BOARD OF EDUCATION MEETING PACKET

December 6, 2021

7:00pm

Bates Boardroom

DEXTER

COMMUNITY

SCHOOLS

Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

link to join will be posted on District Calendar and Board of Education page.

DEXTER COMMUNITY SCHOOLS

BOARD OF EDUCATION MEETING
MONDAY, DECEMBER 6, 2021 – 7:00 P.M.
BATES BOARDROOM
2704 BAKER RD. DEXTER MI 48130
734-424-4100

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation during the meeting as indicated in the agenda below. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

Per current Washtenaw County Health Mandate regarding high COVID-19 transmission, all attendees will be required to wear masks and physically distance.

BOARD MEETING AGENDA

A. CALL TO ORDER
1. Roll Call

B. MEETING MINUTES (11/1/2021; workshop 11/15/2021)

C. APPROVAL OF AGENDA

D. SCHOOL PRESENTATIONS – New Course Proposals

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

F. ADMINISTRATIVE & BOARD UPDATES
1. Superintendent Update
2. Board President Update
3. Student Representatives Update

G. CONSENT ITEMS
1. Personnel - New Hires
2. Personnel - Resignations
3. October Budget Report

H. ACTION ITEMS
1. Add Board Meeting 12-20-2021
2. Update MC Course Name

I. DISCUSSION ITEMS
1. DHS and MC Course Proposals

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

K. BOARD COMMENTS
1. EFD Update
2. MASB Assembly

L. INFORMATION ITEMS
1. Board Bulletin 11/1/2021
2. Nice Job Notes – Sept-October 2021

M. CLOSED SESSION – none

N. ADJOURNMENT

CALENDAR
*Monday, December 20 – 5:00pm - Board Meeting - Bates (pending approval at this meeting)
*Monday, January 10 – 7:00pm - Board Meeting - Bates
*Monday, January 24 – 7:00pm - Board Meeting - Bates

Per current Washtenaw County Health Mandate regarding high COVID-19 transmission, all attendees will be required to wear masks and physically distance.

A.   CALL TO ORDER
1.   Roll Call.

B.   MEETING MINUTES
Your packet includes meeting minutes from 11/1/2021 and workshop minutes from 11/15/2021.

*   An appropriate motion might be, "I move that the Board of Education approve the minutes from 11/1/2021 and 11/15/2021 as presented/amended."

C.   APPROVAL OF AGENDA
1.   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 – New Course Proposals

E.   PUBLIC PARTICIPATION (full guidelines at link)
Each speaker is allotted a maximum of 5 minutes for a total of 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and district of residence 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. Those wishing to receive a personal response from the Board or Superintendent must complete a public comment form available at the meeting entrance and on our website.

F.   ADMINISTRATIVE & BOARD UPDATES
   1.   Superintendent Update
   2.   Board President Update
   3.   Student Representatives Update

G.   CONSENT ITEMS
Consent items are typically approved in bulk.

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

1.   Personnel – New Hires.
        Your packet includes resumes and recommendation letters from Principals Jami
        Bronson, Brooke Stidham, and Katie See for open positions at Mill Creek, Beacon, and
        Wylie.

*   If separated, an appropriate motion might be, "I move that the Board of Education
        offer probationary teaching contracts for the remainder of the 2021-2022 school year to
        Alex Pattenaude, Constance Myers, and Stacey Plott."

2.   October Budget Report.
        Your packet includes district financial information for the month of October.

*   If separated, an appropriate motion might be, "I move that the Board of Education
        receive the October, 2021 budget report."

H.   ACTION ITEMS
1.   Add Board Meeting 12-20-2021.
        This evening's packet includes proposals for ten new DHS courses and one new Mill
        Creek course. Per board policy, course proposals must come before the Board twice
        prior to approval. This evening's meeting is the last one scheduled for 2021. In
        addition, the November budget revision is taking extra time this year because of
        ESSER funds and will need to be adopted as soon as it is ready. In order for the
        courses to be approved prior to January scheduling, and to allow an opportunity to do
        the budget revision as soon as it is prepared, a short meeting has been proposed for
        December 20, 2021 at 5:00pm.

*   An appropriate motion might be, "I move that the Board of Education schedule a
        meeting on December 20, 2021 at 5:00pm for the purpose of acting on proposed new
        courses and completing the budget revision."

2.   Update MC Course Name. At its 9-20-2021 meeting, the Board approved name
        changes for several DCS existing courses in order to bring them into alignment with
        NCAA requirements. This evening's packet includes an executive summary regarding
        a Mill Creek course that requires a name update per NCAA guidelines.

*   An appropriate motion might be, "I move that the Board of Education approve
        changing the name of "Geometry MMC" to "Geometry.""

I.   DISCUSSION ITEMS
1.   DHS and Mill Creek New Course Proposals. Your packet includes new course
        proposals for ten DHS courses (*Film as Literature, Integrated Studies, Introduction to
        Marine Biology, Jazz Band, Math Elective, Science Laboratory Strategies and Safety,
        Shakespeare, Sports Economics and Marketing, Student Support & Study Strategies, Web
        Design)* and one Mill Creek Course (*Mandarin Language*). Earlier in the meeting,

staff will have presented these courses. At this time, board members will have the opportunity to discuss the proposals and ask questions. This item is presented for discussion only this evening. If the proposed December 20th meeting is approved, these will return for action at that time.

J.   **PUBLIC PARTICIPATION (up to 15 minutes/max 3 per person)**
Each speaker is allotted a maximum of 3 minutes for a total of 15 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce 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. 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**
1.   Educational Foundation of Dexter Update
2.   MASB Assembly Update

L.   **INFORMATION ITEMS**
1.   Board Bulletin 11/1/2021
3.   Nice Job Notes Sept/Oct 2021

M.   **CLOSED SESSION** – **none planned**

N.   **ADJOURNMENT**

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
NOVEMBER 1, 2021

A.   **CALL TO ORDER - 7:00pm**

1.   Roll Call
     Members Present: Daniel Alabré, Brian Arnold, Elise Bruderly, Mara
     Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara; Student
     Representative Aidan Naughton, Griffin Patel
     Members Absent: none
     Administrative & Supervisory Staff: Ryan Bruder, Sharon Raschke, Barb
     Santo, Mollie Sharrar, Christopher Timmis, Hope Vestergaard
     DCS Staff: Melanie McIntyre
     Guests: Rhonda Haines, Charissa Keller, Holly Cabana, Barbara Read

B.   **MEETING MINUTES**
Elise Bruderly made a motion to approve the meeting minutes from 10/18/2021 as
presented. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

C.   **APPROVAL OF AGENDA**
Elise Bruderly made a motion to approve the agenda as presented. Brian Arnold
seconded the motion. **Motion Carried (unanimous).**

D.   **SCHOOL PRESENTATIONS – none**

E.   **PUBLIC PARTICIPATION**
1.   Charissa Keller repeated her remarks from the 10/18/2021 meeting and read
     the responses she received from the Superintendent and Board of Education
     following that meeting.
2.   Holly Cabana shared concerns about the high school bathrooms being locked
     during passing time due to recent vandalism; commented on COVID
     quarantine protocols; asked if there is an option to opt out of student surveys.

F.   **ADMINISTRATIVE & BOARD UPDATES**
1.   Superintendent Update. Dr. Timmis reminded the community of the State of the
     District Zoom meeting on Thursday, November 4th; shared that the district is
     working on a COVID vaccination clinic for students ages 5-11; noted that there
     was a small COVID outbreak impacting staff and children at Jenkins last week;
     noted that Alt Ed [the Alternative High School] just had its first graduate for this
     year; shared the district COVID numbers for this year; noted that quarantine
     protocols are determined by the Washtenaw County Health Department, not
     Dexter Community Schools.
3.   Board President. Mara Greatorex noted that Michigan SB 82 does not reference
     authority of schools, so Dexter Community Schools will continue to require that
     masks be worn in K-12 while Washtenaw county is in high, substantial and
     moderate transmission level in accordance to the Back to School Covid-19
     Mitigation Plan that the Board passed in August.

4.   Student Representative Update. Aidan Naughton and Griffin Patel summarized recent goings-on at district buildings.

G.   CONSENT ITEMS
Elise Bruderly made a motion that the Board of Education approve the consent items in bulk. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

1.   The Board approved an extended leave of absence through the 2021-2022 school year for Alyssa Thomas.
2.   The Board accepted the resignation of Carly Petersen.

H.   ACTION ITEMS
1.   MASB Delegate Assembly Resolutions. At its 10/18/2021 meeting the Board received the packet of 2021 MASB Assembly Resolutions and had the opportunity to review them prior to this evening's meeting. Elise Bruderly made a motion that the Board of Education authorize its assembly voting delegate to cast votes that align with Dexter Community Schools educational goals and policies. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

I.   DISCUSSION ITEMS
1.   Winter Athletics. Board members discussed Washtenaw County Health Department mask orders released 10/29/2021. These direct Superintendents to make decisions regarding marking protocols for student athletes and performing arts students, with some elements (e.g., coaches and spectators must be masked) dictated by the WCHD orders. The Superintendent shared his thoughts for what would be reasonable based on last year's experiences and results. Because winter athletics are starting momentarily and the next regular Board meeting is December 6, the consensus was that it would be appropriate to act this evening.

Melanie Szawara made a motion that the Board of Education authorize the Superintendent to create protocols within the WCHD guidance regarding Indoor Sports and Performing Arts as discussed at this meeting. Brian Arnold seconded the motion. **Motion Carried (unanimous)**.

J.   PUBLIC PARTICIPATION
1.   Holly Cabana commented on the discussion regarding winter athletics and expressed her displeasure that student athletes who aren't vaccinated have to quarantine following COVID exposures.

K.   BOARD COMMENTS
1.   Educational Foundation of Dexter liaison Mara Greatorex noted that the Dexter-Chelsea EF rivalry resulted in Chelsea raising $24,099 and Dexter raising $21, 813, which far surpassed the last rivalry results.

L.   INFORMATION ITEMS
1.   Board Bulletin 10/18/2021
2.   Draft Finance Minutes 10/18/2021
3.   Updated Board of Education Social Media Guidelines

At approximately 7:45pm, Elise Bruderly made a motion that the Board of Education move into closed session for the purpose of discussing negotiations. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

M.   CLOSED SESSION *per MCL 15.286(c)*

At approximately 9:00pm, the Board of Education returned to open session.

At approximately 9:01pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

_____
Brian Arnold
Secretary
Board of Education

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
WORKSHOP MINUTES – NOVEMBER 15, 2021 5:00pm
W.I.S.D. 1819 South Wagner Road, Ann Arbor 48103

A.   CALL TO ORDER - 5:09pm

1. <u>Roll Call</u>
    Members Present: Daniel Alabré, Brian Arnold, Elise Bruderly, Mara
    Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara
    Members Absent: none
    Administrative & Supervisory Staff: Christopher Timmis
    Guests: Mary Kerwin, MASB; Sally Koch

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

C.   PUBLIC PARTICIPATION – none

D.   DISCUSSION
1.   <u>Board Workshop</u>. MASB Trainer Mary Kerwin walked board members through
       the MASB Superintendent Evaluation Tool and described best practices for the
       evaluation process.

E.   PUBLIC PARTICIPATION – none

At approximately 8:42pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

_____
Brian Arnold
Secretary
Board of Education

MILL CREEK MIDDLE SCHOOL

Jami Bronson, Principal ◆ Brett Pedersen, Assistant Principal
7305 Dexter Ann Arbor Road, Dexter, Michigan 48130
(734) 424-4150 fax (734) 424-4159
bronsonj@dexterschools.org ◆ pedersenb@dexterschools.org

To: Dexter Board of Education
From: Jami Bronson
Subject: Counselor Hire Recommendation
Date: November 15, 2021

As a result of our most recent interview process we would like to recommend Alex Pattenaude for our Mill Creek counselor position. Alex graduated from Eastern Michigan University with a master's degree in Clinical Mental Health Counseling. Alex also has experience working at Tecumseh High school as a counselor, an intern at Women's center of SouthEastern Michigan, and a College Coach at Milan High School. He comes highly recommended and we are pleased to recommend him for our position.

Interview committee: Jami Bronson, Trina Gale, Bill Ivan, Natalie Park, Brett Pedersen, Anna Romano, David Sinopoli, Lauren Straub, and CS & L students.

ALEX PATTENAUDE

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PROFESSIONAL EXPERIENCE

Tecumseh High School – Tecumseh, MI
School Counselor, 9/11/2021 – Present
· Responsible for class scheduling, auditing student records, and preparing students for graduation
· Manages caseload of students deemed "high-risk" and in need of additional academic/social support
· Guide students to develop a comprehensive post-secondary timeline
· Apart of the School Improvement team which focuses on creating solutions for district wide issues
· Responsible for meeting with students and providing mental health and academic support
· Utilize Infinite Campus for creating and modifying student schedules
· Develop and coordinate 504 plans for students
· Assists in creating curriculum for students focused on social-emotional wellbeing
· Knowledge of community resources that can help support families and students

Milan High School - Milan, MI
College Coach/School Counselor Assistant, 9/11/2018 – 9/28/2021
· Organize group events that inform students and their families about colleges and other postsecondary educational institutions
· Facilitate an weekly anger management course for students
· Mentor for Reaching Higher, a school-based leadership skills course
· Co-lead TRAILS to wellness course that utilizes evidence-based practices, such as cognitive behavioral therapy (CBT) and mindfulness, to give students a toolbox to reduce depression and anxiety
· Spearheaded proposal for innovative postsecondary preparation curriculum and course, and was awarded $20,000 in 2019 to implement proposed changes
· Drafted a grant proposal and awarded $3,500 in 2020 to create #youmatter an anti-stigma program at Milan High School: this program provided peer support to students struggling with mental health issues, and key funding for a LGBTQ+ group on campus

Women's Center of South Eastern Michigan – Ann Arbor, MI
Clinical Mental Health Therapist Intern, 9/11/202020 – 4/29/2021
· Provide mental health therapy for a diverse population of community members
· Provided diagnoses and appropriate treatment plans for clients
· Utilized various therapeutic strategies such as – Narrative Therapy, Cognitive Behavioral Therapy, Brief Solution Focused Therapy, Internal Family Systems Therapy, and more.

