



REGULAR MEETING OF
THE YPSILANTI COMMUNITY SCHOOLS BOARD OF EDUCATION

Monday, September 8, 2014

5:45 p.m.

**YPSILANTI COMMUNITY SCHOOLS
YCS ADMINISTRATION BUILDING**

**1885 Packard Road, Professional Development Room
Ypsilanti, MI 48197**

AGENDA

- 1. CALL TO ORDER**
- 2. PLEDGE OF ALLEGIANCE**
- 3. AGENDA ADJUSTMENTS**
- 4. REQUEST FOR CLOSED SESSION – Section 8(c) Open Meetings Act,
Collective Bargaining Strategy (Enc. #1)**
- 5. PRESENTATIONS**
 - a. Grizzly Support Group
- 6. PUBLIC COMMENT (*white cards submitted*)**
- 7. ACTION ITEMS**
 - a. Consent Agenda (Enc. #2)
 1. June 30, 2014 Amended Regular Meeting Minutes
 2. August 4, 2014 Amended Regular Meeting Minutes
 3. August 18, 2014 Regular Meeting Minutes
 4. New Hires
 5. Resignations
 6. Terminations
 7. Layoff
 - b. Second Reading of Emergency Anaphylaxis Policy Language (Enc. #3)
 - c. Final Reading of Wellness Policy (Enc. #4)
 - d. Approval of Wellness Policy (See Also Enc. #4)
 - e. Final Reading of Section 504 Policy (Enc. #5)
 - f. Approval of Section 504 Policy (See Also Enc. #5)
 - g. Approval of Collective Bargaining Agreement with Ypsilanti Community Education Association (Enc. #6)
 - h. Approval of Contract with WISD for Technology Director Services (Enc. #7)
 - i. Approval of YCS Board and District Goals (Enc. #8)
- 8. SUPERINTENDENT'S COMMENTS**
- 9. BOARD COMMENTS**
- 10. ADJOURNMENT**

Enclosure #1
CLOSED SESSION SECTION 8(c) OPEN MEETINGS ACT
Meeting of 9/8/14
Presented by David Bates
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>		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
<i>Ayes</i> _____	1 st /2 nd							
<i>Nays</i> _____	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

In accordance with Public Act 267, all closed meetings must be called by a motion at a public meeting of the Board of Education followed by a roll call vote. The Board of Education needs to meet in closed session under Section 8(c) of the Open Meetings Act to discuss collective bargaining strategy.

Proposed Motion:

“. . .move that the Board of Education meet in a closed session for the purpose of strategy and negotiation sessions connected with a collective bargaining agreement.”

Budget Impact: None As follows:

Attachments:

Enclosed Issue Study Enclosed To Be Distributed at Meeting None

Called to Closed Session at: _____

Reconvene at: _____

Enclosure #2
APPROVAL OF CONSENT AGENDA
Meeting of 9/8/14
Presented by Laura Lisiscki
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> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

1. June 30, 2014 Amended Regular Meeting Minutes
2. August 4, 2014 Amended Regular Meeting Minutes
3. August 18, 2014 Regular Meeting Minutes
4. New Hires (see attached list)
5. Reassignments (see attached list)
6. Resignations (see attached list)

Proposed Motion:

“... move that the Board of Education approve the minutes of the June 30, 2014 Amended Regular Meeting Minutes and the August 4, 2014 Amended Regular Meeting Minutes and the August 18, 2014 Regular Meeting Minutes, the hiring of the employees on the attached list, the reassignments of Robbie Cannon and Rebecca Hawkins and Rebecca Rykse, the resignations of Tammy Bottorff and Charissa Brown-Bass and John Conley and Janet Duncan and Frank Hall and Shahidah Muta and Matthew Perry and Kacey Reese and Desmond Smith and Mara Spadaro and Lauren Spoerl and Kimbrea Squirewell and Lynne Stewart-Raglin and Amy Vashon and Kristen Winter and Jacquelyn Younglove.”

Budget Impact: **None** **As follows:**
 General Fund, Special Education Fund & Title 1 Fund

Attachments:

Enclosed Issue Study Enclosed To Be Distributed at Meeting None

YPSILANTI COMMUNITY SCHOOLS

Administrative Offices

1885 Packard Road, Ypsilanti, Michigan 48197

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MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, June 30, 2014

The Regular Meeting of the Ypsilanti Community Schools Board of Education was called to order by President David Bates at 6:04 p.m. in the Ypsilanti Community Schools Administration Building Professional Development Room, 1885 Packard Road, Ypsilanti, Michigan.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

David Bates, Gregory Myers, Dan Raglin, Maria Sheler-Edwards, Celeste Hawkins, Tony VanDerworp, Don Garrett.

MEMBERS OF THE BOARD OF EDUCATION ABSENT

None

PLEDGE OF ALLEGIANCE

The Board of Education and audience members began the meeting by reciting the Pledge of Allegiance.

AGENDA ADJUSTMENTS

Moved SRO contract up to first discussion in order to be mindful of the Sheriff's time.

STAFF RECOGNITION

Karen Allen and Scott Menzel were recognized for their service at Ypsilanti Community Schools by the Board of Education. David Bates then called for a 20-30 minute recess for social time. The meeting was called back to order 6:30 p.m.

BUDGET HEARING

Scott Johnson went through several purposes of a budget hearing including the Uniform Budgeting and Accounting Act, and mentioned that 6/30/14 is the final opportunity to update the 2013-14 budget as well the last day of the fiscal year, there are still some unknowns including revenue from grants, fund balance and expenditures (staff costs, utilities, health insurance). The projected 2013-14 ending fund balance is \$ 7,959,088. The fund balance would last 31 school days.

