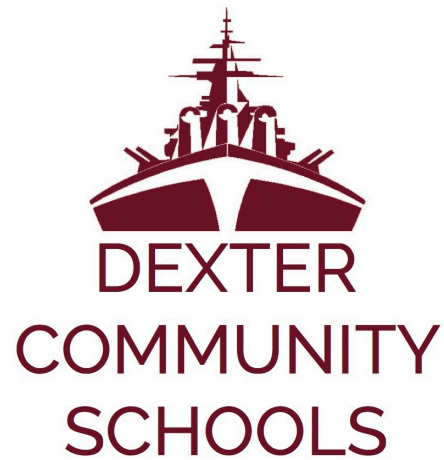


BOARD OF EDUCATION MEETING PACKET

January 12, 2026

7:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. 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 | H. ACTION ITEMS |
| B. MEETING MINUTES (12/15/2025) | 1. Policies – First & Final Reading |
| C. APPROVAL OF AGENDA | 2. Policies – First Reading |
| D. SCHOOL PRESENTATIONS | 3. Policies Renumbering |
| 1. BOE Recognition | 4. Policy Recission |
| 2. Bond Projects Update | 5. DHS Course Approvals |
| E. <u>PUBLIC PARTICIPATION</u> (up to ~30 minutes;
max 5 per person) | 6. Elevator Modernization |
| F. ADMINISTRATIVE & BOARD UPDATES | I. DISCUSSION ITEMS – none planned |
| 1. Superintendent | J. <u>PUBLIC PARTICIPATION</u> (up to ~15 minutes;
max 3 per person) |
| 2. Board President | K. BOARD COMMENTS |
| 3. Student Representatives | L. INFORMATION ITEMS |
| G. CONSENT ITEMS | 1. Policy Minutes 12/15/2025 |
| 1. Personnel – Retirement | 2. Finance Minutes 12/15/2025 |
| 2. Personnel – Leave Extensions | 3. Facility Minutes 1/7/2026 |
| 3. Personnel – Resignation | M. CLOSED SESSION – none planned |
| | N. ADJOURNMENT |

CALENDAR

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
JANUARY 12, 2026

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 December 15, 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. Board of Education Recognition Month

2. Bond Projects Update

TMP will share updates on the following bond projects: Al Ritt Stadium Improvements; DHS Soccer, Softball, and Baseball Improvements; the Wylie Addition; the CTE (building trades/woodshop) Addition; DHS Secure Entrance and Weightroom Addition; the Fieldhouse.

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. Retirement

Your packet includes a retirement letter from Sandy Sloan. If separated, an appropriate motion might be, "I move that the Board of Education acknowledge Sandy Sloan's retirement."

BOARD OF EDUCATION MEETING NOTES
JANUARY 12, 2026

2. Leave Extension

This evening's packet includes two requests to extend leaves of absence. If separated, an appropriate motion might be, *"I move that the Board of Education approve Brooke Gillum's request to extend her current leave through February 16, 2026, and approve Amara Karapas's request to extend her leave through the 2026-2027 school year."*

3. Resignation

This evening's packet includes a resignation letter from Hannah Nalepa. If separated, an appropriate motion might be, *"I move that the board of education accept Hannah Nalepa's resignation effective January 9, 2026."*

H. ACTION ITEMS

1 Policies – First and Final Reading

This evening's packet includes three policies with minor updates from Thrun. These were reviewed by the policy committee on December 15, 2025. Board policy [1301](#) allows policy approval with one reading when appropriate. Because these edits are minimal as shown in the drafts, these are presented for final approval.

- * An appropriate motion might be, *"I move that the Board of Education approve policies 3118 Title IX Sexual Harassment, 4221 Employee Speech, and 5407 Instructional Programs and Curriculum Development for first reading and final approval."*

2. Policies – First Reading

This evening's packet includes two updated policies: 3308 Advertising, and 5501 Fundraising. These were reviewed by the policy committee on December 15, 2025 and are presented for first reading.

- * An appropriate motion might be, *"I move that the Board of Education approve policies 3308 and 5501 for first reading."*

3. Policies Renumbering

At its December 15, 2025 meeting the Policy Committee reviewed four policies that were missed in the renumbering process and assigned appropriate new numbers. The policies were not rescinded and their content has not been changed.