EDUCATION

EASTERN MICHIGAN UNIVERSITY – YPSILANTI, MI
Master's of Arts in Clinical Mental Health Counseling, expected Spring 2021
- Trained in identifying and working with individuals impacted by Human Trafficking
- National Counselor Certified, Passed the National Counseling Exam
- Post-Master's Certificate in School Counseling (currently hold school counseling license)

CALIFORNIA STATE UNIVERSITY BAKERSFIELD – Bakersfield, CA
Master's of Science in Administration, emphasis in Human Resources Mgmt, 2018 – GPA 3.98

CALIFORNIA STATE UNIVERSITY SACRAMENTO – Sacramento, CA
Bachelor's of Arts with honors in Sociology, Minor in Human Resource Mgmt, 2016 – GPA 3.78
- *Conducted fieldwork at CSU Sacramento under Dr. Ada Kimura Ida on race and ethnic diversity*

OF NOTE

COMPUTER SKILLS: PowerSchool; Microsoft Office (Word, Excel, PowerPoint, Access, Outlook), Google Suite

AFFILIATIONS: Board Member on Washtenaw Counselors Association, Society for Human Resource Mgmt,

VOLUNTEER PASSIONS: Food Gathers, Habitat for Humanity, World Vision, Reaching Higher

To: Dexter Board of Education
From: Brooke Stidham
Subject: Special Education Teacher Recommendation, Beacon Elementary
Date: November 12, 2021

As a result of our most recent interview process, we would like to recommend Mrs. Constance Myers for the position of Special Education teacher at Beacon Elementary. Connie has a passion for supporting our at-risk students and helping them reach their full potential. Connie has over 15 years experience delivering innovative, high-quality hands-on learning. She has a Special Education (Emotional Impairments and Learning Disabilities) degree from Western Michigan University, and a Masters in Educational Leadership from Eastern Michigan University. She also attended Michigan Technological University taking classes with an emphasis on Earth Science, which will be a great asset to us as we incorporate the 5E Framework with our youngest learners.

Mrs. Myers brings a broad range of perspectives and experiences to the classroom, having taught in a variety of diverse school districts. Connie has comprehensive knowledge of the curriculum and instruction for best practices within special education. We are confident that Connie would be a great addition to our Beacon staff.

Interview Committee: Brooke Stidham, Laura Ayers, Kim Evanski, Stacey Keeler, and Anne Nakon.

Constance Marie Myers

Present/ Permanent Address

██████████████████
████████████

Objective

To obtain a k-12 special education position in a resource room, teacher consultant or a regular education classroom, that provides accommodations and modifications for students with special needs. Creating a classroom environment for all students to learn, further their level of thinking, learning and growth is what I hope to obtain. Also interested in providing extracurricular activities and athletic programming and interested to fill the role of a principal by successfully leading the school through building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Education

Master of Arts. K-12 Administration Eastern Michigan University April 2012
Bachelor of Science Education, April 2007 Western Michigan University, Kalamazoo, Michigan Major: Special Education K-12 Learning Disabilities and Emotional Impairments
Minor: Mathematics and Science
Michigan Professional Certificate: K-12 special education (emotional impairment, learning disabilities), K-8 science, K-8 elementary education

Professional Experience

Ann Arbor Public Schools, Ann Arbor MI
Self-Contained EI: August 2015-2018
TC/ Resource Room August 2018-Present
Taught all content areas to 3-8 th grade students in a self-contained emotional impaired classroom, as well as a teacher consultant and resource teacher (5-8th grade) according to the Common Core Standards. Focused on implementing behavior plans, IEP goals and objectives, collaborated with teachers, developed schedules for teaching assistants, and social skills. Served on the social committee, school improvement, Mind-up Committee, and Student Council advisor for middle school.

Middle School at Parkside: Jackson Public Schools, Jackson, MI
Self-Contained EI: August 2007-2015 Taught all content areas to 6 th , 7 th and 8 th grade students in a self-contained emotional impaired classroom, according to the Common Core Standards. Focused on implementing behavior plans, IEP goals and objectives, and social skills. Served on the school improvement team and as the Special Education Department Chair. Worked and implemented the IB

(international Baccalaureate) units and ways of teaching. Also completed an internship in administration where I focused on school improvement, building committee, curriculum, facilitating the development, articulation implementation and stewardship of a vision of learning, promoting school culture, ensuring the management of the organization, operations and resources for a safe learning environment, collaborating with families and community members, and understanding technology to apply it to advance student achievement.

Northeastern Elementary: Kalamazoo Public Schools, Kalamazoo, MI
 Intern Teacher: December 2006-April 2007 Taught all content areas to sixth grade students in a general education classroom. Administered DIBELS, curriculum based measurement, Read Naturally, and worked to accommodate students with learning disabilities in a general education setting. Part of the Urban Program through Western Michigan University.

Northeastern Elementary: Kalamazoo Public Schools, Kalamazoo, MI
Intern Teacher: August- December 2006 Taught all content areas to six students 4-6 th grade in a self-contained emotional impaired classroom, according to the Michigan Content Standards. Administered DIBELS, worked with students on their IEP goals and objectives, curriculum based measurements and followed through with students on behavioral plans for the individual students and whole class. Also provided a professional development for the staff on interventions in Special education.

Paw Paw High School: Paw Paw Community Schools, Paw Paw, MI
Pre-Intern Teacher: January-April 2006 Taught science, social studies, and English to high school students in inclusive and self contained classrooms. Worked with many students with learning disabilities, and helped the teachers make accommodations and modifications in the general education setting.

Mattawan Later Elementary: Mattawan School District, Mattawan, MI
Pre-Intern Teacher: January- April 2006 Taught math and science for 25 fifth graders and provided accommodations and modifications. Provided instruction for math and science with another pre-intern and demonstrated many co-teaching models. Practiced with the students inquiry based teaching and learning and integrated the schools curriculum within our lessons.

Richland Elementary School: Richland Community Schools, Richland, MI
Pre-Intern Teacher: August- December 2004 Taught in a kindergarten classroom and focused on assessing students to find out what level they are at. Worked with students on curriculum based measurement and progress monitoring over a set period of time.

Related Experience

Ann Arbor STEAM: Project Based Learning, EXPOs with students to display their work, Social Committee, Mind-Up Committee, Project Read, Fountas and Pinnell Benchmark Assessment.

Chelsea Community Education: WRAP camp Nature camp counselor and Director of Program. Organized a program for kids grades K-8th grade. Program planned with the Waterloo Discovery Center.

Middle School at Parkside: School Improvement Team, Special Education Department Chair, Building Committee, Student Council Advisor, After School Teacher, Summer school Site coordinator and administrator. Filling in for administrators as teacher in charge, coordinating school events, organizing open house, mentor teacher, serving on curriculum selection for mathematics, and coordinating the MEAP/M-Step Schedule for special education.Student council supervisor, Be More Kind supervisor, organizer for talent show and School Dances and events.

City of Ann Arbor: Paraprofessional Worked at numerous summer school programs assisting students with all disabilities for summers from 2003- 2005. At Home paraprofessional and

Babysitter: Babysat for three children from August 1998 until present. One of the children was diagnosed with autism and I helped out at camps and summer programs that he attended.

Chelsea School District, Summer Counselor and Paraprofessional Worked for an outdoor summer camp for 8 years through Chelsea School District for kindergarten-Middle school and children with special needs. Took children on hikes, provided them with education about nature and provided many activities for them to do throughout the day. Also worked in a classroom for age's k-9th to receive extra summer school for students with many disabilities.

Blockbuster Video Worked as a manager from 2002-2008 providing customer service, leadership and management skills.

Additional Certifications:
Infant, child and Adult CPR and first aid
Nurtured Heart Training Non-Violent Crisis intervention training (1/23/15 to Current)
Bloodborn Pathogens
Reader's Apprenticeship
International Baccalaureate (IB trained)

Honors and Activities:
Student Council Advisor (2007-current)
-Special Education Department Chair (2014-2015)
-Power of One Award (2014-2015)
-MITEP (Michigan Teachers Excellence Program) Student for Earth Science from Michigan Tech (2011-2014) -
Challenge Day School Coordinator 2006-2015

-Safe School Ambassador Co-Advisor
-Safe School Ambassador Co-Advisor 2012-2013
- You make a Difference Award 2009
- Urban Program-Western Michigan University Internship Program Dec 2006-April 2007
-Western Michigan University's Dean List- August 2003-2007
-Athletic Scholarship for Softball at Western Michigan University, August 2003-April 2006
-Who's Who among Students in American Universities and College Recipient, April 2006

Computer Skills
Microsoft Word, Excel, Power point, Internet Explorer, Dream Weaver, IPAD, SMART board software, Kid Pix Deluxe, Ipads, PowerSchool, Data Director, Elmo, Document Camera, Schoology. PowerSchool and Powerteacher. Assistive technology writing experience and use of apps on Apple and Android devices.

Hobbies and Interests
Athletics and coaching- softball, volleyball, and basketball, curriculum development classes, school improvement, student council and any other extra curricular activities for students.

References

Meg Fenech
Principal
Ann Arbor STEAM at Northside

███████████

fenechm@aaps.k12.mi.us

Stefanie Rissman
Teacher Consultant/ Resource Teacher
Ann Arbor STEAM at Northside

███████████

rissmans@aaps.k12.mi.us

Brooke Stidham
Principal
Beacon Elementary School
Dexter Community Schools

███████████

stidhamb@dexterschools.org

Ashley Moore
5th Grade Teacher/ Instructional Coach
Ann Arbor STEAM at Northside/ Stockbridge Public Schools New Position

███████████

██████████████████

Michael Garrison
Social Worker
Ann Arbor STEAM at Northside/ Tappan Middle School

███████████

garrisonm@aaps.k12.mi.us

Kari Pardoe
Past Director, The LEAGUE MIchigan
University of Michigan Non-profit

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████████████████

Wylie Elementary School
3060 Kensington, Dexter, Michigan 48130
Katie See, Principal
734-424-4140
seek@dexterschools.org

To: Dexter Board of Education
From: Katie See
Subject: Classroom Teacher Recommendation
Date: November 29, 2021

We would like to recommend Stacey Plott for the third grade teaching position at Wylie. Stacey will be taking over for Jill Covington so that Jill can move into a counseling position at the DEEC. Stacey has been a teacher for nine years and has taught in St. Paul, Minnesota, Ann Arbor and Dexter. Stacey comes highly recommended by colleagues and administrators. She left Dexter to take a position at Ann Arbor STEAM School at Northside Elementary. She is excited to return to Dexter, where her own children attend. She will bring with her a wealth of knowledge related to place based learning, STEAM and project based learning. Ms. Plott is a graduate of Central Michigan University where she received her Bachelor of Arts degree in integrative public relations and The University of St. Thomas where she earned her Master of Arts in elementary education.

We highly recommend Stacey and are confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

Katie See
Principal

STACEY PLOTT

Educator

CONTACT

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📍 Dexter, MI

EDUCATION

Elementary Education, MA
The University of St. Thomas
St. Paul, MN | 2016

Elementary Education K-8, Certified
The University of St. Thomas
St. Paul, MN | 2010

Integrative Public Relations, BAA
Central Michigan University
Mt. Pleasant, MI | 2004

Related Education:
Leading Educational Innovation and Improvement courses
University of Michigan/EdX | 2019

SKILLS

▪ Thrive in a fast paced, multi-tasking environment

▪ Strong communication and positive attitude

▪ Tech savy: Zoom, G Suite, MANY educational apps: Dreambox,

PROFILE

I have worked successfully in the K-12 public school environment as a teacher for over 10 years. I believe a key attribute I possess is the relationships I am able to build with my students and their families. My passion for literacy and teaching reading is evident in the success the students have in my classroom. I am a dedicated and motivated individual, with strong management skills. I have successfully led professional development and mentored fellow teachers, as well as created and implemented projects from start to finish. I thrive in a collaborative and supportive environment.

EXPERIENCE

Kindergarten Teacher, Third Grade Teacher

ANN ARBOR PUBLIC SCHOOLS | ANN ARBOR, MI

Aug 2015 - June 2018, Aug 2019 - PRESENT

I have taught at A2 STEAM at Northside Elementary, a K-8 public school, using the Project Based Learning (PBL) model as well as a focus on STEAM areas (science, technology, engineering, arts and math). The PBL approach requires full collaboration and communication across teams, and adheres to the gold standards written by PBL Works. I have created, planned and completed projects from start to finish. I also taught third grade from 2015 - 2018.

▪ Integrated literacy, math and social skills into all projects using my strong knowledge of the standards and best practice.

▪ Held a district position of Curriculum Instructional Specialist for our building in Math for two years. With this role I successfully led professional development sessions for our K-5 teaching staff and continued to support staff as needed.

▪ Have been delivering solid content with successful student growth in person and in a virtual environment every year.

▪ Completed the first Blended Learning cohort supported by AAPS district.

▪ Presented at the AAPS Summer Technology Academy.

▪ Very experienced with serving students with many diverse needs.

▪ Mentor to other AAPS teachers, and hosted an intern from the University of Michigan.

▪ Earned effective and highly effective status throughout all of my years in AAPS.

▪ Develop and share innovative approaches for using technology in the classroom to best differentiate student needs.

Lexia, Raz, IXL, Edpuzzle, Seesaw Peardeck , Schoology and more.