Don Garrett asked if the estimated loss of 275 students, which will result in a loss of \$2.1 million in funds, would still allow the district to operate as it is now and how will this loss affect the everyday operations of the district. Scott Menzel answered by stating that the district may have to close a building but not a program. Don Garrett then asked if the estimated loss of 275 students came from a historical trend from the two former districts. Scott Johnson states that earlier estimates ranged from a loss 150-400 students, and that he looked at the Plante Moran report before developing the 275 student loss estimate. Maria Sheler-Edwards asked if the district had information on how many records were requested from other districts for our students, Scott Menzel says these records come in at all times and the data would be skewed.

Scott Johnson continued to discuss food service fund revenues and expenditures for the breakfast and lunch, there is some revenue from a la carte sales but this district is a CEO district and all students receive free meals. Celeste Hawkins expressed concerns with the quality of the food and asked if the district could engage in a contract with another vendor to take care of the food quality issue. Scott Johnson responded by stating that he is confident that Lynne, and Chartwells will be responsive and help with that concern. Laura Lisicki added that the food quality issue may have been at the beginning of the school year, because the some children were not happy about the healthier options. Celeste Hawkins was still concerned on how the district would take care of the food quality issue and Laura Lisicki mentioned that Scott Johnson and Lynne, meet weekly and can work out these concerns at that time. Don Garrett wanted to know if the options were restricted because the district qualifies for free meals for all students and Scott Menzel replied that the Food Service Department uses the same USDA guidelines as schools that do not qualify for a free lunch program.

Tony VanDerworp, thanked Scott Johnson for the presentation, and asked about the August ballot regarding commercial/personal property taxes and asked if this would create a revenue stream for the district. Scott Johnson stated that he will want to keep tabs on this. David Bates stopped the questions and asked that any more questions be held outside the budget hearing.

Boundaries and Bell Times

Roy Wellwood from the Transportation Department explained that creating tiered bus routes and adjusting bell times would result in a savings of \$225,000 to \$300,000 for the district as opposed to creating new boundaries for the district. Roy also said there were other options explored that would create a savings for the district but would increase the loss of students.

Roy explained how placing a bubble stop in neighborhoods where the kids in other attendance areas can still attend their choice school. These stops will be strategically located based on data of where the majority of the kids are. Roy mentioned that this option would allow WIMA to have its own bus as opposed to sharing with the high school students. Maria Sheler-Edwards asked for clarification on why WIMA would receive a separate bus, and Don Garrett asked if the special bus that is being offered to WIMA would be offered to other buildings. Roy answered that a separate bus would not be offered to other buildings and that offering this bus to WIMA removes the congestion on the buses and will allow WIMA students to arrive on time, where they were late everyday this past school year, and will also separate these middle school children from the high school children. However, WIHI and WIMA students could ride together at no added costs.

PUBLIC COMMENT

No one requested

BOARD DISCUSSION ITEMS

Communities In Schools (CIS)

CIS will be at YCUHS and Holmes. VanDerworp asked if CIS would help with the truancy issue. Scott Menzel says that while CIS will help with truancy, they are not the only resource. Sonya Allen, the CEO spoke about CIS working with the school as a whole as well as with a targeted group of students who were referred to CIS through parents and district personnel. David Bates asked if the Title I funds used to pay for CIS could have been used in any other area if not with CIS, and Scott Menzel said that Title I funds have to go to priority.

ACTION ITEMS

Approval of School Resource Officer Contract

A motion was made by Trustee Gregory Myers, supported by Vice President Don Garrett:

13-14
0201

That the Board of Education approve SRO contract. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Secretary Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Revised Consent Agenda

A motion was made by Vice President Don Garrett, supported by Trustee Maria Sheler-Edwards:

13-14
0202

That the Board of Education approve the minutes of the June 16, 2014 Regular Meeting, the resignation of Shannon Shaker, Kathryn Reese, Abram Jacobs and Christopher Robertz and the new assignment of Jessica Garcia. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Secretary Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Budget Revisions

A motion was made by Vice President Don Garrett, supported by Trustee Gregory Myers:

13-14
0203

That the Board of Education approve the 2013-14 budget revisions. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Budget

A motion was made by Trustee Dan Raglin, supported by Trustee Maria-Sheler Edwards:

13-14
0204

That the Board of Education approve the 2014-15 budget. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Acceptance of Donation of Estabrook Climbing Wall

A motion was made by Trustee Gregory Myers, supported by Vice President Don Garrett:

13-14
0205

That the Board of Education accept the donation of the Estabrook climbing wall. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Secretary Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

MASB Membership

A motion was made by Trustee Celeste Hawkins; supported by Trustee Dan Raglin:

13-14
0206

That the Board of Education approve the 14-15 MASB Membership. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of CIS contract

A motion was made by Trustee Tony VanDerworp, supported by Vice President Don Garrett:

13-14
0207

The Ypsilanti Community Schools Board of Education approves CIS contract. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Tax Deferred Annuity Resolution

A motion was made by Trustee Don Garrett, supported by Trustee Dan Raglin:

13-14
0208

That the Board of Education approve the tax deferred annuity resolution. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Bell times

A motion was made by Trustee Maria Sheler-Edwards, supported by Trustee Celeste Hawkins:

13-14
0209

That the Board of Education approve the Boundaries and Start Times. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of State Aid Note Resolution

A motion was made by Trustee Gregory Myers, supported by Trustee Dan Raglin:

13-14
0210

That the Board of Education approve the State Aid Note Resolution. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Floor Repair Bids

A motion was made by Trustee Hawkins, supported by Vice President Garrett:

13-14
0211

That the Board of Education approve the recommendation of the bid to All Court Inc. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Approval of Closed Session

A motion was made by Trustee Vice President, supported by Trustee Maria-Sheler-Edwards:

13-14
0212

That the Board of Education approve the closed session. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

Superintendent's Contract

A motion was made by President Bates, supported by Trustee Myers:

13-14
0213

That the Board of Education approve the superintendent's contract. A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Trustee Myers/; Trustee VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. All Yes.

