costs associated with this course?

No

Yes — please specify: Those seeking to take the AP exam will be required to pay the



test fee (currently 99\$). Teacher training for the course will also incur a fee for the PD provided by AP.

- **One-time costs:** (e.g., initial materials, setup fees, licenses)
 - Primarily the cost to attend a training
 - \$1,075 in person, \$799 online
- **Recurring costs:** (e.g., annual subscriptions, consumable materials, ongoing licensing fees)
 - None

Are there any specific space or facility needs for this course?

X No

Yes — please describe:

- **Type of space required:** (e.g., lab, studio, outdoor area, flexible learning space):
standard classroom
- **Special equipment or furniture needs:** None
- **Scheduling considerations or conflicts:** None

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

Additional personnel:	\$0
Textbooks, materials, technology:	\$0
Professional Development:	\$1,075 in person, \$799 online
Speaker/Consultant stipends:	\$0
Registration fees:	\$0
Travel expenses:	\$(dependent on location)
Other expenses (please explain below)	\$0

If yes, please describe the cost(s), estimated amount(s), funding source(s), and any sustainability considerations.

Costs associated with the course revolve around professional development training.



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GRAND TOTAL: \$

Instructional Resource Review Process

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

***Date of department/committee review/discussion:** 10/21/25

Location of meeting: DHS

Number of attendees: 11

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

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

See next page

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:



Step 1: Grade Level and Subject Area

AP Seminar is typically a high school course (grades 10-12) and falls under the subject area of English Language Arts (ELA) with interdisciplinary connections to research, critical thinking, and communication.

Step 2: Request for Lesson Plan or Assessment

Could you please upload a lesson plan, syllabus, or assessment from the AP Seminar course? This will allow me to identify the specific standards and competencies that align with the course content.

<https://apcentral.collegeboard.org/media/pdf/ap-seminar-course-overview.pdf>

Thank you for sharing the AP Seminar course overview. Based on the provided reference information and the AP Seminar course description, I will analyze how the course aligns with the Dexter Community Schools (DCS) competencies.

Step 3: Identifying Standards

The AP Seminar course focuses on skills such as analyzing arguments, conducting research, synthesizing information, and presenting findings. These align closely with the **ELA Standards for** grades 11-12, particularly in the areas of:

1. **Comprehension and Collaboration:**
 - "Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively."



- "Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally."
- 2. **Presentation of Knowledge and Ideas:**
 - "Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience."
 - "Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations."
- 3. **Integration of Knowledge and Ideas:**
 - "Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence."
 - "Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take."

These standards emphasize critical thinking, research, collaboration, and communication, which are central to the AP Seminar course.

Step 4: Confirming Standards

Do these standards align with your understanding of the AP Seminar course objectives? If not, please let me know which areas need clarification or adjustment.

Step 5: Identifying Competencies

Based on the DCS Learner Profile, the following competencies align with the AP Seminar course:

1. **Creative & Critical Thinking:**
 - The course requires students to synthesize information, evaluate arguments, and solve problems, which directly aligns with the



competency's focus on interpreting information, solving problems, and reflecting critically.

2. **Communication:**

- Students are expected to articulate their thoughts effectively through oral and written presentations, listen actively, and use multiple media to enhance their communication.

3. **Collaboration:**

- The course involves group projects and discussions, requiring students to work effectively and respectfully with diverse teams, assume shared responsibility, and value individual contributions.

4. **Information Literacy:**

- Research is a core component of the course, requiring students to access, evaluate, and manage information efficiently and ethically.

5. **Personal Responsibility & Resilience:**

- Students must manage long-term projects, set goals, and persist through challenges, demonstrating personal responsibility and resilience.

Step 6: Confirming Competencies

Do these competencies align with your understanding of the DCS Learner Profile and the AP Seminar course? If not, please specify any discrepancies for further refinement.

Step 7: Explaining Competency Alignment

Here's how each competency aligns with the identified standards:

- **Creative & Critical Thinking:** Aligns with standards on evaluating arguments, synthesizing information, and solving problems.
- **Communication:** Aligns with standards on presenting findings, using digital media, and adapting speech to various contexts.
- **Collaboration:** Aligns with standards on participating in discussions and building on others' ideas.