- Able to build strong relationships with others
- Commitment to equitable and culturally responsive lifestyle
- Detail oriented
- Well organized
- Mentor and coach to others

OTHER

- Yoga Teacher Training
- Previous Online Instructor: Educate Online

Kindergarten Teacher

DEXTER COMMUNITY SCHOOLS | DEXTER, MI

Aug 2018 - June 2019

- Collaborated with colleagues for instructional rounds focused on reading workshops.
- Created science lessons for my team based on the Next Generation Science Standards.
- Initiated weekly grade level meetings that had purpose and built a more positive team atmosphere and increased collaboration.
- Participated in many hours of professional development in ELA teaching practices from Teachers College.
- Active member of the STEM committee.

Third Grade Teacher

ST. PAUL PUBLIC SCHOOLS | ST. PAUL, MN

Aug 2012 - June 2014

Taught a third grade class in an urban elementary school with a diverse population and a Title One designation.

- Participated in a positive and productive Professional Learning Circle with colleagues on a weekly basis.
- Demonstrated a high level of communication with parents and was active on the Family Involvement Committee.
- Conducted formal/informal assessments daily to help track progress and plan creative and objective focused activities to fit the students' needs.
- Created rubrics and collected data to create and manage small groups in many subjects.
- Fostered a culturally responsive and safe environment for all my students to feel welcome and successful in my classroom.

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 11 - General Fund							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	6,135,699.00	15,761.82	136,704.13	.00	5,998,994.87	2	251,075.27
Function Code **R100 - Local Sources - 100** Totals	$6,135,699.00	$15,761.82	$136,704.13	$0.00	$5,998,994.87	2 %	$251,075.27
Function Code **R200 - Non-Education Sources - 200**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R200 - Non-Education Sources - 200** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R300 - State Sources - 300**							
	31,330,602.00	2,395,241.53	2,783,649.13	.00	28,546,952.87	9	2,514,249.97
Function Code **R300 - State Sources - 300** Totals	$31,330,602.00	$2,395,241.53	$2,783,649.13	$0.00	$28,546,952.87	9 %	$2,514,249.97
Function Code **R400 - Federal Sources - 400**							
	1,964,331.00	.00	.00	.00	1,964,331.00	0	1,314,308.17
Function Code **R400 - Federal Sources - 400** Totals	$1,964,331.00	$0.00	$0.00	$0.00	$1,964,331.00	0 %	$1,314,308.17
Function Code **R500 - ISD / Other Sources - 500**							
	4,965,976.00	809,713.00	826,599.53	.00	4,139,376.47	17	15,148.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$4,965,976.00	$809,713.00	$826,599.53	$0.00	$4,139,376.47	17 %	$15,148.00
Function Code **R600 - In from other Funds - 600**							
	333,230.00	776.64	2,617.63	.00	330,612.37	1	.00
Function Code **R600 - In from other Funds - 600** Totals	$333,230.00	$776.64	$2,617.63	$0.00	$330,612.37	1 %	$0.00
Account Type **Revenue** Totals	$44,729,838.00	$3,221,492.99	$3,749,570.42	$0.00	$40,980,267.58	8 %	$4,094,781.41
Account Type **Expense**							
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	21,937,742.00	1,580,306.03	3,067,135.31	5,321.25	18,865,285.44	14	2,812,559.54
Sub Function Code 120 - Added Needs - 120	5,423,052.00	433,346.00	1,120,734.82	16,150.00	4,286,167.18	21	592,507.48
Function Code **100 - Instruction** Totals	$27,360,794.00	$2,013,652.03	$4,187,870.13	$21,471.25	$23,151,452.62	15 %	$3,405,067.02
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	4,276,941.00	337,308.14	701,019.27	83,559.50	3,492,362.23	16	622,426.46
Sub Function Code 220 - Support Services-Instructional - 220	2,699,834.00	141,601.19	713,647.08	32,806.28	1,953,380.64	26	686,415.91
Sub Function Code 230 - Support Services-Administration - 230	686,136.00	55,020.82	272,292.68	400.00	413,443.32	40	197,792.12
Sub Function Code 240 - Support Services-School Admin - 240	2,624,332.00	179,319.68	619,741.36	.00	2,004,590.64	24	610,231.62
Sub Function Code 250 - Support Services-Business - 250	758,958.00	46,128.04	197,791.70	.00	561,166.30	26	180,977.60
Sub Function Code 260 - Operations and Maintenance - 260	3,975,350.00	246,236.52	1,086,663.02	314,788.64	2,573,898.34	27	1,251,706.42
Sub Function Code 270 - Pupil Transportation - 270	1,649,830.00	115,481.48	364,774.20	22,919.84	1,262,135.96	22	239,808.59
Sub Function Code 280 - Support Services-Central - 280	404,227.00	30,892.17	149,681.02	36,368.16	218,177.82	37	111,660.52
Function Code **200 - Supporting Services** Totals	$17,075,608.00	$1,151,988.04	$4,105,610.33	$490,842.42	$12,479,155.25	24 %	$3,901,019.24
Function Code **300 - Community Services**							
Sub Function Code 320 - Community Recreation - 320	273,124.00	(39,889.84)	30,921.48	5,947.00	236,255.52	11	56,908.72
Sub Function Code 330 - Community Activities - 330	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	2,295.00	.00	850.00	.00	1,445.00	37	.00
Sub Function Code 390 - Other Community Services - 390	.00	4,863.06	19,584.64	.00	(19,584.64)	+++	.00
Function Code **300 - Community Services** Totals	$275,419.00	($35,026.78)	$51,356.12	$5,947.00	$218,115.88	19 %	$56,908.72
Function Code **400 - Government Agencies & Prior Period**							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code **400 - Government Agencies & Prior Period** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	671,541.00	.00	.00	.00	671,541.00	0	.00

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Function Code **500-600 - Other Financing Uses** Totals	$671,541.00	$0.00	$0.00	$0.00	$671,541.00	0 %	$0.00
Account Type **Expense** Totals	$45,383,362.00	$3,130,613.29	$8,344,836.58	$518,260.67	$36,520,264.75	18 %	$7,362,994.98
Fund(COA) **11 - General Fund** Totals	($653,524.00)	$90,879.70	($4,595,266.16)	($518,260.67)	$4,460,002.83	703 %	($3,268,213.57)

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	2,350,912.00	231,648.64	821,863.08	.00	1,529,048.92	35	376,457.50
Function Code **R100 - Local Sources - 100** Totals	$2,350,912.00	$231,648.64	$821,863.08	$0.00	$1,529,048.92	35 %	$376,457.50
Function Code **R300 - State Sources - 300**							
	49,069.00	.00	4,266.20	.00	44,802.80	9	.00
Function Code **R300 - State Sources - 300** Totals	$49,069.00	$0.00	$4,266.20	$0.00	$44,802.80	9 %	$0.00
Function Code **R400 - Federal Sources - 400**							
	.00	.00	20,250.80	.00	(20,250.80)	+++	9,580.58
Function Code **R400 - Federal Sources - 400** Totals	$0.00	$0.00	$20,250.80	$0.00	($20,250.80)	+++	$9,580.58
Function Code **R500 - ISD / Other Sources - 500**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R600 - In from other Funds - 600**							
	671,541.00	.00	.00	.00	671,541.00	0	.00
Function Code **R600 - In from other Funds - 600** Totals	$671,541.00	$0.00	$0.00	$0.00	$671,541.00	0 %	$0.00
Account Type **Revenue** Totals	$3,071,522.00	$231,648.64	$846,380.08	$0.00	$2,225,141.92	28 %	$386,038.08
Account Type **Expense**							
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	102,665.00	15,117.93	26,664.83	.00	76,000.17	26	23,406.57
Function Code **100 - Instruction** Totals	$102,665.00	$15,117.93	$26,664.83	$0.00	$76,000.17	26 %	$23,406.57
Function Code **200 - Supporting Services**							
Sub Function Code 220 - Support Services-Instructional - 220	2,474.00	.00	.00	.00	2,474.00	0	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	56,550.00	4,980.26	18,971.32	14,927.02	22,651.66	34	12,014.69
Sub Function Code 270 - Pupil Transportation - 270	.00	471.57	670.72	4,068.00	(4,738.72)	+++	.00
Sub Function Code 290 - Support Services-Other - 290	1,090,902.00	101,509.65	230,864.10	3,900.00	856,137.90	21	145,068.05
Function Code **200 - Supporting Services** Totals	$1,149,926.00	$106,961.48	$250,506.14	$22,895.02	$876,524.84	22 %	$157,082.74
Function Code **300 - Community Services**							
Sub Function Code 310 - Community Services Direction - 310	296,281.00	7,876.69	20,819.64	.00	275,461.36	7	65,449.23
Sub Function Code 320 - Community Recreation - 320	388,041.00	51,582.80	111,056.81	3,865.00	273,119.19	29	28,251.16
Sub Function Code 350 - Care of Children - 350	955,916.00	99,573.26	282,066.45	.00	673,849.55	30	181,007.20
Sub Function Code 390 - Other Community Services - 390	.00	.00	26,176.17	.00	(26,176.17)	+++	30,884.15
Function Code **300 - Community Services** Totals	$1,640,238.00	$159,032.75	$440,119.07	$3,865.00	$1,196,253.93	27 %	$305,591.74
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	178,693.00	.00	2,617.63	.00	176,075.37	1	3,088.42
Function Code **500-600 - Other Financing Uses** Totals	$178,693.00	$0.00	$2,617.63	$0.00	$176,075.37	1 %	$3,088.42
Account Type **Expense** Totals	$3,071,522.00	$281,112.16	$719,907.67	$26,760.02	$2,324,854.31	23 %	$489,169.47
Fund(COA) **23 - Community Service Fund** Totals	$0.00	($49,463.52)	$126,472.41	($26,760.02)	($99,712.39)	+++	($103,131.39)

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **25 - School Lunch Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	1,119,041.00	26,215.60	63,757.08	.00	1,055,283.92	6	120.55
Function Code **R100 - Local Sources - 100** Totals	$1,119,041.00	$26,215.60	$63,757.08	$0.00	$1,055,283.92	6 %	$120.55
Function Code **R300 - State Sources - 300**							
	80,006.00	4,857.32	10,131.32	.00	69,874.68	13	5,013.65
Function Code **R300 - State Sources - 300** Totals	$80,006.00	$4,857.32	$10,131.32	$0.00	$69,874.68	13 %	$5,013.65
Function Code **R400 - Federal Sources - 400**							
	333,302.00	40,086.98	97,806.32	.00	235,495.68	29	79,485.37
Function Code **R400 - Federal Sources - 400** Totals	$333,302.00	$40,086.98	$97,806.32	$0.00	$235,495.68	29 %	$79,485.37
Function Code **R500 - ISD / Other Sources - 500**							
	159,135.00	.00	.00	.00	159,135.00	0	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$159,135.00	$0.00	$0.00	$0.00	$159,135.00	0 %	$0.00
Account Type **Revenue** Totals	$1,691,484.00	$71,159.90	$171,694.72	$0.00	$1,519,789.28	10 %	$84,619.57
Account Type **Expense**							
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,608.00	949.39	1,756.70	.00	1,851.30	49	598.85
Sub Function Code 290 - Support Services-Other - 290	1,416,760.00	158,573.35	435,209.35	487,511.03	494,039.62	31	210,016.99
Function Code **200 - Supporting Services** Totals	$1,420,368.00	$159,522.74	$436,966.05	$487,511.03	$495,890.92	31 %	$210,615.84
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	142,037.00	.00	.00	.00	142,037.00	0	.00
Function Code **500-600 - Other Financing Uses** Totals	$142,037.00	$0.00	$0.00	$0.00	$142,037.00	0 %	$0.00
Account Type **Expense** Totals	$1,562,405.00	$159,522.74	$436,966.05	$487,511.03	$637,927.92	28 %	$210,615.84
Fund(COA) **25 - School Lunch Fund** Totals	$129,079.00	($88,362.84)	($265,271.33)	($487,511.03)	$881,861.36	-206 %	($125,996.27)

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	1,362,636.00	60,897.03	252,819.16	.00	1,109,816.84	19	92,109.01
Function Code **R100 - Local Sources - 100** Totals	$1,362,636.00	$60,897.03	$252,819.16	$0.00	$1,109,816.84	19 %	$92,109.01
Account Type **Revenue** Totals	$1,362,636.00	$60,897.03	$252,819.16	$0.00	$1,109,816.84	19 %	$92,109.01
Account Type **Expense**							
Function Code **200 - Supporting Services**							
Sub Function Code 290 - Support Services-Other - 290	1,362,636.00	56,319.45	176,446.89	7,302.70	1,178,886.41	13	62,200.54
Function Code **200 - Supporting Services** Totals	$1,362,636.00	$56,319.45	$176,446.89	$7,302.70	$1,178,886.41	13 %	$62,200.54
Account Type **Expense** Totals	$1,362,636.00	$56,319.45	$176,446.89	$7,302.70	$1,178,886.41	13 %	$62,200.54
Fund(COA) **29 - Student/School Activity Fund** Totals	$0.00	$4,577.58	$76,372.27	($7,302.70)	($69,069.57)	+++	$29,908.47
Grand Totals	($524,445.00)	($42,369.08)	($4,657,692.81)	($1,039,834.42)	$5,173,082.23	888 %	($3,467,432.76)

Purpose: The NCAA has become more specific about naming conventions and suffixes for middle school and high school courses when reviewing high school transcripts.

Explanation: Mill Creek Middle School has historically offered a board-approved course titled, "Geometry MMC," course number 51055 in the Comprehensive Catalogue. Recently the NCAA has inquired about the course due to the suffix, "MMC."

Recommendation: The Board of Education approves a name change for "Geometry MMC", course number 51055, to, "Geometry" to comply with NCAA naming conventions. Course content will remain the same and renaming the course will assist DHS Counseling Staff as they prepare student transcripts for NCAA approval.