SUPERINTENDENT'S COMMENTS

Scott Menzel: In regards to the truancy ordinance, the intent is not to put parents in jail as a first resort. The judge has ability to allow the parent to serve community service as an alternative. In building cultural proficiency, understanding that some students show for their first day of school almost a week late. If the district would wait to do core instruction, then the district can alter classes/schedules if need be.

BOARD COMMENTS

David Bates: The Bright Future students were featured in the Eastern Magazine. Thank you to Don Garrett and Celeste Hawkins for being a part of the student resource center. At the July 7th meeting, the truancy ordinance will be proposed. The goal is to get kids in school that's why we are doing one thing or another.

Laura Lisicki asked that everyone take the survey that was emailed. Tony VanDerworp asked if marketing could be a part of the 7/12 agenda. All agreed to start the workshop at 8 am and end at 1 pm.

Dan Raglin mentioned that David Rutledge was at a truancy meeting, and he was interested in keeping kids in school and providing parents with community service instead of jail time.

Recess at 8:51 p.m. Reconvene to closed session.

Closed session began at 9:11 p.m.

Respectfully submitted,

Gregory Myers, Secretary
Ypsilanti Board of Education

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YPSILANTI COMMUNITY SCHOOLS

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MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, August 4, 2014

The Regular Meeting of the Ypsilanti Community Schools Board of Education was called to order by President David Bates at 6:33 p.m. in the Ypsilanti Community Schools Administration Building Professional Development Room, 1885 Packard Road, Ypsilanti, Michigan.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

David Bates, Dan Raglin, Maria Sheler-Edwards, Celeste Hawkins, Tony VanDerworp, Don Garrett

MEMBERS OF THE BOARD OF EDUCATION ABSENT

Gregory Myers (excused)

ADMINISTRATORS PRESENT

Laura Frey-Greathouse

PLEDGE OF ALLEGIANCE

The Board of Education and audience members began the meeting by reciting the Pledge of Allegiance.

AGENDA ADJUSTMENTS

None

PRESENTATION

None

PUBLIC COMMENT

Kira Berman addressed the Board of Education regarding the proposed Wellness Policy:

1. She advocated for 30 minute recesses.
2. She completed a 30+ page application for her daughter to attend WIMA. She said that we do not need a 30 page application because it is a barrier.
3. She received a telephone call that WIMA will not provide Spanish.

Debra Stevens, teacher at Perry, addressed the Board regarding paraeducators and work. Requested the Board to maintain the number of paraeducator hours.

Gail Wolkoff from the Dedicated to Make A Change group shared information on upcoming events.

ACTION ITEMS

Consent Agenda

14-15
0005

A motion was made by Trustee Sheler-Edwards, supported by Trustee Hawkins:

Superintendent Lisiscki introduced Raymond Alvarado and introduced Concetta Lewis, new Director of Student Support Services and introduced Chris Johnson, Principal at Adams. She welcomed them to the YCS team.

A voice vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

Wellness Policy

14-15
0006

President Bates asked if this would replace our current Wellness Policy. Laura Frey-Greathouse confirmed it would. President Bates asked that this be noted as the Wellness Plan, #8510. He asked that we forward to NEOLA, posting upon approval. President Bates requested that the Wellness Policy committee present target implementation dates.

Trustee Raglin requested comparison of current and proposed Wellness Plan.

Trustee Hawkins asked about the measurement of the proposed Wellness Plan (e.g., student or staff survey).

Treasurer VanDerworp stated some activities seem outside of our education charge (e.g., menu planning is typically the responsibility of the Food Service division, not the Food Service staff).

Trustee Sheler-Edwards said some of our schools are approved as safe routes to schools, while others are not.

Trustee Hawkins asked if there is a plan to expand the school garden.

ACCE Graduation Requirements

14-15
0007

Treasurer VanDerworp moved; Vice-President Garrett seconded:

That the Board of Education approve the ACCE Graduation Requirements.

Trustee Sheler-Edward asked if soft skills are combined with character education. Mr. Jennings said he is not cutting out English instruction, just adding soft skills into the syllabus.

President Bates asked if this includes everything in the Michigan Merit curriculum. Mr. Jennings confirmed.

A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

Facilities Director Contract

14-15
0008

Trustee Hawkins, moved; Trustee Raglin supported:

That the Board of Education approve the Facilities Director Contract.

A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes

Head Start Contract

14-15
0009

Trustee Raglin moved; Trustee Sheler-Edwards seconded:

That the Board of Education approve the Head Start Contract.

President Bates “in kind”? Building use and transportation.

A roll call vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

READ 180 Purchase

14-15
0010

Vice-President Garrett moved; Trustee VanDerworp seconded:

That the Board of Education approve the READ 180 purchase.

Mr. Jennings described the “READ 180” program and its benefit to student instruction. It’s a station-based learning with 4-6 students per station. Students will have the ability to move up at least a grade level with this program.

Trustee Raglin asked if this will benefit other students. We have a reading apprenticeship program. This will complement other programs.

A voice vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

School Bus Camera Systems Purchase

14-15
0011

Trustee Sheler-Edwards moved; Treasurer VanDerworp seconded:

That the Board of Education approve the school bus camera systems purchase.

Treasurer VanDerworp is happy to see we are doing everything to improve safety. Brian Marcel provided background information on the bus cameras.

Trustee Hawkins asked what is the actual benefit of having cameras on buses. Tom Moore replied it is a deterrent. It is a tool. Most districts in Washtenaw County have cameras on school buses.

Trustee Hawkins asked how this information would be communicated to parents. Tom Moore replied we could use a newsletter, the website or telephone call.

Trustee Sheler-Edwards asked who would have access to the video and how long would it be kept. Tom Moore replied about 2-3 weeks. Transportation staff and building administration if appropriate.