- * An appropriate motion might be, *"I move that the Board of Education approve the renumbering of previous policies 7455 Appraisal for Fixed Assets, 7460 Energy Use and Conservation, 7510 Use of School Facilities, and 7530 Lending of Board-Owned Equipment to 3303, 3306, 3301, and 3307, respectively."*

4. Policy Recission

Policy [6152](#) was missed during the obsolete policy recession process. It is duplicative of Thrun policy [5404](#) Free Textbooks, Materials, and Charging of Fees and Fines, which is also more comprehensive.

BOARD OF EDUCATION MEETING NOTES
JANUARY 12, 2026

- * An appropriate motion might be, "I move that the Board of Education rescind policy 6152 *Student Fees, Fines, and Supplies*."

5. DHS Course Approvals

Your packet includes proposals for two new courses and one retroactive approval as outlined in the attached executive summary dated 1-16-2026. These were discussed at the 12/15/2025 meeting and are presented for action.

- * An appropriate motion might be, "I move that the Board of Education approve the adoption of *World History Summer Seminar, AP Seminar* and *Peer-to-Peer Physical Education*."

6. Elevator Modernization

Your packet includes a recommendation from Granger regarding planned elevator modernization and bid documents.

- * An appropriate motion might be, "I move that the Board of Education award the Elevator Modernization Project to TK Elevator Corporation for \$430,000 with a 15% contingency of \$64,500, for a total amount not to exceed \$494,500, to be paid with 2017 Bond funds."

I. DISCUSSION – none planned

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.

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Policy Minutes 12/15/2025
2. Finance Minutes 12/15/2025
3. Facility Minutes 1/7/2026

M. CLOSED SESSION – none planned

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
DECEMBER 15, 2025**

A. CALL TO ORDER – 7:00pm

Roll Call

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

Members Absent: Daniel Alabré, Michael Cipolla

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

DEA: Jessica Baese

Guests: Greg Brand, Craig McCalla, Abby Holland, Danna Webber, Andrew Parker, Eric Williams

B. MEETING MINUTES

Melanie Szawara made a motion that the Board of Education approve the meeting minutes from November 17, 2025 and December 3, 2025 as presented. Amy Reiser seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

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

D. SCHOOL PRESENTATIONS

1. DHS Course Proposals

Chief Academic Officer Melanie Nowak shared information about two proposed DHS courses: Peer-to-Peer Physical Education, and AP Seminar. She also shared the reasoning behind name changes for nine existing DHS courses. The course proposals will return for action in January.

The discussion of these items that was originally slated for later in the meeting took place at this time. Trustees had the opportunity to ask clarifying questions and offer feedback. They also asked the student representatives to weigh in.

E. PUBLIC PARTICIPATION - none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent

Assistant Superintendent Ryan Bruder shared that, as we approach the 100th day of school, DCS elementary teachers celebrated the 67th day of school by surprising their students with the viral “6-7” trend; he also noted that DCS navigated the first snow day; noted that the PD day on December 12 went well; shared that he attended a Washtenaw County Road Commission (WCRC) presentation. He shared some of the elements of the WCRC decision-making process regarding plowing and salting during big weather events and explained how those factors impact the community and DCS snow day calls.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
DECEMBER 15, 2025**

2. Board President

President Elise Bruderly wished everyone a happy winter break.

3. Student Representatives

Claire Beneteau shared high school accomplishments, noting that Dance had a big weekend with two first place finishes and one second place at their first competition; Drama participated in the Michigan Thespian Festival; Student Council raised \$500 to purchase toys for the Toys for Tots drive; the Women in Science Club recently went to the DEEC to do science demonstrations; NHS held a bake sale to benefit the Humane Society. Lloyd Brand noted that there was to be a Choir Concert on Tuesday Dec. 16th; boys basketball, girls basketball, hockey are all doing well; Coach Jacobs won Division 2 Coach of the Year. Lloyd expressed his appreciation for the snow day December 10th, particularly regarding the challenging conditions for inexperienced drivers.