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

Date of application: 13 October 2021
Course Title: Film as Literature
Department: English (elective)
Duration: semester
Prerequisite(s): None
Applicant(s): Patrick Stolkey
Building Involved: DHS
Targeted population: 9-12
Targeted year for implementation: 22-23

Describe your course request:
"Film as Literature" students learn to view films as an art form and as a means of communication beyond their entertainment purpose. Students are taught to "read" a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. In addition, students examine how films often reflect the culture and times in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society.

Rationale: Why is/are a new course or new resources necessary?
English teachers love to employ film as a means to continue looking at a piece of literature. This is done through comparing original text or plays to full cinematic adaptations. This course respects film as a piece of literature by itself, full of subtext and ripe for analysis of narrative structure, characterization, genre conventions, etc.

Many students only become familiar with a text by watching its film adaptation, as so many refuse to read the class texts. So, let's meet these students where they are for this class. Students enjoy film and are already comfortable speaking about it; my goal is to parlay that interest into sophisticated discussions that promote rich analysis and thought.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
Creative and critical thinking, Communication, and Collaboration will be at the center of the class assessments. Since this is an elective course, the curriculum will be pursued without the utilization of homework. Instead, assessments and projects will be based on collaborative activities, panel discussions, and other in-class activities designed to help students perceive and interpret film just like they do with literature.

Connection to District Improvement Plan or School Improvement Plan(s):
Students tend to see film as something more easily digestible--they consume the visual arts and speak about film and tv as easily as they discuss their favorite songs. It would be my goal to tap into that same interest and teach students how to interpret directorial and authorial choices; in turn, these skills would then *transfer* to their literature courses, increasing content knowledge. And, with the focus on different cultures represented through film, we will make tangible strides in developing *empathy* for marginalized groups.

As we continue to focus more on competencies, providing students with an opportunity to show their competency in analyzing and interpreting film instead of prose will allow for a more diverse range of student success, allowing students more voice and choice in demonstrating their successful completion of the learning objective.

How will technology be integrated into the course/resources?
Students would watch films on our (hopefully improved new) projectors in class. Ideally, eventually, I could get access to Deb's studio room and adapt that to be a black box theater for IB Theatre and a movie theater for this class.
Students would then use technology to work collaboratively on presentations, investigations, and other projects.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
Groups of students will be allowed a lot of voice and choice in the course. While movies need to be selected by the teacher to ensure merit, groups will be given freedom to explore topics of their choosing after each film: one group may be interested in the technology needed to make the film and could research and present that to us; another group could discuss narrative structure and apply aspects of "The Hero's Journey" to the film; and another group could provide accounts of the historical accuracy of the content or the societal impact the film had.

By the end of the course, students will be able to:
- Discuss and analyze conventions of film using appropriate language and evaluating the effectiveness of authorial and directorial choices as a vehicle for deriving meaning
- Interpret dramatic, directorial, cinematographic, and authorial choices and reflect on how these choices affect varying audiences
- "Read" text closely to determine meaning and tone
- Reflect on the role film plays in developing culture and society

How does the material support cultural diversity and gender equity?
A major focus will be to provide multiple perspectives and varying cultures as they are presented positively through film. Any discussion of a film before the 1970s would need to have a discussion of gender roles and race relations, and it should be the intent of the instructor to select films that showcase and celebrate different cultures and experiences that make up the American landscape.

How will career or "real world" experiences be integrated into the course and resources?
Conducting research, collaborating with peers, presenting information through various media will surely increase student confidence, and learning how to critically analyze film will hopefully open the students to develop a more critical analysis of their world. This will also be fostered through the study of documentaries that focus on civil and human rights. All of these components (approaching the study of film through establishing a community in the class that engages in thoughtful and productive discussion, viewing documentaries that highlight historical injustices against marginalized groups, analyzing dramatic films that highlight differences in communities) will aid in developing empathy in our students, allowing them to become more knowledgeable of diverse communities and our shared history. And, let's be honest, it's a no-homework film course; I hope the kids will love it, taking the opportunity to improve their social-emotional health through participating in a community and evaluating art.

How does the material encourage critical thinking and problem-solving?
After exploring a particular film genre, students will develop a particular line of inquiry to be presented to the class. Students will have to rely on the abilities of their peers and their knowledge of varying presentation methods to present their projects to the class. The goal here is that they pursue a topic of interest that will develop more insight into the film, more appreciation for the art, and more awareness of the social impact of the film. Thinking critically of the world presented to us through film will develop more critical thinking of their own world.

Critical thinking will be a large component of this class, as we will not be watching films for their entertainment purpose; instead, we will focus our analysis on techniques and choices that influence an audience's reaction to the film. The overarching goal of the course will be to introduce the students to diverse cultures, to topics of which they are not familiar, to people with which they have never identified. As they make the transition to adulthood and venture into new communities, the awareness of cultures developed through this study will equip them to be able to respect cultural differences and build a shared cultural identity. Through exploring diverse thought, ideas, and directorial perspectives, students will be better equipped to respect differences of opinion but also better informed of the history and the debate on societal issues. This will develop a more informed and empathic citizenry.

What summative and formative assessments will be used to measure student achievement?
Exit tickets will be used to ensure students are developing an understanding of the class content, and students will be asked to provide feedback on a lesson or a film. But I hate the idea of making a student take notes during a film. The summative assessments will occur at the end of the genre-specific unit, and students will explore that particular line of inquiry as a group, but there will not be standard tests or quizzes. The focus will be on developing thoughtful discussion and presenting topics of interest that pertain to each film.

What teacher aids are provided?
The department will support teachers of this class to ensure the outcomes are met and a diverse selection of films are utilized to meet the lofty goals.

Describe what other alternatives were considered and why were they are not being proposed:
I like the idea of studying film as literature, as our understanding of what constitutes a text has evolved over time. My original idea was to develop an "America on Film" course that focuses more on American history and how film reflects and advances society. This philosophy can still be applied to the class as is, but I wanted this to remain an English elective where we can teach social context but not hit all those history standards. An example of this would be a study of "The New World" (focus on native cultures) and "John Adams" (founding fathers/revolutions) with a focus on plot and character and setting, relying on their knowledge of these topics already. I would also like to develop a unit (if not an entire class) focused on black cinema or cinema for marginalized groups. Looking specifically at those films would certainly help to create cultural awareness, respect toward diverse groups, and empathy and understanding of all groups.

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

Additional personnel:	$0
Textbooks, materials, technology:	$300
Professional Development:	$0
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$200
Other expenses (please explain below)	$0
GRAND TOTAL:	**$500**

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents are supportive and asked questions about the types of films being shown, the amount and how the films would fit in a block. All films shown will be on the approved movie list, probably 5-7 per semester. Parents were supportive of the assessments outlined and showcasing films that are thoughtful around social issues.

Student Feedback:

Wows
1) Students do learn from watching events rather than reading and memorizing. We think the approach is unique and could work as a new learning method for students who struggle with the standard lecture style.
2) It's one thing to read about cultural and social issues, but to watch it, see/hear the emotion, is more impactful. Movies allow for an immersion into that time period or situation.
3) It would be a low-stress class. Minimal homework (homework more focused on the required classes)

Woah
1) If the class is all watching movies, students could be likely to sleep through a majority of it or find a distraction.
2) On the topic of human rights and related things, making sure this class does not get political. It's okay if it does, but students and teachers need to be willing to hear both sides and not exclude or judge. Tension is bad for the learning environment. Watching some movies might spark some interesting conversations, so making sure the teacher is equipped to engage/explore rather than take a bias to their belief.
3) Summer work????? What could this class have? Summer work is a major turn-off to students, especially electives.
4) Wouldn't be able to show as many movies due to the school's strict no "inappropriate" movies.

Wonder
1) How to pick movies that kids will continue to find engaging. There are some movies shown throughout classes at DHS that often lose the interest of students. If a whole class is based on watching movies, we wonder how the teacher will pick movies that are both educational and engaging.
2) In the application, it was mentioned that this could possibly become a year-long course, we wonder how this class could be more than a semester-long. A full year of watching movies might be too much.
3) Would this class venture into history too? It could be seen as both English and History. Identifying specific aspects of movie- literature, but also learning about different historical and cultural events- History.

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:

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

Date of application: November 1, 2021
Course Title: Integrated Studies
Department: All
Duration: semester or year
Prerequisite(s): None
Applicant(s): David Teddy, Mollie Sharrar
Building Involved: DHS
Targeted population: Students interested in a place-based learning experience where they can learn in areas of their interest
Targeted year for implementation: 2022/2023

Describe your course request: This integrated course allows students to participate in individualized, place-based, extended learning experiences while they are earning credits toward graduation. Learners and facilitators will design and build extended learning activities integrated with learner outcomes as outlined in the State of Michigan published curriculum and the DCS Learner Profile.

Integrated Studies provide multiple ways for students to learn outside of the classroom and achieve credit toward high school graduation as outlined by the Michigan Merit Curriculum. These personalized, integrated learning opportunities are based on student interest and need, are planned in advance, and include rigorous content. Students are offered authentic opportunities for students for collaboration with a Highly Qualified teacher and/or a community partner to demonstrate competencies outside of a traditional classroom.

Integrated Studies may take many forms including, but not limited to, self-directed learning, performing groups, extended learning opportunities, passion projects, seminars, community service, and apprenticeships. These extended learning opportunities are rigorous and may include research, product design, presentations, and reflections. Assessment is based on achievement of high school competencies and goals.

Rationale: Integrated Studies will provide place-based and holistic learning experiences in which students will develop competencies and skills inside and outside of the traditional walls of a school building or schedule. It has been identified that having alternative pathways for our students will provide different environments that can more effectively meet the needs of students. These personalized learning experiences increase motivation by allowing students to pursue their unique interests, develop their strengths and talents, and gain valuable real-world experience.

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

The development of integrated studies emphasizes the importance of the learner profile within the community and local businesses. Integrated experiences will be designed around learner voice and choice following their self-selected educational pursuits. The delivery model is referenced in MMC standards and provides a pathway for students to develop competencies and skills while earning credits for their official transcript. Learners will earn these credits not based on time, but rather demonstrating competency through experiential learning that is rooted in the place-based educational approach. Assessment will be based on reflective feedback (quantitative and qualitative) from both the learner and the facilitators. These reflections will be compiled in a learner growth portfolio to provide evidence of growth throughout the learning experience. Learners will also develop a corresponding showcase portfolio containing selected artifacts of which they are particularly proud. These portfolios will be evidence of a student's progress which will be assessed using the DCS Competency Continuum.

Connection to District Improvement Plan or School Improvement Plan(s):
One of our strategic initiatives is "We will enhance the learning environment for all students by providing educational experiences within and beyond the classroom". Our goal is to establish and implement a system-wide plan for all students to experience extended learning opportunities (ELOs) as aligned to the DCS learner profile by September 2025. Extended learning opportunities are opportunities that enable learners to gain knowledge and skills outside of the traditional classroom, often community-based with partner engagement; these flexible opportunities include rigorous, authentic problem-solving and inquiry that connect with learners' interests and passions. These learning activities can be learner-driven, designed by the learner, and credentialed by the teacher (Source: KnowledgeWorks)

How will technology be integrated into the course/resources?
Proper use of technology for the purpose of research and correspondence will be integral to the development of all learners in this integrated, place-based experience. The use of technology to make connections with the community will be evident as our students work to broaden their perspectives and experiences. Through collaboration with others outside of the school community, our students will develop a better perspective on the communication and collaboration potential of modern technologies in their learning experience. Students will demonstrate competencies and skills by providing artifacts in a digital growth portfolio via Canvas LMS. Students who participate in extended learning opportunities in the community or businesses outside of the school will be learning using the relevant technology of that career field.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
DCS integrated studies courses will be developed individually to meet the specific needs of participating learners. When learners truly have voice and choice in their learning pathway, they are able to leverage their strengths and direct their thinking in new innovative ways. Learners are not limited by pre-determined pathways, but rather are fostered in the growth of their own identity and genius while gaining competencies and skills in real-world situations.

By the end of the course, students will be able to:
The continuum of classes does not develop one specific outcome for learners. Instead, this process helps develop the learner's skills in a holistic approach and better understanding of the interrelated parts of their educational experience. Concepts are learned, not in isolation, but via experiential pathways that allow students to apply their knowledge in real-world situations.

How does the material support cultural diversity and gender equity?
The core values of the program accepts all students as individuals and emphasizes their own identities and genius. Through inclusive practices, the DCS integrated studies courses will foster a culture of community for all individuals and celebrate diversity as an asset to our community. The continuous growth of our learners is centered around each individual's interest and contributes to our understanding of ourselves and the community around us.

How will career or "real-world" experiences be integrated into the course and resources?
Through the development of a personalized integrated learning plan and place-based educational opportunities, our students will be working on real-world problems with real audiences throughout their experience. These experiences will emphasize community and civic action as integral experiences for all our learners.

How does the material encourage critical thinking and problem-solving?
The emphasis of integrated studies is on open-ended experiences that help students foster increased critical thinking as they work to develop conceptual understanding, explore answers to problems and phenomena, and develop agency in their own skills as they apply their learning to the community in which they live.

What summative and formative assessments will be used to measure student achievement?
Students and facilitators will work collaboratively to develop an initial learning plan. As they matriculate through the integrated study, students and facilitators will revise and adapt goals to fit the needs of the learning experience. Students will be assessed continually in their daily/weekly work via the artifacts gathered in their growth portfolio, culminating in a summative presentation.

What teacher aids are provided?
The teacher aids will be determined for each individual's plan.