Trustee Raglin said bid prices varied significantly. Tom Moore said some vendors included more bells and whistles than what we specified in our request for bids.

Vice-President Garrett asked if we should consider one of the other bids because the other features would benefit YCS. He also asked if these videos would be allowed for student discipline meetings. Superintendent Lisiscki replied yes, if and when appropriate.

A voice vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

Closed Session (see Motion)

President Bates moved; Vice-President Garrett seconded to go into closed session at 7:56 p.m. Went back into open session at 8:15 p.m.

A voice vote was recorded as follows: President Bates/; Vice President Garrett/; Treasurer VanDerworp/; Trustee Sheler-Edwards/; Trustee Hawkins/; Trustee Raglin/. Vote 6/0, Yes.

COMMENTS

SUPERINTENDENT'S COMMENTS

- Today was the first day of Balanced Calendar at Holmes. Children and staff were glad to be back.

- The Administrators had their retreat today to kick off their first day of the 2014-15 school year. The meeting was hosted and EMU and was hosted by Lynn Malinoff.
- Read comments from take-away notes from today's meeting.
- Provided Board members with a book that administration **will** do a study on, *Mindset, The New Psychology of Success*.

BOARD COMMENTS:

- Vice-President Garrett commended fellow Board of Education members for attending the Board workshop on Board development.
- Trustee Raglin inquired about our new curriculum director.
- Trustee Sheler-Edwards said she is happy to help with anything.

Board Meeting Adjourned: 8:20 p.m.

Respectfully Submitted,

Gregory Myers, Secretary
Board of Education
Ypsilanti Community Schools

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MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, August 18, 2014

The Regular Meeting of the Ypsilanti Community Schools Board of Education was called to order by President David Bates at 5:47 p.m. in the Administration Building Professional Development Room, 1885 Packard Road, Ypsilanti, Michigan.

MEMBERS OF THE BOARD OF EDUCATION PRESENT

David Bates, Don Garrett, Celeste Hawkins, Gregory Myers, Daniel Raglin, Maria Sheler-Edwards, Anthony VanDerworp

MEMBERS OF THE BOARD OF EDUCATION ABSENT

None; Celeste Hawkins and Gregory Myers arrived at 5:47 p.m.

ADMINISTRATORS PRESENT

Laura Lisiscki, Scott Johnson, Laura Frey-Greathouse, Jeannette Woltmann, Concetta Lewis, Charles Raski, Justin Jennings, Raymond Alvarado, Aaron Rose, Karla Graessley, Connie Thompson

PLEDGE OF ALLEGIANCE

The Board of Education and audience members began the meeting by reciting the Pledge of Allegiance.

AGENDA ADJUSTMENTS

None

REQUEST FOR CLOSED SESSION

A motion was made by Trustee Sheler-Edwards, supported by Trustee Raglin:

14/15
0012

That the Board of Education meet in closed session under Section 8(c) of the Open Meetings Act to discuss collective bargaining strategy. A roll call vote was recorded as follows: President Bates/Yes; Vice President Garrett/Yes; Trustee Raglin/Yes; Trustee Sheler-Edwards/Yes; Trustee VanDerworp/Yes. Vote 5/0, Yes.

The meeting was called to closed session at 5:47. The meeting reconvened to open session at 6:32 p.m.

SPOTLIGHT ON STUDENT SUCCESS

Holmes Elementary School

Charles Raski, Principal, introduced the staff, students and families. He stated the school year has started and that they have seen 298 children "come through our doors". Holmes had a new August 11th start date under the Balanced Calendar. Mr. Raski thanked parents and staff for being here. He also said it was awesome that so many families trust us with their child's education.

Mr. Raski introduced a choir of students who represented third grade classrooms at Holmes. The students sang an African American spiritual song under the direction of Glenn Simon, Music Teacher.

Mr. Raski said that, as a building, we are working on "culture and climate" (building relationships with the children). Renee Smith, Third Grade Teacher, spoke on behalf of what is going on at Holmes. She said they had an awesome first week and that she is excited to be back in school. She thanked the School Board, Superintendent Lisiscki and WISD Superintendent Menzel for taking on the endeavor of the Balanced Calendar. She said Holmes has a dedicated, very caring staff.

Lianna Brown, Fifth Grade Teacher, said her classroom is piloting an extension of the "S.M.I.L.E.S." program. She and Rebecca Robinson are piloting this new classroom similar to Christine Newell and Barbara Sartorius' class. She said last year her class and Ms. Robinson's classes worked closely together, so the children are used to working together. There are many community building challenges. She said Balanced Calendar will rock, and that next year Holmes will have a wait list.

Brooklyn Scott, a Third Grade Student, spoke. She said she felt thankful "we started school again".

Mr. Raski said the Holmes staff was ready to go, and that staff has stepped up. There have been 300 children that have attended in the first days of school. Balanced Calendar usually brings enrollment down. He feels strong with "300". Efforts continue to work on those who have not attended yet. Erika DeShields, Site Coordinator, is tracking down those who can not be reached by phone. We have also gained other new students. With the competition down the road, we are feeling good about 300. He thanked the families.

President Bates, on behalf of the Board of Education, thanked the families for coming out and sharing.

Trustee Raglin said he appreciates the enthusiasm and he loves the song.

PRESENTATIONS

Let's Talk

President Bates planned to present to the Board of Education a presentation via Skype with Jesse Leib from the program; however, due to technology difficulties, President Bates was not able to contact via Skype. This meeting will be rescheduled.

Student Code of Conduct

Jeannette Woltmann provided a Power Point presentation with her team, which included Justin Jennings and Concetta Lewis. Ms. Woltmann said they are working on a draft for the upcoming school year. She stated she is finished on the 22nd, and they are revising the current code with an August 22nd deadline in order to get a Code of Conduct to students by the first day of school. In an overview, it is not finished. She said things have changed. This is about expectations of students and expectations of parents too. It is about solutions, not suspensions.