- **Information Literacy:** Aligns with standards on integrating and evaluating information from diverse sources.
- **Personal Responsibility & Resilience:** Aligns with the course's emphasis on managing research projects and persisting through challenges.

Step 8: Identifying Competency Levels

Using the DCS Learning Continuum, I will assign levels (0-8) to each competency based on the AP Seminar course's rigor:

Standard	Competency	Description	Level
Comprehension and Collaboration	Creative & Critical Thinking	Synthesizing and evaluating arguments, solving problems, and reflecting critically.	6
Presentation of Knowledge and Ideas	Communication	Articulating ideas effectively, using media, and adapting speech to context.	6
Comprehension and Collaboration	Collaboration	Working effectively in teams, assuming shared responsibility, and valuing contributions.	5
Integration of Knowledge and Ideas	Information Literacy	Accessing, evaluating, and managing information efficiently and ethically.	6



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Presentation of Knowledge and Ideas	Personal Responsibility & Resilience	Managing long-term projects, setting goals, and persisting through challenges.	5
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**Dexter Community Schools
2025 Bond
Capital Projects Construction
Change Order Process**

The change order process was developed to allow for efficient and proper changes from contracts that were approved and awarded by the Board of Education for new school construction, renovation, and repairs (Board policy 6321). It may not be used to circumvent any Board policy, state law, or other contractual obligations.

In the normal course of construction, a change order may become necessary. It is the responsibility of the Architect to prepare a proposal for change requests and construction change directives by trade or equipment contractors. The Construction Manager prepares and issues change documents including pricing.

The Construction Manager is authorized to issue field orders in an amount not to exceed \$30,000, if in its professional opinion an issue is urgent as to potentially cause delay to the schedule of the project. The Construction Manager must advise the Superintendent (or designee), gain verbal authorization, and confirm in an email the same day the not-to-exceed value of such a field order. These field orders shall be included within the next written change order presented to the Superintendent.

When changes are required within the Board approved project budget for the project (For example, within Project #01, Series 1 authorized contingency to an existing trade contract within the same Project #01, Series 1), the Construction Manager prepares the change order and certifies that the individual project can still be completed within the current Board-approved project budget. The Construction Manager presents the change order to the Superintendent (or designee) for written approval.

For change orders \$200,000 or greater, that are within the Board-approved project budget, the Superintendent (or designee) shall notify the Facilities Committee of the nature of such change order. The Superintendent will also update the Board in the weekly update.

If a project or project change is expected to exceed the approved budget (For example, Project #05, Series 1 budget), the Construction Manager prepares the request, submits the request to the Superintendent (or designee) for review, the Facilities Committee discusses and recommends the change order and how the amount should be funded, and the Board of Education discusses and approves the budget amendment and change order.

The construction budget that has been approved by the Board of Education to be managed by Granger Construction is as follows:

**EXHIBIT C
TO AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER**

December 2, 2025, 2025

Preliminary Project Budget (October 25, 2025, Version)

