



**Monday, July 16, 2018
6:30 p.m. – Regular Meeting**

YCS Board of Education Meeting | YCS Central Office * 1885 Packard Rd. * Ypsilanti, MI 48197 * (734)221-1230

AGENDA

I. CALL TO ORDER | PLEDGE OF ALLEGIANCE

II. ACCEPTANCE OF AGENDA

III. PUBLIC COMMENTS #1

IV. CONSENT AGENDA (Enc. #4)

- A. June 18, 201 Special Meeting Minutes
- B. June 18, 2018 Regular Meeting Minutes
- C. June 25, 2018 Budget Hearing Meeting Minutes
- D. June 25, 2018 Regular Meeting Minutes
- E. June 25, 2018 Closed Session Meeting Minutes
- F. June 29, 2018 Special Meeting Minutes
- G. New Hires & Resignations

V. ACTION ITEMS

A. Student Affairs

- i. Field Trip: YCHS Robotics (Enc. #5A.i)
- ii. ELA Ambitious Teaching Instructional Coach, 2018/19 (Enc. #5A.ii)
- iii. Science Ambitious Teaching Instructional Coach, 2018/19 (Enc. #5A.iii)
- iv. Building Administrator Leadership Coach & Mentor (Enc. #5A.iv)
- v. Community Liaison (Enc. #5A.v)
- vi. Lexia Learning Systems (Enc. #5A.vi)
- vii. Scholastic Education (Enc. #5A.vii)
- viii. Athletic Handbook, 2018/19 (Enc. #5A.viii)

B. Business/Finance

- i. School Bond Loan Revolving Fund Annual Application (Enc. #5B.i)
- ii. Food Service Equipment (Enc. #5B.ii)

C. Other

- i. NEOLA: 1) Vol. 31, #1, and; 2) #8510 District Wellness Policy (Enc. #5C.i)

VI. PUBLIC COMMENTS #2

VII. OTHER

VIII. BOARD/SUPERINTENDENT COMMENTS

IX. ADJOURNMENT

Enclosure #4
APPROVAL OF CONSENT AGENDA
Meeting of 7/16/2018
Presented by Dr. Benjamin Edmondson
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input type="checkbox"/> Action – Roll Call <input checked="" type="checkbox"/> Action – Voice Ayes _____ Nays _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

a. Consent Agenda

1. June 18, 2018 Special Meeting Minutes
2. June 18, 2018 Regular Meeting Minutes
3. June 25, 2018 Budget Hearing Meeting Minutes
4. June 25, 2018 Regular Meeting Minutes
5. June 25, 2018 Closed Session Meeting Minutes
6. June 29, 2018 Special Meeting Minutes
7. New Hires
8. Resignations

Proposed Motion

" move that the Board of Education approve the following:

- 1) June 18, 2018 special meeting minutes;*
- 2) June 18, 2018 regular meeting minutes;*
- 3) June 25, 2018 budget hearing meeting minutes;*
- 4) June 25, 2018 regular meeting minutes;*
- 5) June 25, 2018 closed session meeting minutes;*
- 6) June 29, 2018 special meeting minutes;*
- 7) the personnel matters as per the attached list dated July 11, 2018: New Hires and Resignations."*

Budget Impact: ☐ None ☒ As follows:

Most New Hires: "Replacements"

"New" Position: General Fund

Attachments:

☒ Enclosed
☐ Issue Study Enclosed
☒ *Closed Session Minutes* To Be Distributed @ Meeting
☐ None



MINUTES: SPECIAL MEETING/STUDY SESSION OF THE BOARD OF EDUCATION

Monday, June 18, 2018 (Meeting #1 of 2)

The **Special Meeting** of the Ypsilanti Community Schools Board of Education was called to order by President Sharon Irvine at 5:33 p.m.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Sharon Irvine, Secretary Maria Sheler-Edwards, Vice-President Dr. Celeste Hawkins, Trustee Brenda Meadows (6:15 arrival), Trustee Ellen Champagne, Trustee Sharon Lee (5:45 arrival)

MEMBERS OF THE BOARD OF EDUCATION ABSENT

Treasurer Meredith Schindler

ACCEPTANCE OF AGENDA: Accepted as Presented

Motion by Sheler-Edwards, supported by Hawkins

Action Recorded: 4/Yes; 0/No

PUBLIC COMMENTS #1: None

2018/19 BUDGETING AND OVERVIEW OF JUNE 2018 BUDGET AMENDMENT

Cathy Secor, Director of Business Services, gave a PowerPoint presentation of the 2017/18 June budget amendment revenue and expenditures, as discussed with the Operations and Finance Committee on June 14, 2018. YCS has a long-term debt of approximately \$2.1 million to be paid annually; it is anticipated this debt will be paid off in 2025/26.

The 2018/19 budget, also discussed with the Operations and Finance Committee on June 14, 2018, indicated an "unaudited" fund balance beginning July 1, 2018 of \$4,147,126; the projected fund balance ending June 30, 2019 is \$1,044,599. Information was presented on revenue and expenditures. Irvine inquired on addressing capital needs/a sinking fund.

HIGHLIGHTS OF ADMINISTRATIVE CABINET

The following administrative cabinet members shared a year-end review of department responsibilities: Superintendent Dr. Benjamin Edmondson, Assistant Superintendent Dr. Sherrell Hobbs, Director of Student Affairs Laura Frey-Greathouse, Director of Human Resources Nicole Johnson, Director of Facilities and Operations Steve Burgess, Director of Student Support Services Ruth Jordan, Director of Technology Nikki Jackson, Data Assessment and Grants Coordinator Rob Cannon, Communications and Marketing Coordinator Taryn Reid and Community Partnerships and Wellness Coordinator Kharena Keith. Director of Business Services Cathy Secor presented business and finance information during her Budget Hearing session earlier at this meeting.

PUBLIC COMMENTS #2: None

BOARD SUBCOMMITTEE REPORTS: None (due to time constraints)

OTHER: None

BOARD/SUPERINTENDENT COMMENTS: None

Meeting Adjourned: 6:52 p.m.

Date Approved: _____

Maria Sheler-Edwards, Secretary
Board of Education
Ypsilanti Community Schools

YPSILANTI COMMUNITY SCHOOLS

*Administration Building, Professional Development Room * 1885 Packard Rd.; Ypsilanti, MI 48197*

MINUTES: REGULAR MEETING OF THE BOARD OF EDUCATION (Meeting #2 of 2)

Monday, June 18, 2018

The meeting was called to order by President Sharon Irvine at 6:57 p.m. The Pledge of Allegiance was recited at the 5:30 p.m. meeting.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Sharon Irvine, Secretary Maria Sheler-Edwards, Vice-President Dr. Celeste Hawkins, Trustee Brenda Meadows, Trustee Ellen Champagne, Trustee Sharon Lee

MEMBERS OF THE BOARD OF EDUCATION ABSENT

Treasurer Meredith Schindler

ACCEPTANCE OF AGENDA: Accepted as Presented

Motion by Lee, supported by Hawkins

Action Recorded: 6/Yes; 0/No

PRESENTATIONS

International Baccalaureate | Washtenaw International Middle Academy (Potential) Expansion Review: Dave Dugger, Executive Director / Washtenaw Educational Options Consortium (WEOC) presented, at the request of the Board. Conversation on the possibility of expanding WIMA slots, and possible variations. WEOC provides options to students; nine Washtenaw superintendents sit on the WEOC Board. Presentation of possible options and the idea of choice - and - student enrollment and numbers.

Ypsilanti Community Middle School (YCMS) Update | Building Transition: Seth Petty, YCMS Principal led a presentation on the transition/move from Ypsilanti Community Middle School to East Middle School. Jason White, YCMS Assistant Principal and Brenda Averett, YCMS Counselor were also present. Information was presented regarding the 2018/19 school year, including: 1) middle school transition team; 2) rationale; 3) current status; 4) goal alignment; 5) expected enrollment numbers; 6) needs for implementation; 7) impact of this initiative; 8) challenges; 9) key implications of move; 10) needs from the Board of Education; 11) parent communication and outreach, and; 12) facilities.

PUBLIC COMMENTS #1

Andy Fanta commented on the State social studies standards, distributing a sample resolution to Board members and Superintendent Edmondson.

CONSENT AGENDA (Amended)

MOTION TO approve the following, "as amended": 1) May 15, 2018 special meeting minutes; 2) May 21, 2018 special meeting minutes; 3) May 21, 2018 regular meeting minutes, and; 4) the personnel matters as per the attached list dated June 12 18, 2018: New Hires and Resignations.

Motion by Champagne, supported by Meadows

Action Recorded: 6/Yes; 0/No

ACTION ITEMS, Student Affairs

Field Trip, YCHS Robotics

MOTION TO approve the out-of-state and overnight field trip of YCHS Robotics to the FIRST National Advocacy Conference in Washington, D.C. in June 2018.

Motion by Hawkins, supported by Sheler-Edwards

Action Recorded: 6/Yes; 0/No

Consultant Services Agreement, Restorative Justice Coach 2018/19

MOTION TO approve the Restorative Justice Coach contract with Mikel Brown for a contract amount not to exceed \$51,000 for services dates of August 29, 2018 – June 30, 2019.

Motion by Hawkins, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Sheler-Edwards, Hawkins, Meadows, Champagne, Lee, Irvine

School Calendar, Preschool 2018/19

MOTION TO approve the preschool calendar, as presented, for the 2018/19 school year.

Motion by Meadows, supported by Champagne

Action Recorded: 6/Yes; 0/No

Additional Literacy Purchase, Wilson Language Learning K-5

MOTION TO approve the purchase of literacy materials from Wilson Language Learning for a total amount of \$90,434.

Motion by Meadows, supported by Lee

Roll Call Vote: 6/0 Yes

Yes: Meadows, Champagne, Lee, Sheler-Edwards, Hawkins, Irvine

Heinemann Publishing

MOTION TO approve the Heinemann Publishing literacy purchase for a total amount of \$46,104.

Motion by Champagne, supported by Hawkins

Roll Call Vote: 6/0 Yes

Yes: Sheler-Edwards, Hawkins, Meadows, Champagne, Lee, Irvine

Math Textbooks Purchase, High/Middle School / Cengage Learning/National Geographic Learning / Big Ideas Math

MOTION TO approve the Cengage Learning purchase of math materials for high/middle school Price Quotes #3023922 and #2989643, for a total amount of \$125,661.

Motion by Lee, supported by Meadows

Roll Call Vote: 5/1 Yes

Yes: Meadows, Champagne, Lee, Hawkins, Irvine (Abstain: Sheler-Edwards)

Topics Included: Hawkins requested a snapshot view of what the District currently has. Why do we wish to abandon a program, and why do we want a new program? Is a Board study session appropriate for this work?

Donation: YCMS, Meemic Foundation for the Future of Education

MOTION TO accept a donation of \$2,508 from The Meemic Foundation for the Future of Education, on behalf of Ypsilanti Community Middle School, to provide the designated professional development.

Motion by Sheler-Edwards, supported by Champagne

Action Recorded: 6/Yes; 0/No

Addendum to Contract, Pediatric Therapy Associates

MOTION TO approve the contract addendum for support for 2018 summer programs with Pediatric Therapy Associates for an amount not to exceed \$26,534.

Motion by Lee, supported by Hawkins

Roll Call Vote: 6/0 Yes

Yes: Sheler-Edwards, Hawkins, Meadows, Champagne, Lee, Irvine

ACTION ITEMS, Business/Finance

Fixed Price Contract Renewal, Food Service Management Company

MOTION TO accept the Contract Renewal Agreement for the Food Service Management Company Fixed Price Contract for the period beginning July 1, 2018, and ending June 30, 2019.

Motion by Meadows, supported by Champagne

Roll Call Vote: 6/0 Yes

Yes: Meadows, Champagne, Lee, Sheler-Edwards, Hawkins, Irvine

Millage Rates in Superior Township, Ypsilanti Township and the City of Ypsilanti

MOTION TO approve the millage rates of the 2018 L-4029s for Superior Township, Ypsilanti Township and the City of Ypsilanti.

Motion by Sheler-Edwards, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Sheler-Edwards, Hawkins, Meadows, Champagne, Lee, Irvine

Bid Award, Transportation Consulting

MOTION TO approve the following: 1) the selection of National Bus Service as the District's vendor to provide transportation consultation, and; 2) the School Transportation Consulting Agreement with compensation defined below and with a term in force for 24 consecutive months.

Motion by Sheler-Edwards, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Meadows, Champagne, Lee, Sheler-Edwards, Hawkins, Irvine

Bid Award, Energy Savings Performance Contractor

MOTION TO approve Schneider Electric as the District's Energy Savings Performance Contractor.

Motion by Sheler-Edwards, supported by Champagne

Roll Call Vote: 4/2 Yes

Yes: Sheler-Edwards, Hawkins, Champagne, Irvine

LEASE: Bottles-N-Backpacks

MOTION TO approve the Bottles-N-Backpacks Lease Agreement for space rental at Chapelle School, commencing on December 1, 2018 and expiring on November 30, 2020.

Motion by Lee, supported by Hawkins

Roll Call Vote: 6/0 Yes

Yes: Meadows, Champagne, Lee, Sheler-Edwards, Hawkins, Irvine

LEASE: Play at the Cage

MOTION TO approve the 'Play at the Cage' Lease for rental for additional area at the former Willow Run High School building, commencing on November 1, 2018 and expiring on October 31, 2023.

Motion by Champagne, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Sheler-Edwards, Hawkins, Meadows, Champagne, Lee, Irvine

ACTION ITEMS, Human Resources

Administrative Salaries, 2018/19 (*Motion Amended, then Tabled until June 25, 2018*)

Amended Motion: MOTION TO approve the proposed increases in administrative salaries for 2018/19.

~~MOTION TO approve a 2% increase in administrative salaries for 2018/19.~~

ACTION ITEMS, Other

Membership Renewal, Michigan Association of School Boards

MOTION TO approve the renewal of membership with the Michigan Association of School Boards for 2018/19, with a cost of \$6,317.

Motion by Meadows, supported by Champagne

Roll Call Vote: 6/0 Yes

Yes: Meadows, Champagne, Lee, Sheler-Edwards, Hawkins, Irvine

DISCUSSION/FIRST READ

First Read of:

1) NEOLA Policy Updates, Vol. 31, #1, and; 2) Policy Review, #8510, District Wellness Policy (as follows):

NEOLA 31, #1:

#1619: Group Health Plans
#1619.01: Privacy Protections ...
#1619.02: Privacy Protections ...
#1619.03: Patient Protection ...
#2628: State Aid Incentives
#3142: Probationary Teachers
#3419: Group Health Plans
#3419.01: Privacy Protections ...
#3419.02: Privacy Protections ...
#3419.03: Patient Protection ...
#3420: Health Insurance Benefit (delete)
#4419: Group Health Plans
#4419.01: Privacy Protections ...
#4419.02: Privacy Protections ...
#4419.03: Patient Protection ...
#4420: Health Insurance Benefit (delete)
#5830: Student Fund-Raising
#6424: Purchasing Cards
#6605: Crowdfunding
#9700: Relations with ...

REVIEW: #8510: District Wellness Policy

PUBLIC COMMENTS #2

Deata McLemore commented on students having (math) books to "take home".

OTHER

- *Irvine* spoke of information of a proposed "alternative middle school" and the Michigan High School Athletic Association resolution next week.

BOARD/SUPERINTENDENT COMMENTS

- Lee commented on the 2018 Graduation ceremony. Spoke of ticket cost for families to attend Graduation. Conversation on fee for student cap & gowns.
- Edmondson shared the cost for our Graduation at Eastern Michigan University (EMU). Conversation of returning Graduation to our stadium (cost savings).
- Schindler comments on budget cuts.
- Edmondson comments on budget cuts, *but* not starting with staff cuts. Rather, consideration of selling buildings, creative programming ideas, and once demolished.
- Sheler-Edwards spoke of the cost of Graduation at YCS v. EMU.
- Edmondson commented Administrative Cabinet is ready to have conversation. We are losing revenue.
- Hawkins spoke of Graduation and other YCS events. Request for Wolverine Pathways to present to Board.
- Edmondson spoke of YCHS Robotics and the airing of their video on the HBO channel. An alumna was the donor of monies so students could go to China.

Meeting Adjourned: 9:23 p.m.

Date Approved: _____

Maria Sheler-Edwards, Secretary
Board of Education
Ypsilanti Community Schools

pg: _____



MINUTES: SPECIAL MEETING/WORKSHOP OF THE BOARD OF EDUCATION

Monday, June 25, 2018 (Meeting #1 of 2)

The **Special Meeting** of the Ypsilanti Community Schools Board of Education was called to order by President Sharon Irvine at 6:01 p.m.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Sharon Irvine, Secretary Maria Sheler-Edwards, Vice-President Dr. Celeste Hawkins (6:23 arrival), Treasurer Meredith Schindler, Trustee Brenda Meadows (6:30 arrival), Trustee Ellen Champagne, Trustee Sharon Lee

MEMBERS OF THE BOARD OF EDUCATION ABSENT: None

ACCEPTANCE OF AGENDA: Accepted as Presented

Motion by Lee, supported by Sheler-Edwards

Action Recorded: 5/Yes; 0/No

BUDGET HEARING, 2018-19 Proposed Budget: Cathy Secor, Director of Business Services, presented on the 2018-19 proposed budget. Discussion included the attached resolution document.

PUBLIC COMMENTS

Debra Stevens spoke on support staff professional development

BOARD/SUPERINTENDENT COMMENTS: None

OTHER: None

Meeting Adjourned: 7:42 p.m.