Jeannette Woltmann stated they used the Michigan Department of Education and YCS guidelines/Student Code of Conduct from last year and have incorporated cultural climate and restorative practices along with keeping the District vision of "from cradle to career". This document includes all members of the learning community having responsibility in promoting better behavior. Action to add would be to heal and restore, and, enlist positive steps before consequences for behavior. Students will have a voice and there will be rewards for positive behavior. Perhaps the word "consequences" should be replaced with "redirection".

Justin Jennings discussed the rights/responsibilities which include the student expectation is to take responsibility for learning: come to school, arrive on time; respect others at school; respect the rights of others. Parents would also have responsibility for their learner. Jeannette Woltmann added parents would have responsibility for the entire community, and not just their student.

Mr. Jennings said the bus driver sets the tone for the day, then the breakfast coordinator when the children arrive at school. There should be constant communication with parents (Facebook, mail, text), and not only when something is wrong - but for the positive things too. Calls should not always be negative.

Jeannette Woltmann discussed proactive student focus strategies. She said when positive behavior is supported, the evidence shows it works. This includes "collect and effective use of data". Our data from last year reflects we need to make changes.

Concetta Lewis addressed ensuring students understand behaviors have consequences. This is a progressive tool to move forward if encountered again. It connects to the social-emotional piece that we do not always get to. It is help for children and families. Ms. Woltmann said the Code of Conduct works with restorative practices to have a safe school environment.

Trustee Sheler-Edwards asked if parents would have the opportunity to "weigh in". Justin Jennings said yes. There is a focus on those doing the right thing, and recognizing those. Ms. Woltmann said misconduct will have a consistent definition of miscellaneous and using the MDE listed violations and definitions. This can be tracked in PowerSchool. Level 1 Misconduct is mildly disruptive. Level 2 is a work in progress and includes limited time out of school. A student can be out of school and still make progress. The Student Advocacy Center is also working on this committee. Level 3 is seriously disruptive.

Justin Jennings talked about the attendance procedure, which would be a school, parent and community partnership. He said we asked the Township to do this. There would be a level for elementary and a level for secondary. After 3 days, contact would be made with the parent. After 7 days, a letter sent home. A committee would be formed, and the parent would not be on the committee. On Day 10, the social worker, assistant principal and teachers would sign a contract with the parent. On Day 13, the County becomes involved. On Day 15, it is out of the District hands and parents could be fined and/or jailed.

Superintendent Lisicki said she, President Bates and Trustee Sheler-Edwards attended the Ypsilanti Township Board meeting on the truancy ordinance. County involvement would be triggered when the school has exhausted avenues.

Trustee Sheler-Edwards asked about the dissemination plan. Justin Jennings said we could post it online, discuss at parent meetings and Open Houses.

Superintendent Lisicki said that if a parent wanted a hard copy, we would supply one.

Trustee VanDerworp said this brings a level of student conduct that internalizes it for all of us. He commented that perhaps we could call it something other than "student". Jeannette Woltmann offered "whole school community". She said law says we must have a Code of Conduct.

Trustee Raglin asked about the student opportunity to learn even during a suspension. Justin Jennings said that when a student leaves for suspension, we would still offer outside opportunity to continue education.

Superintendent Lisicki offered virtual learning, essay reflection and intervention being in place.

Trustee Hawkins asked about those who need intervention before the school year and being proactive. She also asked about barriers to the child's attendance. Justin Jennings said interventions would be for those who missed a lot based on social worker input and attendance data pulled from PowerSchool.

PUBLIC COMMENT

President Bates said August 4th Regular Meeting Minutes are for consideration. He said the Board of Education recognizes the importance of Board members being legally responsible.

Kelly Powers, President of YCEA, said she has a deep concern over the lack of progress in negotiations. She asks for a fair and responsible contract now. Morale is low. A way to address this is to have working conditions that are fair and comparable to other Districts. Many staff are leaving. She said with the hired negotiator we went backwards. A contract needs to be a top priority. She said administration thinks negotiations are going well, but members do not. Members have been a year without a contract. She requests the Board make it a priority before we start the traditional school year.

ACTION ITEMS

Consent Agenda

A motion was made by Trustee VanDerworp, supported by Trustee Raglin:

14-15
0013

That the Board of Education approve the minutes of the July 7, 2014 Regular Meeting and the July 12, 2014 Workshop Meeting and the August 4, 2014 Regular Meeting and the August 11 Workshop Meeting, the hiring of the employees on the attached list, the resignation of Charles Bibins and Candice Brown and William Church and Christopher Diener and Stacy Downer and Rebecca Eaddy and Beverly Harris and John Hill and Peter McDevitt and Tybe Mills and Lakeisha Moore and Rebecca Richman and Earl Schumake and Graham Sisk and Crista Stencel and LaCherish Turner and Jamey Ware and the termination of Benetta Davis and Lori Carano and the layoff of Keda Smith.
Action Recorded: 7/Yes; 0/No.

Topics Included: Minutes of the August 4, 2014 Regular Meeting are removed from discussion. President Bates stated he would like to include a comment in the minutes that he made about the Wellness Plan.

Head Start Contract Amendment

A motion was made by Trustee Raglin, supported by Trustee Myers:

14-15
0014

That the Board of Education approve, as presented, the Washtenaw Intermediate School District Head Start amended contract. A roll call vote was recorded as follows: President Bates/Yes; Vice President Garrett/Yes; Trustee Hawkins/Yes; Trustee Myers/Yes; Trustee Raglin/Yes; Trustee Sheler-Edwards; Trustee VanDerworp/Yes. Vote 7/0, Yes.