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

Additional personnel:	$0
Textbooks, materials, technology:	$0
Professional Development:	$0
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0

Registration fees: $0
Travel expenses: possibly
Summer work: $0
Other expenses (please explain below) $0

GRAND TOTAL: **$**

Instructional Resource Review Process
***Date of department/committee review/discussion:** Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

***Date of admin review/discussion:** Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

***Date of adjacent building review/discussion: October 2021**
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

***Date of community review/discussion:** Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents were supportive of the course and opportunities for students. Questions were related to locations for students and teachers of record which will be worked out based on available opportunities and student interest. Suggestions for improvement were to add the following competencies to the document: Contribute to the development of an educational experience using voice & choice and demonstrate personal growth by setting and achieving individual goals.

Student Feedback:

Student Feedback:

2 Wows:
1. Completely free, besides transportation fees
2. Real world based learning, seems to actually integrate students into the real world

2 Woes:
1. How specific is it? It is very broad. Learning is broad.
2. Would this class compete with consortiums? People might take this class instead of consortiums, or take both consortium and this class, using this class as a filler class that is not really useful because they already have experience.

2 I wonders:
1. I wonder if students have to focus on many things or one thing. Can they choose what they want to focus on?
2. How could we prevent kids from slacking off on their jobs? People count on them to do these jobs because it is done in real life.
3. If you can get credit for a job after school, what will you do during the hour of the class during school?

Date of Board of Education action:
Action taken:

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

Date of application: 10/12/21
Course Title: Introduction to Marine Biology
Department: Science
Duration: Semester
Prerequisite(s): Biology
Applicant(s): Lesley Tracy
Building Involved: Dexter High School
Targeted population: Sophomores, Juniors and Seniors that are interested in a hands-on science course
Targeted year for implementation: 2022

Describe your course request: Marine Biology will be a lab science course that can be taken as an elective. Marine Biology will be hands-on and involve dissections of marine organisms. The course will provide students with experiences in science that are creative, problem/project based, contextual and inquiry-based. Marine biology will allow students to develop problem-solving skills in order to view the natural world and its phenomena through a variety of conceptual lenses.

Rationale: Why is/are a new course or new resources necessary?
After surveying students in my current and past classes, students seem very interested about learning and taking a course about Marine Biology. With a block schedule, students now have to select eight different courses. By adding another science elective, students will have more options to choose from.

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

Marine Biology will provide students with experiences in science that are creative, problem/project-based, hands-on, contextual, and inquiry-based. In addition, the course will offer students the opportunity to critically examine their impact on the world in which we live. Students will also have the opportunity to learn about the history, researchers, technology, animals, ecology and geology relating to Marine Biology

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

For personal responsibility and resilience, students will have the opportunity to critically examine their impact on the world in which we live. Students will gain knowledge of local and global issues. Students will demonstrate kindness and empathy throughout group collaboration and

self-reflection. students will continually work on collaboration, critical thinking, and communication throughout the course.

How will technology be integrated into the course/resources?

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

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

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

By the end of the course, students will be able to:
- Effectively communicate regarding principles of Marine Biology
- Broaden their thinking (critical, creative, and problem-solving) - this will be accomplished through a great variety of instructional strategies throughout the curriculum
- Use technology in the classroom for experiments and analysis
- Interpret scientific studies, including evaluation of scientific information.

How does the material support cultural diversity and gender equity?

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

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

How does the material encourage critical thinking and problem-solving?
The inquiry-based labs and activities that will be completed throughout the semester will require students to problem solve and critically evaluate each scenario and situation that is presented to them**.**

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

Labs
Projects
Portfolios
Written assignments
Presentations
Tests
Quick comprehension checks
Anatomical coloring
(To name a few)

What teacher aids are provided?
None

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

Oceanography is currently an approved course that is focused on Earth Science. Marine Biology will be a biology-based course.

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

Additional personnel:	$0
Textbooks, materials, technology:	$0
Professional Development:	$0
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$500
Other expenses (please explain below)	$500-$750
Dissection costs	
GRAND TOTAL:	**$1,000-$1,250**

Instructional Resource Review Process
*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents are supportive of the course and wondering if the course would include the great lakes to make it more relevant and place-based.

Student Feedback:

2 Wow's

Dissection of different organisms (Hands-on)
Learn how to use microscopes

2 Woah's

Will cost $1,000-$1,250
The unit assessments will include things like projects, presentations, and even experiments!

2 Wonders

How much homework will there be?
Will there be tests?

Date of Board of Education review/discussion:
Record of the meeting including comments & recommendations:

Date of Board of Education action:
Action taken:

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

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Date of application: October 22, 2021
Course Title: Jazz Band
Department: Music
Duration: Full year
Prerequisite(s): By audition or permission of instructor
Applicant(s): Kenneth Moore
Building Involved: High School
Targeted population: DHS music students with interest in jazz/improvisation and popular idioms
Targeted year for implementation: 2022-23

Describe your course request: The jazz band would be a 20-30 member ensemble focused primarily on the popular musical styles of the 1930s-1970s. End-of-course competencies would include the ability perform in all applicable styles (e.g., swing, big band, cool jazz, Latin jazz, be-bop, etc.); familiarity with basic chord progressions used in all styles; basic improvisational solo technique; and rhythmic and technical independence in all styles.

Rationale: Why is/are a new course or new resources necessary? The course would be treated as a musical laboratory, with less focus on public performance than the current music courses being offered. The course would offer a zero homework (i.e., no home practice) option to the music department catalog. All current music courses being offered at DHS focus on the classical idiom and Western art music. This course (and other potential new courses) would broaden that scope. This course is not intended to replace our existing band/orchestra/choir ensembles. Rather, it is designed to meet the interests of motivated music students who want a second music class with a different focus. We started a voluntary after-school jazz band in 2019-20, and about 30-35 students attended regularly. Historically, the Dexter Band program has been exemplary, and all exemplary programs should have a for-credit jazz course.

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

Regarding the Strategic Framework, Jazz Band would connect in the following ways:
- Educate-Cradle to Career: the course would require the advanced rhythmic and technical skills evident in our older and most advanced musicians, which is consistent with providing "advanced programming for all learners."

- Innovation: best practices advocated by the National Association for Music Education[1] suggest schools offer non-traditional musical courses. Adding this course is consistent with a "growth mindset."

Regarding the "big ideas"

- The concepts and competencies of Jazz Band are consistent with creating and performing much of the popular music of today. Students are much more likely to pursue popular styles of music after graduation than they are traditional art music.

Connection to District Improvement Plan or School Improvement Plan(s): High School administration has asked each department to propose new elective courses. One of the goals of moving to the block schedule at DHS was to provide more elective opportunities for students.

How will technology be integrated into the course/resources? Both the instructor and the students will utilize all current educational technology to its fullest extent, including Canvas and pertinent software, such as Garage Band and Musescore.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction? All music study requires both visual and auditory teaching/learning strategies. Many researchers in the music education community now believe that each musical skill may be its own type of intelligence, i.e., performing, creating, improvising, arranging, conducting, and teaching are all unique intelligences.

By the end of the course, students will be able to:
- Perform in all applicable styles (e.g., swing, big band, cool jazz, Latin jazz, be-bop, etc.);
- Give evidence of familiarity with basic chord progressions used in all styles
- Play simple improvisational solos
- Show rhythmic and technical independence in all styles
- For interested students: arrange or compose a short composition in one of the basic jazz styles

How does the material support cultural diversity and gender equity? All the included jazz styles represent a variety of cultural and ethnic influences.

How will career or "real world" experiences be integrated into the course and resources? The class will be partially run as a laboratory, students are leading other students in the learning, creating, rehearsing, and performing of the music being studied.

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

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[1] https://nafme.org/5-essential-skills-for-the-next-generation-of-music-teachers/; https://nafme.org/now-is-the-time-music-education-challenges-core-curricula-for-first-chair/; https://nafme.org/jazz-education/;

What summative and formative assessments will be used to measure student achievement? Preparing any music for performance is an exercise in problem-solving and higher-order thinking because it requires constant musical communication between students. As musicians perform, they must instantaneously process and adjust elements of pitch, rhythm, melody, harmony, balance, and style, in addition to executing the technical demands in perfect precision. The research literature has established the complexities of musical activity and its connection to heightened levels of brain function.

What teacher aids are provided? Consultation and assistance outside of class, as needed.

Describe what other alternatives were considered and why were they are not being proposed: There are a variety of music courses that could be added to the catalog to benefit students, but funding/staffing limitations make offering these courses very difficult.

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

Additional personnel:	.167 FTE

Textbooks, materials, technology: $500 per year for sheet music
$3000 initial outlay for equipment:
- Amplification equipment
- Supplemental percussion
- Band program <u>already owns</u> a digital keyboard and drum set

Professional Development:	$0
Release time:	$0
Teacher stipends:	$0 **(a stipend already exists for the jazz club)**
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$0

GRAND TOTAL:

.167 FTE

$3500.00 for the 1st year
$1000.00 per year thereafter:
- $300/yr for sheet music
- $700/yr for equipment

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: 10/20/21 Music Dept. Meeting
Location of meeting: DHS Band/Choir Office
Number of attendees: 3
Record of the meeting including comments & recommendations: The music department would like to see more music courses added to the DHS catalog but are concerned that staff will be pulled from other assignments to make that happen. Adding some FTE to the music department will be necessary in order to ensure the adequate instruction remains at Creekside if this course and other music courses are added at DHS.

*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents are supportive of additional opportunities for students and asked questions about staffing and how it would impact current band teacher schedules. Parents pointed out the inclusion of the study of various cultures and composers.

Student Feedback:

2 Wows
-Plays cool music
-They can learn many styles of Jazz
2 Woahs
-It costs a lot of money(3.5k first year, 1k every other year)
-No practice at home?
2 Wonders
-Will you be offered a varsity letter like in the regular band?
-How many people are actually gonna take the course?

Requires at least 2 BOE meetings (at least 1 month)
See next page
Date of Board of Education review/discussion:
Record of the meeting including comments & recommendations:

Date of Board of Education action:
Action taken:

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

Date of application: November 1, 2021
Course Title: Mandarin Language Introduction
Department: World Language
Duration: 9 weeks
Prerequisite(s): none
Applicant(s): Emily Xu, Yolanda Luo
Building Involved: Mill Creek
Targeted population: 7th and 8th grade students
Targeted year for implementation: 2022/2023

Describe your course request:
This request is to offer an exploratory Mandarin language course at the middle school. This course would be a beginner level course for exploring Chinese language and culture using listening, speaking, writing, and reading skills in Mandarin.

Course description:
In this course, students will engage with the Mandarin Chinese language by listening, speaking, reading, and writing in Chinese characters, Chinese Pinyin, the official romanization system for Standard Chinese, as well as explore the cultural and historical aspects of China.
This course will have strong emphasis on active learning with the Chinese characters, words and sentences through listening, writing, reading, speaking and singing. Grade and experience level-appropriate resources are among the materials on which class discussion and assignments will be centered. We will use digital technology that supports the acquisition of language and vocabulary, and provide an opportunity for students to learn the characters, experience the marvels and master the tricks of learning characters and the four tones. Topics of study and discussion will include myself, family life, personal background, food and drink, sports, holidays and traditions, culture and historical events, history and characteristics of Chinese characters and their impact on Chinese culture. Michigan standards and ACTFL guidelines will be applied.

Rationale: Why is/are a new course or new resources necessary?
Some students have had the opportunity to take Mandarin during grades K-6 and will benefit from a continuation of language study. Others will want to take Mandarin for the first time and this offers another language pathway for our middle school students.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
Develop - Students will be encouraged to have a growth mindset with the goal of improving their individual reading, writing, speaking and listening skills in Mandarin Chinese. Students will collaborate with others in group- and partner discussions and projects.

Educate - Students will become familiar with language, culture, historical events, tradition and customs. Students will acquire vocabulary which will allow them to discuss a variety of topics in Mandarin.

Inspire - Learning languages not only inspires students to become sensitive to cultures, combined with consistent classroom partner- and group work to foster empathy and positive relationships locally and globally, but also promotes mutual respect, mutual understanding and inclusivity in society.

Connection to District Improvement Plan or School Improvement Plan(s):
The course will apply the 5E framework to do the following:

Engage: Learner-centered approach and a task-based teaching approach will be used in class. Lessons will open with activity or questions to engage students and stimulate interest. As the units progress, students will make connections between preexisting knowledge and new concepts that will be presented.

Explore: Students will explore the language through discussions, videos, books, conversations, and projects to deepen their understanding of the content.

Explain: Students will explain what they have interpreted, and learned, and the teacher will present any necessary explanation or elaboration of concepts or terms encountered during exploration.

Elaborate: Students present their findings regarding the differences between cultures,traditions, customs and languages.

Evaluate: Students will reflect on and provide evidence of their new understanding of the Chinese Mandarin language and culture.

How will technology be integrated into the course/resources?
Course plans and materials may be provided through the Canvas platform, in Google Docs and Slides. Videos will be streamed or played on DVD, and books may be presented with accompanying audio. Students will use computers, applications, and the internet to access resources.

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

Content: Students understand, remember, apply and organize content with different abilities. Students will be encouraged to have a growth mindset with the goal of improving their individual reading, writing, speaking and listening skills in Chinese Mandarin.

Process: Students will be provided with a variety of input methods: audio (audiobooks, spoken Mandarin), visual (books and materials in print, videos, slides, pictures, authentic linguistic materials and authentic cultural items), and kinesthetic (students will be allowed/encouraged to move about the room for independent and paired- or group work). The teacher will offer differentiated support as necessary to address the needs of various learning styles.

Product: Students will be offered choices in unit assessment products.

Environment: Classroom layout offers flexible, varied seating that allows for both group and individual work.