Attachment: Resolution for Adoption by the Board of Education; Ypsilanti Community Schools; 2018-2019, June 25, 2018

Date Approved: _____

Maria Sheler-Edwards, Secretary
Board of Education
Ypsilanti Community Schools

Prepared/Submitted by:
L. Nowling

**RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS
2018-2019
June 25, 2018**

RESOLVED, that this resolution shall be the general appropriations of the Ypsilanti Community Schools for the fiscal year 2018-2019. A resolution to make appropriations and to provide for the disposition of all income received by the Ypsilanti Community Schools.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of 18.0000 mills, and unappropriated fund balance be available for appropriations in the **GENERAL EDUCATION FUND** of Ypsilanti Community Schools for the fiscal year of 2018-2019 as follows:

	2018-19 BUDGET
REVENUE	
Local Revenue	\$10,726,700
State Revenue	\$31,086,004
Federal Revenue	\$5,397,810
Incoming Transfers & Other Transactions	\$8,750,000
Fund Modifications	
Total Revenues	55,960,514

BE IT FURTHER RESOLVED, that \$59,063,041 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES	
Basic Programs, Instruction	24,189,166
Added Needs, Instruction	7,294,783
Adult Education, Instruction	0
Pupil Support	6,556,282
Instructional Support	2,238,322
General Administration	735,298
School Administration	2,786,103
Business Support	827,055
Operations/Maintenance	5,591,862
Transportation	4,002,049
Central Services	1,615,810
Athletics	651,035
Community Services	378,134
Outgoing Transfers & Other Transactions	45,000
Debt Service	2,103,500
Fund Modifications	48,642
Total Expenditures	59,063,041
Excess of Expenditures over Revenue	(3,102,527)
Projected Fund Balance - July 1, 2018	4,147,126
Projected Fund Balance - June 30, 2019	1,044,599

BE IT FURTHER RESOLVED, that the total revenues, including a Debt Levy of 13.0000 mills, and unappropriated fund balance estimated to be available for appropriations in the Willow Run **Debt Retirement Fund** for the fiscal year of 2018-2019 fiscal year is as follows:

REVENUE

Local Revenue	\$4,593,554
State Revenue	0
Federal Revenue	0
Incoming Transfers & Other Transactions	<u>5,200,000</u>
Total Revenues	9,793,554

BE IT FURTHER RESOLVED, that \$10,099,860 of the total available to appropriate in the Willow Run **Debt Retirement Fund** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES

Bond Redemptions	8,270,000
Bond Interest	1,827,560
Other Expense	2,300
Outgoing Transfers & Other Transactions	<u> </u>
Total Expenditures	<u>10,099,860</u>
Excess of Expenditures over Revenue	-306,306
Projected Fund Balance - July 1, 2018	333,346
Projected Fund Balance - June 30, 2019	27,040

BE IT FURTHER RESOLVED, that the total revenues, including a Debt Levy of 7.22 mills, and unappropriated fund balance estimated to be available for appropriations in the Ypsilanti Public **Debt Retirement Fund** for the fiscal year of 2018-2019 fiscal year is as follows:

REVENUE

Local Revenue	\$6,581,502
State Revenue	0
Federal Revenue	0
Incoming Transfers & Other Transactions	0
	<hr/>
Total Revenues	6,581,502

BE IT FURTHER RESOLVED, that \$7,032,044 of the total available to appropriate in the Ypsilanti Public **Debt Retirement Fund** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES

Bond Redemptions	4,770,000
Bond Interest	2,258,744
Other Expense	3,300
Outgoing Transfers & Other Transactions	0
	<hr/>
Total Expenditures	7,032,044
	<hr/>
Excess of Expenditures over Revenue	(450,542)
Projected Fund Balance - July 1, 2018	1,456,468
Projected Fund Balance - June 30, 2019	1,005,926

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **School Lunch Fund** for the fiscal year of 2018-2019 fiscal year is as follows:

REVENUE

Local Revenue	163,500.00
State Revenue	110,000.00
Federal Revenue	2,770,000.00
Incoming Transfers & Other Transactions	0.00

Total Revenues	3,043,500
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BE IT FURTHER RESOLVED, that \$3,405,172 of the total available to appropriate in the **School Lunch Fund** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES

Operations	3,230,172
Food Service	
Fund Modifications	175,000

Total Expenditures	3,405,172
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Excess of Expenditures over Revenue	(361,672)
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Projected Fund Balance - July 1, 2018	400,000
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Projected Fund Balance - June 30, 2019	38,328
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FURTHER RESOLVED, that no Board of Education member or employee of the School District shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement adopted by the board. Changes in the amount appropriated by the board shall require approval by the board. **BE IT FURTHER RESOLVED**, that the Superintendent is hereby charged with general supervision of the execution of the budgets adopted by the board of education and in keeping with the budgetary policy statement adopted by the Board of Education.

This appropriation resolution is to take effect July 1, 2018.

YPSILANTI COMMUNITY SCHOOLS

Administration Building, Professional Development Room * 1885 Packard Rd; Ypsilanti, MI 48197

MINUTES: REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, June 25, 2018

The meeting was called to order by President Sharon Irvine at 7:46 pm. The Pledge of Allegiance was recited, led by President Sharon Irvine.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Sharon Irvine, Secretary Maria Sheler-Edwards, Vice-President Dr. Celeste Hawkins, Secretary Meredith Schindler, Trustee Brenda Meadows (*early departure*), Trustee Ellen Champagne (*early departure*), Trustee Sharon Lee

MEMBERS OF THE BOARD OF EDUCATION ABSENT: *None*

PRESENTATIONS

Recognition of 2018 Retirees, Ypsilanti Community Schools. Dr. Edmondson recognized the following retirees: Ricky Hughes, Custodian; Robin Reed, Elementary Teacher; Janice Payeur, High School Teacher, and; Gerilynn Stack, Title 1 Teacher.

Physical Education / Heart Monitor Update: Cindy Bowers, Elementary Physical Education Teacher gave a presentation on the "IHT Spirit System", a heart monitoring system.

Scholastic Professional Development. Assistant Superintendent Dr. Sherrell Hobbs spoke of the professional development to support our Scholastic text book curriculum.

Middle School Alternative Program. Jonathan Royce, Principal of Achieving College & Career Education (ACCE) and Superintendent Dr. Benjamin Edmondson spoke on the need and advantages to having a middle school program at ACCE.

Performance Contracting. Scott Mason, Schneider Electric did a presentation on the "Business Case for Energy Efficiency and Infrastructure Improvement Program".

PUBLIC COMMENTS #1

Charlotte Tillerson shared comments on the need for a middle school program at ACCE.

Personnel Matters

MOTION TO approve the personnel matters as per the attached list dated June 20, 2018: 2018 YCS Retirees.

Motion by Meadows, supported by Lee

Action Recorded: 6/Yes; 0/No

ACTION ITEMS, Student Affairs

MOTION TO approve the annual resolution of the membership in the Michigan High School Athletic Association, effective August 1, 2018 – July 3, 2019.

Motion by Hawkins, supported by Schindler

Roll Call Vote: 6/0 Yes

Yes: Hawkins, Schindler, Meadows, Lee, Sheler-Edwards, and Irvine

ACTION ITEMS, Student Affairs

MOTION TO approve the overnight field trip of the YCHS marching band to marching band camp in August 2018.

Motion by Lee, supported by Meadows

Action Recorded: 6/Yes; 0/No

ACTION ITEMS, Student Affairs

MOTION TO approve the Resolution Opposing the Proposed Changes to the Michigan Department of Education Social Studies Standards.

Motion by Meadows, supported by Sheler-Edwards

Roll Call Vote: 6/0 yes

Yes: Lee, Hawkins, Schindler, Meadows, Sheler-Edwards, and Irvine

ACTION ITEMS, Business/Finance

MOTION TO approve the 2017-2018 budget.

Motion by Lee, supported by Schindler

Roll Call Vote: 6/0 Yes

Yes: Hawkins, Schindler, Meadows, Lee, Sheler-Edwards, and Irvine

ACTION ITEMS, Business/Finance

MOTION TO approve the 2018 – 2019 Initial Budget.

Motion by Schindler, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Lee, Hawkins, Schindler, Meadows, Sheler-Edwards, and Irvine

ACTION ITEMS, Business/Finance

MOTION TO approve the resolution to authorize the issuance of aid anticipation notes not to exceed \$3,600,000 in August 2018.

Motion by Sheler-Edwards, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Hawkins, Schindler, Meadows, Lee, Sheler-Edwards, Irvine

ACTION ITEMS, Business/Finance

MOTION TO approve Addendum Number One to the Transportation Agreement with Durham School Services for a rate increase of 3.0% on July 1, 2018, with a term of contract extended to June 30, 2019.

Motion by Sheler-Edwards, supported by Schindler

*Roll Call Vote: 3 Yes/3 No; **Tie Vote** (Note: Champagne early departure, before vote)*

Yes: Sheler-Edwards, Schindler, Irvine (No: Lee, Hawkins Meadows)

ACTION ITEMS, Business/Finance

MOTION TO approval of Energy Services Contract, Schneider Electric

Motion by Lee, supported by Sheler-Edwards

*Roll Call Vote: 3 Yes/3 No; **Tie Vote** (Note: Champagne early departure, before vote)*

Yes: Sheler-Edwards, Lee, Irvine (No: Hawkins, Schindler, Meadows)

ACTION ITEMS, Business/Finance

MOTION TO approve a two percent increase in administrative and dean of student's salaries for 2018/2019.

Motion by Hawkins, supported by Meadows

Roll Call Vote: 6/0 Yes

Yes: Hawkins, Schindler, Meadows, Lee, Sheler-Edwards, and Irvine

DISCUSSION

A. SECOND READ

1. NEOLA Policy Updates: Vol. 31 #1
2. Policy Review: #8510, District Wellness Policy

PUBLIC COMMENTS #2

Deb Stevens: Transfers and staffing at Perry Early Learning Center.

BOARD / SUPERINTENDENT COMMENTS

Dr. Edmondson shared that Governor Rick Snyder will be coming to YCS to meet with the Robotics Team. Governor Snyder will be signing the State Education Budget for the Fiscal Year 2019 during his YCS visit.

CLOSED SESSION: Section 8(a) OMA, Complaint/Claims Against Employee

MOTION TO go into Closed Session

Motion by Lee, supported by Sheler-Edwards

Roll Call Vote: 5/Yes 0/No (Champagne & Meadows, early departures before vote)

Yes: Lee, Hawkins, Schindler, Sheler-Edwards, and Irvine

Closed Session begins: 9:35 p.m.

Closed Session ends: 10:00 p.m.

ACTION ITEM: Resolution, Tenure Charges Pursuant to Teachers' Tenure Act

MOTION TO approve the attached resolution: Decision to Proceed Upon Tenure Charges Pursuant to the Teachers' Tenure Act.

Motion by Lee, supported by Sheler-Edwards

Roll Call Vote: 5/0 Yes

Yes: Lee, Hawkins, Schindler, Sheler-Edwards & Irvine

Meeting Adjourned: 10:10 p.m.

Date Approved: _____

Maria Sheler-Edwards, Secretary
Board of Education
Ypsilanti Community Schools

Prepared/Submitted by:
L. Nowling

YPSILANTI COMMUNITY SCHOOLS

Administration Building, *Conference Room* * 1885 Packard Rd; Ypsilanti, MI 48197

MINUTES: SPECIAL MEETING OF THE BOARD OF EDUCATION

Friday, June 29, 2018

The meeting was called to order by President Sharon Irvine at 5:00pm. The Pledge of Allegiance was recited, led by President Sharon Irvine.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Sharon Irvine, Secretary Maria Sheler-Edwards, Trustee Meredith Schindler, Trustee Ellen Champagne, Trustee Sharon Lee

MEMBERS OF THE BOARD OF EDUCATION ABSENT

Vice-President Dr. Celeste Hawkins, Trustee Brenda Meadows

PUBLIC COMMENTS #1: None

APPROVAL OF THE DURHAM TRANSPORTATION AGREEMENT FOR 2018-2019

MOTION TO approve Addendum Number One to the Transportation Agreement with Durham School Services for a rate increase of 3.0% on July 1, 2018, with a term of contract extended to June 30, 2019.

Motion by Schindler, supported by Lee

Roll Call Vote: 4/1 Yes

Yes: Sheler-Edwards, Champagne, Schindler, and Irvine

BOARD / SUPERINTENDENT COMMENTS: None

Meeting Adjourned: 5:08 p.m.

Date Approved: _____

Maria Sheler-Edwards, Secretary
Board of Education
Ypsilanti Community Schools

Prepared/Submitted by:
L. Nowling

Board of Education

[illegible]

Note this list is subject to change. If there are any changes, an updated version will be shared before the board meeting.

Enclosure #5A.i
APPROVAL OF OUT-OF-COUNTRY FIELD TRIP, YCHS Robotics
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> <i>Discussion</i>		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
<input type="checkbox"/> <i>Action – Roll Call</i>								
<input checked="" type="checkbox"/> <i>Action – Voice</i>								
Ayes _____	1 st /2 nd							
Nays _____	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Re: YCHS Robotics

Trip Requested By: Scott Heister, YCHS FIRST Robotics Program Lead Mentor

Class: YCHS Robotics

Destination: Hangzhou, China

Trip Date: July 22 – August 3, 2018

See attached Field Trip Request Form for additional details.

Proposed Motion

“ move that the Board of Education approve the out-of-COUNTRY field trip of YCHS Robotics to China from July 22 – August 3, 2018.”

Budget Impact: ☒ **None** ☐ **As follows:**

Major sponsor donations

Attachments:

☒ **Enclosed** ☐ **Issue Study Enclosed** ☐ **To Be Distributed at Meeting** ☐ **None**

Name: D. Scott Heister
School: YCHS Robotics
Trip Date: 7/22/18 - 8/3/18
Number of Students: 11
Trip Destination: Hangzhou, China
Details about cost: Transportation, lodging, food, robot transportation, international travel documents
Fit Curriculum: The Robotics team supports the STEMM Middle College's Mission.
Number of Staff/Chaperones: 8

Chaperone Name:	Relationship to Students	Phone Number:
D. Scott Heister	Staff	
Travis Greer	Mentor	
Elizabeth Darnell	Mentor	
Christopher Lesser	Mentor	
David Egnor	Mentor/Parent	
Peter Henning	Mentor	
Joel Hurd	Mentor	
Daniel Katanski	Mentor	

Date of Trip: 7/22/18
Destination: Hangzhou, China
Departure Time: 4:00pm
Return Time: 11:00am
Number of Buses: 0

Type of Trip: FIRST Robotics Workshop & Chinese National Robotics Championship
Departure Date: 7/22/18
Return Date: 8/3/18
Proposer: D. Scott Heister
Position: Teacher - Teacher-Leader, STEMM

Destination: Hangzhou, China
Mode of Transportation: Delta Airlines
Housed & Fed: North Star Hangzhou Expo Center Hotel
Supplemental Activity: Meeting with 2 major sponsors in Shanghai & Two days of touring local areas close to Hangzhou, China.
Emergency Preparations: Emergency Contact Forms from Parents/Guardians

Total Cost: \$56,000
Cost Per Student: \$0
Source of Funds: Major sponsors have donated in excess of \$50,00 towards the cost of the trip.
Funds Safeguarded: Parent Organization will handle funds needed on the trip.

Shortfall: No shortfall. Total cost of trip has been collected by parent organization.
Provisions for Students Unable to Raise Funds: Generous sponsors have donated enough money to cover all expenses for this trip.

Communication with Parents: Multiple mandatory parent meetings have already occurred. One final meeting will happen prior to departure. While on the trip, parents will communicate directly with D. Scott Heister via WeChat, a wifi based communication application that is not blocked by the Chinese Government. Parents will also be giving contact information to the US Embassy for emergencies.

Hotel Phone Number:

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3)

Field Trip Approval

Trip Approved: X Not Approved: X Principal: @ conference Date: X
Trip Approved: P Not Approved: Superintendent: Jimmy Groatious Date: 7-11-18

Grizzly Robotics Goes to Hangzhou, China

An invitation has been extended to Grizzly Robotics to attend the 5th Annual Zhejiang Robotics Invitational in Hangzhou, China. Grizzly Robotics is the only FIRST program in Michigan to be invited to participate. 10 students will be selected to represent Grizzly Robotics at this event. 5 or more adult mentors will be traveling with the team as well.

Departure: Sunday, June 22, 2018

Return: Friday, August 3, 2018

Hotel & Flight details will be made available when finalized.

All international teams will be staying in a conveniently located 4 or 5 Star Hotel

Itinerary:

Pre-Rookie Team Workshop

July 24 – July 26 (Hangzhou International Expo Center)

International teams will be paired with 20-24 Chinese schools that will be registering a FIRST team in 2019. International teams will work with Chinese students and mentors on the challenges of starting a program (building, designing, and programming robots).

5th Annual Zhejiang Robotics Invitational – China Robotics Challenge (CRC)

July 27 – July 30 (Hangzhou International Expo Center)

This international invitational event will be attended by 34 veteran Chinese FRC teams and 10 international teams (66, 694, 359, 987, 1538, 1595, 4613, 1772, 525). Many international teams have attended for 3 or 4 years of the event.

Sightseeing – Touring Hangzhou and Nearby Cities

July 31 – August 1

Hangzhou is considered a tourist destination by the Chinese. Grizzlies will spend 2 days visiting various destinations, accompanied by the 9 other international teams.

Requirements:

- 1) Students will be required to raise a minimum of \$100 for spending money while on the trip.*
- 2) Apply for a Michigan Identification Card** (School issued IDs are not valid)
- 3) US Passport
- 4) Chinese Tourist Visa
- 5) Up to date on Tetanus/Diphtheria Vaccine
- 6) Hepatitis A Vaccine Series

*Grizzly Robotics anticipates raising enough funds from various sponsors to cover the expenses of the trip. Students will not be expected to raise additional funds to participate, except for the minimum of \$100 spending money.