Second Reading of Wellness Policy Revisions

President Bates said this is not passing this evening; Superintendent Lisicki agreed. It is so different from the old policy. Laura Frey-Greathouse said the new policy is an enhancement of the old policy. There is nothing on a targeted timeline. A team sets targets: 1st year, 2nd year and beyond. President Bates said it does not need to be a part of the policy. Phase 1 and Phase 2 corrected. Laura Frey-Greathouse said administration is aware of the upcoming phase.

Second Reading of Section 504 Policy

Superintendent Lisicki said this is a second reading.

Approval of Contractual Agreement for Consultant Service of Mary Anne Jaeger

A motion was made by Trustee Sheler-Edwards, supported by Trustee VanDerworp:

14-15 That the Board of Education approve, as presented, the contract for the consultant service of Mary
0015 Anne Jaeger. A roll call vote was recorded as follows: President Bates/Yes; Vice-President
Garrett/Yes; Trustee Hawkins/Yes; Trustee Myers/Yes; Trustee Raglin/Yes; Trustee Sheler-
Edwards/Yes; Trustee VanDerworp/Yes. Vote 7/0, Yes.

Topics Included: The grant funds would be Title 1.

Approval of WCC Agreement

A motion was made by Trustee Raglin, supported by Vice-President Garrett:

That the Board of Education authorize the Superintendent to enter into a post secondary enrollment
agreement between YCS and WCC. A roll call vote was recorded as follows: President Bates/Yes;
Vice-President Garrett/Yes; Trustee Hawkins/Yes; Trustee Myers/Yes; Trustee Raglin/Yes; Trustee
Sheler-Edwards/Yes; Trustee VanDerworp/Yes. Vote 7/0, Yes.

Topics Included: Superintendent Lisiscki introduced Holly Heaviland from the Washtenaw Intermediate School District, and asked what the difference is between last year and this year. Justin Jennings said we now have a STEMM grant to create a middle college. Ms. Heaviland said a nursing program and construction technology program are being added. Programs will expand. WCC will be a top-notch organization down the road. Students can receive 6 credits for dual enrollment. We are now the second satellite WCC location. We took this satellite from Livingston County. Justin Jennings said the program is housed at the high school.

Trustee VanDerworp thanked them for bringing this to us. In addition to a dual enrollment, we will have a formal partnership recognition. He said we are unique, so hopefully we should have more programs next year and the year after. Justin Jennings said many want cosmetology, but it has to be cost effective. He also said it is cheaper for students to do classes in our building than at WCC.

Trustee VanDerworp suggested a workshop to look at the costs, including transportation. He said as we look to the future, it would be beneficial to look at what we could do in 3-5 years. He asked about an approval for an I3 grant.

President Bates said this opens exciting possibility. Holly Heaviland said this partnership offers soft skills and academics, and also elective opportunity. Justin Jennings said the goal would be K-14 for the District: some would leave with an Associate Degree. He said an I3 grant would start with 8th graders and would have a math and science focus. He said a different way to do math and science is being looked at. Ms. Heaviland said this is a skill acquisition or a competency model. Not all students can have a slot. Mr. Jennings said there would be GED transition. This is an opportunity to go to WCC to take the GED and also work with Michigan Works and JAG programs. The focus would be on former students who still do not have a diploma.

President Bates said this save slots in our classes, so we save money. This could have a positive impact on the budget. Justin Jennings said the different impacts depend on enrollment. The more we enroll, the more money that comes back from the State and we have smaller class sizes.

Trustee Raglin asked if any work study was involved. Mr. Jennings said Michigan Works has grants. These offer job skills of getting credit while on-the-job. Nursing and construction trades provide on-the-job in the community and are work-based experience.

SUPERINTENDENT'S COMMENTS

- Expressed appreciation for those participating in the Heritage Festival, the parade and those who talked with the community about options offered at YCS. We do value our employees.
- Introduction of Linda Kuzon in Curriculum and Instruction, and, Paula Gutzman in the Chief Financial Officer's office and the Board of Education office.

BOARD COMMENTS

- Trustee VanDerworp suggestions for future agenda planning: 1) Code of Conduct - how well it is working for 2014; 2) formal partner recognition, but not sure when. President Bates said January or February, maybe. Trustee VanDerworp asked about educational options/career readiness. He asked Superintendent Lisiscki for baseline numbers and would like to talk about what we have that is working and the future. He suggested putting together a resolution for appreciation to them. It is very much appreciated by the Board.
- Trustee Raglin asked about data support: NWEA testing data and Dashboard measurement of student achievement data. Perhaps a conversation at the next Board workshop. Trustee Sheler-Edwards said this is her question too.
- President Bates acknowledged administrators for their work over the summer. The Board extends its compliments. Compliments to the new middle school leader, who has been out recruiting students. People are working hard to make our children a success.

Board Meeting Adjourned: 8:08 p.m.