G. CONSENT ITEMS

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

The Board of Education offered Erica Wisnosky a probationary teaching contract for the Speech-Language Pathologist position at DHS for the 2025-2026 school year.

The Board of Education Received the November 2025 budget report.

H. ACTION

1. Budget Amendment

Jennifer Kangas made a motion 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. Melanie Szawara seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

2. MASB Training Funds

Melanie Szawara made a motion 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. Amy Reiser seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

3. CBA 101 Registration for Student Representatives

Melanie Szawara made a motion that the Board of Education approve funding for interested student representatives to take the virtual MASB CBA 101 course anytime through June 30, 2026. Brian Arnold seconded the motion. **Role Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
DECEMBER 15, 2025**

4. Schools of Choice Slot for 2026-2027
Brian Arnold made a motion 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. Melanie Szawara seconded the motion. **Role Call Vote. Motion Carried (unanimous).**
5. Al Ritt Sign Banner
Brian Arnold made a motion 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 [with funds coming from the 2017 bond proceeds]. Melanie Szawara seconded the motion. **Role Call Vote. Motion Carried (unanimous).**
6. Al Ritt Lighting
Melanie Szawara made a motion 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 [with funds coming from the 2025 Bond]. Amy Reiser seconded the motion. **Role Call Vote. Motion Carried (unanimous).**
7. Course Renaming
Melanie Szawara made a motion that the Board of Education approve the renumbering/renaming of DHS courses as outlined in the attached executive summary dated 12-15-2025. Brian Arnold seconded the motion. **Role Call Vote. Motion Carried (unanimous).**
- I. **DISCUSSION**
 1. Change Order Process
The Board reviewed and discussed the Construction Change Order Process. It is consistent with the process for previous bonds; this was an information-only item.
 2. DHS Course Proposals
The Board discussed these immediately following the presentation.
- J. **PUBLIC PARTICIPATION – none**
- K. **BOARD COMMENTS**
 1. Melanie Szawara noted that the wrestling team's first meet would take place Thursday the 19th at home. She also shared that the fire alarm went off due to a popcorn incident in the gym during the Creekside concert at the CPA; procedures worked as they should, no damage occurred, and the concert proceeded without incident.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
DECEMBER 15, 2025**

2. Elise Bruderly noted that the next Washtenaw Association of School Boards legislative breakfast would be in January; she encouraged trustees to attend or share any topics of concern with her so she can share them at the breakfast.

L. INFORMATION ITEMS

1. Nice Job Notes _ September, October, November
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 per MCL 15.268(h) – none

O. ADJOURNMENT

At approximately 8:10pm, President Elise Bruderly adjourned the meeting.

MINUTES/hlv

Daniel Alabré
Secretary, Board of Education

Series 3000: Operations, Finance, and Property

3100 General Operations

3118 *Title IX Sexual Harassment*

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
 - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or criminal sexual contact, directed against another person without the consent of that person, including when that person is incapable of giving consent.
 - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C) Sexual Assault With an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - D) Criminal Sexual Contact: The (1) intentional touching of the victim's clothed or unclothed body parts without the consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation; or (2) the forced touching by the victim of the actor's clothed or unclothed body parts without the victim's consent for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is

incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.

ii. “Dating violence” means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

iii. “Domestic violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person’s acts under the domestic or family violence laws of Michigan.

iv. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.

2. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.

3. “Appeals Officer” is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.

4. “Complainant” is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. “Consent” means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with

one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.

6. “Day,” unless otherwise indicated, means a day that the District’s central office is open for business.
7. “Decision-Maker” is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker’s conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. “Education Program or Activity” means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. “Formal Complaint” means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. “Grievance Process” is the process by which the District investigates and determines responsibility for Formal Complaints.
11. “Investigator” is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
12. “Report” means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. “Respondent” is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. “Supportive Measures” are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to

protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive

measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. course-related adjustments, such as deadline extensions;
- c. modifications to class or work schedules;
- d. provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. no-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. a statement that the Respondent is presumed not responsible for the alleged conduct;
- d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides

to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. allegations;
- b. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under

a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. identification of the sexual harassment allegations;
- b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. notification to the parties;

- ii. party and witness interviews;
 - iii. site visits;
 - iv. methods used to collect evidence; and
 - v. hearings held.
- c. factual findings that support the determination;
- d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. a statement of, and rationale for, the result as to each allegation, including:
 - i. a determination of responsibility;
 - ii. any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. appeal rights.

6. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.
- d. ~~[District may choose to include additional appeal grounds, but should consult with legal counsel before doing so.]~~

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

G. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. the Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. the Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. the Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. the Respondent's enrollment or employment ends; or
- c. specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

H. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

I. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant’s or the Respondent’s locker or work space;
6. issuing a “no contact” directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;

2. additional staff training;
3. a climate survey; or
4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

J. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

K. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

L. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

M. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. the definition of sexual harassment;
2. the scope of the District's education programs or activities;
3. how to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

N. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

O. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4221 Employee Speech

As role models, employees must exercise sound judgment in their interactions with students, Parents, and members of the community and maintain a high degree of professionalism and objectivity. Employees must act within the scope of their respective duties and responsibilities.

A. Curriculum, Instruction, and Controversial Topics

During instruction and discussion of controversial issues, employees must follow these guidelines:

1. the issues discussed must be relevant to the curriculum and be part of a planned educational program;
2. students and Parents must have free access to appropriate materials and information for analysis and evaluation of the issues;
3. employees must allow discussion of a variety of viewpoints so long as that discussion does not substantially disrupt the educational environment;
4. the topic and materials used must be within the students' range, knowledge, maturity, and competence;
5. employees must obtain pre-approval from the building principal before instructing students about sensitive or controversial issues;
6. employees must not advocate partisan causes, sectarian religious views, or self-propaganda of any kind during school or school-related functions. Employees may express a personal opinion as long as students are encouraged to reach independent decisions; and
7. if a Parent objects to their student's instructional materials, employees will refer the Parent to Policy 5407.

Employees who are unsure of their obligations must confer with their building principal or supervisor.

B. Speech on Matters of Public Concern

The District respects and supports its employees' right as citizens to exercise free speech in a responsible manner.

Free speech rights are not absolute and are subject to restriction when the employee is acting within the course and scope of their employment.

When speaking as a citizen on a matter of public concern, an employee must not make written, verbal, online, or nonverbal statements that cause a substantial disruption to the school environment, violate federal or state law, or otherwise violate these Policies. An employee's right as a citizen to comment upon matters of public concern must be balanced against the District's interest in promoting the efficiency of the public services it performs through its employees.

Employees do not speak on behalf of the District or a school unless specifically authorized by the Board or Superintendent.

Legal authority: U.S. CONST. amend. I; Const 1963, art I, § 5

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5407 Instructional Program and Curriculum Development

The District will provide students with at least the minimum number of instructional hours and days each school year required by the state for full state aid funding. The District may deviate from this requirement only as permitted by state law.

The Board, advised by the Superintendent, will adopt a curriculum and procure textbooks and materials to support the curriculum.

The Superintendent or designee is responsible for providing and directing District-wide planning for curriculum, instruction, assessment, and staff development in accordance with Policy 2203. Committees consisting of educational professionals, including administrators, and community members, may be established to design instructional strategies and assessments to implement the curriculum.

A. Parent Rights

As described in Policy 5401, the District will provide a Parent the opportunity to review District-approved curriculum, textbooks, and instructional materials upon request to the building principal. See Policy 5401 for appropriate procedures.

B. Complaints about Instructional Materials

If a Parent objects to their student's instructional materials, the following procedures will apply:

1. First Level – Objection to Building Principal. The Parent must submit an objection and explanation in writing to the building principal. The building principal will review the Parent's objection and the objected materials to determine whether:
 - a. the stated objection outweighs the educational and pedagogical reasons the material was selected;
 - b. the materials require the student to engage in conduct or practice that violates or substantially interferes with the student's sincerely held religious belief or religious development;
 - c. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or
 - d. the materials are inappropriate or harmful for the age range of the students in question.

The building principal will confer with the teacher as part of their review of the Parent's objection.