Projected CM Cost Summary	Total Bond Budget				Series 1	Series 2	Series 3	Series 4
	Total Original Budget	Budget Revisions	Current Budget (Col 1 + 2)	Pending and Committed Project Cost	Committed Project Cost	Committed Project Cost	Committed Project Cost	Committed Project Cost
Construction Costs								
Project #01: Anchor Elementary School	\$7,919,061		\$7,919,061	\$7,919,061	\$310,169	\$1,355,680	\$6,253,212	
Project #02: Beacon Elementary School	\$2,805,715	(\$946,049)	\$1,859,666	\$1,859,666	\$8,562		\$1,851,104	
Project #03: Wylie Elementary School	\$22,503,666		\$22,503,666	\$22,503,666	\$6,318,937	\$8,782,853	\$7,401,876	
Project #04: Creekside Middle School	\$36,247,350	\$862,297	\$37,109,647	\$37,109,647	\$1,651,874	\$36,457,773		
Project #05: Mill Creek Intermediate School	\$15,082,279	(\$910,068)	\$14,172,211	\$14,172,211	\$1,192,214	\$7,578,250	\$5,401,746	
Project #06: Dexter High School	\$59,801,908	\$2,307,740	\$62,109,648	\$62,109,648	\$36,319,733		\$18,569,715	\$7,220,200
Project #07: Jenkins Early Childhood Center	\$3,047,339	(\$0)	\$3,047,339	\$3,047,339	\$671,716	\$1,667,633	\$507,989	
Project #08: Ceriani Building/Avery	\$59,772		\$59,772	\$59,772	\$5,843		\$53,929	
Project #09: Bates Administration Building	\$9,278,809	(\$2,354,895)	\$6,923,914	\$6,923,914	\$69,541	\$1,353,084	\$4,349,130	\$1,152,159
Project #10: Proctor Maintenance Facility	\$1,840,597		\$1,840,597	\$1,840,597	\$14,563		\$1,826,034	
Project #11: Dexter Wellness Center	\$4,562,083	(\$1,351,959)	\$3,210,524	\$3,210,524	\$685,314	\$168,940	\$2,356,269	
Project #12: Dexter Transportation Building	\$2,760,873		\$2,760,873	\$2,760,873	\$25,715		\$2,735,158	
Project #13: Naylor House	\$10,000		\$10,000	\$10,000	\$10,000			
Project #14: Senior Center	\$385,000		\$385,000	\$385,000				\$385,000
Project #15: Reallocated Construction		\$3,185,856	\$3,185,856	\$3,185,856	(\$5,660,790)	\$824,121	\$8,939,678	\$82,847
CM Fees and Costs	\$33,480,275	(\$521,574)	\$32,958,701	\$32,958,701	\$9,298,080	\$11,720,167	\$10,149,865	\$1,790,570
SUBTOTAL CM Responsibility	\$199,784,727	\$271,748	\$200,056,475	\$200,056,475	\$49,921,471	\$69,108,522	\$70,395,705	\$10,630,778
Instructional Technology	\$5,920,727		\$5,920,727	\$5,920,727	\$468,790	\$1,597,647	\$2,723,728	\$1,130,564
Loose Furnishing/Equipment	\$12,622,794		\$12,622,794	\$12,622,794	\$790,000	\$4,434,140	\$5,600,654	\$1,798,000
Buses	\$4,500,000		\$4,500,000	\$4,500,000	\$1,173,913	\$1,173,913	\$1,173,913	\$978,261
A/E Fees and Costs	\$18,997,479	(\$271,746)	\$18,725,733	\$18,725,733	\$5,020,439	\$6,681,967	\$5,825,896	\$1,197,430
Election and Issuance Costs	\$3,466,249		\$3,466,249	\$3,466,249	\$864,950	\$1,045,450	\$1,222,450	\$333,399
Interest Earnings	(\$3,426,976)		(\$3,426,976)	(\$3,426,976)	(\$850,067)	(\$1,063,097)	(\$1,276,176)	(\$237,636)
TOTAL 2025 Bond Construction Project Costs	\$241,865,000	\$2	\$241,865,002	\$241,865,002	\$57,389,497	\$82,978,543	\$85,686,169	\$15,830,794

Series 1 Project Costs for Projects 01 – 14 total \$47,331,061.00

To summarize:

1. Change orders \$30,000 or less AND within project budget: Granger authorizes field orders; Granger gives written email notification to Superintendent same day; Granger includes field order in next written change order.
2. Change orders \$30,001-\$199,999 AND within project budget: Granger prepares change order; Superintendent approves change order in writing.
3. Change orders \$200,000 or more AND within project budget: Granger prepares change order; Superintendent approves change order in writing, Superintendent notifies the Facilities Committee; Superintendent updates the Board in the weekly update.
4. Project or project change exceeding the Board approved project budget: Granger prepares the change order; Superintendent reviews the change order; Facilities Committee discusses and recommends the change order and how the amount should be funded; Board of Education discusses and approves a budget amendment and the change order.