Respectfully Submitted,

Gregory Myers, Secretary
Board of Education
Ypsilanti Community Schools

pg

Name	Salary	Location	Position
New Hires:			
Allen, Lauren	\$36,000	Estabrook	Teacher
Alvarado, Margaret	\$14.61/hr	Holmes	Secretary
Brown, Katherine	\$36,000	Beatty	Family Support Specialist
Callaway, Ian	\$38,000	Adams	Teacher
Clark, Max	\$38,000	ACCE Program	Teacher
Clayborne, Shirley	\$10.00/hr	High School	Food Service - Ass't
Collins, Adam	\$36,000	High School	Teacher
Conley, Renee	\$36,000	New Tech	Counselor
Dancho, Albert	\$36,000	Estabrook (.5) / High School (.5)	Teacher
Dunn, Mary	\$24.00/hr	District (.6)	Nurse
Eaves, Emily	\$38,000	Middle School	Teacher
Epstein, Karen	\$36,000	High School	Teacher
Evans, Carla	\$8.50/hr	New Tech	Lunchroom Supervisor
Gossett, Andrea	\$14.61/hr	Middle School	Secretary
Harrison, Sarah	\$38,000	Ford (.5) / Elementaries (.5)	Music/Band Teacher
Jackson, Marquan	\$21,500	District (.5)	Liaison for the Homeless
Jacobs, Donna	\$36,000	ACCE Program (.5) / District (.5)	Social Worker / Liaison for Homeless
Johnson, Victoria	\$10.00/hr	Middle School	Food Service - Ass't
Kharena, Keith	\$40,000	Middle School	Teacher
LaRew, Donal	\$36,000	High School	Teacher
McKinstry, Molly	\$36,000	Perry ELC	Teacher
Metler, Marla	\$25/hr	Adult Ed	ESL Teacher
Miller, Pamela	\$36,000	New Tech	Teacher
Miller, Susanna	\$36,000	Middle School	Teacher
Pape, Amy	\$36,000	Erickson	Teacher
Perdue, Mandy	\$40,000	Middle School	Teacher
Pierson, Amanda	\$18.15/hr	Beatty	Associate Teacher
Pryce, Steven	\$38,000	Adams	Teacher
Reinhold, Linda	\$36,000	New Tech	Teacher
Reitenga, Robert	\$36,000	New Tech	Teacher
Richmond, Chituyen	\$36,000	High School	Teacher
Ringle, Michael	\$36,000	Adams	Teacher
Rose, Brian	\$36,000	Middle School	Teacher
Salles, Ruth	\$36,000	High School	Teacher
Seitlari, Anisa	\$41,500	High School	Teacher
Settles, Lynne	\$36,000	High School	Teacher
Springer, Kathleen	\$36,000	High School	Teacher
Sunisloe, Mary	\$36,000	High School	Teacher
Thomas, Megan	\$38,000	Erickson	Teacher
Tyrell, Ronald	\$40,000	New Tech	Teacher
Wells, Darlene	\$10.00/hr	Adams	Paraprofessional

Reassignments:

Cannon, Robbie	\$83,000	High School	Ass't Principal (from teacher)
Hawkins, Rebecca	\$18,000	Ford Early Learning	Teacher (from parapro)
Rykse, Rebecca	\$36,000	Perry ELC	Teacher (from Ass't Teacher)

Resignations:

Bottorff, Tammy	Erickson	Paraeducator
Brown-Bass, Charissa	High School	Counselor
Conley, John	High School	Teacher
Duncan, Janet	Erickson	Teacher
Hall, Frank	New Tech	Teacher
Muta, Shahidah	Adams	Teacher
Perry, Matthew	New Tech	Teacher
Reese, Kacey	Erickson	Secretary
Smith, Desmond	ACCE	Teacher
Spadaro, Mara	Beatty Early Learning Center	Associate Teacher
Spoerl, Lauren	High School	Teacher
Squirewell, Kimbreia	High School	Counselor
Stewart-Raglin, Lynne	District	Instructional Support
Vashon, Amy	High School	Paraeducator
Winter, Kristen	New Tech	Teacher
Younglove, Jacquelyn	Ford Early Learning Center	Teacher

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

9.3.14

Enclosure #3
SECOND READING OF EMERGENCY ANAPHYLAXIS POLICY
LANGUAGE
Meeting of 9/8/14
Presented by Laura Lisiscki
Prepared by Paula Gutzman

<input checked="" type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Action – Roll Call</i> <input type="checkbox"/> <i>Action – Voice</i> <i>Ayes</i> _____ <i>Nays</i> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

The emergency anaphylaxis policy language is being used as guidelines for administering medications to students at school and for responding to an anaphylaxis emergency at school.

Proposed Motion:

None – Second Reading

Budget Impact: **None** **As follows:**

Attachments:

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

Emergency Anaphylaxis Policy Language

A. Recognition of Common Allergens and Anaphylaxis Symptoms

Anaphylaxis is a severe and life-threatening allergic reaction. Anaphylaxis may occur within minutes or longer after exposure to an allergen. The most common allergens that may cause anaphylaxis are food, insect bites, medications, and latex.

The symptoms of anaphylaxis may be different for different individuals, and may also be different for one person over time. Reported symptoms include:

- Skin reactions, including hives along with itching, and flushed or pale skin (almost always present with anaphylaxis)
- A feeling of warmth
- The sensation of a lump in the throat
- Constriction of the airways and a swollen tongue or throat, which can cause wheezing and trouble breathing
- A weak and rapid pulse
- Nausea, vomiting, or diarrhea
- Dizziness or fainting

B. Emergency Preparedness

- (1) The Board President (or designee) shall obtain a prescription in the name of the *[Board of Education] [Board of Directors]* as authorized by law for auto-injectable epinephrine as required to comply with this policy and applicable law.
- (2) Each school operated by the *[District] [Academy]* shall maintain at least two epinephrine auto-injector devices at all times, regardless of whether any student/staff member has been diagnosed with allergies.
- (3) The epinephrine auto-injectors maintained by the school may only be used by: (a) a licensed registered professional nurse who is employed or contracted by the *[District] [Academy]*; or (b) a school employee who is trained in the administration of an epinephrine auto-injector and who is authorized pursuant to this policy to administer an epinephrine auto-injector maintained by the school.
- (4) The Superintendent (or designee) shall, in consultation with a licensed registered professional nurse or other health care provider, determine the appropriate dose(s) of epinephrine auto-injectors (e.g., Junior or Adult) to be maintained at each school based upon the school population.