The building principal will provide all parties with a written response granting or denying the Parent's objection within 10 school days. If the Parent's objection is granted, the student will be excused from this instructional material with no negative consequence.

2. [Choose Option 1 Superintendent Review or Option 2 Committee Review]

Second Level - Superintendent Review. If the Parent disagrees with the building principal's response, the Parent may submit a written appeal to the Superintendent within 5 school days after receiving the building principal's response. The Superintendent will review the Parent's written objection, the building principal's written response, the Parent's written appeal, the materials being challenged, and any other information the Superintendent deems relevant. The Superintendent will issue a written decision within 30 calendar days of receiving the appeal based on the factors described in Section 1 above. The Superintendent's decision is final. If the Parent's appeal is granted, the student will be excused from this instructional material with no negative consequence.

~~[Option 2:] Second Level—Committee Review. If the Parent disagrees with the building principal's response, the Parent may submit a written appeal to the Superintendent within 5 school days after receiving the building principal's response. The Superintendent will create a committee to review the appeal. The committee will review the Parent's written objection, the building principal's response, the Parent's written appeal, the materials being challenged, and any other information the committee deems relevant. The committee will issue a written decision within 30 calendar days of receiving the appeal based on the factors described in Section 1 above. The committee's decision is final. If the Parent's appeal is granted, the student will be excused from this instructional material with no negative consequence.~~

C. Complaints about Library Materials

1. If a Parent objects to materials in the school library, the Parent must submit an objection and explanation in writing to the Superintendent identifying:
 - a. the basis for the objection;
 - b. any recent known use of the library materials in the school; and
 - c. any other relevant information.
2. The Superintendent will review the written objection and the materials in question in their totality to determine whether:
 - a. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or

- b. the materials are inappropriate or harmful for the age range of the students in question.

The Superintendent may, in his or her sole discretion, designate review to another administrator or employee. The Superintendent or designee will endeavor to provide a written response to the Parent within 30 calendar days after receiving the objection. The Superintendent or designee's decision is final.

The District will not restrict access to the challenged material during the review process.

Legal Authority: MCL 380.1137; MCL 388.1706; *Mahmoud v Taylor*, 606 US __ (2025)

Date adopted:

Date revised:

3308 ADVERTISING AND COMMERCIAL ACTIVITIES

The Board of Education may permit advertising in School District facilities or on School District property in accordance with the guidelines set forth herein and policies 3115 and 5404.

Dexter Community Schools, students, staff members and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit or other non-school agency or organization, public or private, without the express written approval of the Superintendent of ~~the Board~~ or designee.

Definitions

- A. "Advertising" comes in many different categories and forums and is defined as an oral, written, or graphic statement made by ~~the~~ a producer, manufacturer, or seller of products, equipment, or services which ~~calls for the public's attention to arouse a desire~~ encourages the public to buy, use or patronize ~~the~~ a product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos or tags for product or service identification purposes are not considered advertising.
- B. "Sponsorship" takes place when businesses, organizations, or individuals underwrite the cost of a program or services provided in schools.
- C. "Licensing" is an exclusive agreement with a company or organization to provide a specific product or service.

Direct Advertising/Appropriation of Space

- A. signage in schools and school facilities;
- B. corporate logos or brand names on school equipment (e.g., marquees, message boards or score boards);
- C. ads, corporate logos, or brand names on book covers, student assignment books, posters, or spirit wear;
- D. ads in school publications (e.g., newspapers, yearbooks and event programs);
- E. media-based electronic advertising (e.g., internet or web-based sponsorship);
- D. free samples (e.g., food or personal hygiene products).

Indirect Advertising

- A. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants or gifts;
- B. use of instructional materials developed by commercial organizations such as films and videos only if the education value of the materials outweighs their commercial nature; and
- C. items intended to decorate classroom spaces that may show support of a product or organization are not considered advertising, nor do they imply endorsement by the District.