** Parents/Students are responsible for the \$10 application fee for a Michigan Identification Card.

Contact:

Scott Heister

Travis Greer

Enclosure #5A.ii
APPROVAL OF CONTRACTUAL AGREEMENT
ELA Ambitious Teaching Instructional Coach, 2018/19
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Brenda Meadows	Ellen Champagne	Sharon Lee	Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Linda Kuzon will serve as an ELA Ambitious Teaching Instructional Coach for the 2018/19 school year. This agreement is for new services.

Kuzon will provide support to instructional staff in the following areas, K-12:

- Utilize YCS DTN Ambitious Teaching Strategies
- Support the implementation of MAISA
- Provide coaching on utilizing differentiated strategies based on student needs
- Direct guidance for implementing Instructional Learning Cycles
- Support administration in recognizing best practices and supporting administration and teachers when change is needed after observations.
- Provide support and coaching through observations of instruction and professional development with Ambitious Teaching practices.

Dates of Service: July 1, 2018 - June 30, 2019

Proposed Motion

" move that the Board of Education approve the ELA Ambitious Teaching Instructional Coach contract with Linda Kuzon for a contract amount not to exceed \$25,000 for service dates of July 1, 2018 - June 30, 2019."

Budget Impact: ☐ None ☒ As follows:

Grant | Title I: Contract compensation not to exceed \$25,000 (\$47/hour)

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None



Contractual Agreement for ELA Ambitious Teaching Instructional Coach

This AGREEMENT is entered into this 1st day of July 2018. By and between Ypsilanti Community Schools and Linda Kuzon, ELA Ambitious Teaching Instructional Coach, hereinafter referred to as the "Contracted Person",

The Contracting Person will provide the following:

- Utilize YCS DTN Ambitious Teaching Attend meetings and provide updates to the Assistant Superintendent of Curriculum and Instruction
- Support the implementation of MAISA
- Provide coaching on utilizing differentiated strategies based on student needs
- Direct guidance for implementing Instructional Learning Cycles
- Support administration in recognizing best practices and supporting administration and teachers when change is needed after observations.
- Provide support and coaching through observations of instruction and professional development with the Reading and Writing Ambitious Teaching practices

Ypsilanti Community Schools agrees to provide as follows:

- Supplies and Materials
- Technology Equipment
- Facilities

It shall be the understanding of both parties; the Contracting Person and Ypsilanti Community Schools that time spent on this Contracting Person if being paid by Grant Funds, is not being compensated for under any other Grant Funds. It shall also be understood that the dates of service may change if there is a reduction in teaching staff for Ypsilanti Community Schools necessitating a change in how grant funds are used.

Date (s) of Service: July 1, 2018– June 30, 2019

Services to be conducted at: Ypsilanti Community Schools

Amount: Total Compensation not to exceed \$25,000, \$47/hour

Coach

Superintendent

Date: _____

Date: _____

Account Number: 12.1221.3120.000.6019.00000.0000

Enclosure #5A.iii
APPROVAL OF CONTRACTUAL AGREEMENT
Science Ambitious Teaching Instructional Coach, 2018/19
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> <i>Discussion</i> <input checked="" type="checkbox"/> <i>Action – Roll Call</i> <input type="checkbox"/> <i>Action – Voice</i> Ayes _____ Nays _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Maria Goodrich will serve as a Science Ambitious Teaching Instructional Coach for the 2018/19 school year. This is an agreement for new services.

Goodrich will provide support to instructional staff in the following areas, K-12:

- Utilize YCS DTN Ambitious Teaching strategies
- Support the implementation of Foss & IQWST Science
- Provide coaching on utilizing differentiated strategies based on student needs
- Direct guidance for implementing Instructional Learning Cycles
- Support administration in recognizing best practices and supporting administration and teachers when change is needed after observations.
- Provide support and coaching through observations of instruction and professional development with Ambitious Teaching practices.

Dates of Service: July 1, 2018 - June 30, 2019

Proposed Motion

" move that the Board of Education approve the Science Ambitious Teaching Instructional Coach contract with Maria Goodrich for a contract amount not to exceed \$30,000 for service dates of July 1, 2018 - June 30, 2019."

Budget Impact: ☐ None ☒ As follows:

Grant: Title I

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None



Contractual Agreement for Science Ambitious Teaching Instructional Coach

This AGREEMENT is entered into this 1st day of July 2018. By and between Ypsilanti Community Schools and Maria Goodrich, Science Ambitious Teaching Instructional Coach, hereinafter referred to as the “Contracted Person”,

The Contracting Person will provide the following:

- Utilize YCS DTN Ambitious Teaching Attend meetings and provide updates to the Assistant Superintendent of Curriculum and Instruction
- Support the implementation of Foss and IQWST Science
- Provide coaching on utilizing differentiated strategies based on student needs
- Direct guidance for implementing Instructional Learning Cycles
- Support administration in recognizing best practices and supporting administration and teachers when change is needed after observations.
- Provide support and coaching through observations of instruction and professional development with the Ambitious Science Teaching practices

Ypsilanti Community Schools agrees to provide as follows:

- Supplies and Materials
- Technology Equipment
- Facilities

It shall be the understanding of both parties; the Contracting Person and Ypsilanti Community Schools that time spent on this Contracting Person if being paid by Grant Funds, is not being compensated for under any other Grant Funds. It shall also be understood that the dates of service may change if there is a reduction in teaching staff for Ypsilanti Community Schools necessitating a change in how grant funds are used.

Date (s) of Service: July 1, 2018– June 30, 2019

Services to be conducted at: Ypsilanti Community Schools

Amount: Total Compensation not to exceed \$30,000, 1180 hours (20hrs/week, 49 weeks), \$25.42/hour

Coach

Superintendent

Date: _____

Date: _____

Account Number: 12.1221.3120.000.6019.00000.0000

Enclosure #5A.iv
APPROVAL OF CONTRACTUAL AGREEMENT
Building Administrator Leadership Coach & Mentor
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Luther Corbitt will serve as a Leadership Coach for the 2018/19 school year. This is a continuation of services. The attached contract includes a description of duties of this position.

Dates of Service: August 27, 2018 – June 14, 2019

Proposed Motion

" move that the Board of Education approve the Leadership Coach contract with Luther Corbitt for a contract amount not to exceed \$32,000 for service dates of August 27, 2018 – June 14, 2019."

Budget Impact: ☐ None ☒ As follows:

Grant: Title II

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None



Contractual Agreement for Building Administrator Leadership Coach and Mentor

This AGREEMENT is entered into this 1st day of August 2018. By and between Ypsilanti Community Schools and Luther Corbitt, Leadership Coach, hereinafter referred to as the "Contracted Person",

The primary goal for the professional development of Ypsilanti Community Schools principals, is to support principals with an opportunity to shift from working as a manager to an instructional leader. To begin this critical work, four areas will be the primary focus. These areas are inclusive within and supports the District Turnaround Network—Blueprint.

The Contracting Person will provide the following:

- Culture and climate coaching support (DTN - Intense Student Support Network)
- Positive discipline coaching support (DTN - Intense Student Support Network)
- Instructional Infrastructure coaching (DTN - Ambitious Teaching Strategies)
- Data analysis coaching (DTN - Performance Management)
- Support administration in recognizing best practices and supporting administration and teachers when change is needed after observations.
- Provide support and coaching through observations of instruction and professional development

Ypsilanti Community Schools agrees to provide as follows:

- Supplies and Materials
- Technology Equipment
- Facilities

It shall be the understanding of both parties; the Contracting Person and Ypsilanti Community Schools that time spent on this Contracting Person if being paid by Grant Funds, is not being compensated for under any other Grant Funds. It shall also be understood that the dates of service may change if there is a reduction in teaching staff for Ypsilanti Community Schools necessitating a change in how grant funds are used.

Date (s) of Service: August 27, 2018– June 14, 2019

Services to be conducted at: Ypsilanti Community Schools

Amount: Total Compensation not to exceed \$32,000, 20 hours/week, 39 weeks, 780 hours, \$41.03/hour

Coach

Superintendent

Date: _____

Date: _____

Account Number: _____ (Title II)

Enclosure #5A.v
APPROVAL OF CONTRACTUAL AGREEMENT
Community Liaison
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Brenda Meadows	Ellen Champagne	Sharon Lee	Maria Sheler- Edwards	Celeste Hawkins	Meredith Schindler	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Eiane Washington will serve as a Community Liaison for the 2018/19 school year. The attached contract includes a description of duties of this position.

Dates of Service: August 27, 2018 – June 18, 2019

Compensation: Not to Exceed \$39,000; an additional \$500 to be paid on a monthly basis (\$50/month) for mileage.

Proposed Motion

" move that the Board of Education approve the Community Liaison contract with Eiane Washington for a contract amount not to exceed \$39,000 for service dates of August 27, 2018 – June 18, 2019, in addition to \$500 to be paid for mileage."

Budget Impact: ☐ None ☒ As follows:

Grant

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None



Contractual Agreement for Community Liaison

This AGREEMENT is entered into this 1st day of August, 2018. By and between Ypsilanti Community Schools and Eiane Washington, Community Liaison, hereinafter referred to as the “Contracted Person”,

The Contracting Person will provide the following:

- Work closely with staff on issues germane to supporting homeless, adjudicated, and disengaged youth.
- Work closely with building administrators and social workers to provide support for truant students.
- Work in cooperation with local agencies and governmental units in an effort to increase safety and attendance for both students and staff.
- Involves parents/families in the educational activities of the program: (1) to emphasize their role as the principal influence on the child's education and development, and (2) to assist parents/families to increase their knowledge, understanding, skills and experience in basic child development.
- Assist other services areas of the program with direct and indirect services.
- Participates in the training of families as requested.
- Provides community resources for families.
- Participates in recruitment activities.
- Participates in professional development, maintains appropriate certification and qualifications and keeps current in changing pedagogy.
- Regular predictable attendance.
- Establishes a relationship of trust and rapport with the families of the children.
- Communicates with families to facilitate positive interaction within the program.

Ypsilanti Community Schools agrees to provide as follows:

- Supplies and Materials
- Facilities

It shall be the understanding of both parties; the Contracting Person and Ypsilanti Community Schools that time spent on this Contracting Person if being paid by Grant Funds, are not being compensated for under any other Grant Funds. It shall also be understood that the dates of service may change if there is a reduction in teaching staff for Ypsilanti Communities Schools necessitating a change in how grant funds are used.

Date (s) of Service: August 27, 2018 – June 18, 2019

Services to be conducted at: Ypsilanti Community Schools

Amount: 187 days, 8 hours/day, \$26.73/hour, not to exceed \$213.90/per day, not to exceed \$39,000

An additional \$500 will be paid on a monthly basis (\$50 a month) for mileage.

Signature of Community Liaison

Superintendent

Date: _____

Date: _____

Account Number: 12.1211.3130.000.3067.00000.0000

Enclosure #5A.vi
APPROVAL OF LEXIA LEARNING/READING CORE PURCHASE
Meeting of 7/16/2018
Presented by Dr. Sherrell Hobbs
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Last year on July 17th a presentation was made to the Board by Karla Graessley and Lexia Learning Executive Janice Barnes for the purchase of the “site license with implementation support package”. The Board approved the purchase on August 7, 2017. We are asking that the Board renew the site license and support implementation for the amount not to exceed \$60,631.56.

Lexia Reading Core5® supports educators in providing differentiated literacy instruction for students of all abilities in grades PreK–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

- Engages and motivates students in a game-like environment
- Provides progress-monitoring data without a test
- Accessible via iPad, Android tablets, Chromebook, browser, or download

Proposed Motion

“ move that the Board of Education approve the Lexia Learning Systems purchase, Quote #Q-00213137.2, for an amount not to exceed \$60,632.”

Budget Impact: ☐ None ☒ **As follows:**

Grant Funds: Title I, 31a

Attachments:

☒ **Enclosed** ☐ **Issue Study Enclosed** ☐ **To Be Distributed at Meeting** ☐ **None**

Title I, 3la YIES

QUOTE



Lexia Learning Systems LLC
300 Baker Avenue, Suite 320
Concord, MA 01742 USA
Phone: (978) 405-6200
Fax: (978) 287-0062

Quote Number Q-00213137.2
Created Date 6/8/2018

Prepared By Janice Barnes
Email jbarnes@lexialearning.com

Quote To Name Kristen Rickman
Quote To Ypsilanti Cmty School District
1885 Packard Rd
Ypsilanti, MI 48197
US

Bill To Name Ypsilanti Cmty School District
Bill To 1885 Packard Rd
Ypsilanti, MI 48197
US

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
9/1/2018	8/31/2019	6	Lexia Core5 Reading Unlimited School Subscription Renewal	\$7,157.89	\$42,947.34
9/1/2018	8/31/2019	6	Lexia Core5 Reading Implementation Support Service Package	\$2,947.37	\$17,684.22

Pro-forma invoice for Lexia Products that expire on 11/9/2017.

Total Price \$60,631.56

Please fax or email Purchase Orders with quote number Q-00213137.2 to:

Attn: Janice Barnes
Email: jbarnes@lexialearning.com
Fax: (978) 287-0062

TERMS AND CONDITIONS

****Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax exempt status upon request. Pricing is valid 60 days. Lexia will invoice the total price set forth above upon Customer's acceptance. Payment is due net 30 days of invoice.**

Term

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates, all Products are deemed delivered upon provisioning of license availability, and all Services must be used within the Subscription Period; unused Product licenses or Services are not eligible for refund or credit. Without prejudice to its other rights, Lexia may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

Order Process

To submit an order, please fax this quote along with the applicable Purchase Order to: (978) 287-0062, or send by email to your sales representative's email address listed above.

Note: Each Purchase Order must include the correct quote Quote Order Number provided on the applicable quote, and should attach the quote.

Acceptance

All Products and Services are offered subject to the Lexia EULA Application License Agreement terms, available at <http://lexialearning.com/privacy/eula> (the "License"), as supplemented by the terms herein. By placing any order in response to this quote, Customer confirms its acceptance of the License Terms and the terms and fees in this quote, which together, constitute the entire agreement between Customer and Lexia regarding the Products and Services herein (the "Agreement"). Customer and Lexia agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any Customer drafted purchase order, which shall be void and of no effect, or any communications, whether written or oral, between Customer and Rosetta Stone relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

Enclosure #5A.vii
APPROVAL OF SCHOLASTIC EDUCATION PURCHASE
Meeting of 7/16/2018
Presented by Dr. Sherrell Hobbs
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Brenda Meadows	Ellen Champagne	Sharon Lee	Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

Assistant Superintendent Dr. Sherrell Hobbs presented information on this purchase at our June 25, 2018 regular Board meeting. This professional development supports our Scholastic textbook curriculum.

Proposed Motion

" move that the Board of Education approve the Scholastic Education purchase, Order #MLDSQ1612, for an amount of \$365,189."

Budget Impact: ☒ None ☒ As follows:

"Title Carryover"

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None

ORDER

SCHOLASTIC EDUCATION

Scholastic Education
P.O. Box 7502
Jefferson City, MO 65102-9964
(Ph) (800) 724-2222, Option 3 (Fax) 800-560-6815

Number **MLDSQ1612**

Date Jan 12, 2018

Sold To:

Ypsilanti Community Schools
Sherrell Hobbs

Phone
Fax

Ship To:

Ypsilanti Community Schools
Sherrell Hobbs

Phone
Fax

24 MONTH PROFESSIONAL LEARNING PLAN

Please fax or email all purchase orders to Michele Edwards:

FAX- 313-822-4867

EMAIL: medwards@scholastic.com

P.O. Number		Prepared By:	Ship Via		Terms	
Item #	Qty	Description	Unit List	Disc %	Unit Price	Ext. Price
651243	3	PL-STUDENT INDEPENDENCE AND CENTERS (FULL DAY)	\$3,800.00		\$3,800.00	\$11,400.00
651255	1	PL-CLOSE READING: TEXT-DEPENDENT QUESTIONS AND TEXT-BASED ANSWER FOR COMPLEX TEXT	\$3,800.00		\$3,800.00	\$3,800.00
651252	1	PL-BUILDING ACADEMIC VOCABULARY	\$1,900.00		\$1,900.00	\$1,900.00
626992	1	PL-UNLOCKING COMPLEX TEXT THROUGH GRADUAL RELEASE	\$1,900.00		\$1,900.00	\$1,900.00
605277	2	GUIDED READING: ONGOING DATA GATHERING TO INFORM INSTRUCTION	\$1,900.00		\$1,900.00	\$3,800.00
651235	2	STRATEGY GROUPS WITH LEVELED TEXTS	\$1,900.00		\$1,900.00	\$3,800.00
651244	2	GUIDED READING: PROMPTING THAT MAKES A DIFFERENCE	\$1,900.00		\$1,900.00	\$3,800.00
651238	2	NEXT STEP GUIDED	\$1,900.00		\$1,900.00	\$3,800.00

Prices subject to change - prices based upon total purchase - all delivery, training or consulting services to be billed at published rates for each activity involved. Customers must notify scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase. We specifically disclaim any and all warranties, express or implied, including but not limited to any implied warranties or with regard to any licensed products. We shall not be liable for any loss of profits, business, goodwill, data, interruption of business, nor for incidental or consequential merchantability or fitness of purpose, damages related to this agreement. State law requires sales tax be added to your order unless we have sales tax exemption certificate on file. Tax on this quote may be your estimated tax, actual tax will be charged at the time of shipping. Scholastic terms are fob shipping point unless otherwise noted on the purchase order.