Dexter Community Schools Nice Job Notes – SEPTEMBER 2025



Scott Bartz
Kelly Bauer
Britnie Bell
Karly Blaszkowski
Jen Boyce
Krickett Chamberlain
Cheryl Darnton (2)
Athletic Department
Melanie Dever
Kristie Doyle
Melissa Drier
Nicole Durbin
Krista Early
Clara Engel
Megan Ford
Lisa Glover
Building & Grounds
Emily Horner
Brandy Jacobs
Jill Jastren
Susan Karsch
Mollie Kemp
Lauren King
Ethan Lampcaster
Andrea Lindback
Paige Lumpiesz
Dave Marsh
Dolores Martinez
Michelle Matson
Liz Melvin
Kim Mendez
Melanie Nowak
Haley Oles

Jackie Paddock
Andrew Parker
Brett Pedersen
Ann Pregont
Drake Reinert
Erica Rescorla
Megan Roth (3)
Laura Salles
Betsy Schmidt
Abbey Scott
Brian Semple
Melissa Shaieb
Lori Sheldon
Bella Speen
John Sperendi
Michelle Sprague
Special Ed Team
Cathie Timberlake
Dr. Timmis
Mike Verbal
Mike Wagner
Angie Williams
Steve Wincent
Tricia Winder
David Yon
Crystal Zurek

SEP = 62

RUNNING TOTAL = 43482



Dexter Community Schools Nice Job Notes – OCTOBER 2025



Connie Agostini (3)
Angela Anderson
Julia Arbour
Melissa Archibald
Jim Barnes
Kelly Bauer
Britnie Bell
Betsy Bluhm
Lindsay Bohn
Annette Bowen
Jen Boyce
Clay Cooper
Trina Cox
Melanie Dever
Karen Eby
Jessica Elkin
Anita Fahey
Laura Farmer
Cam Fluder
Rachel Hervey
Chris Hoelscher
Abby Holland
Janelle Hone
Sarah Hunt
Jill Jastren
Nariman Kasham
Stacey Keeler (10)
Karen Kuhl
Maria LaCross (9)
Ethan Lancaster
Emily LaRoque
Mary Leach (6)
Nicole Leonard (8)
Cheryl Martin
Maria Mast
Kim Mendez
Melanie Nowak
Erin Palmer
Kenna Parker
Alison Pomerantz
Carrie Ragnes

Doreen Reardon
Amy Sadler
Laura Saulles
Rory Schmidt
Rob Schwartz
Macy Selecman
Andrea Sellman
Melissa Shaieb
Lori Sheldon (2)
Beth Smith
John Sperendi
Neil Steinbaugh
Kim Steptoe
Kasey Straub
Leah Tatara
Y-5 Team
Amy Thomas (6)
Brandon Tisdale
Lisa Veenstra
Hope Vestergaard
Amy Vimwala (9)
Dale Willett
Eric Williams (3)
Kate Witcher
Joey Yannot
Mira Young (10)

OCT= 123

RUNNING TOTAL = 43605

Dexter Community Schools Nice Job Note Historical Numbers

1998

SEPTEMBER = 201
OCTOBER = 285
NOVEMBER = 198
DECEMBER = 210

1999

JANUARY = 247
FEBRUARY = 257
MARCH = 248
APRIL = 65
MAY = 244
JUNE = 386
JULY-SEPT = 276
OCTOBER = 168
NOVEMBER = 205
DECEMBER = 109

2000

JANUARY = 293
FEBRUARY = 115
MARCH = 184
APRIL = 22
MAY = 23
JUNE - AUGUST = 90
SEPTEMBER = 246
OCTOBER = 189
NOVEMBER = 127
DECEMBER = 81

2001

JANUARY = 123
FEBRUARY = 284
MARCH = 168
APRIL = 160
MAY = 121
JUNE = 42
JULY/AUGUST = 139
SEPTEMBER = 132
OCTOBER = 373
NOVEMBER = 139
DECEMBER = 134

2002

JANUARY = 318
FEBRUARY = 242
MARCH = 250
APRIL = 140
MAY = 205
JUNE = 244
JULY - AUGUST = 121
SEPTEMBER = 280
OCTOBER = 379
NOVEMBER = 221
DECEMBER = 440

2003

JANUARY = 149
FEBRUARY = 244
MARCH = 279
APRIL = 110
MAY = 269
JUNE = 145
JULY-AUGUST = 137
SEPTEMBER = 347
OCTOBER = 209
NOVEMBER = 215
DECEMBER = 194

2004

JANUARY = 150
FEBRUARY = 233
MARCH = 314
APRIL = 167
MAY = 232
JUNE = 66
JULY-AUGUST = 106
SEPTEMBER = 237
OCTOBER = 176
NOVEMBER = 144
DECEMBER = 106