By the end of the course, students will be able to
-Introduce themselves and their family, personal background, daily routines and hobbies; have a basic conversation about food and drinks, holiday, weekend plan and jobs.
-Effectively carries out everyday social and survival tasks in Chinese that present no complications.
-Read simple texts and stories containing some unfamiliar language and identify main ideas
-Demonstrate understanding of the concept of culture and nature of language through comparisons of the cultures studied and their own.
-Recognize the basic and compound strokes, radicals of Chinese characters, and demonstrate writing characters in the correct rules and strokes order.
-Pronounce the Pinyin and four tones in Mandarin correctly.
-Be understood primarily by native speakers who are accustomed to to interacting with language learners at an introductory level

How does the material support cultural diversity and gender equity?
This course stimulates awareness, empathy, sensitivity, and understanding for others of different cultures, backgrounds, and perspectives. Students will enhance awareness of other perspectives by collaborating with other students in discussions and projects.

How will career or "real world" experiences be integrated into the course and resources?
Students will develop cultural awareness and sensitivity which will be of benefit in cooperating with others, as well as prepare them for careers that would require them to collaborate with colleagues abroad, or to work internationally. Throughout the course, students will practice communication skills as they collaborate with others, prepare documents and presentations, and meet deadlines.

How does the material encourage critical thinking and problem solving?
In this course students will compare and contrast their own culture with others' to strengthen cultural sensitivity and understanding.

What summative and formative assessments will be used to measure student achievement?
Formative assessment: guided short-answer questions and open-ended writing, partner-, group- and class discussion; role-play speaking activities
Summative assessment: Presentational writing/speaking, projects, interpersonal communication/discussion, quizzes and tests

What teacher aids are provided?

Textbooks, pictures, videos, audio books, authentic linguistic materials, charts, flashcards, slides, authentic cultural items, Google classroom, and Canvas, guide the students to use the online platform Mandarin Matrix to do the assignments and read the assigned Chinese books.

https://www.mandarinmatrix.com/
https://www.youtube.com/watch?v=pl5WEch2vhw
http://www.chinasprout.com/shop/BLM107

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

We considered the curriculum in the textbook *Integrated Chinese* as an option when we did research about the textbooks that best work for our 7th graders and 8th graders. After reading the book and talking to the Chinese teachers in other districts, we found out that it is a high school and college level Mandarin textbook and it didn't align to the Chinese curriculum for 7th graders and 8th graders.

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

Additional personnel:	$0
Textbooks, materials, technology:	up to $8000
Professional Development:	$0
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	up to $500
Other expenses (please explain below)	$0

GRAND TOTAL: **up to $8500**

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: October 28, 2021
Location of meeting: DEEC
Number of attendees: 2
Record of the meeting including comments & recommendations: For the past 5-6 years, students have been exposed to the Mandarin Chinese language during world languages classes in grades K-6. Mandarin teaching staff proposed continuing the opportunity to include a nine-week enrichment course at Mill Creek for 7th grade students for the 2022/23 school year.

*Date of admin review/discussion: November 17, 2021
Location of meeting: Bates
Number of attendees: 15
Record of the meeting including comments & recommendations: Attendees were supportive of creating additional language options at Mill Creek and continuing the Mandarin Chinese language offerings.

*Date of adjacent building review/discussion: November 30, 2021
Location of meeting: virtual
Number of attendees: 3
Record of the meeting including comments & recommendations: Teachers are supportive of providing the opportunity for students to continue building on their knowledge of the language and culture beyond the elementary years. Teachers felt the original outcomes may be too intense for a 9-week introductory course and were rewritten to be more developmentally appropriate according to the 9-week timeline.

*Date of community review/discussion: November 30, 2021
Location of meeting: Mill Creek
Number of attendees: 4
Record of the meeting including comments & recommendations:
Parent Questions/Feedback:
1. Will this be available as high school credit in 8th grade? The plan is for this to grow into a year long Mandarin Chinese 1 class (both for MC and DHS for the 23/24 school year) in which students can earn HS language credit. Offerings will be dependent on student requests.
2. Who will be teaching the courses? The number of teachers will depend on the demand for the course. We currently have two teachers teaching Mandarin in the district but understand it may be possible we need to hire an additional teacher.
3. Parent expressed that other parents are interested in having to continue the Mandarin program in the secondary level.

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

Date of Board of Education review/discussion: December 6, 2021
Record of the meeting including comments & recommendations:

Date of Board of Education action: December 20, 2021
Action taken:

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

Date of application: October 13th, 2021
Course Title: A Mathematical Approach to Critical Thinking (MACT):
      Using mathematical concepts to understand strategy and life choices
Department: Math
Duration: 1 semester
Prerequisite(s): Passed Algebra 1. Passed English 9.
Applicant(s): Joshua Jetton
Building Involved: Dexter High School
Targeted population: Students interested in math concepts not traditionally taught in schools
Targeted year for implementation: 2022-2023

Describe your course request:
A Mathematical Approach to Critical Thinking incorporates graph theory, math history, strategy games, and logic puzzles into a high school classroom setting. Through discovery and deductive reasoning students will be able to apply mathematical concepts to the real world.

Rationale: Why is/are a new course or new resources necessary?
Ask any student "what is Math?" and you will get many answers about numbers, equations, and frustrations. Math is so much more than that. It's the logic behind tic-tac-toe, the strategy of sudoku puzzles, the expansion of a question that might seem simple at first. Math riddles and logic puzzles help push students to critically think and expand their ability to connect to the real world.

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

Logic: Improving critical reasoning and thinking skills by practicing with logic puzzles and games. Using a variety of board and card games as critical thinking tools and resources.
New Math Concepts: Have an introduction to mathematical branches that are not common in the high school curriculum such as graph theory, game theory, and logic.
Math History: Looking at the history of math as well as where the topic of math is likely to go.
Math Interest: Students will be able to do their own research on a topic that they get to choose on their own and discover something new to them.
Math Literacy: Developing skills that allow students to share their thinking and creations in a way that others can understand.
Real World Connections: How can the concepts in this class help us think about the real world and help us navigate the choices in it?

Connection to District Improvement Plan or School Improvement Plan(s):
Every year we are asked for more math electives. This class will challenge students to take ownership of their own learning and help stretch their ability to think critically. It will reinforce the values of Dexter High School's Vision Learner Profile:

- Connect multiple concepts and representations to model and solve complex problems.

- Appropriately and flexibly select tools and strategies to make sense of and persevere in solving complex problems.

- Communicate mathematical thinking and solutions appropriately for a variety of needs and purposes.

- Reason mathematically to construct viable arguments, critique the reasoning of others, and make informed decisions.

How will technology be integrated into the course/resources?
The use of technology is crucial for the exploration of mathematics. Students will use TVM Solvers, Excel/Google Sheets, and many other online resources. Students will share their results on specific research with their classmates using Google Slides and other tools. Many logic puzzles and resources can also be found online.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
The beauty of this course is that all students can benefit from training your brain to critically think better. Logic puzzles come in all sorts of shapes, sizes, and ability levels. Students will often be partnered/grouped up with others of similar abilities to help grow together as a team.

By the end of the course, students will be able to:
- Have an introduction to mathematical branches that are not common in the high school curriculum such as graph theory, game theory, and logic.
- Play a variety of strategy games and consider different aspects of the strategies involved.
- Apply logic and critical thinking to the real world and to their real life.
- Learn about famous mathematicians and about how math has come to be.
- Follow a passion they find during the class and complete their own research on a topic that interests them!
- Be able to articulate their findings in a formal writeup/presentation at the conclusion of the class.

How does the material support cultural diversity and gender equity?
Math is not everyone's favorite subject for a variety of reasons. This class allows students to grow at their own pace from wherever they start from. We will take a look at mathematicians from all over the world and put a focus on under-represented ones.

How will career or "real world" experiences be integrated into the course and resources?
Logic and Critical Thinking are such a major part of everyone's everyday life. Gaining skills that help promote those skills will be beneficial to everyone. Taking a look at real-life strategy scenarios can help connect the idea of math to a student's everyday life.

How does the material encourage critical thinking and problem-solving?
This course is designed with critical thinking and problem-solving at the heart of it. Increasing the ability of students to think outside of the box and be willing to take risks is a main goal in this class.

What summative and formative assessments will be used to measure student achievement?
There will be some summative assessments over the different units we do in other branches of mathematics.
Formative write-ups of individual strategies of games will be used to measure individual student achievement.
The final summative project will be the major way to show that they have learned something impactful during the course of the class.

What teacher aids are provided?
There is no set book for this course. Although I am in need of materials. I have access to some games that I would use in this course, but not enough for a classroom set.

Logic Puzzle Books:
Sudoku, Kakuro, Logic Grids

Games:
Decks of Cards, Set, Othello, Others

History:
Math History Documentaries (The Story of Math, Fractals, The Story of One)

Projected costs (explain each as needed, some items may not be applicable):
Additional personnel: $0
Textbooks, materials, technology: $500
    -No Textbook is needed, but the materials are listed above.
Professional Development: $0
Release time: $0

Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$0
GRAND TOTAL:	**$500**

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents are supportive of this class. Suggestions included strengthening real-world connections and descriptions of requirements.

Student Feedback:

Wow:
- This class will help students critically think and expand their ability to connect to real world
- Developing skills that allow students to share their thinking and creations in ways that others can understand
- No textbooks
- Class allows students to grow at their own pace from wherever they start from

Woah:
- Why formal presentation at the end?
- Not having access to enough games for class

I wonder:
- How graph theory correlates?
- How many students will choose this class since a lot tend to not like math?
- How learning the history of math will help further critical thinking?

The fact that he is only talking about things like math history, graph theory and playing Sudoku will probably turn most students away, he should mention more about maybe playing Black Jack and things like that, more points that will attract students.

<u>Requires at least 2 BOE meetings (at least 1 month)</u>
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:

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

Date of application: 10/20/2021
Course Title: Science Laboratory Strategies & Safety
Department: Science
Duration: 1 semester
Prerequisite(s):
Applicant(s): Matthew Caves and Suzie Spence
Building Involved: High school rooms 312 and 311
Targeted population: 10-12 graders
Targeted year for implementation: 2022-2023

Describe your course request:

This would be a Science elective where students can get hands-on experience learning how to manage a stock room, make chemicals, inventory supplies, and maintain lab equipment. This would be done under the supervision of our Science Teachers after rigorous safety training to ensure student safety.

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

This course will not require additional work outside of the classroom allowing students to gain practical experience in a science lab, but not increasing their workload outside of the classroom. These skills can be applied outside of the scientific community to any job that requires safety measures and use of specialized equipment.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
- Cradle to career: This course will help students develop important hands-on skills for future careers within science and without.
- Collaborate: Students will be working in groups to complete tasks assigned.

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

How will technology be integrated into the course/resources?
Students will be using google systems to receive and organize duties/tasks requested by entities in the science department. Students will also be using various lab equipment that utilize the computer. Technology will also be used for research purposes on how to clean, maintain and organize equipment.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
Students will be given tasks based on their strengths and to improve areas of concern. Tasks will be scaffolded to ensure each student is adequately prepared to perform the requirements of the course.

By the end of the course, students will be able to:
- Plan and implement a task/duty list compiled from multiple teachers.
- Implement safety measures appropriate to the task at hand.
- Use mathematical computation to create or dilute solutions
- Clean and maintain required materials

How does the material support cultural diversity and gender equity?
All students will have the opportunity to participate in this course.

How will career or "real world" experiences be integrated into the course and resources?
The entire course will be based on career experiences. This course is designed to reflect the lab technician's job of maintaining lab supplies for researchers with the lab.

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

What summative and formative assessments will be used to measure student achievement?
Students will complete a task provided by instructors within the department and the instructor will complete a google form on the completion of the task (timely, accurate, safe, etc). This will be used formatively to discuss with students areas of improvement. Summative assessments will be practical tasks supervised by the course instructor.

What teacher aids are provided?
N/A

Describe what other alternatives were considered and why were they are not being proposed:
Student lab techs were previously designated to specific teachers. These courses did not have a common curriculum and led to inconsistent outcomes. This course is created to have common content and standards to meet the needs of all of our students.

Projected costs (explain each as needed, some items may not be applicable):
Additional personnel: $0
Textbooks, materials, technology: $0
Professional Development: $0

Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$0

GRAND TOTAL: **$**

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: Virtual
Number of attendees:4
Record of the meeting including comments & recommendations: Parents were supportive of this course. Questions included if students could support Biology and Physics as well as Chemistry. Preparing chemicals, making kits, and using appropriate safety measures seem to be more engaging to students, as opposed to cleaning materials.

Student Feedback:

Science Laboratory Strategies and Safety

Wows:
1. I think it's cool that students would be able to have access to different chemicals and tools that they wouldn't normally have access to in basic science classes. Also, along with that access to chemicals and tools, having this course be free is a huge benefit for anyone interested.
2. Since there is only one basic Chemistry and an IB/AP Chemistry, I think having a class like this would help provide another outlet for those who are interested in a future career involving Chemistry.

Woahs:
1. Most things that would be found in this course could be found in the beginning of most, if not all, basic science classes already.
2. There is only so much that is necessary for lab safety and we don't think an entire class would be necessary for this topic.

Wonders:
1. Why not introduce this topic as a club instead of a course first?
2. Why would this class be necessary if safely and acknowledgment forms and gone over before every single science class?

The main feedback we have is that science safety is always taught during the first weeks of school. So we are struggling to believe that students would want to take a whole semester of science safety.
We took a poll and nobody thinks it's necessary.
We think this idea would work better as a club instead of an entire course because it would mainly be for students interested in Chemistry.

Class Notes:
- Could be beneficial for the science department who need these tasks done already and could help expand teachers' knowledge on these tasks to their students who usually don't get to be involved in the set up of lab experiments.
- Lab assistants used to be an opportunity for students in school but it is not available anymore. This could be another opportunity for those who had a desire to be a lab assistant but could provide even more than a normal lab assistant would get.