Item #	Qty	Description	Unit List	Disc %	Unit Price	Ext. Price
674909	4	READING ASSESSMENT: ASSESS AND DECIDE PL-DIGGING DEEPER INTO INDEPENDENT READING: LINKING STUDENT RESPONSIBILITY, RESPONSIVENESS, COMPASSION AND INSTRUCTION	\$1,900.00		\$1,900.00	\$7,600.00
651236	4	PL- HOW TO CONFER WITH STUDENTS ABOUT READING	\$1,900.00		\$1,900.00	\$7,600.00
650260	4	PL-GUIDED READING LESSON PLANNING 101	\$1,900.00		\$1,900.00	\$7,600.00
627012	4	PL-ABC's OF GUIDED READING	\$1,900.00		\$1,900.00	\$7,600.00
674895	2	PL- CONTINUOUS CYCLE OF IMPROVEMENT	\$2,900.00		\$2,900.00	\$5,800.00
674894	2	PL-ON-SITE LITERACY WALK-THROUGHS (FULL DAY)	\$5,800.00		\$5,800.00	\$11,600.00
651241	2	PL- COLLECTING IMPLEMENTATION DATA (LEADING AND SUPPORTING CHANGE)	\$2,900.00		\$2,900.00	\$5,800.00
674893	1	PL- LEADING INDEPENDENT READING	\$2,900.00		\$2,900.00	\$2,900.00
675528	1	PL- LEADING BALANCED LITERACY	\$2,900.00		\$2,900.00	\$2,900.00
650224	111	COACHING	\$1,899.00		\$1,899.00	\$210,789.00
674903	8	PL-READING MINI-LESSONS: TEACHING THE STANDARDS	\$3,800.00		\$3,800.00	\$30,400.00
651237	3	PL-BUILDING A CULTURE OF INDEPENDENT READING	\$1,900.00		\$1,900.00	\$5,700.00
674902	5	PL-READ ALOUDS AND SHARED READING	\$1,900.00		\$1,900.00	\$9,500.00
674901	8	PL-KEEPING IT BALANCED	\$1,900.00		\$1,900.00	\$15,200.00

Quote Valid until: FEBRUARY 28, 2018

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A Professional Learning Proposal Submitted by Scholastic Education
to Ypsilanti Community Schools
January 12, 2018

YPSILANTI COMMUNITY SCHOOLS PROFESSIONAL LEARNING LITERACY LEADERSHIP PATHWAY

Ypsilanti Community Schools

The mission of Ypsilanti Community Schools is to be the first choice for an exceptional cradle to career education. To that end, Ypsilanti Community Schools is committed to:

- High expectations for ALL learners
- Evidence-based “best” practices while allowing for innovation and creativity
- Family and community partnerships
- Student voice and empowerment
- Responsibility efficiency and financial viability

In addition, Ypsilanti Community Schools embraces 5 Pillars of Success:

- Birth Through Kindergarten Entry
- Leadership at All Levels
- Positive Culture/Climate Focused on Learning
- High Quality Teachers/Teaching
- Every Student Will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation

What We Heard

Ypsilanti is seeking a partnership with Scholastic to provide world class literacy professional learning over the next 24 months that will support and accelerate the district’s literacy achievement initiatives. These initiatives include supporting teachers with program implementation for school level book rooms, classroom libraries, Rime Magic, Edge and LitCamp, as well as coaching support for improving instructional pedagogy and practices that will accelerate literacy achievement.

Coaching support needs to be tailored to each teacher, meeting his or her differentiated needs. In addition to focusing on comprehensive literacy, coaching will also need to include an emphasis on Universal Design for Learning and Cognitive Engagement. A special focus on new teacher support including a summer institute to help new teachers have a strong start in the 2018-2019 school year is critical.

A professional learning plan for coaches, teachers and literacy leadership will need to support the Ypsilanti Community as the district continues to build the capacity of their school leadership teams to lead and support literacy initiatives in the most efficient and effective way possible. Providing a variety of choices to teachers and leaders for their differentiated professional development will be a key component of this plan.

Scholastic Professional

Scholastic Professional provides a comprehensive, research-informed approach to professional development that expands understanding about language, literacy, and learning as it elevates instruction—preparing students for a lifetime of success. Scholastic, the most trusted name in learning, has been providing engaging resources and professional support to educators for 97 years. Scholastic Professional is guided by a clear understanding of how children learn—and how best to support their learning in the classroom. Everything we do is informed by decades of research in language, learning, and teaching.

At Scholastic, we believe a comprehensive professional learning plan that supports changes in instruction:

- connects to classroom practice
- focuses on student learning
- aligns to the goals and priorities of the schools
- includes a learning track for teachers, teacher leaders, and principals.

These aspects of effective professional learning are essential for a successful implementation and to reach the outcomes outlined in the plan.

Professional Learning Partnership Plan

Ypsilanti Community Schools and Scholastic will form a partnership to support the use of Balanced Literacy Instruction as a cornerstone of K-9 ELA instruction. In grades kindergarten through 5th grade, there will be an emphasis on using guided reading to differentiate instruction in small groups. In grades six through 9, teachers will use reading conferences to meet the needs of individual readers. In the partnership, Scholastic will help build the expertise and capacity of Ypsilanti Community Schools by supporting leaders, teachers and coaches in creating common language and expectations around all aspects of the literacy initiative. In addition, Scholastic will assist literacy leaders in creating plans that monitor teacher's new knowledge and skills around each component of the balanced literacy instructional model, teachers' implementation of new knowledge and skills, and student growth. In turn, Ypsilanti Community School leaders will ensure time and resources for professional learning and instructional coaches will use their learning to support teacher learning and implementation.



PROFESSIONAL LEARNING DESIGNS

- **Professional Learning Seminars**
Teachers will engage in 2 days of seminars that lay foundations for upcoming instructional coaching and begin the all-important process of building common language and expectations around a balanced literacy approach.
- **Coaching for Teachers and Instructional Coaches**
Instructional coaching will serve two purposes.
 - First, four teachers per school site will participate in instructional coaching for the component of balanced literacy they choose; therefore, the instructional coaching offers teachers a differentiated approach to professional learning.
 - Second, the site-based instructional coach will shadow the Scholastic consultant on each visit. The visits will follow a gradual release model, so that site-based instructional coaches will have opportunity to observe coaching, coach along-side Scholastic consultants, and facilitate coaching. Each step promotes site-based capacity.
- **Summer Institute for Teachers**
From an array of seminars about balanced literacy, all teachers will have an opportunity to choose topics to deepen their knowledge and address their professional learning needs.
- **Leadership Professional Learning Seminars**
Through half-day workshops for leaders, Scholastic will continue building common knowledge and leadership expectations that support a high-quality implementation of Balanced Literacy instruction, with an emphasis on guided reading and reading conferences for independent reading.
- **Leadership Site-based Professional Learning**
Principals and district leaders will participate in site-based experiences that coincide with the professional learning seminars and will strengthen implementation through the continuous cycle of improvement.

PROFESSIONAL LEARNING EVENTS TIMELINE: Grades K-9 (2-Year Plan)

Timeline	Professional Learning Courses
YEAR 1: Focus Comprehensive Literacy	
Spring 2018	Seminar Day One <ul style="list-style-type: none"> • <i>Keeping It Balanced & Read Alouds and Shared Reading</i> <ul style="list-style-type: none"> ○ 2 Sessions for K-2 (42 teachers) ○ 1 Session for 3-5 (30 teachers) • <i>Keeping It Balanced & Building a Culture of Independent Reading</i> <ul style="list-style-type: none"> ○ 2 Session for 6-9 (42 teachers)
	Seminar Day Two <i>Reading Mini-Lessons: Teaching the Standards</i> <ul style="list-style-type: none"> ○ 2 Sessions for K-2 (42 teachers) ○ 1 Session for 3-5 (30 teachers) ○ 2 Session for 6-9 (42 teachers)
Spring 2018	Job-Embedded Coaching <ul style="list-style-type: none"> ○ Lesson Modeling ○ Grade Level Meetings ○ Observations and Reflective Meetings
Spring 2018	Instructional Leaders AM: (Elementary Cohort) <i>Leading Balanced Literacy</i> PM: (Secondary Cohort) <i>Leading Independent Reading</i>
	Instructional Leaders AM: (Elementary Cohort) <i>Collecting Implementation Data</i> PM: (Secondary Cohort) <i>Collecting Implementation Data</i>
	Instructional Leaders Day One: (Elementary Cohort) <i>On-site Literacy Walk-Throughs</i> Day Two: (Secondary Cohort) <i>On-site Literacy Walk-Throughs</i>
	Instructional Leaders AM: (Elementary Cohort) <i>Continuous Cycle of Improvement</i> PM: (Secondary Cohort) <i>Continuous Cycle of Improvement</i>
Summer Institute 2018	Day One K-2 <ul style="list-style-type: none"> ○ <i>ABCs of GR & Guided Reading Lesson Planning 101</i> ○ <i>How to Confer with Students About Reading & Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction</i> 3-5 <ul style="list-style-type: none"> ○ <i>ABCs of GR & Guided Reading Lesson Planning 101</i> ○ <i>How to Confer with Students About Reading & Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction</i>

	<i>Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction</i>	
	Day Two	
	K-2 <ul style="list-style-type: none">○ <i>Next Step Guided Reading Assessment: Assess and Decide & Guided Reading: Prompting That Makes a Difference</i>○ <i>Strategy Groups with Leveled Text & Guided Reading: Ongoing Data Gathering to Inform Instruction</i>	
	3-5 <ul style="list-style-type: none">○ <i>Next Step Guided Reading Assessment: Assess and Decide & Guided Reading: Prompting That Makes a Difference</i>○ <i>Strategy Groups with Leveled Text & Guided Reading: Ongoing Data Gathering to Inform Instruction</i>	
	6-9 <ul style="list-style-type: none">• <i>Unlocking Complex Text Through Gradual Release & Building Academic Vocabulary</i>• <i>Close Reading: Text-Dependent Questions and Text-Based Answer for Complex Texts</i>	
	Day Three (Elementary Only)	
	<ul style="list-style-type: none">○ <i>Student Independence and Centers for Grades K-2</i><ul style="list-style-type: none">○ 2 Sessions for K-2 (42 teachers)○ <i>Student Independence and Centers for Grades 3-5</i><ul style="list-style-type: none">○ 1 Session for 3-5 (30 teachers)	
Fall 2018 New Teacher Institute	<ul style="list-style-type: none">• <i>Keeping It Balanced & Read Alouds and Shared Reading</i><ul style="list-style-type: none">○ 1 Sessions for K-2 (30 teachers)○ 1 Session for 3-5 (30 teachers)• <i>Keeping It Balanced & Building a Culture of Independent Reading</i><ul style="list-style-type: none">○ 1 Session for 6-9 (30 teachers)	
	<ul style="list-style-type: none">• <i>Reading Mini-Lessons: Teaching the Standards</i><ul style="list-style-type: none">○ 1 Sessions for K-2 (30 teachers)○ 1 Session for 3-5 (30 teachers)○ 1 Session for 6-9 (30 teachers)	
	<ul style="list-style-type: none">• <i>ABCs of GR & Guided Reading Lesson Planning 101</i><ul style="list-style-type: none">○ 1 Sessions for K-2 (30 teachers)○ 1 Session for 3-5 (30 teachers)• <i>How to Confer with Students About Reading & Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction</i><ul style="list-style-type: none">○ 1 Session for 6-9 (30 teachers)	
YEAR 2: Comprehensive Literacy		
Quarter 1 of SY 2018/2019	Job-Embedded Coaching (2 visits) K-9	
Quarter 2 of SY 2018/2019	Job-Embedded Coaching (1 visit) K-9	
Quarter 3 of SY 2018/2019	Job-Embedded Coaching (1 visit) K-9	

Quarter 1 of SY 2018/2019	Job-Embedded Coaching (1 visit) K-9
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LITERACY PROFESSIONAL LEARNING PRICING

Professional Learning Courses	Item	Unit	Cost	Total
Spring 2018, PL Seminars				
Keeping It Balanced	674901	5	\$1,900	\$9,500
Read Alouds and Shared Reading	674902	3	\$1,900	\$5,700
Building a Culture of Independent Reading	651237	2	\$1,900	\$3,800
Reading Mini-Lessons: Teaching the Standards	674903	5	\$3,800	\$19,000
Spring 2018, Coaching				
Coaching	650224	51	\$1,899	\$96,849
Spring 2018, Leadership				
Leading Balanced Literacy	675528	1	\$2,900	\$2,900
Leading Independent Reading	674893	1	\$2,900	\$2,900
Collecting Implementation Data (Leading and Supporting Change)	651241	2	\$2,900	\$5,800
On-site Literacy Walk-Throughs (Full Day)	674894	2	\$5,800	\$11,600
Continuous Cycle of Improvement	674895	2	\$2,900	\$5,800
Summer Institute, 2018				
ABCs of GR	627012	2	\$1,900	\$3,800
Guided Reading Lesson Planning 101	650260	2	\$1,900	\$3,800
How to Confer with Students About Reading	651236	3	\$1,900	\$5,700
Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction	674909	3	\$1,900	\$5,700
Next Step Guided Reading Assessment: Assess and Decide	651238	2	\$1,900	\$3,800
Guided Reading: Prompting That Makes a Difference	651244	2	\$1,900	\$3,800
Strategy Groups with Leveled Texts	651235	2	\$1,900	\$3,800
Guided Reading: Ongoing Data Gathering	605277	2	\$1,900	\$3,800

to Inform Instruction				
Unlocking Complex Text Through Gradual Release	626992	1	\$1,900	\$1,900
Building Academic Vocabulary	651252	1	\$1,900	\$1,900
Close Reading: Text-Dependent Questions and Text-Based Answer for Complex Text	651255	1	\$3,800	\$3,800
Student Independence and Centers (Full Day)	651243	3	\$3,800	\$11,400
New Teacher Institute, Fall 2018				
Keeping It Balanced	674901	3	\$1,900	\$5,700
Read Alouds and Shared Reading	674902	2	\$1,900	\$3,800
Building a Culture of Independent Reading	651237	1	\$1,900	\$1,900
Reading Mini-Lessons: Teaching the Standards	674903	3	\$3,800	\$11,400
ABCs of GR	627012	2	\$1,900	\$3,800
Guided Reading Lesson Planning 101	650260	2	\$1,900	\$3,800
How to Confer with Students About Reading	651236	1	\$1,900	\$1,900
Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction	674909	1	\$1,900	\$1,900
Year 2, Coaching				
Coaching	650224	60	\$1,899	\$113,940
				\$365,189

*Unless otherwise noted, all services must be delivered within 24 months of purchase. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of professional learning, in-classroom support, or other on-site services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for canceled or missed days.

For Information Please Contact:
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Cell: 313-720-8989

Appendix



PROFESSIONAL LEARNING COURSES FOR K-9 TEACHERS

Spring 2018, PL Seminars & New Teacher Institute, Fall 2018

Keeping It Balanced (K-9)

What does a Balanced Literacy classroom look like? While investigating the balanced classroom, participants will come to understand the components of balanced literacy and learn how each contributes to a child's literacy development. In addition, participants will make connections between balanced literacy and the gradual release of responsibility.

Session Objectives

Participants will be able to:

- Describe the components of a balanced literacy model.
- Explain the connections between balanced literacy and the gradual release model.
- Evaluate the importance of community share in a balanced literacy classroom.

Read Alouds and Shared Reading: Demonstrating Expert Reading and Engaging Students (K-5)

Through demonstrations and planning, participants will identify the characteristics of effective Interactive Read-Alouds and Shared Reading. Throughout the session, the topics of higher-level questioning and Think-Alouds will be examined. In the end, teachers will have a clear picture of the differences of these two instructional moves and will have planned a lesson based on their learning while keeping state standards as a foundation.

Session Objectives:

Participants will be able to:

- Explain the components of effective interactive Read-Alouds.
- Model Think-Alouds that encourage integrating strategies.

- Ask text-based questions.
- Explain the components of shared reading.
- Model Think-Alouds that encourage foundational reading strategies.
- Choose parts of text for students to “share.”
- Compare interactive Read-Alouds and shared reading.

Building a Culture of Independent Reading (6-9)

Students need ample opportunities to independently read texts that they enjoy. They also need to apply strategies to make their independent reading time as effective as possible. In this course, teachers will learn how to build a culture that encourages independent reading and holds students accountable for learning.

Session Objectives

- Participants will be able to:
- Describe the importance of voluminous reading.
- Explain the characteristics of effective independent reading.
- Plan appropriate scaffolding for independent reading.
- Name systems of accountability for independent reading.
- Identify steps in organizing independent reading.

Reading Mini-Lessons: Teaching the Standards (K-9)

In the gradual release model, it is important for teachers to demonstrate how an expert reader uses strategies that help them tackle complex text and for students to have a chance to practice the strategies with texts they can access independently. In this session, we will explore how mini-lessons address state standards through strategies and encourage readers to apply their learning as they actively read independently. Each participant will leave with a completed lesson plan.

Session Objectives:

Participants will be able to:

- Identify the components of a mini-lesson.
- Choose an instructional focus based on the standards.
- Choose a text that supports the instructional focus.
- List the steps of a strategy that enables readers to analyze a text or apply a reading strategy.
- Create an anchor chart.
- Identify the “I do, you watch” and the “You do, I help” aspects of a mini-lesson.
- Plan a mini-lesson.
- Deliver a mini-lesson that links to independent reading.

Summer Institute, 2018 & New Teacher Institute, Fall 2018

ABCs of GR (K-5)

Common language, understanding, and expectations around a topic are often key to a successful implementation. This session is recommended for schools and district just starting out in Guided Reading or those that would like to ensure commonalities across classrooms. With that goal in mind, participants create foundational guidelines

that outline what Guided Reading looks like, its purpose, and its place in balanced literacy instruction. They also examine the developmental levels of readers and the characteristics of leveled texts to use as a foundation for planning instruction.

Session Objectives

Participants will be able to:

- Identify characteristic of Guided Reading instruction.
- Explain the purpose of Guided Reading and why it should be used.
- Describe the before-, during-, and after- sections of a Guided Reading lesson.
- Identify Guided Reading's role in balanced literacy.
- Name characteristics of readers at various developmental stages.

Guided Reading Lesson Planning 101 (K-5)

Guided Reading: Lesson Planning 101 helps build common language around the components of a guided reading lesson for those new to the reading method and those places where it seems everyone teaches guided reading their own way.