General Advertising Guidelines

The following guidelines shall be followed with respect to any form of advertising on school grounds:

- A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement should be consistent with the District's educational standards and goals.
- B. Any advertising that may become a permanent or semi-permanent (defined as six (6) months or longer) part of a school requires prior approval of the Board.
- C. The District is a non-public forum and the Board can determine, ~~in its sole judgment,~~ to accept or reject any request for advertising or promotion.
- D. No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, X or R rated movies, or gambling aids.
- E. No advertisement shall promote any specific religion or religious, ethnic or racial group, political candidate or ballot issue and shall be non-proselytizing.
- F. No advertisement may contain libelous material.
- G. No advertisement may be approved which would tend to create a substantial disruption in the school environment or inhibit the functioning of any school.
- H. No advertisement shall be false, misleading or deceptive.
- I. Each advertisement must be reviewed in advance for age appropriateness.
- J. Advertisements may be rejected by the School District if determined to be inconsistent with the educational objectives of the School District, inappropriate, or inconsistent with the guidelines set forth in this policy.
- K. All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, disability, or age, and must be age-appropriate.
- L. ~~Students shall not be required to advertise a product, service company, or industry.~~ The District logo, which is trademarked, may only be used by school groups. All use must follow the brand guidelines. All modifications to the standard must be pre-approved by the Superintendent or designee.
- M. Advertising will not be permitted on the outside or the inside of school buses,

or posted inside of classrooms.

- ~~N.~~ Advertising will not be permitted on athletic team uniforms, or the uniforms of curricular ~~or co-curricular~~ groups. ~~(e.g., band, orchestra, choir, debate, etc.)~~
- O. The name of a corporate sponsor or advertiser shall not be placed in such a manner that it supersedes or takes priority over the name of the school district or its mascot.
- P. The Superintendent or designee is responsible for screening all advertising.
- Q. The Superintendent or designee may require that samples of advertising be made available for inspection.
- R. The inclusion of advertisements in School District publications, in School District facilities, or on school district property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.
- S. Final discretion regarding whether to advertise and the content and value of the materials will ~~be with~~ belong to the Board.

Accounting

Advertising revenues must be properly reported and accounted for by the District's Business Office **in accordance with District administrative guidelines**.

All revenue generated through advertising will be directed to the sponsored building or department for use to support programs and activities. The building or department administrator will direct the use of revenue received through advertising.

5501 Student Fundraising

Student fundraising activities are subject to review and approval by the superintendent or designee.

A. Student Fundraising

Student fundraising activities are subject to review and approval by the superintendent or designee. The Superintendent shall establish administrative guidelines for the solicitation of funds including but not limited to:

1. Specify the times and places in which funds may be collected;
2. Determine the means by which funds may be collected;
3. Describe permitted methods of solicitation which do not place undue pressure on students;
4. Limit the kind and amount of advertising for solicitation;
5. Require that the Board approve the distribution or liquidation of monies remaining in a student activity account when the organization is defunct; and
6. **Limit the number of fundraising events. This was inadvertently left off the list when the policies were combined.**

B. Commercial/Business Fundraising

No commercial or professional fundraising operation shall be allowed to use the name of the Dexter Community Schools in its fundraising operations without the express written permission of the Superintendent or designee. This provision specifically includes fundraising operations that solicit advertising contributions from local businesses for the purpose of providing "free" merchandise to the school district or its students.

Use of the name, logo, or any assets of the District, including, but not limited to, facilities, technology, or communication networks, is prohibited without the express written permission of the Superintendent or designee.

Dexter Community Schools Board of Education Executive Summary and Recommendation
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Date: January 12, 2026

Purpose: To approve two new DHS courses and one retroactive course approval

Explanation:

On December 15, 2025, Chief Academic Officer Melanie Nowak presented proposals for two new DHS courses and one retroactive approval for a course that was offered once but will not continue to be offered. It was necessitated by curricular standards changes in the IB programme. These items are presented for action this evening.

Recommendation:

The Chief Academic Officer is recommending that the Board of Education approve the following 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 CAO is also recommending the following course be approved retroactively:

- *World History Summer Seminar*: A small cohort of students completed a summer seminar program to cover content in the *World History* IB course that was not covered in the DHS IB world history course at that time. The content gaps were the result of IB curricular standards changes. This course is not intended to continue; the existing world history course content has been updated to reflect these standards.