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:

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

Date of application: October 19, 2021
Course Title: Shakespeare
Department: English
Duration: one semester
Prerequisite(s): English 9
Applicant(s): Ellen Doss and Patrick Stolkey
Building Involved: Dexter High School
Targeted population: all students 10-12 grade
Targeted year for implementation: 2022-2023

Describe your course request: We propose adding an elective based on the plays of William Shakespeare to the DHS curriculum. This elective course will entail minimal at-home work and is designed to be supplementary to the core curricula in literature and the arts.

Rationale: Why is/are a new course or new resources necessary? With the block schedule, students have the opportunity to explore more literature than we have time for in the core English curriculum. Shakespeare's plays are timeless, fun, adaptable, and applicable to any historical or contemporary context. They are part of general cultural literacy for humans around the globe.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources? These plays address all the big questions of life: What does it mean to be a human being? What are the various natures of love? How fluid is gender, and how does it inform our expectations? How do we navigate growing up and becoming our own person? How does one learn from and overcome tragedy?

Connection to District Improvement Plan or School Improvement Plan(s): DHS seeks to prepare knowledgeable students who can be resilient and thrive in a diverse society. It also encourages students to fully express themselves through writing and the arts. This course will afford students the chance to grapple with different cultures, different time periods, different texts, and different artistic visions, including their own.

How will technology be integrated into the course/resources? Students will engage with film adaptations, libraries around the world to explore Renaissance-era texts and digital tools for multi-modal presentations.

How do the resources support various learning styles, multiple intelligences of the

students, and differentiated instruction? All students with an interest in how text on the page becomes performance on the stage are welcome in this course. Students will access and enhance their ability to read closely, use movement and voice to express subtext, create an artistic vision of costumes and settings, appreciate and critically analyze film and staging, etc.

By the end of the course, students will be able to:
- Recall and make references to various Shakespeare plays: Tragedies, Comedies, Histories, Romances
- Recite famous lines and speeches from these plays
- Read text closely to determine meaning and tone
- Use text as a starting point for dramatic interpretation
- Analyze cinematographic techniques as a vehicle for deriving meaning

How does the material support cultural diversity and gender equity? The plays of Shakespeare were far ahead of their time in addressing issues of cultural conflict, colonialism, gender fluidity, gender roles, love relationships, etc. Stage and film adaptations include, for example, the all-Black cast of the 2019 Shakespeare in the Park's *Much Ado About Nothing.* This class will examine both race/gender-blind and race/gender-neutral casting, as well as the open possibilities of racial and gendered roles in the plays.

How will career or "real world" experiences be integrated into the course and resources? These plays, though set in far-flung places and times, are essentially about the real world. For example, who determines what a "good" marriage means? What constitutes a parent-child relationship? Why is forgiveness necessary? How can comedy heal? We will also, post-pandemic, attempt to incorporate real-world careers in theater and scholarship as they apply to Shakespeare's works. We hope to include a field trip to a professional production of a Shakespeare play, either in the US or Canada.

How does the material encourage critical thinking and problem-solving? Close reading of text and choices regarding staging entail much critical examination of the source material, as well as how to "make do" with the resources at hand when staging a scene or a play.

What summative and formative assessments will be used to measure student achievement? Cumulative performances and papers/presentations centering on each student's interest will comprise summative assessments.

What teacher aids are provided? Texts and internet connectivity.

Describe what other alternatives were considered and why were they are not being proposed: This course would be an addition to the curriculum; as such, no alternatives are applicable in this case.

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

Additional personnel: $0

Textbooks, materials, technology: $1000 (approximate for text purchase--though we may be able to get some plays cheaper--it's hard to know how many copies we'll need)

Professional Development: $0

Release time: $0

Teacher stipends: $0

Speaker/Consultant stipends: $0

Registration fees: $0

Travel expenses: $0

Summer work: $200 for one teacher; $500 for two

Other expenses (please explain below) $0

GRAND TOTAL: $1200-$1700

*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitment for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: Virtual
Number of attendees:4
Record of the meeting including comments & recommendations: Parents reflected on their own Shakespeare learning experiences and commented the class would be of interest to some of

our students and they trust our staff to make it a great, relevant, modern learning experience, fostering creativity. A suggestion is for drama students to engage with this class.

Student Feedback:

Wow:
Has a nice pipeline from English 9, If you enjoyed the shakespeare unit then, you would be more likely to join this new course.
Explores a topic that is a good stepping stone into other older written works, plays, etc.
Is relatively cheap
The visiting of a real play seems very interesting and a possible draw to new students towards the course

Woah:
- It seems a bit too much like "another english class" with the Read, Analyze, Write structure. Shakespeare seems like an opportunity to have a bit more creativity with writing styles and forms. It also seems to lend itself to other forms of understanding like acting, speeches, etc. We don't think too many students would be interested in a class where you are just going to read a book and write about it, considering that is the bulk of their current English curriculum anyways. Most of the 'by the end of the course' bullet points, for example, reference memorization of different plays. Zero mention of a deeper interaction is present.
- With a block schedule, we think it is going to be very difficult to offer a class like this without requiring a fair amount of homework/reading outside of the classroom. As is the nature of English classes, it is hard to find the time for reading during class time.

Wonder:
-
- We are a little confused on the formative assessment section. It says that students will be writing projects on their own personal interests. We think this needs further explanation.

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:

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

Date of application: October 20th, 2021
Course Title: Sports Economics and Marketing
Department: Social Studies
Duration: Semester/Half-Year
Prerequisite(s): Zero
Applicant(s): Robert Dubay
Building Involved: Dexter High School
Targeted population: All Grades
Targeted year for implementation: 2022-2023

Describe your course request: The Sports Economics and Marketing class would be a one-semester class that emphasizes the financial, statistical, and psychological impact of marketing and economics in the sports world. Students would be able to assess the decision-making made by sports athletes, franchises, and sports enterprises. In turn, students would also be able to create and simulate their own financial scenarios based on current events that impact the sports world.

Rationale: Why is/are a new course or new resources necessary? I feel that this course opens up a new opportunity for students seeking professional careers in the field of sports marketing and management.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources? The big ideas and core concepts are as follows...What is Economics, Sports Franchises, Athlete Pay, Salary Caps, Impact of Analytics, Psychology of Money in Sports, and the new NIL rules for the NCAA.

Connection to District Improvement Plan or School Improvement Plan(s): I believe that this elective fits in with the district's goal to expand elective options and creates a new avenue for students seeking jobs in the sports world.

How will technology be integrated into the course/resources? Technology will be used throughout the course. Students will use their laptops for their research, notes, stats, etc. I will also use the projector/smartboard for all of my lessons, in-class projects, and documentaries.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction? This class is designed in a way to accommodate all learning styles. Differentiation in teaching will be used throughout the course for projects, assignments, and assessments.

By the end of the course, students will be able to:
- Students will be able to build their own franchise. From the concession costs to paying

the players, students will run and operate their own sports team. ● Students will be able to manage team rosters, manage payroll, and work on keeping their team under a salary cap.

- ● Students will be able to compare and contrast the contracts of two players and decide whether or not they are worth signing. Player A and Player B will have statistics and salaries that students will analyze and break down.
- ● Students will learn how to manage a team in a financial crisis. A la the 1995 Cleveland Browns. In return, students will have to find ways to prevent a team from moving to a new/more appealing city. This could deal with developing a new stadium, re-branding uniforms, signing prized free agents, etc.
- ● Students will be able to write reflective opinion pieces based on sports documentaries. Students will voice their opinions on an array of topics. ● Students will have the chance to market a "superstar" athlete. From shoe deals to clothing apparel, students will simulate the marketing life of an athlete. Commercials, short films, and advertising will occur here.

How does the material support cultural diversity and gender equity? Students will analyze the disparity between schools that have money for athletics vs schools that do not. Private vs public. Students will also look at the significant pay gap issues between male and female athletes. Ex. U.S. Women's Soccer Team. Students will also explore the lives and marketability of international athletes and how they've made an impact in the United States. Ex. Giannis Antentokoumpo, Fernando Tatis Jr, Shohei Ohtani, etc.

How will career or "real world" experiences be integrated into the course and resources? This course will absolutely present "real world" experiences. Students that invest their time in sports will have a clearer understanding of the economic impact that these sports have. Both in a positive and in a negative light. In turn, students will benefit from the class because it can challenge them to seek a career that has an abundance of options in the field of sports marketing, analytics, and management.

How does the material encourage critical thinking and problem-solving? This material encourages students to analyze the financial benefits and problems associated with the sports world today. Students will have the opportunity to develop the necessary skills to fix or adjust common financial problems in the sports world. Ex. A student learns that a team is "Over the Cap" and needs to cut a few players to be under the Salary Cap. The Students would decide which players to cut based on their statistical performance and their given salary.

What summative and formative assessments will be used to measure student achievement? Assessments will be given after discussions on a particular unit or in-class topic. Assessments will be purely essay-based and will revolve around a particular prompt. Example: "What impact has the NIL rule already had on the college athlete? Do you feel this will help or harm college athletics? Provide examples in your reasoning and argument."

What teacher aids are provided? No teacher aids are needed**.**

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

Projected costs (explain each as needed, some items may not be applicable):
Additional personnel: $0
Textbooks, materials, technology: $0
Professional Development: $0
Release time: $0
Teacher stipends: $0
Speaker/Consultant stipends: $0
Registration fees: $0
Travel expenses: Field Trip- Tigers, Pistons, or Red Wings Game
                            $500
Summer work: $0
Other expenses (please explain below) $0

GRAND TOTAL: $500

Instructional Resource Review Process
* All steps must be completed before BOE presentations
Record of the meeting including comments & recommendations:
*Date of department/committee review/discussion: Oct 19, 2021
Location of meeting: DHS
Number of attendees:13
Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021
Location of meeting: Bates
Number of attendees:16
Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021
Location of meeting: Mill Creek via Google Docs
Number of attendees: 3
Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: `Dec 1, 2021`
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents liked that the assessments are essay-based and involve sports which engage a lot of students. The focus is not only on the economics of sporting events, but also about the issues and marketing of the organization from pro to minor league.

Student Feedback:

Wow
- Gives students the knowledge to build their own franchise and manage their own team. This class can open students to a new world of jobs and spark interest in different majors when heading for college.
- They get to go to a major sports game. It is super cool that they will be able to travel for a sports game in Detroit. This will engage students and make school more fun when working towards such a cool endgame.

Woah
- Cost of the sports game. Seems like a difficult thing to get funded?
- Assessments will be given, essay based. Assessments are stressful for students and having an assessment in an elective class can cause unnecessary stress and make for more work outside of school.

Wonder
- Will kids take the class just for the field trip?
- Could this potentially be interchangeable with the econ we have now? Will it count for the Econ credit needed junior year?

Student class feedback
- Has students interest, highly appealing
- Field trip can attract students that are interested in sports, and therefore show students how many more careers opportunities there are
- Favors a lot of students career interest

Requires at least 2 BOE meetings (at least 1 month) See next page
Date of Board of Education review/discussion: Record of the
meeting including comments & recommendations:

Date of Board of Education action:
Action taken:

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

Date of application: 10/28/21
Course Title: Student Support & Study Strategies
Department: All
Duration: Semester
Prerequisite(s): None
Applicant(s): DHS Administration
Building Involved: Dexter High School
Targeted population: 9th - 12th grade students
Targeted year for implementation: 2022

Describe your course request:
This one-semester class is designed to support students' academic success in their core classes. This course will address study, time management and self-advocacy skills, organizational techniques, and reading, writing, and math support. The class is an elective credit and will count toward graduation.

Rationale: Why is/are a new course or new resources necessary?
One of the recommendations to move to a block schedule was to reduce the daily academic load on students by reducing the number of classes per day. While this has been accomplished, the addition of two more classes in total (moving from 6 to 8), has left some students overwhelmed and in need of additional time to complete their work. This class would help expand the tiered level of supports offered to students at the high school level.

Connection to specific goals within the strategic framework/What are the "big ideas" or "core concepts" that will be covered in the course/resources?
In addition to providing reading, writing and math support to students who opt to take this course, instruction in time management, organizational skills, note-taking, test-taking, and other strategies to promote self directed learners across the curriculum will be offered.

Connection to District Improvement Plan or School Improvement Plan(s):
As we look at our DCS helm and work to develop, educate and inspire students, we need to meet students where they are in order to take them where we know they can be. By providing students with the option of a student support and study strategy class, we will help teach personal responsibility by developing various strategies to help students be successful learners.
In addition, our block schedule allows us to implement a course such as this to help support student success.

How will technology be integrated into the course/resources?
Students will use their school-issued devices to complete work as necessary. Tools found in the Google Suite will be taught and put into practice. Calendar options will be introduced to assist students with possible organizational strategies. Students will receive instruction on how to set up their Canvas page(s) to optimize organization and assist with the development of time management skills.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?
While instruction in time management, organizational skills, note-taking, test-taking, and other strategies to promote self-directed learners across the curriculum will be offered, teachers will meet students where they are by providing supports necessary to help support student success.

By the end of the course, students will be able to:
- Experience success in their core content area class
- Manage their time effectively
- Optimize their organizational skills
- Have note-taking and test-taking strategies
- Be able to advocate for themselves

How does the material support cultural diversity and gender equity?
All students will have the opportunity to participate in this course.

How will career or "real world" experiences be integrated into the course and resources?
Students will need the life skills of time management, organization, note-taking and/or test-taking whether they attend a college or university, trade school, military, or the workforce upon graduation from Dexter High School. By teaching these skills and allowing students to develop them and put them into practice, they will be experiencing situations they may encounter in the real world.

How does the material encourage critical thinking and problem-solving?
Through the development and implementation of life skills, students will be better equipped to think critically to solve problems. Students will be able to make judgments and decisions based on the type of classes they have and what organizational strategy they need, or how they should approach note-taking or preparing for an assessment.

What summative and formative assessments will be used to measure student achievement?
The course will be based on formative assessments. How are students growing as learners? What life skills have they developed and can they put them into action outside of this class? This class will give students the opportunity to develop the skills they need to be successful in their core content area class.