Participants learn how to efficiently and effectively plan guided reading lessons based on student need – a hallmark of guided reading and a research-based characteristic needed for all small group instruction. The lesson plan used is simple, yet effective, in how it helps teachers prepare students to read instructional level text appropriate to their developmental level and supports the learning of the instructional focus.

Teachers leave the session feeling secure about planning guided reading lesson.

Session Objectives

Participants will be able to:

- Use the Behaviors to Notice and Support charts to choose an instructional focus.
- Choose appropriate texts for a Guided Reading group.
- Plan a Guided Reading lesson that prepares students to read through front-loading, activating prior knowledge, and setting a purpose.
- Identify during-reading prompts that support the instructional focus.
- Plan an after-reading discussion and teaching point.

How to Confer with Students About Reading (K-9)

Seize the opportunity. Conferring is an ideal way to learn more about the reader's strengths and areas for growth. In a focused meeting, a teacher can differentiate instruction and offer strategies to help readers meet their goals. This session gives participants tools and inspiration to strengthen their skills in facilitating goal-setting conferences.

Session Objectives

Participants will be able to:

- Identify the benefits of conferring.
- Name two components of an effective conference.
- Identify a reader's need during a reading conference.
- List strategies that meet students' reading needs.
- Review various types of documentation for conferring.
- Develop a practical plan for conferring.

Digging Deeper Into Independent Reading: Linking Student Responsibility, Responsiveness, Compassion And Instruction (K-9)

As students read independently, we want them to be engaged readers who employ the reading strategies taught in the classroom. To engage in this commitment to reading, students need instruction that models active reading, goal setting, and moving through reading challenges. This half-day session will guide teachers to create whole group lessons that support deeper independent reading, facilitate conferences that hold students accountable for reading independently, and enable readers to use their learning while talking about texts.

Session Objectives

Participants will be able to:

- Describe the connections between whole group instruction, conferring, opportunities for text talk, and accountability.
- Create a whole group lesson that supports active reading.
- Conduct a conference that connects to the whole group learning.
- Facilitate opportunities for text talk that heighten accountability.

Next Step Guided Reading Assessment: Assess and Decide (K-5)

This session gives an overview of all four components of Jan Richardson and Maria Walther's Next Step Guided Reading Assessment, which includes running records. It also gives participants an overview of how to use the resources and an opportunity to administer each assessment. By the end of the session, teachers can administer tools that help them discover students' interests, their levels of phonics knowledge, their ability to comprehend grade-level text, and at which Fountas and Pinnell level students can read at an instructional level. All of this information readies teachers to form guided reading groups so instruction can begin.

Session Objectives

Participants will be able to:

- Use the Next Step Guided Reading Assessment resources to facilitate each assessment and track data.
- Administer a reading interest survey to discover a reader's interests and habits.
- Facilitate a word knowledge inventory to learn a reader's understanding of encoding and decoding.
- Give a comprehension assessment that shows how a reader comprehends grade level text.
- Take a running record to discover a reader's word accuracy, fluency skills, and use of reading behaviors as they read.
- Hold a comprehension conversation to understand how a reader retells and answers various levels of comprehension questions.
- Form guided reading groups based on Reading Assessment Conference data.

Guided Reading: Prompting That Makes a Difference (K-5)

Prompting readers beyond the word level can be a challenge. What can teachers do to stretch their students? In grade-level meetings, teachers will practice identifying the strengths and needs of readers for decoding, fluency, and comprehension. Once the strengths and needs are identified, they will then target and practice, using the prompts that address those needs.

Session Objectives

Participants will be able to:

- Identify students' strengths as readers.
- Determine readers' needs specific to their developmental level.
- Identify appropriate prompts that support the readers' needs.
- Practice using prompts that support the needs of readers.

Strategy Groups with Leveled Texts (K-5)

Strategy-based grouping allows teachers to work with a small number of students reading at different reading levels who struggle with a common reading strategy. Elementary teachers and/or interventionists will learn how to address the needs of readers through leveled texts and strategy lessons.

Session Objectives

Participants will be able to:

- Explain the benefits of strategy groups.
- Identify when strategy groups might be used.
- Identify a reader's need through an individual reader conference.
- Prepare a strategy lesson.

Guided Reading: Ongoing Data Gathering to Inform Instruction (K-5)

To develop data-informed lessons that "teach the reader," teachers have to continuously collect data about the readers' use of strategies at the word level and for comprehension. In this session, teachers will develop a data collection plan that drives instruction and supports readers. Participants will explore concrete ways of interpreting the data to inform Guided Reading lessons that target group and individuals' needs.

Session Objectives

Participants will be able to:

- Create a plan for collecting in-lesson data.
- Understand and use Behaviors to Notice and Support charts to monitor students at each Guided Reading level.
- Administer a progress-monitoring running record.
- Interpret data to inform instruction.

Unlocking Complex Text Through Gradual Release (6-9)

To prepare students for the complexity of college- and career- ready texts, rigorous standards require steps of growth on the "staircase," while increasing rigor, text complexity, and the range and quality of texts in ELA. Attendees will explore Laura Robb's approach to the gradual release framework for unlocking complex text as a whole group, within small groups, and independently.

Session Objectives

Participants will be able to:

- Define the three dimensions of text complexity: qualitative, quantitative, and reader and task.
- Determine how to level texts along the text complexity gradient.
- Explore how they can provide students with more rigor using a range of high-quality, increasingly demanding text.
- Learn best practices to cultivate students' ability to read complex texts independently.

Building Academic Vocabulary (6-9)

Explore the role of vocabulary and current research on the importance of vocabulary instruction. Learn how to determine which words to teach in the classroom and then how to teach them. Research-based strategies for teaching vocabulary specific to content areas will be shared as all teachers learn how to use academic vocabulary to increase achievement and prepare students for state assessments.

Session Objectives

Participants will be able to:

- Compare research regarding vocabulary development to current practice.
- Choose academic vocabulary for direct vocabulary instruction.
- Use research-based vocabulary-teaching strategies.
- Plan a cycle of vocabulary instruction.

Close Reading: Text-Dependent Questions and Text-Based Answer for Complex Text (6-9)

Learn how to select complex texts for a variety of learners and in a variety of content areas. Then build a common language and set of expectations for reading a text closely. Through simulation, participants will practice creating text-dependent questions, doing close reading of a text, and using text to answer questions.

Session Objectives

Participants will be able to:

- Understand the concept of complex text and how to determine text complexity.
- Define and develop common language and understanding of a close reading framework.
- Write text-based questions for grade- and content-appropriate texts.
- Learn a process for finding text-based answers.
- Develop a close reading lesson that includes text-based questions, suggested text-based answers, and opportunities for constructed responses.

Student Independence and Centers (K-5)

Here we address one of the questions most often asked by teachers beginning to use

small-group instruction: *What are the other students doing?* Participants go through a typical day in a comprehensive literacy classroom, complete with a mini-lesson, a read-aloud, and rotations. Teachers will be given opportunities to plan their own literacy centers, rotation charts, tools for classroom management, and lessons for the first 25 days.

Session Objectives

Participants will be able to:

- Name types of center activities that support literacy development.
- Evaluate centers based on an agreed upon set of criteria.
- Create a plan that identifies literacy-based centers to be used that includes materials needed, their purpose, and options for heightening accountability.
- Identify steps needed to manage the literacy center block.
- Create tools that support centers, including organizational and classroom management tools.
- Develop strategies to support students' abilities to work independently so the teacher can work with small groups.
- Prepare a beginning-of-the-year lesson that would support student independence during center time.

LITERACY LEADERSHIP COURSES FOR PRINCIPALS

Leading Balanced Literacy (K-5)

Balanced literacy is a model of instruction with numerous components and requires responsive decision making throughout the day and the school year. In this session, instructional leaders will take a brief look at each component of balanced literacy in reading and writing to get a feel of the purpose of the components and what might be seen and/or heard during the workings of balanced literacy. Through this understanding, school leaders will understand the areas of support teachers need to fully embrace a balanced literacy classroom.

Session Objectives

Participants will be able to:

- Describe each component of balanced literacy using the same language as teachers.
- Compare the purpose of each component in balanced literacy.
- Identify evidence that supports implementation of balanced literacy.

Leading Independent Reading (6-9)

The ultimate goal of any reading approach is to enable students to transfer newly learned skills and strategies to their own independent reading. This workshop will provide building leaders with the research to understand the "why" behind voluminous independent reading by identifying characteristics of an effective independent reading program, and its role in Balanced Literacy. Leaders will learn about the various types of conferences that teachers conduct with students to assess student growth during independent reading time.

Session Objectives

Participants will be able to:

- Identify characteristics of effective independent reading.
- Identify components of effective reading conferences.
- Describe independent reading's role in Balanced Literacy.
- Identify evidence that supports implementation of independent reading.

Collecting Implementation Data (Leading and Supporting Change)

From previous work, instructional leaders have an implementation plan and foci to support walk-throughs: Now it is time to practice collecting and analyzing data. In this session, the participants will view videos of lessons connected to the literacy initiative to practice data collection. After the viewing, they will come together to analyze the data they collected and identify next steps that might be taken.

Session Objectives

Participants will be able to:

- Use a data collection tool during walk-throughs.
- Identify strengths and areas of need concerning the instructional method aligned to their literacy initiative.
- Prioritize the areas of support.
- Identify whole-staff, small-group, and/or individual support based on the data analysis.
- Identify the data they will collect at their school.

On-site Literacy Walk-Throughs (Full Day)

Job-embedded experiences are a hallmark of effective professional learning. Nothing fits this bill like walking through classrooms at our own schools or within our own districts with intentional foci to learn about implementation. During these school visits, a principal or small group of principals, along with a Scholastic leadership consultant choose a student- and/or teacher-centered focus concerning implementation of the literacy initiative to gather data on. Throughout the experience, the group will debrief their findings with the goal of norming expectations. The day ends with the group agreeing upon the trends they have noticed and next steps that might be taken.

Visit Objectives

Participants will be able to:

- Efficiently and effectively gather focused data during a walk-through.
- Evaluate the quality of implementation based on a student- and/or teacher centered focus question.
- Identify implementation trends based on the data collected.
- Evaluate the quality of the focus question used for the walkthroughs.
- Brainstorm possible next steps based on collected data.

Continuous Cycle of Improvement

With an implementation plan, a set of foci to use during walk-throughs, and experience in collecting and analyzing implementation data, instructional leaders are

ready to apply their learning to their sites. Using the data that they've collected at their sites, instructional leaders will work in groups of similar problems of practice to examine their data. From the data, participants will identify a professional learning goal and then design professional learning that matches their goal.

Session Objectives

Participants will be able to:

- Identify implementation strengths and needs that are staff-wide, grade-level centered, and individually focused.
- Brainstorms factors that might impact the observed needs.
- Create a professional learning goal based on the data analysis.
- Choose appropriate professional learning designs for the staff, a grade-level, and an individual.
- Plan the professional learning to be delivered, including learning artifacts.
- Create an action plan for the professional learning.

INSTRUCTIONAL COACHING FOR TEACHERS AND COACHES

COACHING SAMPLE SCHEDULE

Times May Be Adjusted to Fit School's Schedule

Site-Based Coaches Meeting (Overview and Coaching Focus)

8:30-8:55

Guided Reading Observations

9:00-9:20 Teacher #1

9:30-9:50 Teacher #2

10:00-10:20 Teacher #3

10:30-10:50 Teacher #4

Debrief/Planning Meeting

11:00-12:15

Lunch

12:15-12:50

Reflective Meetings with Teachers *

12:50-1:20 Teacher #1

1:25-1:55 Teacher #2

2:00-2:30 Teacher #3

2:35-3:05 Teacher #4

Site-Based Coaches Meeting (Debrief and Set Goals)

3:05-3:15

*Teachers will need coverage for Reflective Meetings

SCHOLASTIC COACHING PROCESS

PRE-CONFERENCE (Teacher and Coach)

- Clarify coach's role.
- Share dates of the coaching cycle.
- Reflect on and analyze data to guide goal setting.
- Connect practice to standards.
- Identify professional learning expectation to be observed or modeled.
- Identify data to be collected by the coach during observation.

COLLECTING EVIDENCE OF STUDENT WORK (Coach):

- Collects data as determined during planning or reflective conferences.
- Videotapes, when possible.
- Records observable evidence about student work and behaviors

COACH'S PLANNING TIME (Coach)

- Analyzes data collected during observation.
- Develops questions to use during reflective meeting.

REFLECTIVE MEETING (Teacher and Coach)

The coach will work with the teacher to:

- Identify his/her student's strengths & areas of growth.
- Set short term & long-term goals based on the professional learning initiative's continuum of expectations. Goals should focus on changeable behavior.
- Identify strengths and use them to reach goals.
- Identify strategies that develop continuum goals.
- Create plans that include goal dates, strategies, artifacts, and next steps.
- Reflect on the coaching process.

FOLLOW-UP OPTIONS (Teacher and Coach)

- Teacher and coach analyze classroom data and plan how to use the information to promote teacher's goals or increase student achievement.
- Coach shares professional readings that support strategies/plans for the teacher's goals and make connections to practice and goals.
- Coach suggests professional learning opportunities offered to promote professional growth and/or increase student achievement
- Model lesson or strategy connected to a continuum goal.
- Co-plan lessons connected to continuum goal.
- Continue the coaching process.

SCHOLASTIC COACHING BELIEFS

1. We believe that the coaching model is the surest way to guarantee on-going sustainable professional learning support and to reach district initiatives.
2. We believe that effective coaching is non-evaluative and driven by explicit goals and a common language.
3. We believe that coaching includes:
 - Pre-conference meetings to plan the coaching cycle.
 - Data gathering through lesson observations.
 - Reflective meetings where areas of strength, areas for growth, and next steps are identified *by the teacher*. Coach and teacher create plans to reach next step.
4. We believe that plans to reach next steps include many options such as teacher-identified change in practice, co-planning, lesson modeling, co-teaching, investigating more information, etc.
5. We believe that effective professional learning, including coaching, requires that the school principal plays an integral role in supporting the process and the coaches.
6. We believe that coaches exhibit professionalism and build rapport through confidentiality, reliability, knowledge, flexibility, and empathy.
7. We believe that coaches understand the value of using reflective and guiding questions.
8. We believe that effective coaching requires repeated coaching sessions for teachers and planning time for coaches.
9. We believe, to build capacity, site-based instructional coaches need professional learning support.
10. We believe that in order for site-based coaches to improve they must have opportunities to accompany the consultant and have designated time to debrief with the consultant.

Enclosure #5A.viii
APPROVAL OF ATHLETIC HANDBOOK, 2018/19
Meeting of 7/16/2018
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Action – Roll Call</i> <input checked="" type="checkbox"/> <i>Action – Voice</i> <i>Ayes</i> _____ <i>Nays</i> _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

YCS has not had an Athletic Handbook. The athletic director was tasked in 2017/18 with preparing an Athletic Handbook. This handbook is a result of this request.

This handbook details the rules, expectations and procedures of the YCS Athletic Department and its teams. The items below serve as guidelines for student athlete participation at YCS:

- *Athletic Department Mission*
- *Athletic Department Vision*
- *Athletic Director Philosophy*
- *Sports Offered at YCS*
- *Athletic Department Standards and Expectations*
- *Communication Between Stakeholders*
- *MHSAA Non-Negotiable Rules for Athletic Participation*
- *Health and Safety of Student Athletes*
- *Athletic Code of Conduct*

This handbook will serve as an integral part of the athlete/parent/coach orientation process. It will serve as a positive first impression of YCS, and, will promote fairness.

Proposed Motion

".... move that the Board of Education approve the 2018/19 Athletic Handbook."

Budget Impact: ☒ None ☐ As follows:

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None



YPSILANTI COMMUNITY GRIZZLIES

2018-2019 ATHLETIC HANDBOOK



Dr. Benjamin Edmondson – Superintendent

Cory Gildersleeve – Principal

Lawrence Z. Reeves - Athletic Director



Ypsilanti Community Athletic Department Mission

Develop student athletes who possess the discipline, character and teamwork necessary to represent their school with pride, sportsmanship and confidence on the field of play, in school and in the community now and throughout their lives.

Ypsilanti Community Athletic Department Vision

Ypsilanti Community student athletes will treat players, officials, coaches and fans with courtesy and respect. A Grizzly will represent their team, school and community with pride, sportsmanship and a winning attitude. Ypsilanti Community Schools athletic teams will develop competitive and successful scholar athletes equipped with a growth mindset academically, athletically and socially.

Athletic Directors Philosophy

We will pursue athletic excellence through commitment to the highest standards of integrity, ethics, and honesty. The athletic program shall recognize student-athletes' academic pursuits first as a student and then an athlete. We encourage an atmosphere of fair play, sportsmanship, ethical conduct, in compliance with the Ypsilanti Community School District, the Southeastern Conference, and the MHSAA. Our athletic program is based on education with coaches as teachers. On the field of play we will give maximum effort and have a win first mentality. Our teams will respect all and fear none



YPSILANTI
COMMUNITY SCHOOLS





- d. If a Freshmen is awarded a letter, he/she will receive the numerals along with the letter.
- e. All award candidates must have conformed to the regulations for attendance at practices and contests to the satisfaction of the coach for that sport.
- f. All award candidates should have displayed at all times, to opponents, officials and fellow teammates, the type of sportsmanship that is demanded by the YCS athletic department.
- g. All award candidates must have conformed to all of the rules for equipment return.

Letter Requirements for All Sports

As head coaches and sport regulations change, the letter requirements that follow may change. The changes will be outlined in each coaches written sports guidelines and reviewed with the Athletic Director.

All student athletes and team managers who receive a letter for sport participation must:

- Complete the season in good standing with letter approval from the head coach.
- Be a member of the varsity team for at least half of a season.
- Complete any extra requirements outlined prior to the season by the Head Varsity Coach that are not written above.



2018-2019 Athletic Teams Sanctioned By Ypsilanti Community Schools.