DEXTER COMMUNITY SCHOOLS

Bates School, 2704 Baker Road, Dexter, Michigan 48130
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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



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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.



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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 Explore, **U**nderstand and Analyze, **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

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



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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?

☒ 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

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:



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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."



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- "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



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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.



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- **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

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.



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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



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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!



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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.



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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.



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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.



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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

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:



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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 \(P66210\)](#)



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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)

December 15, 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
Elevator Modernization Project: DHS Car 2, DHS Car 3, and Mill Creek
Middle School
2200 N. Parker Rd. & 7305 Ann Arbor St.

Dear Dr. Timmis:

We reached out to the company that maintains our elevators, TK Elevator Corporation, for proposals to modernize three main elevators on campus. The three elevators are Dexter High School Car 2, Dexter High School Car 3, and the elevator at Mill Creek Middle School. Proposals were received on behalf of Dexter Community Schools (DCS) Friday, December 12th. The proposals were all through the Omnia Consortium Contract #TK-R200502. Copies of the proposals attached for your reference.

Pending final review of contract language and other qualification criteria, Granger recommends that DCS award the Elevator Modernization Project: DHS Car 2, DHS Car 3, and Mill Creek Middle School as indicated below. This project will be managed by the Granger Owner's Representative and Dexter Community School's staff.



Work	Contractor	Total Bid
DHS Car 2	TK Elevator Corporation	\$140,000
DHS Car 3	TK Elevator Corporation	\$142,000
Mill Creek Middle School	TK Elevator Corporation	\$148,000

The total amount is \$430,000 we are including a 15% contingency of \$64,500, for a total not to exceed \$494,500. 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



HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911-4230

517.393.1670 
517.393.1382 

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

616.454.2900 
616.454.9700 

SOUTHEAST MICHIGAN
39475 13 Mile Rd, Ste 204
Novi, MI 48377

248.724.2950 
248.489.5753 

Craig McCalla
Owners Representative

att: Proposals

cc: C. Bueche, DCS
G. Brand, GCC



Policy Committee Meeting Minutes
December 15, 2025 11:00am
Bates Boardroom

Call to order: 11:02am

Present: Melanie Szawara (Chair), Elise Bruderly, Ryan Bruder, Barb Leonard, Hope Vestergaard; **Absent:** Amy Reiser

1. Approval of Minutes 9-15-2025 **Motion:** EB **Second:** MS; **Passed 2-0**
2. Approval of Agenda **Motion:** EB **Second:** MS; **Passed 2-0**
3. Public Participation – **none**
4. Thrun updates
 - a. July 2025: 4221 *Employee Speech*; 5407 *Instructional Program and Curriculum Development*—**These are both ready to go to the Board.**
 - b. October 2025: 3118 *Title XI Sexual Harassment*; 4113 *Michigan Earned Sick Time Act (ESTA)*—**3118 is ready to go to the Board; 4113 does not need updating.**
5. Fundraising 5830N/5501T—**Ready to go to the Board with edits**
6. Advertising 3308 (Neola 9700.01) Number was wrong on agenda; corrected here. **Ready to go to the Board with edits**; Policy 9700 also needs work.
7. 6231.01 Management of the Annual Budget—**Christie needs to let the committee know what edits are needed.**
8. Renumber the four 7000 policies into 3300s
 - a. 7455 *Appraisal for Fixed Assets* —**3303**
 - b. 7460 *Energy Use and Conservation*—**3306**
 - c. 7510 *Use of School Facilities*—**3301**
 - d. 7530 *Lending of Board-Owned Equipment*—**3307**
9. Rescind Duplicate Student Fees Policies
 - a. NEOLA 6152 *Student Fees, Fines, and Supplies*
 - b. Thrun 5404 *Free Textbooks Materials and Charging of Fees and Fines*—**Keep 5404 & rescind 6152 which is duplicative**
10. **Future Business:** 5207 Bullying; 9700 Community Relations; Attendance 4219

Meeting Adjourned: 12:11pm

**Dexter Community Schools
Finance Committee
Meeting Minutes
December 15, 2025**

Board Committee Members Present –Jennifer Kangas, (Board, Chair) Michael Cipolla (Board),
Jessica Baese (DEA)
Staff Committee Members Present – Christie Bueche, Ryan Bruder

Meeting convened at 6:06 pm.