2005

JANUARY = 127
FEBRUARY = 109
MARCH = 178
APRIL = 105
MAY = 110
JUNE = 49
JULY-AUGUST = 70
SEPTEMBER = 179
OCTOBER = 198
NOVEMBER = 176
DECEMBER = 87

2006

JANUARY = 62
FEBRUARY = 96
MARCH = 196
APRIL = 116
MAY = 82
JUNE-AUGUST = 65
SEPTEMBER-OCTOBER = 273
NOVEMBER = 208
DECEMBER = 78

2007

JANUARY = 102
FEBRUARY = 78
MARCH = 122
APRIL = 57
MAY = 89
JUNE = 76
JULY-AUGUST = 140
SEPTEMBER = 224
OCTOBER = 347
NOVEMBER = 139
DECEMBER = 132

Dexter Community Schools

Nice Job Note Historical Numbers

2008

JANUARY = 121
FEBRUARY = 160
MARCH = 225
APRIL = 354
MAY = 248
JUNE - AUGUST = 125
SEPTEMBER = 86
OCTOBER = 224
NOVEMBER = 270
DEC-JAN 2009= 216

2009

FEBRUARY 2009 = 187
MARCH 2009 = 278
APRIL 2009 = 225
MAY 2009 = 262
JUNE - AUGUST = 275
SEPTEMBER = 119
OCTOBER = 380
NOVEMBER = 118
DECEMBER-JANUARY = 88

2010

FEBRUARY = 151
MARCH = 183
APRIL = 172
MAY = 143
JUNE - AUGUST = 165
SEPTEMBER = 185
OCTOBER = 176
NOVEMBER = 185
DEC-JAN = 216

2011

FEBRUARY = 189
MARCH = 252
APRIL = 128
MAY = 459
JUNE - AUGUST = 215
SEPTEMBER = 256
OCTOBER = 214
NOV - DEC = 155

2012

JANUARY = 88
FEBRUARY = 252
MARCH - APRIL = 270
MAY = 197
JUNE - AUGUST = 188
SEPTEMBER = 271
OCTOBER = 167
NOVEMBER = 136
DECEMBER = 171

2013

JANUARY = 93
FEBRUARY = 194
MARCH - APRIL = 349
MAY = 317
JUNE - AUGUST = 193
SEPTEMBER = 234
OCTOBER = 124
NOVEMBER = 339
DECEMBER = 115

2014

JAN - FEB = 324
MARCH - APRIL = 480
MAY = 266
JUNE - JULY = 90
AUGUST = 142
SEPT - OCT = 301
NOVEMBER = 205
DECEMBER = 191

2015

JANUARY = 216
FEBRUARY = 180
MARCH = 223
APRIL = 116
MAY = 170
JUNE-AUGUST = 278
SEPTEMBER = 141
OCTOBER = 184
NOVEMBER = 136
DECEMBER = 103

2016

JANUARY = 156
FEBRUARY = 162
MARCH-APRIL = 233
MAY = 103
JUNE - AUGUST = 102
SEPTEMBER = 185
OCT-NOV = 230
DEC = 85

2017

JANUARY = 102
FEBRUARY = 150
MARCH = 114
APRIL = 71
MAY = 323
JUNE = 172
JUL-AUG = 66
SEPTEMBER = 89
OCTOBER = 109
NOVEMBER = 149
DECEMBER = 72

2018

JANUARY = 58
FEBRUARY = 89
MARCH = 147
APRIL = 95
MAY = 79
JUN-AUGUST = 43
SEPTEMBER = 91
OCTOBER = 186
NOVEMBER = 126
DECEMBER = 77

Dexter Community Schools

Nice Job Note Historical Numbers

2019

JAN-FEB = 78
MARCH = 79
APRIL = 78
MAY = 499
JUNE-AUGUST = 195
SEPTEMBER = 136
OCTOBER = 198
NOVEMBER = 110
DECEMBER = 85