Fall

Cross Country (Boys and Girls)
Football (Boys)
Golf (Girls)
Soccer (Boys)
Swimming and Diving (Girls)
Tennis (Boys)
Volleyball (Girls)
Sideline Cheer (Girls)

Winter

Basketball (Boys)
Basketball (Girls)
Competitive Cheer (Girls)
Swimming and Diving (Boys)
Wrestling (Boys)

Spring

Baseball (Boys)
Golf (Boys)
Soccer (Girls)
Softball (Girls)
Tennis (Girls)
Track and Field (Boys and Girls)



ATHLETIC DEPARTMENT STANDARDS AND EXPECTATIONS

Student Athletes Standards and Expectations

1. Maintain academic eligibility standards outlined by The MHSAA and Ypsilanti Community Schools Athletic Department.
2. Demonstrate sportsmanship and integrity to all coaches, teammates, opponents, spectators, school staff and officials during the course of an athletic season.
3. Attend all practices, games and team functions outlined by the coach. If a student athlete has to miss a practice or contest they must notify the coach with a legitimate reason prior to the practice or contest.
4. Maintain a good image on and off of the competitive field of play; refraining from inappropriate behaviors in school, social media platforms and within the community
5. Communicate any physical injuries or setbacks to the Head Coach and Athletic Trainer.



Snow Day Procedure

- If school is cancelled due to a snow day or unforeseen circumstance, all activities will be cancelled until conditions are deemed safe to travel or conduct practice by the Superintendent and Athletic Director.
- Student athletes will be notified by their coach if practices or contest are going to be conducted. The practice and contest status will be posted on the Ypsilanti Community Schools athletic website ypsigrizzlies.com with details.

NCAA Eligibility Center

- Students interested in competing in division one or two collegiate athletics must register with the NCAA Eligibility Center. Students should contact the YCHS counseling office, or view the NCAA website at <https://web3.ncaa.org/ecwr3/>

Award Policies

- A. All awards must conform to the regulations of the MHSAAA. A season is not completed until the conclusion of the awards banquet.
- B. Award Hardware Policy
 1. Freshmen Team – certificate
 2. Junior Varsity Team – certificate and numerals
 3. Varsity Team
 - a. First Year – Athletic Y Letter
 - b. Second year – 1st bar
 - c. Third Year – 2nd bar



School and Athletic Discipline

Disciplinary Actions: If a player is suspended from school they are ineligible to participate in practice or game competition the day the suspension was issued until the suspension is over. A player can be suspended indefinitely from athletic practice or competition for disciplinary reasons by way of the coach, athletic director, principal or superintendent's decision.

School Attendance Requirements

A student athlete must be in school all day on the day of an athletic contest unless he/she is participating in a school sponsored function. If there are extenuating circumstances to an athlete's attendance, the school attendance officer or Athletic Director will determine the eligibility.

Equipment

- Any individual who has failed to return, in good condition, any equipment issued shall be ineligible for an award and from participation in any other sport until such equipment is satisfactorily returned or the Athletic Department is reimbursed. Seniors who do not return equipment will have graduation materials withheld until equipment is returned or paid for.
- If a student does not return equipment at the conclusion of season or upon removal from the team will be responsible to pay for the equipment at its total value.



Coaching Standards and Expectations

1. Develop an understanding of the role of interscholastic athletics, and communicate it to players, parents and the public.
2. Develop an up to date knowledge of the rules, strategies, safety precautions, and skills of the sport and communicate them to players and parents.
3. Develop, communicate and model policies for athlete's conduct and language in the locker room, at practice, during travel, during competition and other appropriate times.
4. Develop fair, unprejudiced relationships with all squad members.
5. Allow athletes to prove themselves anew each season and do not base team selections off previous seasons or out of season activities.
6. Allow athletes time to develop skills and interests in other athletic and non-athletic activities provided by the school and community groups.
7. Give the highest degree of attention to a student athlete's physical wellbeing.
8. Teach players strict adherence to game rules and contest regulations.
9. Teach players, by example, respect for school authorities and contest officials providing support for them in cases of adverse decisions and refraining from critical comments in public or to the media.
10. Attend required meetings, keep abreast of MHSAA policies regarding the sport, and be



familiar with MHSAA eligibility and contest regulations.

11. Present a clean professional image in terms of personal appearance, and provide a positive role model in terms of personal habits, language and conduct.

Parental Standards and Expectations

1. Encourage good sportsmanship by demonstrating positive support for all players, coaches and officials at every game.
2. Place the physical and emotional wellbeing of all the participants ahead of any personal desires to win.
3. Provide prompt transportation home for student athletes after the conclusion of practices and contests.
4. Provide support for coaches and officials working with the participants to provide a positive and enjoyable experience for all.
5. Promote tobacco, alcohol, drug and violence free sports environment for the participants and agree to assist by refraining from their use at events.
6. Refrain from comments or actions that are intended to intimidate, bait, anger or embarrass others.
7. Maintain the position as a spectator and refrain from coaching in the stands.
8. Support the participants in the appropriately designed areas for spectators.
9. Remember the game is for students not adults.
10. Make youth sports fun for all the participants.
11. Expect that your child treats all other players, coaches, fans, and officials with respect, regardless of race, sex, creed or ability.



Academic Eligibility Requirements

Previous Semester Record: The MHSAA mandates that a student in 9th - 12th grade must pass at least 66% of their classes in the previous semester and current semester on their report card in order to participate on a school sponsored athletic team. If a student does not pass the required 66% of classes they will be ineligible to participate in athletics for the current semester in which the sport is played. Students in grades 6th -8th must also adhere to this rule, however students in these grade levels must pass at least 50% of their classes in order to participate in athletics the following or current semester. A student entering 9th grade for the first time may compete without reference to his/her academic record in 8th grade

Current Semester Record: Student athletes must maintain a 2.0 GPA and have no more than 1 failing grade. If they fail to do this they are ineligible for the following week. If they are ineligible again on the next weeks check they will be ineligible for another week. If there is a discrepancy with grade input in Powerschool. The student may take an athletic travel card issued by the athletic office to teachers to input current grades. The student has 24 hours to get the card filled out to clear up discrepancies.

Eligibility Checks: Eligibility Checks will occur bi-weekly. Players must maintain a 2.0 GPA and have no more than 1 failing grade. If they fail to do this they are ineligible for the following week. If they are ineligible again on the next weeks check they will be ineligible for another week.



Dual Participation Policy

There exists circumstances in which it may be in the best interest of both a particular team and an individual athlete to allow participation on more than one athletic team during a particular season. This would allow individual athletes and opportunity to excel in activities that will help both them and others grow and develop physically, socially and emotionally while at the same time helping the overall growth and development success of the entire team.

A parent/guardian of a student who wishes to participate in two sports should request a meeting with the student, the coaches of both sports, and the Activities director to discuss these wishes and review the following guidelines.

- a. A written contract will be established wherein all of the above named parties may agree on training and performance requirements concerning the games and practices.
- b. The athlete must choose his/her primary sport and would be expected to attend all practices and contest of the primary sport.
- c. The athlete would only be able to participate in the secondary sport when there is not a conflict with the primary sport activities. Potential conflicts will be resolved by the parties involved and included in the contract.
- d. The student athlete would be expected to abide by all team rules for both sports, unless mutually agreed upon.
- e. If the athlete fails to comply with any of the agreed upon criteria, the student athlete will no longer be eligible for the secondary sport.



12. Keep all comments from the stands positive, including those directed toward individuals other than your own child.
13. Promise to help your child enjoy the extra-curricular experience within your personal constraints by being a respectful fan, providing transportation or whatever you are capable of doing.

COMMUNICATION

Athletic Department Conflict Resolution Process

- All complaints must be held at the lowest level possible BEFORE intervention by a higher authority can occur.
- A 24 hour “cooling off” period must be granted before any complaints are initiated.
- Complaints must be made within 10 days of the incident. The entire process of Conflict Resolution must be completed within 30 days.

Due Process

1. **Speak to the Source of the Issue:** The player will speak directly with the coach, player or other individual in which they have a problem with. This meeting should be done in private away from practice sites and game areas and should be conducted face to face. Students who feel uncomfortable speaking solely to the coach may request a parent to be present, however the meeting should be conducted by the athlete.
2. **Speak to the Head Coach:** This step is necessary only if the issue is in regards to another player, or lower level coach. If speaking



with the head coach does not resolve the problem then the Head Coach should be notified and he/she should attempt to facilitate a solution. If the source of the issue is the head coach and he/she has been spoken to about this issue then move to step 3.

3. **Contact Athletic Director:** If an agreeable solution is not reached, then the Athletic Director will conduct a meeting between the parties in an attempt to find a resolution.
4. **Contact the Principal:** If an agreeable solution is not reached, then the Principal will conduct a meeting between the parties in an attempt to find a resolution
5. **Notify the Superintendent:** At this point in the process individuals who still believe their disputes have not been resolved adequately can submit a written narrative of their complaint to the School Superintendent. A copy of this file will be given to all concerned parties, who will be afforded the option of written rebuttal. After the superintendent has reviewed the documents he can conduct a meeting in a final attempt to resolve the dispute.
6. **Request a School Board Mediation:** This final step is appropriate only in extreme circumstances and shall follow the same process laid down for the Superintendent.

Communication all parents can expect from their child's coach or the Athletic Director

- **Team Itinerary** – Parents need to know the location and times of all try-outs, practices, games, bus trips, meetings, banquets, team camps, conditioning sessions, et cetera.



- Make a strong effort to run a safe practice and competition area.
- Communicate important information (such as team expectations and important dates) to parents and administration.

Administrators will:

- Communicate with parents the Conflict resolution process.
- Enforce the chain of command as outlined in the conflict resolution process.
- Review with coaches the expectations as stated in the team's guidelines.
- Communicate and enforce athletic department expectations, procedures and guidelines to coaches, student athletes, parents, staff members and the community.

The Board of Education will:

- Recognize athletes and programs for academic and athletic success.
- Serve as an arbitrator in disputes that have exhausted the full grievance process.
- Enforce the chain of command as outlined in the conflict resolution process.
- Remain neutral by refusing all request to become involved in a dispute before a superintendent has been notified and all steps in the conflict resolution process has been exhausted.



ATHLETIC CODE OF CONDUCT

Interscholastic Athletic Roles and Responsibilities

Student Athletes will:

- Maintain academic and social eligibility, through being a good student in school.
- Come prepared to work every practice where he/she is physically able.
- Accept the team rules as established by the coach, athletic department, and MHSAA.
- Attempt to communicate all questions and concerns with the coach in a timely fashion.
- Display a respectful attitude toward his/her teammates, coaches, officials, spectators and opponents at all times.

Parents will:

- Be supportive of not only their children but all competitors.
- Support team guidelines and goals
- Provide prompt transportation home after practices and contest for their participating (child)ren.
- Follow the appropriate communication protocol when any conflict of interest arises regarding athletic participation.

Coaches Will:

- Abide by MHSAA coaching standards as stated in the MHSAA handbook
- Come prepared to practice daily



- **Team Rules:** Parents appreciate knowing not only the philosophy of the coach but also any team policies including consequences that the coach established to supplement the code of conduct, rules and regulations.
- **Criteria for Team Selection:** Coaches should develop and communicate criteria for team selection including objective criteria such as those measured by the stopwatch or skills completed as well as subjective evaluations such as attitude, effort, catchability, grades and potential.
- **Criteria for Earning an Award:** Coaches should determine and distribute written criteria to parents
- **Injury:** Parents can expect to be informed immediately by the coach or team representative when an injury occurs that requires medical attention. Parents may contact athletic trainer for additional information on care.
- **Problem Behavior:** Coaches should call parents whenever an athlete exhibits atypical behavior and it persist longer than 48 hours.
- **Discipline** – The coach will inform parents within 24 hours of all discipline that results in loss of contest participation or removal from the team.

Communication Coaches Appreciate from Parents

- **Schedule Conflicts:** If a parent cannot contact the coach directly, leave a message with appropriate school personnel in a timely manner.
- **Emotional Stressors:** Coaches appreciate knowing about any unusual event in the life of a



student athlete that is causing the student athlete additional stress.

- Volunteers: Coaches need help with so many aspects of managing the program (fundraisers, work projects, team dinners, awards banquet, et cetera) that they are always glad to hear from parents who have ideas and are willing to work for the team.
- Forthrightness: Every coach wants to resolve a conflict before it is taken to the Athletic Director, Principal or other higher authority or before it is discussed in the stands.

Appropriate Concerns for Parents to Discuss with Coaches.

- The treatment of your child
- Ways to help your child improve
- Concerns about your child's physical health and welfare. Academic progress, or violation of the code of conduct

Areas of Control That Belong to the Coach Alone:

- Tryout procedures, team placement, team size and selection criteria
- Position(s) played, lineups, and playing time
- Offensive and defensive strategies play calling and style of play
- Practice plans, drills and scrimmages
- Coaching staff (upon approval of the Athletic Director and Human Resources dept.)



Athletic Trainers Role: The Athletic Trainer is responsible for injury prevention, care, treatment and rehabilitation of student athletes.

Athlete's Responsibility: It is the responsibility of the athlete to follow the instructions of his/her physician, as well as the head trainer's recommendations and directions with regard to an injury, it is his/her own responsibility to follow up with treatment as directed by the team trainer.



or medical expenses for injury must be assumed by the parent or guardian.

- The student athlete's family employer's insurance or private vendor health coverage insurance must provide coverage in case of any injury suffered while participating in athletics at Ypsilanti Community Schools.

Physicals

A physical form must be properly completed and signed by the parent/guardian and examining physician. This form shall be kept on file in the athletic office and on electronic file by the Athletic Trainer before a student may participate in athletic activities.

- A physical examination given after April 15th is good for the following school year.
- Physical examinations will be given free of charge to students at the RAHS clinic.

Injury Policy

Injury Reporting: Student athletes who are absent from practice due to extended illness or injury needs to report the injury to the Athletic Trainer.

Release to practice/compete following an injury: Any athlete who has sustained an injury must be released to return to competition or practice by the Ypsilanti Community Schools Athletic Trainer and or his/her M.D. or D.O. Release by M.D. or D.O. must be delivered in writing to the Athletic Trainer. If the Athletic Trainer feels the student athlete may be at risk of further, return may be withheld pending trainers consulting with team physician and/or athlete's physician.



MHSAA RULES NON-NEGOTIABLE RULES SUMMARY

1. **AGE** High school students become ineligible if they reach their 19th birthday before September 1 of a current school year.

2. **PHYSICAL EXAMINATION** Students must have on file, in the school's office, a physician's statement for the current school year (on or after April 15), certifying that he/she is physically able to compete in athletic practices and contests. An assumption of risk and consent to participation signed by the student and parent or guardian as well as consent to disclosure of Information otherwise protected by FERPA and HIPAA must also be on file prior to participation.

3. **ENROLLMENT** Students must be enrolled in the school they are representing prior to the fourth Friday after Labor Day for the first semester/trimester or second trimester or prior to the fourth Friday of February for the second semester or second or third trimester. "Enrolled," under this rule, is receiving active credit in at least 66% of full credit load potential for a full time student of the school you participate for. (Generally 4 of 5 or 6 classes on a transcript awaiting grades).

4. **MAXIMUM ENROLLMENT** Students cannot be eligible in high school for more than eight semesters, or twelve trimesters and the



seventh and eighth semesters or 10th, 11th and 12th trimesters must be consecutive. Students are allowed four first semesters and four second semesters or four first, four second and four third trimesters of enrollment and competition and cannot compete if they have graduated from high school or accepted a GED. Terms count to the allowed total whether or not a student participates in sports.

5. ACADEMIC RECORDS Students must have received credit for at least the equivalent of 66 percent of full credit load potential for a full time student in the previous semester/trimester of enrollment, and must be currently receiving credit toward graduation or a certificate of completion and passing the same on the transcript of the school they represent in competition. The MHSAA minimum period of ineligibility is 60 school days for a student who has not passed 66% at the end of a term.

6. TRANSFER STUDENTS Under the rules during the 2018-19 school year, a student in grades 9 through 12 who transfers to another high school is not eligible to participate in any interscholastic contest for a set period of time (nearly one half the school year) depending on when the student changes schools unless the student qualifies for immediate eligibility under one or more of 15 stated exceptions and their written interpretations. An otherwise eligible transfer student who changes schools after set dates may not be eligible for MHSAA Tournaments. (Oct. 1 for Fall sports, Feb. 1 for



HEALTH AND SAFETY OF STUDENT ATHLETES

Informed Consent – Assumption of Risk

Concussion Awareness

By its nature, participation in interscholastic athletics includes risk of injury which may range in severity. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate the risk. Participants have the responsibility to help reduce the chance of injury. Players must obey all rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily. All athletes, parents and coaches must be aware of the signs and symptoms of concussion and the importance of discontinued participation in practices and competitions.

Insurance

Parents or guardians of athletes are required to obtain adequate insurance coverage for their children in the event of injury. All students participating in athletic events must carry some form of health or accident insurance.

- Ypsilanti Community Schools does not assume liability for injuries suffered by students while participating in athletic activities. The responsibility for the expenses incurred for athletics for doctors, ambulance,



of all sports during the season in practices and competitions. Schools with no concussions for a season (fall, winter and spring) are required to report this at the conclusion of that season.

6. POST-CONCUSSION CONSENT FORM:

Prior to returning to physical activity (practice or competition) the student and parent (if a minor student) must complete the Post-Concussion Consent Form which accompanies the written unconditional clearance of an M.D., D.O., P.A or N.P. This form should be kept on file at the school for seven years after the student's graduation and emailed to or faxed to 517- 332-4071.

7. In cases where an assigned MHSAA tournament physician (MD/DO/PA/NP) is present, his or her decision to not allow an athlete to return to activity may not be overruled.



Winter sports, May 1 for Spring sports).

International students in the US on an F -1 or J-1 visa should contact the athletic director for allowances and differences under the transfer rule.