Approval of Minutes

A motion was made by Jennifer Kangas to approve the finance committee meeting minutes of November 17, 2025. Michael Cipolla seconded the motion. Motion Carried (unanimous).

Approval of Agenda

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

Audience Participation

None

Discussion Items:

1. 2025-26 Budget Amendment

The Committee reviewed and discussed the 2025-26 budget amendment, supporting documentation and historical information. A motion was made by Jessica Baese that the Finance Committee recommend approval of the budget revisions to the Board of Education. Michael Cipolla seconded the motion. Motion Carried (unanimous). The budget revision will be presented to the Board on December 15, 2025.

2. Audit Services

The Committee discussed future audit services and acknowledged the current engagement with Rehmann through FY 2026.

Meeting adjourned at 6:56 pm.

Facility Committee Minutes

January 7, 2026

8:30 A.M.

Bates Board Room

In attendance: Chris Timmis, Elise Bruderly, Mike Cipolla, Bill Harris, Melanie Nowak, Christie Bueche, Ryan Bruder, and John Heuser (all DCS); Dick Lundy and Jerry Brand (Committee Members); Greg Brand, Craig McCalla, Dylan Enzer, Stephen Prendergast, Jeff Tuley, and Jackie Ziemba (all Granger Construction); Sarah Watson, David Larson, Mary Cay Lancaster, Mark Stievater, Matthew Feldbush, and Alex Hutchinson (all TMP); Mike Franklin (Beckett & Raeder)

Call to Order 8:30 a.m.

1. Approval of Agenda (amended to move Elevator Modernization before discussion):
Motion: Mike Cipolla **2nd:** Jerry Brand **Approved** (unanimous)
2. Approval of Minutes 12/8/2025 **Motion:** Mike Cipolla **2nd:** Jerry Brand **Approved** (unanimous)
3. Public Participation - none
4. Action: Recommendation for DHS and Mill Creek Elevator Modernization
Jerry Brand made a motion that the committee send the Elevator Modernization Bid to the full Board to award to TK Elevator Corporation for a total cost not to exceed \$494,500. Mike Cipolla seconded the motion. Motion approved (unanimous)
5. Discussion: Review Schematic Design and Cost Estimates:
 - A. Al Ritt Stadium Improvements - The committee reviewed designs for upgrades and a remodel of the entrance to Al Ritt Stadium. Estimated timeline to bid in late February. Based on bids, construction either over summer or after fall sports.
 - B. DHS Soccer, Softball, Baseball Complex Improvements - The committee reviewed designs for upgrades and remodel of the entrance to the Soccer, Softball, and Baseball Complex at DHS. The estimated timeline to bid is late February. Based on bids, construction either over the summer or in the fall and not disrupt seasons.
 - C. Wylie Addition - The committee reviewed designs for the Wylie Addition of 7 classrooms, new restrooms (interior) and a new externally accessible restroom to the playground/bus hub/field. The estimated timeline to bid is in February. Construction will begin over the summer.
 - D. CTE (Building Trades/Woodshop) Addition - The committee reviewed designs for the CTE addition and renovations at Dexter High School for Woodshop and Construction Trades. The estimated timeline to bid is in February. Construction will begin over the summer.
 - E. Secure Entrance and Weightroom Addition - The committee reviewed designs for the new secure entrance and weightroom addition at Dexter High School. The estimated timeline to bid is in February. Construction will begin over the summer.
 - F. Fieldhouse - The committee reviewed designs for the new Fieldhouse at Dexter High School. The bid package for the pre-engineered steel building is currently

out. The remaining bid package will be out in February/March with construction beginning as soon as the bid awardee(s) can begin since the location does not impact the functionality of the school.

6. Set Next Meeting Date/Time

A. Thursday, January 15th from 8:30 - 11:00 p.m.

Discuss budget for Series 1, 2, 3, & 4 to complete projects for Series 1 and Creekside.

Meeting Adjourned 10:40am