What teacher aids are provided?

None. That said, we will provide lesson/thematic ideas if needed.

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

We currently have a lack of general education support-type classes. We have Math Lab class and Reading & Writing Lab class, but not a specific course designed to assist students with teaching the soft skills necessary to improve as learners or provide students the time and support that they may need to successfully complete their courses.

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

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

Instructional Resource Review Process

*Date of department/committee review/discussion: Oct 19, 2021

Location of meeting: DHS

Number of attendees:13

Record of the meeting including comments & recommendations: Department Chairs were supportive and feel the course would be a great addition to DHS.

*Date of admin review/discussion: Nov 3, 2021

Location of meeting: Bates

Number of attendees:16

Record of the meeting including comments & recommendations: The Administrative team was supportive and felt the course would be a valued addition to DHS.

*Date of adjacent building review/discussion: October 2021

Location of meeting: Mill Creek via Google Docs

Number of attendees: 3

Record of the meeting including comments & recommendations: The Mill Creek Administrative team expressed their excitement for the addition of this course.

*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4
Record of the meeting including comments & recommendations: Parents asked questions regarding how this course relates to study hall, supports being offered, and how it will be assessed. Admin addressed the questions by describing the strategies offered to help students get organized, learn study skills, time management, and how to become efficient learners.

Student Feedback:

<u>Good</u>
- Works on time management and organization skills
- Improves test and note taking skills
- Supports cultural equity and gender diversity
- No summative assessments which will reduce the stress of students
- 0 cost

<u>Bad</u>
- How would the course continue to build upon itself for a whole semester instead of just turning into a study hall?
- What if all upperclassmen who don't really need to be taught these skills take all the spots instead of the underclassmen who really need them?

<u>Questions</u>
- Why has there not been talk of starting this class before because students have reached out about mental health problems in this class?
- What is the plan for when more students sign up and we can't class that many people who feel like they are in need of help?

Date of Board of Education review/discussion:
Record of the meeting including comments & recommendations:

Date of Board of Education action:
Action taken:

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

Date of application: 10/17/2021
Course Title: Computer Science Web Design
Department: Mathematics
Duration: 1 Semester
Prerequisite(s): None
Applicant(s): Brian Baird
Building Involved: Dexter High School
Targeted population: 9-12 grade students who want a Mathematics Elective
Targeted year for implementation:

Describe your course request:

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

In today's world, web pages are the most common medium for sharing ideas and information. Learning to design websites is an incredibly useful skill for any career path. The CodeHS Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites.

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

From the ISTE Standards

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor
 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Computational Thinker
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

Goal 1: All students in Dexter Community Schools will become proficient writers.
    Web Design is a language that students need to be able to write and understand.

Goal 2: All students in Dexter Community Schools will increase proficiency in mathematics.
    Web Design is a field of mathematics that we do not address at DHS.

How will technology be integrated into the course/resources?

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

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

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

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

By the end of the course, students will be able to:
- Create and Innovate using computer language
- Communicate and Collaborate with fellow students
- Gather Information from Online sources
- Solve Digital Problems
- Learn online etiquette
- Explore Computer Career opportunities

How does the material support cultural diversity and gender equity?

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

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

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

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

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

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

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

What teacher aids are provided?

CodeHS provides basic materials for the course through their online resources at no cost to the schools. To get the full support for the course so the teacher has all of the resources and support, there is a cost of $2600 per class of roughly 30 per year (if we stacked 1 class first and 1 class second, for example, CodeHS sees that as 1 class). The curriculum is updated constantly with new material and is aligned with the state standards and there is no outside material needed.

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

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

Additional personnel:	$0
Textbooks, materials, technology:	$2600 per year per class
Professional Development:	$0
Release time:	$0
Teacher stipends:	$0
Speaker/Consultant stipends:	$0
Registration fees:	$0
Travel expenses:	$0
Summer work:	$0
Other expenses (please explain below)	$0

GRAND TOTAL: **$ 2600 per year per class But could be done at no cost without teacher support and flexibility.**

Instructional Resource Review Process
* All steps must be completed before BOE presentations

*Date of department/committee review/discussion: Oct 19, 2021
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*Date of community review/discussion: Dec 1, 2021
Location of meeting: DHS via Zoom
Number of attendees:4

Record of the meeting including comments & recommendations: Parents were supportive and feel the course is necessary and accessible to all students. It utilizes relevant skills and could be used in conjunction with the integrated studies class.

Student Feedback:

Wow

1. No prerequisites

2. All grades can take this class

Woah

1. $2600? Is that a lot for a class?

2. Chapter tests for an elective?

    a. Could produce more homework than a non-elective.

I wonder

1. I wonder if they'd get enough people every semester?

    a. Specific class

2. I wonder if it should be a 2 semester class?

    a. Lots of information and could reduce workload.

<u>Requires at least 2 BOE meetings (at least 1 month)</u>
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:

FIRST OPPORTUNITY FOR PUBLIC PARTICIPATION
A DHS parent repeated her remarks from the 10/18/2021 meeting and read the responses she received from the Superintendent and Board of Education following that meeting.

Another DHS parent shared concerns about the high school bathrooms being locked during passing time due to recent vandalism; commented on COVID quarantine protocols; asked if there is an option to opt out of student surveys.

SUPERINTENDENT UPDATE
State of the School District
A State of the School District meeting for all DCS families will be held via Zoom on Thursday, November 4th at 7:00 p.m.

Alternative High School Update
The Alternative High School (Alt Ed) program graduated their first student of the 2021-2022 school year; the student will continue their education at Washtenaw Community College.

COVID-19 Dashboard Update
As of November 1st, DCS has a total of 84 COVID-19-positive students and 12 positive staff, compared to 95 total positive cases all last year. Jenkins ECLC was designated as an outbreak site by the Washtenaw County Health Department (WCHD) last week due to a cluster of positive cases.

5–11-year-old Vaccination Clinic Plans
Administration is working with the WCHD to offer a vaccination clinic for 5–11-year-olds. More information will be available soon.

DCS COVID-19 Quarantine Protocol Reminder
The DCS quarantine protocols for public schools are set by the WCHD, not the District.

BOARD PRESIDENT UPDATE
Board President Greatorex commented on Senate Bill 82 (passed in late September), stating it does not ban school district mask requirements nor include any reference to the authority of schools.

> *"The Dexter Board of Education is an elected body that serves this community. We take our role to provide the students in the district an outstanding education in a safe environment seriously. The Back-to-School COVID-19 Mitigation Plan that the Board passed in August requires that students K-12 wear masks when the transmission level in the county is Moderate, Substantial or High. Washtenaw County's transmission level is currently High. We have stated several times that one of our goals this year is to keep students in school. Mask requirements are helping us achieve this goal. We have significantly lower numbers of positive student cases than districts in surrounding areas without a mask requirement."*

STUDENT REPRESENTATIVES UPDATE

Senior Aiden Naughton reported that Anchor kindergarten students got up close and personal with animals during a recent Science Alive presentation. Beacon students have been investigating pumpkins and Wylie had a fire safety lesson from the Dexter Fire Department. Junior Griffin Patel shared that DHS is scheduling parent-teacher conferences, and Creekside is forming a student advisory group.

CONSENT ITEMS
The evening's consent items were unanimously approved, including a request for leave (Alyssa Thomas, Beacon) and a resignation (Carly Petersen, Mill Creek).

MASB DELEGATE ASSEMBLY RESOLUTIONS
Trustees authorized the Board's assembly voting delegates (President Greatorex; Trustee Jennifer Kangas will act as alternate) to cast votes that align with Dexter Community Schools educational goals and policies at the November 11, 2021 delegate assembly. Vice President Elise Bruderly shared her appreciation for the opportunity to read through the resolution and give her input. Both she and President Greatorex commented that many of the proposed changes are in alignment with current District policies.

WINTER ATHLETICS
On Friday, October 29th, the WCHD updated their mask ordinance which included exemption guidance for winter athletics & indoor performances. The ordinance states:

> *"Final decisions about individual school district exemptions to the mask order are made by the head administrator (Superintendent or Head of School) and apply to the entire school community for extracurricular sports and performing arts only. Individual athletes, artists, or staff cannot make other decisions. Where there is no specific exemption, the mask order applies. The head administrator may not exempt masking for spectators; for classroom activities (e.g., physical education or band); or for students and staff in locker rooms, weight rooms, or on school buses or other school transportation."*

Dr. Timmis proposed to the Board that the District apply the following protocols:
- Spectators, coaches, athletes and performers are required to wear masks on benches, in the stands, in the theater audience, locker rooms, weight rooms, etc.
- Masks will not be required of athletes or performers ONLY while on the court, in the pool, actively performing, or in competition.

Trustees asked if "home court" masking rules apply (the answer is yes); whether athletes will be tested (no; athletes will self-screen but DCS will not preemptively test athletes this year (out of 7,000 tests last year, there were only 7 positive results). The discussion clarified that if an athlete is positive, the whole team is quarantined unless they are vaccinated; the WCHD update is designed to give districts some discretion but quarantine rules stay the same regardless of the District's winter sports & performance mask policy, as the county makes quarantine rules. Although this was a discussion item, winter sports are starting soon and the next opportunity for Board action would be weeks away. The Board acted to authorize Dr. Timis to determine athlete/performer mask protocols as discussed

SECOND OPPORTUNITY FOR PUBLIC PARTICIPATION
A DHS parent expressed concern that policies regarding quarantining can negatively impact unvaccinated students.

BOARD COMMENTS
EFD Liaison Mara Greatorex shared that Dexter came up a bit short in the Educational Foundation of Dexter rivalry match-up with Chelsea, but the amount raised by both districts' foundations was significantly more than ever before. Thanks to our "amazing and generous community," Dexter raised over $21,000.

EFD's next order of business will be approving teacher grants, which were due October 31st.

INFORMATION ITEMS
1. Board Bulletin 10/18/2021
2. Draft Finance Minutes 10/18/2021 (pg. 48 in packet)
3. Updated Social Media Guidelines (pgs. 49-50 in packet)

CLOSED SESSION
Following the regular meeting, Trustees adjourned to closed session for negotiation discussion.

CALENDAR
Monday, November 15 – 5:00pm - Board Workshop - WISD (Superintendent Evaluation Tool Training)
Monday, December 6 – 7:00pm - Board Meeting - Bates

Dexter Community Schools
Nice Job Notes
SEP-OCT 2021

Vicki Allie	Sara Harshe	Melanie Nowak (2)	Karen Touchstone
Joel Anderson	Brooke Hartman	Kelly Ottaviani	Lesley Tracy
Emily Arbour	Elizabeth Hashikawa	Jackie Paddock	Anna Tyrrell
Tracy Baker	Megan Hendricks (2)	Kelly Parachek (2)	Mike Verbal
Nancy Baldus	Alan Henes (2)	Natalie Park (2)	Karen Wagner
DHS Marching Band	Chris Hoelscher	Amanda Parker	Karen Walls
Bridget Barnes	Abby Holland	Brett Pedersen	Danna Webber
Matt Bell (2)	Bill Ivan	Allison Pomerantz	Jane Webby (2)
Britnie Bell	Brandy Jacobs	Karen Porter	Jenny Whipple (2)
Beth Bell	Jill Jastren	Shannon Porterfield	Dale Willett
Gina Benson (3)	Shannon Javis	Ann Pregont	Lauren Williams
Narda Black	Karen Johnson (4)	Kari Przybylski	Angie Williams
Jen Boyce	Melissa Joling	Tony Quint (2)	Carla Wilson
Carol Bradshaw	Annette Jones (2)	Robin Radcliff	Tricia Winder
Jill Breitag	Sarah Jorboe	Carrie Ragnes	Julia Wineman
Sarah Breitner	Amara Karapas (2)	Sarah Redman	Dan Witte
Jami Bronson	Jon Keith	Tammy Reich (4)	Nolan Wolffis
Candice Brown (2)	Susan Kemble	Ann Rossman	DHS Xcountry Coaches
Matt Brown	Beau Kimmey (3)	Janelle Ruhlig	DHS Xcountry Team
Ryan Bruder	Anna Kokmeyer	Sabrina Shanes	Kathy Xuebreb
Kristen Butler	Kristen Korff	Amy Sadler	
Julie Chivazza	Beth Kovarik	Laura Saulles	
Jeremiah Clark	Pam Krebs	Rich Schlanderer (2)	
Janine Comella	Laura Krinock (3)	Kaitlin Schmoekel	
Trina Cox (8)	Nate Lamb (2)	Steve Schuler (2)	
Cheryl Darnton	Jessica Leonard	Brian Schuler	SEP-OCT 2021 = 199
Technology Department	Jen Lewis	Angela Scott (2)	RUNNING TOTAL = 39167
Kristie Doyle	Fred Ligrow (2)	Brian Semple	
Jennifer Driscoll	Bella Malek	Maureen Service	
Hallie Dunham	Lori Marcoux	Joanne Shipley (3)	
Lisa Dunn	Joe Martin (3)	David Sinopoli	
Nicole Durbin	Dolores Martinez	Jen Smith	
Denise Dutcher (2)	Krista McDonnough	John Sperendi	
Kim Easterday	Gunner McGibbon	Roger Sprau	
Megan Fichtner (6)	Joanne McGinnis	Pamela St. Charles	
Antwan Ficklen	John McKaig	Creekside Staff (2)	
Sarah Fisk	Lisa Melvin	Kim Steptoe (2)	
Megan Ford	Nancy Miller	Savannah Stiddom	
Jackie Gariepy (3)	Erica Morell	Beth Stodart	
Lisa Glover	Rick Munir	Judi Stoll	
Patrick Glynn	Marianne Mutschler	Jen Suppes	
Heather Green	Anne Nakon	Lauren Thompson	
Ashley Gugleimi	Christie Newsome	Wilbur Tong	