2020

JANUARY = 73
FEBRUARY = 101
MARCH -MAY = 253
JUNE-SEP = 128
OCTOBER = 25
NOVEMBER-DEC = 164

2021

JANUARY-FEBRUARY =
79
MARCH = 100
APRIL-MAY = 119
JUNE-AUGUST =165
SEPT – OCT = 199
NOV-DEC = 66

2022

JANUARY = 66
FEB-MARCH = 146
APRIL = 85
JUN-AUG = 240
SEP-OCT = 153
NOV-DEC = 71

2023

JANUARY = 114
FEBRUARY = 65
MARCH = 90
APR-MAY = 367
JUN-AUG = 48
SEPT = 166
OCT = 156
NOV = 109
DEC-JAN = 140

2024

FEB-APR = 721 (454
POSTCARDS)
OCTOBER = 119
NOVEMBER = 261 (141
POSTCARDS)

2025

JANUARY = 154
FEBRUARY = 370
MAR-APR-MAY = 174
JUN-AUG = 86
SEPTEMBER = 62
OCTOBER = 123

**Dexter Community Schools
Finance Committee
Meeting Minutes
November 17, 2025**

Board Committee Members Present – Daniel Alabre (Board), Jennifer Kangas, (Board, Chair),
Jessica Baese (DEA)
Staff Committee Members Present – Ryan Bruder, Christie Bueche, Chris Timmis
Others Present – Kim Lindsay, Rehmann Robson, LLC

Meeting convened at 6:00 pm.

Approval of Minutes

A motion was made by Jessica Baese to approve the finance committee meeting minutes of September 15, 2025. Daniel Alabre seconded the motion. Motion Carried (unanimous).

Approval of Agenda

A motion was made by Jessica Baese to approve the agenda. Daniel Alabre seconded the motion. Motion Carried (unanimous).

Audience Participation

None

Discussion Items:

1. 2024-25 Audit Presentation

Kim Lindsay presented the fiscal year 2024-25 financial audit and management letter, including the Single Audit (no findings). He noted the Single Audit will be submitted once final federal OMB guidance is released. The financial audit will be presented to the full Board at tonight's meeting.

A motion was made by Jessica Baese to accept the audit and recommend it for Board approval. Daniel Alabre seconded the motion. Motion carried (unanimous).

2. Budget Amendment Update

The budget amendment will be presented to the Finance Committee and the Board in December. November state aid was released today, and the report included the updated "147" changes, which were reviewed for potential impact.

Meeting adjourned at 6:55 pm.

Dexter Community Schools
SEX EDUCATION ADVISORY BOARD



Sex Education Advisory Board Meeting Minutes

Joint Meeting with BOE Ad Hoc Sex Education Committee
Bates - Board of Education Room

Present: Kari Reschke, Denise Kasischke, Anne Scruggs, Kim Kirkey, Violet Vrsek, Penni Jones, Jess Fealy, Ann Pregont, Crystal Zuerk, Randy Deroschers, Cole Doty, Laura Babe

Non-Voting Staff/Members Present: Jennifer Kangas, Elise Bruderly, Mike Cipolla, Melanie Nowak, Ryan Bruder

Absent: Eric Tamme, Mutheu Esilaba (discontinuing), Amy Reiser (discontinuing), Dan Trevisian (discontinuing)

Guests Present: Amanda Welcome, Bill Bernard, Kevin Vrsek

Meeting was called to order at approximately 12:30pm

- 1) Approval of Agenda
 - a) **Motioned by: Dr. Jessica Fealy**
 - b) **Seconded by: Penni Jones**
- 2) Introductions
- 3) BOE Ad Hoc Committee Overview and Purpose - **BOE President, Mrs. Bruderly, gave an overview of the purpose of the BOE Ad Hoc Committee, composed of Elise Bruderly, Jennifer Kangas, and Mike Cipolla. Ad Hoc is to provide guidance and a sounding board for SEAB as they work through revisions.**
- 4) Discussion Items:
 - a) Group Norms and Expectations.
 - i) **Assume Positive Intent** – Approach all discussions with curiosity and respect, recognizing that members bring diverse perspectives and experiences.
 - ii) **Maintain Confidentiality** – Respect the privacy of individuals and communities when sensitive topics or personal stories arise.
 - iii) **Center Student Well-Being** – Keep the developmental, emotional, and physical health of all students at the forefront of all decisions and dialogue.
 - iv) **Engage with Evidence and Empathy** – Ground recommendations in data and best practices while being sensitive to the values and needs of the local community.