Under the Athletic-Related Transfer Rule, a transfer student who has played high school sports and who does not meet one of the 15 stated exceptions would be ineligible for 180 school days in that sport if the transfer is into a school where one of the following links existed in the previous 12 months: A student participated on a non-school activity coached, coordinated or directed by any of that high school's parents or administrators or by any of its coaches. The student was coached by a former coach or personal trainer (school, non-school or out-of-season/summer) now on the staff of the new school; or the student attended an open gym at the new school. Under a rule known as an Athletic Motivated Transfer, an ineligible transfer student who is confirmed to have transferred for athletic reasons is ineligible to participate in an interscholastic contest for 180 scheduled school days for the school to which the student transfers.

Students and parents anticipating a change of schools should first seek advice from their high school administration. Effective Aug. 1, 2018 a Sport Specific Transfer rule affects students who change schools and do not meet one of the stated 15 Exceptions such as a full residential change. Starting Aug. 1, 2019, a student would have no



eligibility for the upcoming season in a sport actually played the previous season in that sport (participated in an interscholastic scrimmage or contest). Students who transfer during a season in which they are participating are ineligible for the rest of that season and they remain ineligible at all levels of that sport through the next complete season in that sport. A transfer student would have immediate eligibility in a sport not played the previous season for that sport.

A student who plays in a scrimmage or a contest this school year (2018-19) and transfers without meeting one of the 15 stated Exceptions such as a full residential change, will not be eligible in that sport for the next school year. Beginning next year (2019-20), a student would have immediate eligibility in a sport not played in high school the previous school year.

7. UNDUE INFLUENCE (Anti-Recruiting)

The use of undue influence by any person directly or indirectly associated with a student or school to secure or encourage the attendance of a student for athletic purposes, shall cause the student to become ineligible for a minimum of 90 scheduled school days and a maximum of four years. Adults who recruit because of sports face suspension or disconnection from the program for up to four years.

8. LIMITED TEAM MEMBERSHIP After practicing with or participating with high school teams, students cannot participate in any athletic competition not sponsored by his or her school in



a. The clearance may not be on the same date on which the athlete was removed from play.

b. Only an M.D., D.O., Physician's Assistant or Nurse Practitioner may clear the individual to return to activity.

c. The clearance must be in writing and must be unconditional. It is not sufficient that the M.D., D.O., Physician's Assistant or Nurse Practitioner has approved the student to begin a return-to-play progression. The medical examiner must approve the student's return to unrestricted activity.

d. Individual school, districts and leagues may have more stringent requirements and protocols including but not limited to mandatory periods of inactivity, screening and post-concussion testing prior to or after the written clearance for return to activity.

4. Following the contest, an Officials Report shall be filed with a removed player's school and the MHSAA if the situation was brought to the officials' attention.

5. **ONLINE REPORTING:** Member schools are required to complete and submit an online report designated by the MHSAA to record and track head injury events when they occur in all levels



immediately removed from the contest and shall not return to play until cleared by an appropriate health care professional.” The language above, which appears in all National Federation sports rule books, reflects a strengthening of rules regarding the safety of athletes suspected of having a concussion. This language reflects an increasing focus on safety and acknowledges that the vast majority of concussions do not involve a loss of consciousness. This protocol is intended to provide the mechanics to follow during the course of contests when an athlete sustains an apparent concussion.

1. The officials will have no role in determining concussion other than the obvious one where a player is either unconscious or apparently unconscious. Officials will merely point out to a coach that a player is apparently injured and advise that the player should be examined by a health care professional for an exact determination of the extent of injury.

2. If it is confirmed by the school’s designated health care professional that the student did not sustain a concussion, the head coach may so advise the officials during an appropriate stoppage of play and the athlete may reenter competition pursuant to the contest rules.

3. Otherwise, if competition continues while the athlete is withheld for an apparent concussion, that athlete may not be returned to competition that day but is subject to the return to play protocol.



the same sport in the same season. Exceptions include ice hockey and all individual sports, which apply the rule from the point of a student’s first participation in a contest or scrimmage, rather than practice. In tennis, the rule applies from the first date that competitions are allowed to commence for any player. In skiing it applies when the team holds its first scrimmage or contest. Students in skiing, hockey and soccer may only enter the MHSAA tournament if they have been a team member in a contest against at least four MHSAA member school teams. Students in individual sports may participate in a maximum of two (2) non-school individual meets or contests during the school season while not representing their school.

9. ALL-STAR COMPETITION Students who have represented any MHSAA school in competition in any MHSAA sport shall not compete at any time in any MHSAA tournament sport in all-star contests or national high school championships, regardless of the method of selection. Participation in an all-star contest shall cause that student to become ineligible for a maximum period of one year of school enrollment in that sport.

10. AWARD STATUS & AWARDS Students who have represented an MHSAA school in competition in any MHSAA sport can- not receive money or other valuable consideration for participating in MHSAA-sponsored sports or officiating in interscholastic athletic contests, except as allowed by the MHSAA



HANDBOOK. Students may accept, for participating in MHSAA sponsored sports, a symbolic or merchandise award which does not have a value over \$25. Banquets, luncheons, dinners, trips and admissions to events, are permitted if accepted "in kind." Awards in the form of cash, merchandise, certificates, or any other type of negotiable document are never allowed.

MHSAA Top Ten List for Student Athletes

1. You were enrolled in a high school not later than the fourth Friday after Labor Day.
2. You will not have turned 19 before Sept. 1.
3. You have had a physical examination and MHSAA Student Participation Consent Form completed since April 15, and it is on file in the school office.
4. You have not been enrolled in more than eight semesters or 12 trimesters in high school (Grades 9-12).
5. You have received credit for the equivalent of at least 66 percent of full class-load potential for a full time student in the previous academic term.
6. You are currently passing the equivalent of at least 66 percent of full class-load potential for a full time student.



7. You have not changed schools without a corresponding move by your parents and persons with whom you were living for at least 30 calendar days during your last semester/trimester. Beginning Aug. 1, 2018 any sport a student plays (scrimmage or contest) affects that student's eligibility should that student change schools (transfer) without a residential change as defined. That student would be ineligible in that sport at the new school in the coming school year. The student would be eligible for sports not played in the previous school year. This is the new Sport Specific Transfer Regulation.

8. You have not received money, merchandise or other valuable considerations for participating in MHSAA tournament sports.

9. You have not participated in non-school contests during your sports season after having reported for your school team (limited allowances for ice hockey and individual sports).

10. You have not competed in an all-star or national high school championship after having played for an MHSAA school team in any MHSAA tournament sport.

MHSAA Concussion Protocol

"Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be

Enclosure #5B.i
**APPROVAL OF SCHOOL BOND LOAN REVOLVING FUND ANNUAL
APPLICATION | RESOLUTION**

Meeting of 7/16/2018
Presented by Cathy Secor
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Brenda Meadows	Ellen Champagne	Sharon Lee	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

School districts that participate in the State's school bond loan fund are required to annually determine if they are levying sufficient debt retirement millage to repay the school bond loan program by their final mandatory repayment date. Submission of the enclosed resolution for the former Willow Run Community Schools is required by the Michigan Department of Treasury.

August 1, 2018 is the deadline to return approved documents.

Proposed Motion

" move that the Board of Education adopt the resolution to authorize the Annual Loan/Repayment Activity Applications for the former Willow Run Community Schools."

Budget Impact: ☐ **None** ☒ **As follows:**

The Debt Retirement Fund reflects the millage remain at 13.0000 mills for the former Willow Run Community Schools for 2018.

Attachments:

☒ **Enclosed** ☐ **Issue Study Enclosed** ☐ **To Be Distributed at Meeting** ☐ **None**

School Bond Qualification and Loan Program
School Loan Revolving Fund
Bureau of Bond Finance
Michigan Department of Treasury
430 W. Allegan
Lansing, MI 48922

ANNUAL LOAN/REPAYMENT ACTIVITY APPLICATION

For Participation in the School Bond Qualification and Loan Program

Legal Name of School District Willow Run Community Schools	District Code No. 81-150	County Washtenaw County
--	------------------------------------	-----------------------------------

CERTIFICATE

I, the undersigned, Secretary of the Board of Education, do certify hereby that the following constitutes a true and complete copy of a resolution adopted by the Board of Education of this School District, at a [regular or special] meeting held on the _____ day of _____, _____, and that said meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with Act 267 of the Public Acts of 1976 (Open Meetings Act).

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, _____.

_____ (Type or Print Name of Secretary)	_____ (Signature of Secretary)
_____ (Type or Print Name of Treasurer, Board of Education)	_____ (Signature of Superintendent of Schools)

RESOLUTION

A meeting was called to order by _____, President.

Present: Members _____

Absent: Members _____

The following preamble and resolution were offered by Member _____
and supported by Member _____

WHEREAS:

1. Act 92 of the Public Acts of Michigan, 2005, enacted pursuant to Article IX, Section 16, of the Michigan Constitution of 1963, provides the procedure, terms and conditions for obtaining a loan from the Michigan School Loan Revolving Fund.
2. Pursuant to Executive Order No. 1993-19, the state activities related to bond qualification and state borrowing functions for the provision of loans by the State of Michigan to school districts were transferred from the Department of Education to the Department of Treasury. The State Treasurer is responsible for prescribing the forms and procedures regarding the application for loan from the School Loan Revolving Fund.

3. This district has taken all necessary actions to comply with all legal and procedural requirements for borrowing from the School Loan Revolving Fund.

NOW, THEREFORE, LET IT BE RESOLVED THAT:

1. The district approves the estimated amount to be borrowed from or repaid to the School Bond Qualification and Loan Program and certifies the amount of qualified debt millage to be levied in accordance with the following:

Qualified bond debt millage (Tax Year 2018)	13.00	
Combined beginning balance owed to the SBLF and/or SLRF 06/30/2018		\$ 554,508.35
Estimated amount to borrow from or repay to the SBLF and/or SLRF		\$5,326,332.00
Estimated accrued interest		\$294,042.02
Estimated combined ending balance owed the SBLF and/or SLRF 06/30/2019		\$6,174,882.37

2. The district agrees to levy the debt millage tax as indicated above in the current tax year and to levy the debt millage tax required by law on the taxable valuation of the district for each subsequent year until all loans are repaid in full to the State of Michigan.

3. The district agrees to take actions and to refrain from taking any actions as necessary to maintain the tax exempt status of tax exempt bonds or notes issued by the State or the Michigan Finance Authority for the purpose of financing loans to school districts.

4. The district agrees to file a draw request with the State Treasurer not less than 30 days prior to the time when disbursement proceeds will be necessary in order to pay maturing principal or interest or both and to provide any other pertinent facts which may be required to be included in the request.

5. The (title of authorized officer) _____ is authorized and directed to file with the Department of Treasury the Annual Loan/Repayment Activity Application and any draw request documents necessary for borrowing from the SLRF.

6. In the event that the district fails to perform any actions as identified in this application or required by law, the district will submit to the State Treasurer a board approved resolution which indicates the actions taken and procedures implemented to assure future compliance.

7. The district board members have read this application, approved all statements and representations contained herein as true to the best knowledge and belief of said board, and authorized the Secretary of the Board of Education to sign this application and submit same to the State Treasurer for his review and approval.

Ayes: Members

Nays: Members

SUMMER OR SPLIT TAX LEVY

UNLIMITED TAX QUALIFIED BONDS

SCHOOL DISTRICT CODE: 81-150
 SCHOOL DISTRICT NAME: Willow Run Community Schools
 TOTAL DEBT MILLAGE TO BE LEVIED: 13.00

Instructions for Internet use:

1. Please enter data in the shaded areas only.
2. Complete this spreadsheet. Obtain Board of Education approval.
3. Submit this spreadsheet with the required documents prior to August 1, 2018

2018 Taxable Valuation = 353,350,279
 PLUS: 1/2 of 2018 Equivalent IFT/CFT Taxable Value =
 Total Equivalent Value = 353,350,279
 Less: 2018 TIFA, DDA, & LDFA Captured Value =
 TOTAL 2018 Taxable Value Subject to Debt Service = 353,350,279

Bond Issue Date MM/DD/YY (If variable rate issue, indicate with a "Var", e.g. 11/03/00 Var & attach current P&I schedule)	Debt Service Payment (Interest) Due Nov 1, 2018	Debt Service Payment (Principal & Interest) Due May 1, 2019	Fees Due	Debt Service Payments (Principal, Interest & Fees) Total (b + c + d)	RECONCILED Debt Fund Balance, June 30, 2018 Including Cash, Investments, Accrued Interest, Transfers, etc.	Estimated \$ Delinquency	Funds Needed for Nov 2018-May 2019 Debt Service Payments (e - f + g)	Prorated Millage Allocation (h / total h) * total millage to be levied	Actual Millage Allocation * (If "0", enter "0")	Revenues to be Collected from 2018 Tax Levy (j * Taxable Value/1000)	Estimated Amount to Borrow from SLRF for Nov 2018-May 2019 Debt Service Payments (h - k)
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
02/22/06											
09/21/11	471,063	471,063	300	942,426	71,315	29,555	900,666	1.180	2.000	706,701	193,965
12/23/15	76,400	1,996,400	300	2,073,100	159,429	29,555	1,943,226	2.547	2.000	706,701	1,236,525
09/27/16	366,317	6,716,317	300	7,082,934	140,336	133,397	7,075,995	9.273	9.000	3,180,153	3,895,842
Totals	913,780	9,183,780	900	10,098,460	371,080	192,507	9,919,887	13.000	13.000	4,593,555	5,326,332

2018 Summer or Split
Annual Loan Worksheet

* IF SIGNIFICANT ADJUSTMENTS ARE MADE TO THE ACTUAL MILLAGE ALLOCATION AS COMPARED TO THE PRORATED MILLAGE ALLOCATION, PLEASE PROVIDE A BRIEF EXPLANATION OF YOUR BASIS.

Enclosure #5B.ii
ACCEPTANCE OF FOOD SERVICE EQUIPMENT PURCHASE

Meeting of 7/16/2018
Presented by **Cathy Secor**
Prepared by **Paula Gutzman**

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action – Roll Call <input type="checkbox"/> Action – Voice Ayes _____ Nays _____		Brenda Meadows	Ellen Champagne	Sharon Lee	Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Sharon Irvine
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information

With the relocation of the Middle School population to East and the WIHI/WIMA program to West, there are equipment purchases necessary to keep our Food Service department's ability to produce and serve our students on a daily basis. Where able, we will be re-purposing any portable equipment from the Middle School kitchen at the Willow Run campus, but are still in need of replacement equipment for other areas.

Attached are three quotes for Food Service equipment: 1) Great Lakes Hotel Supply Co.; 2) C & T Design & Equipment Co., and; 3) Gold Star Products. The recommendation is for the equipment to be purchased from *Great Lakes Hotel Supply Company* at a cost of \$72,237.

Proposed Motion

" move that the Board of Education approve the purchase of equipment from Great Lakes Hotel Supply Company for Food Service in the amount of \$72,237."

Budget Impact: ☐ None ☒ As follows:
Food Service Fund

Attachments:

☒ Enclosed ☐ Issue Study Enclosed ☐ To Be Distributed at Meeting ☐ None

Quote

06/20/2018



To:
Ypsilanti Community Schools
Victoria Davis
734-221-1024 (Contact)

Project:
Ypsilanti Community Schools
2095 Packard Rd.
Ypsilanti, MI 48197

From:
Great Lakes Hotel Supply - MI
David Israel
24101 W. Nine Mile Rd.
Southfield, MI 48033
313-962-9176
(313)962-9176 0000 (Contact)

Job Reference Number: 3558

Item	Qty	Description	Sell	Sell Total
1	2 ea	QS SERIES HOT FOOD COUNTER Multiteria Model No. HLS-5-QS HLS-5-QS QS Series Hot Food Counter, 76" L x 32" W x 34" H, 5-well, 1250 watt each well, 14 ga. top, st. st. unibody construction, removable front and end st. st. panels, undershelf with (2) grommet holes, line-up locks, 5" swivel casters, (2) with brakes 76" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets Modify tray slide to 10"W in lieu of 12"W 76" long QS Style Operator Service Sloped Front Food Protector, 1 1/4" sq. st. st. uprights with 16 ga. St. st. top shelf. 1/4" tempered glass enclosed front & ends, st. st. channel bound Heat Strip-76 (2-GRAH-30) standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$10,728.00	\$21,456.00
2	2 ea	QS SERIES COLD FOOD COUNTER Multiteria Model No. CLS-4-QS QS Series Cold Food Counter, 62" L x 32" W x 34" H, 4-pan s/c ref, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. panels, undershelf with (2) grommet holes, line-up locks, 5" swivel casters, (2) with brakes 62" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets Modify tray slide to 10"W in lieu of 12"W	\$10,230.00	\$20,460.00

Item	Qty	Description	Sell	Sell Total
		62" long QS Style Self Service Sloped Front Food Protector, 1 1/4" sq. st. st. uprights with 16 ga. St. st. top shelf. 1/4" tempered glass ends & adjustable 8" front, st. st. channel bound		
		standard plastic laminate insert panel on front and ends (in lieu of s/s)		
3	2 ea	UTILITY COUNTER Multiteria Model No. ULS-24-QS 24" L x 32" W x 34" H, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. insert panels, st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes 24" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets Modify tray slide to 10"W in lieu of 12"W standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$2,034.00	\$4,068.00
9	1 ea	CASHIER COUNTER Multiteria Model No. CSO-30-QS QS Series Operator Side Cashier Counter, 30" L x 32" W x 34" H, top with grommet, cash drawer w/ lock, unibody constr, front and end st. st. insert panels, undershelf with (2) grommet holes, line-up locks, 5" swivel casters, (2) with brakes 30" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets Modify tray slide to 10"W in lieu of 12"W standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$4,404.00	\$4,404.00
10	1 ea	UTILITY COUNTER Multiteria Model No. ULS-5-QS 76" L x 32" W x 34" H, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. insert panels, st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes 76" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$2,864.00	\$2,864.00
11	1 ea	CASHIER COUNTER Multiteria Model No. CSO-30-QS QS Series Operator Side Cashier Counter, 30" L x 32" W x 34" H, top with grommet, cash drawer w/ lock, unibody constr, front and end st. st. insert panels, undershelf with (2) grommet holes, line-up	\$4,506.00	\$4,506.00

Item	Qty	Description	Sell	Sell Total
		locks, 5" swivel casters, (2) with brakes		
		Modify counter to 36"L		
		36" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets		
		standard plastic laminate insert panel on front and ends (in lieu of s/s)		
11.1	1 ea	UTILITY COUNTER	\$2,379.00	\$2,379.00
		Multiteria Model No. ULS-2-QS		
		36" L x 32" W x 34" H, 14 ga. st. st. top, st.		
		st. unibody construction, removable front and end st. st. insert panels,		
		st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes		
		36" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets		
		standard plastic laminate insert panel on front and ends (in lieu of s/s)		
		Merchandise		\$60,137.00
		Freight		\$3,200.00
		Installation		\$8,900.00
		Total		\$72,237.00



C&T Design and Equipment Co.

A SYMBOL OF QUALITY AND CUSTOMER SATISFACTION

Sales Order

06/26/2018

Project:

Ypsilanti High School
2095 Packard Rd.
Attn. Victoria Davis
Ypsilanti, MI 48197

From:

C & T Design - Detroit
Evan Lowry
1100 Owendale
Suite L
Troy, MI 48083-1914
(248)526-9688 10 (Contact)

Job Reference Number: 811

Item	Qty	Description	Sell	Sell Total
1	2 ea	HOT FOOD COUNTER Multiteria Model No. HOT FOOD COUNTER HLS-5-QS QS Series Hot Food Counter, 76" L x 32" W x 34" H, 5-well, 1250 watt each well, 14 ga. top, st. st. unibody construction, removable front and end st. st. panels, undershelf with (2) grommet holes, line-up locks, 5" swivel casters, (2) with brakes 2 76" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 2 Modify tray slide to 10"W in lieu of 12"W 2 76" long QS Style Operator Service Sloped Front Food Protector, 1 1/4" sq. st. st. uprights with 16 ga. St. st. top shelf. 1/4" tempered glass enclosed front & ends, st. st. channel bound 2 Heat Strip-76 (2-GRAH-30) 2 standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$11,414.59	\$22,829.18
ITEM TOTAL:				\$22,829.18
2	2 ea	COLD FOOD COUNTER Multiteria Model No. COLD FOOD COUNTER CLS-4-QS QS Series Cold Food Counter, 62" L x 32" W x 34" H, 4-pan s/c ref, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. panels, undershelf with (2) grommet holes, line-up locks, 5" swivel casters, (2) with brakes 2 62" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 2 Modify tray slide to 10"W in lieu of 12"W 2 62" long QS Style Self Service Sloped Front Food Protector, 1 1/4" sq. st. st. uprights with 16 ga. St. st. top shelf. 1/4" tempered glass ends & adjustable 8" front, st. st. channel bound 2 standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$10,884.72	\$21,769.44
ITEM TOTAL:				\$21,769.44
3	2 ea	SERVING COUNTER, UTILITY Multiteria Model No. UTILITY COUNTER ULS-24-QS Utility Counter, 24" L x 32" W x 34" H, 14 ga. st. st. top, st.	\$2,164.18	\$4,328.36

Item	Qty	Description	Sell	Sell Total
		st. unibody construction, removable front and end st. st. insert panels, st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes 3 24" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 3 Modify tray slide to 10"W in lieu of 12"W 3 standard plastic laminate insert panel on front and ends (in lieu of		
		ITEM TOTAL:		\$4,328.36
9	1 ea	CASHIER COUNTER Multiteria Model No. CASHIER COUNTER 2 CSO-30-QS QS Series Operator Side Cashier Counter, 30" L x 32" W x 34" H, top with grommet, cash drawer w/ lock, unibody constr, front and end st. st. insert panels, undershelf with (2) grommet holes, line- up locks, 5" swivel casters, (2) with brakes 2 30" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 2 Modify tray slide to 10"W in lieu of 12"W 2 standard plastic laminate insert panel on front and ends (in lieu of s/s) Multiteria	\$4,685.86	\$4,685.86
		ITEM TOTAL:		\$4,685.86
10	1 ea	UTILITY COUNTER Multiteria Model No. UTILITY COUNTER ULS-5-QS Utility Counter, 76" L x 32" W x 34" H, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. insert panels, st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes 76" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$3,848.49	\$3,848.49
		ITEM TOTAL:		\$3,848.49
11	1 ea	CASHIER COUNTER Multiteria Model No. CASHIER COUNTER CSO-30-QS QS Series Operator Side Cashier Counter, 30" L x 32" W x 34" H, top with grommet, cash drawer w/ lock, unibody constr, front and end st. st. insert panels, undershelf with (2) grommet holes, line- up locks, 5" swivel casters, (2) with brakes 2 30" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 1 Modify counter to 36"L 1 36" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 1 standard plastic laminate insert panel on front and ends (in lieu of s/s)	\$4,794.38	\$4,794.38
		ITEM TOTAL:		\$4,794.38
11.1	1 ea	SERVING COUNTER, UTILITY Multiteria Model No. UTILITY COUNTER	\$2,381.23	\$2,381.23

Initial: _____

Item	Qty	Description	Sell	Sell Total
		ULS-2-QS Utility Counter, 36" L x 32" W x 34" H, 14 ga. st. st. top, st. st. unibody construction, removable front and end st. st. insert panels, st. st. undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes 1 36" long stainless steel trayslide, 12" wide, with (3) inverted "V" runners, on hinged brackets 1 Modify tray slide to 10"W in lieu of 12"W 1 standard plastic laminate insert panel on front and ends (in lieu of s/s)		
			ITEM TOTAL:	\$2,381.23

12	1 ea	SHIPPING & HANDLING CHARGE	\$9,906.40	\$9,906.40
----	------	---------------------------------------	------------	------------

Refrigeration Service plus

Receive 10 pieces of new equipment marked for Ypsilanti High School at our location, inspect and report any damages and or shortages. Deliver to the high school, remove the scheduled equipment from the cafeteria service line, set the new equipment in place hook up to the provided power supply, install all shelving, casters, over shelves, tray slides, sneeze guards, test check and start up.

Transport the existing equipment to West Middle School and the WIMA Center where we have pumped down and recovered two stainless steel custom line ups, one 21' and one 23' with cold and hot wells. Disconnected the power supply, cut into small sections for removal and disposal. Set the relocated from the high school and designated new equipment at these two locations according to the plan described by the FSD. Hook up to power. No warranties are implied with the relocated equipment. The customer states all is working now and agrees to the condition on arrival as the condition when it was removed.

NOTE:

All electrical, plumbing, building preparation's, alterations, and penetrations, any cosmetic changes all by others

All equipment either by others or existing

Demolition of the two food service lines at West Middle School and WIMA Center by RSP must be completed prior to relocation of equipment from the high school

ITEM TOTAL: \$9,906.40

Merchandise	\$74,543.34
Freight	\$3,360.00
Tax 6%	\$4,674.20
Total	\$82,577.54

Terms: 50% due upon signing, balance due upon delivery of items within this contract. A rate of 2.0% per month, compounding will be added on all invoices that remain unpaid after the payment due date. **77,903.34**

An administrative fee of 4% will be added to all Credit Card payments.

Remit to:

C and T Design and Equipment Co., Inc

2750 Tobey Drive
Indianapolis, IN 46219

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$82,577.54



Quote



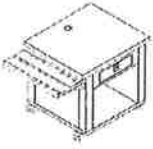
06/26/2018

Project:
Ypsilanti Community Schools
Ypsilanti High School

From:
Gold Star Products
Kevin Nolan
21680 Coolidge Hwy
Oak Park, MI 48237-
248-548-9840 7500
(248)548-9840 7535 (Contact)

Project Code: 8352

Item	Qty	Description	Sell	Sell Total
1	2 ea	SERVING COUNTER, HOT FOOD, ELECTRIC Multiteria Model No. HLS-5-QS QS Series Hot Food Counter, 76" W x 32" D x 34" H, 5-well, 1250 watt each well, 14 gauge stainless steel top, stainless steel unibody construction, easily removable front and end stainless steel insert panels, stainless steel undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes	\$11,000.00	\$22,000.00
	2 ea	STSTV-76 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets MODIFY TRAY SLIDE TO 10" W IN LIEU OF 12"W		
	2 ea	Located on customer side		
	2 ea	QSFP-SS-76 QS Style Self Service Sloped Front Food Protector, 1-14" square stainless steel uprights with 16 gauge stainless steel top shelf, 1/4" tempered glass ends & adjustable 8" front, stainless steel channel bound		
	2 ea	PLAM PANEL Standard Plastic Laminate Insert Panel, on front and ends, in lieu of stainless steel panel modify tray slide to 10"W in lieu of 12"W		
	2 ea	Hatco GRAH-30 Glo-Ray® Infrared Foodwarmer, high wattage, tubular metal heater rod, single heater rod housing, aluminum construction, 660 watts, NSF, cUL, UL		
	1 ea	Hatco NOTE: Includes 24/7 parts & service assistance, call 800-558-0607		
	2 ea	Hatco One year on-site parts and labor warranty, plus one additional year parts only warranty on all Glo-Ray metal sheathed elements		
	2 ea	Hatco 120v/60/1-ph		
	2 ea	Hatco BLT TOG-1 (1) Built-in toggle control (remote recommended) (Available at time of purchase only)		
	2 ea	Hatco STANDARD Clear Anodized Aluminum, standard (Available at time of purchase only)		
		Weight: 966 lbs total		
		ITEM TOTAL:	\$22,000.00	
2	2 ea	SERVING COUNTER, COLD FOOD	\$10,500.00	\$21,000.00

Item	Qty	Description	Sell	Sell Total
		Multiteria Model No. CLS-4-QS QS Series Cold Food Counter, 62" W x 32" D x 34" H, 4-pan self-contained refrigeration, 14 gauge stainless steel top, stainless steel unibody construction, easily removable front and end stainless steel insert panels, stainless steel undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes		
	2 ea	STSTV-62 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets		
	2 ea	Located on customer side MODIFY TRAY SLIDE TO 10" IN LIEU OF 12"W		
	2 ea	QSFP-SS-62 QS Style Self Service Sloped Front Food Protector, 1-1/4" square stainless steel uprights with 16 gauge stainless steel top shelf, 1/4" tempered glass ends & adjustable 8" front stainless steel channel bound		
	2 ea	PLAM PANEL Standard Plastic Laminate Insert Panel, on front and ends, in lieu of stainless steel panel modify tray slide to 10"W in lieu of 12"W		
ITEM TOTAL:				\$21,000.00
3	2 ea	SERVING COUNTER, UTILITY Multiteria Model No. ULS-24-QS QS Series Utility Counter, service, 24" W x 32" D x 34" H, 14 gauge stainless steel top, stainless steel unibody construction, easily removable front and end stainless steel insert panels, stainless steel undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes	\$2,100.00	\$4,200.00
	2 ea	STSTV-24 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets		
	2 ea	Located on customer side MODIFY TRAY SLIDE TO 10" IN LIEU OF 12"		
	2 ea	PLAM PANEL Standard Plastic Laminate Insert Panel, on front and ends, in lieu of stainless steel panel modify Tray slide to 10"W in lieu of 12"W		
		Weight: 202 lbs total		
ITEM TOTAL:				\$4,200.00
9	1 ea	CASH REGISTER STAND Multiteria Model No. CSO-30-QS QS Series Cashier Stand, back operator position, 30"W x 32"D x 34"H, 14 gauge stainless steel top with grommet hole, locking cash drawer with tray, removable front & end stainless steel insert panels, line-up locks, stainless steel unibody construction, 5" swivel casters (2 with brakes)	\$4,600.00	\$4,600.00
	1 ea	STSTV-30 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets		
	1 ea	PLAM PANEL Standard Plastic Laminate Insert Panel, on front and ends, in lieu of stainless steel panel Modify Trayslide to 10"W		
		Weight: 164 lbs total		
ITEM TOTAL:				\$4,600.00

Item	Qty	Description	Sell	Sell Total
10	1 ea	SERVING COUNTER, UTILITY Multiteria Model No. ULS-5-QS QS Series Utility Counter, service, 76" W x 32" D x 34" H, 14 gauge stainless steel top, stainless steel unibody construction, easily removable front and end stainless steel insert panels, stainless steel undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes	\$3,000.00	\$3,000.00
	1 ea	PLAM PANEL Standard Plastic Laminate Insert Panel, on front and ends, in lieu of stainless steel panel		
	1 ea	DOORS-4 Stainless Steel Hinged Doors, on operator side (with louvers where required - to be verified)		
	1 ea	DOOR LOCKS-4 Locks on doors with key		
	1 ea	DOOR PLAM Standard Plastic Laminate on Doors locks on all casters WEST Weight: 318 lbs total		
ITEM TOTAL:				\$3,000.00
12	1 ea	DELIVER-SET REFRIGERATION SERVICE PLUS Model No. DELIVER-SET	\$9,550.00	\$9,550.00

Receive 10 pieces of new equipment marked for Ypsilanti High School at our location, inspect and report any damages and or shortages. Deliver to the high school, remove the scheduled equipment from the cafeteria service line, set the new equipment in place hook up to the provided power supply, install all shelving, casters, over shelves, tray slides, sneeze guards, test check and start up.

Transport the existing equipment to West Middle School and the WIMA Center where we have pumped down and recovered two stainless steel custom line ups, one 21' and one 23' with cold and hot wells. Disconnected the power supply, cut into small sections for removal and disposal. Set the relocated from the high school and designated new equipment at these two locations according to the plan described by the FSD. Hook up to power. No warranties are implied with the relocated equipment. The customer states all is working now and agrees to the condition on arrival as the condition when it was removed.

\$9550.00

NOTE:

All electrical, plumbing, building preparation's, alterations, and penetrations, any cosmetic changes all by others

All equipment either by others or existing

Demolition of the two food service lines at West Middle School and

Item	Qty	Description	Sell	Sell Total
WIMA Center by RSP must be completed prior to relocation of equipment from the high school				
			ITEM TOTAL:	\$9,550.00
11	1 ea	CASH REGISTER STAND Multiteria Model No. CSO-30-QS QS Series Cashier Stand, back operator position, 30"W x 32"D x 34"H, 14 gauge stainless steel top with grommet hole, locking cash drawer with tray, removable front & end stainless steel insert panels, line-up locks, stainless steel unibody construction, 5" swivel casters (2 with brakes) MODIFY COUNTER TO 36"L	\$4,650.00	\$4,650.00
	1 ea	STSTV-30 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets Weight: 164 lbs total		
			ITEM TOTAL:	\$4,650.00
11.1	1 ea	SERVING COUNTER, UTILITY Multiteria Model No. ULS-2-QS QS Series Utility Counter, service, 36" W x 32" D x 34" H, 14 gauge stainless steel top, stainless steel unibody construction, easily removable front and end stainless steel insert panels, stainless steel undershelf with (2) grommet supply holes, line-up locks, 5" swivel casters, (2) with brakes	\$2,450.00	\$2,450.00
	1 ea	STSTV-36 Stainless Steel Trayslide, 12"W, with (3) inverted "V" runners, on hinged brackets		
	1 ea	Located on customer side Weight: 126 lbs total		
			ITEM TOTAL:	\$2,450.00
			Merchandise	\$71,450.00
			Freight	\$3,200.00
			Total	\$74,650.00

25% deposit required before ordering.

All plumbing, electrical, and final connections by others.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$74,650.00

Initial: _____

Enclosure #5C.i

ADOPTION OF NEOLA POLICY UPDATES: Vol. 31 / #1

ADOPTION OF POLICY REVIEW: District Wellness

Meeting of 7/16/18

Presented by Dr. Benjamin P. Edmondson

Prepared by Paula Gutzman

<input type="checkbox"/> Discussion		Brenda Meadows	Ellen Champagne	Sharon Lee	Maria Sheler-Edwards	Celeste Hawkins	Meredith Schindler	Sharon Irvine
<input checked="" type="checkbox"/> Action – Roll Call								
<input type="checkbox"/> Action – Voice								
Ayes _____	1 st /2 nd							
Nays _____	Aye							
	Nay							
	Abstain							

Rationale/Background Information

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board and the District. The bylaws/policies listed below are included in this packet for consideration of Board adoption.

First Read of Below-Listed Policies: June 18, 2018

Second Read of Policies: June 25, 2018

Proposed Motion

“ ... move that the Board of Education adopt the following NEOLA policy updates and reviews:

NEOLA 31, #1:

- #1619: Group Health Plans
- #1619.01: Privacy Protections ...
- #1619.02: Privacy Protections ...
- #1619.03: Patient Protection ...
- #2628: State Aid Incentives
- #3142: Probationary Teachers
- #3419: Group Health Plans
- #3419.01: Privacy Protections ...
- #3419.02: Privacy Protections ...
- #3419.03: Patient Protection ...
- #3420: Health Insurance Benefit (delete)
- #4419: Group Health Plans
- #4419.01: Privacy Protections ...
- #4419.02: Privacy Protections ...
- #4419.03: Patient Protection ...
- #4420: Health Insurance Benefit (delete)
- #5830: Student Fund-Raising
- #6424: Purchasing Cards
- #6605: Crowdfunding
- #9700: Relations with ...

REVIEW: #8510: District Wellness Policy “

Continued on Next Page

NEOLA APPROVAL: 7.16.18
Page 2 of 2

Budget Impact: ☒ None ☐ As follows:

Attachments:

☐ Enclosed ☐ Issue Study Enclosed ☒ Link Available on Website