Dexter Community Schools
SEX EDUCATION ADVISORY BOARD



- v) **Ensure Equity of Voice** – Share airtime, actively listen, and encourage all members to contribute to a collaborative and inclusive process.
- b) Membership Update
 - i) Melanie Nowak - SEAB Supervisor Application In Process
 - ii) Annual SEAB Commitment Form - **Members were asked to sign the annual commitment form for 2025-2026**
- c) Receive Feedback and Charge from DCS BOE
 - i) BOE minutes - 11/10/25 BOE Meeting Minutes - **SEAB received feedback from the DCS BOE regarding the SEAB Curriculum Proposal. SEAB had the opportunity to seek clarification and discuss the process for revisions. The decision was made to focus on one grade level at a time, starting with 5th grade. The next meeting will start with 5th-grade update considerations. 5th-grade lesson updates were assigned to volunteers for consideration and revision. These updates will be provided back to the whole SEAB three days prior to the next scheduled SEAB meeting.**
 - ii) Future Business: Question Box Review - Designed to support 4th -12th grade students and staff
- 5) Public Participation
 - a) Mrs. Welcome Spoke
 - b) Mr. Bernard Spoke
- 6) Action Items
- 7) Informational Items
 - a) **Access to SEAB lessons was granted to all SEAB members for review.**
 - b) **A survey for future meeting dates was sent out to SEAB members for completion.**

Meeting was adjourned at approximately 2:30pm



DEXTER COMMUNITY SCHOOLS

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

Committee Roster 2026

Updated January 2026

X = Chair X = Member

	<u>Alabré</u>	<u>Arnold</u>	<u>Bruderly</u>	<u>Cipolla</u>	<u>Kangas</u>	<u>Reiser</u>	<u>Szawara</u>	<u>Community Members</u>
Policy			X			X	<u>X</u>	Mara Greatorex
Finance	X			X	<u>X</u>			
Contracts & Negotiations		X	<u>X</u>		X			
Facilities		<u>X</u>	X	X				Ron Darr Jerry Brand Dick Lundy Mara Greatorex
Multi-generational Community Center Ad-Hoc	<u>X</u>						X	Dick Lundy Mara Greatorex
Sex Education Ad Hoc			X	X	X			
WASB/LRN Rep.			X					
EFD Rep.				X				

Please note: Effective January 2025, the Superintendent Evaluation will be coordinated and written up by the Board President and/or Vice President and the evaluation will be completed as a commit of the whole.

The Superintendent is an ex-officio member of each committee.

Facility Committee Minutes
December 8, 2025
12:30 P.M.
Bates Board Room

In attendance: ~~Chris Timmis (Superintendent)~~, Elise Bruderly (BOE Committee Member), Brian Arnold (BOE Committee Member), Mike Cipolla (BOE Committee Member), Greg Brand (Granger Construction), Ryan Bruder (Assistant Superintendent), ~~Brian Barrick (Beckett & Raeder)~~, Craig McCalla (Granger Construction), Dick Lundy (Committee Member), Bill Harris (Principal for Operations), Jerry Brand

12:30 p.m.

1. Approval of Agenda: **Motion:** Elise Bruderly **2nd:** Brian Arnold Approved: Unanimous
2. Approval of Minutes (below) **Motion:** Mike Cipolla **2nd:** Elise Bruderly Approved: Unanimous
3. Public Participation: None
4. Discussion: None
5. Action:
 - A. Recommendation for AI Ritt Light Replacement Electrical Bids
Motion: Brian Arnold **2nd:** Mike Cipolla Approved: Unanimous
Suggested Motion: **I recommend moving the AI Ritt Light Replacement Electrical Bid to the full Board to award to O'Donnell for a total cost not to exceed \$171,230.**
 - B. Recommendation for Sign on back of AI Ritt Scoreboard
Motion: Mike Cipolla **2nd:** Brian Arnold Approved: Unanimous
Suggested Motion: **I recommend moving the sign on the back of the AI Ritt Scoreboard to the full Board to award to United Imaging Group for a total cost not to exceed \$ 16,945.**
 - C. Set Next Meeting Date/Time: January 6, 2026 at 8:30am (90 minute meeting)
 1. Options: January 6 in the morning, January 7 in the morning or afternoon or evening
 2. Next meeting: review Schematic Design and Cost Estimates
 - D. Determine Update to Board at next scheduled meeting -
5. Adjourn