- (5) *Maintenance/Storage/Disposal Requirements.* Epinephrine auto-injectors maintained by the school shall be stored according to manufacturer's direction, at the appropriate temperature, and in a clearly labeled and unlocked cabinet/container easily accessible to authorized personnel.
- (6) The Board directs the Superintendent (or designee) to authorize a licensed registered professional nurse who is employed or contracted by the *[District] [Academy]*, or a school employee who is trained in the administration of an epinephrine auto-injector under this policy, to possess an epinephrine auto-injector and to administer an epinephrine auto-injector to:
- a. a student who has a prescription on file at the school; or
 - b. any other individual (including a student) on school grounds who is believed to be having an anaphylactic reaction.
- (7) The Superintendent (or designee) shall:
- a. Designate and ensure that each school building within the *[District] [Academy]* with an instructional and administrative staff of at least 10 has at least two employees at the school who have been trained in the appropriate use and administration of an epinephrine auto-injector.
 - b. Designate and ensure that each school building within the *[District] [Academy]* with an instructional and administrative staff of fewer than 10 has at least one employee at the school who has been trained in the appropriate use and administration of an epinephrine auto-injector.
- (8) Training
- a. For purposes of this policy, "trained in the appropriate use and administration of an epinephrine auto-injector" means completion of training in compliance with the Training Guidelines for Designated Staff on Allergies, Anaphylaxis, and Emergency Responses issued by the Michigan Department of Education (as may be amended from time to time), conducted under the supervision of a licensed registered professional nurse, and shall include evaluation by a licensed registered professional nurse.
 - b. The Superintendent (or designee) shall maintain documentation of training completed by each employee authorized to administer an epinephrine auto-injector.

C. Notice and Reporting. The Superintendent (or designee) shall:

- (1) Promptly notify the parent/legal guardian of a pupil to whom an epinephrine auto-injector has been administered and document all actual and attempted notice.
- (2) At least annually, report to the Michigan Department of Education, in the form and manner prescribed by the Department, all instances of epinephrine auto-injector administration to a student at school.

D. Student Possession and Use

- (1) The emergency anaphylactic policy requirements in this section do not alter the rights of those individuals authorized by law to self-possess or self-administer:
 - a. A metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms or for use before exercise to prevent the onset of asthmatic symptoms.
 - b. An epinephrine auto-injector or epinephrine inhaler to treat anaphylaxis.
- (2) Nothing in this policy alters or diminishes the rights of individuals who have prescription epinephrine auto-injectors or students under an allergy response plan in a health plan, Section 504 plan, or individualized education plan.

Authority

MCL 380.1178, 380.1179, and 380.1179a

MCL 333.17744a

Michigan Department of Education Addendum to the 2002 Guidelines for Administering Medications to Pupils at School, Guidelines for Responding to an Anaphylaxis Emergency at School

Center for Disease Control and Prevention website: <http://www.cdc.gov/healthyouth/foodallergies/>

Mayo Clinic website: <http://www.mayoclinic.org/diseases-conditions/anaphylaxis/basics/symptoms/con-20014324>

Page 26

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Enclosure #4
FINAL READING OF WELLNESS POLICY
Meeting of 9/8/14
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input checked="" type="checkbox"/> <i>Discussion</i>		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
<input type="checkbox"/> <i>Action – Roll Call</i>								
<input type="checkbox"/> <i>Action – Voice</i>								
<i>Ayes</i> _____	1 st /2 nd							
<i>Nays</i> _____	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

After working since November 2013 and completing three modules of the Healthy School Action Tool, the YCS Coordinated School Health (CSH) team presents the district wide Wellness Policy to reflect the needs of the students, staff and community in all areas of wellness. The policy was drafted by CSH team sub-committees and is a compilation of the Connecticut State Action for School Nutrition and Policies and the MDE mental health and wellness policies, the USDA guidelines for nutrition, and district specific language. The policy motion includes an implementation phases document and an implementation plan that the CSH team will use to plan their work for the upcoming year and beyond. Although members of the Board asked for strikeouts, this is not feasible because the new YCS policy was not really based on modifications to the old policy.

The policy is now in the NEOLA template.

Proposed Motion:

None – Second Reading

Budget Impact: **None** **As follows:**

Attachments:

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

Enclosure #4
APPROVAL OF WELLNESS POLICY
Meeting of 9/8/14
Presented by Laura Frey-Greathouse
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
<input type="checkbox"/> Action - Roll Call								
<input checked="" type="checkbox"/> Action - Voice								
Ayes _____	1 st /2 nd							
Nays _____	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

After working since November 2013 and completing three modules of the Healthy School Action Tool, the YCS Coordinated School Health (CSH) team presents the district wide Wellness Policy to reflect the needs of the students, staff and community in all areas of wellness. The policy was drafted by CSH team sub-committees and is a compilation of the Connecticut State Action for School Nutrition and Policies and the MDE mental health and wellness policies, the USDA guidelines for nutrition, and district specific language. The policy motion includes an implementation phases document and an implementation plan that the CSH team will use to plan their work for the upcoming year and beyond. Although members of the Board asked for strikeouts, this is not feasible because the new YCS policy was not really based on modifications to the old policy.

The policy is now in the NEOLA template.

Proposed Motion:

“... move that the Board of Education approve, as presented, the Wellness Policy.”

Budget Impact: None As follows:

Attachments:

Enclosed Issue Study Enclosed To Be Distributed at Meeting None

WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the Ypsilanti Community Schools.

Intent of this Model Policy

The intent of this model school wellness policy is to provide language for physical activity, nutrition, and mental health for Ypsilanti Community Schools that aligns with best practice recommendations. It is the “ideal” school wellness policy with language options that can be formatted to meet minimum requirements and innovative practices. It is not expected that YCS will be able to use all of the best practices as written immediately, but over time. Additionally, this policy will be amended with any future federal, state, and local requirements and policies as they are released.

Implementation

A more detailed implementation plan of these policies should be developed to ensure oversight and regulation. YCS may find it more practical to phase in the adoption of its guidelines than to implement a comprehensive wellness policy all at once. Compromises might be necessary as YCS decision-makers consider the challenges (e.g., limited class time, funding and space constraints) while striving to reach the ideal.

Minimum federal requirements are reflected in this policy and include:

- Goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
- Nutrition guidelines for all foods available on each school campus during the school day consistent with USDA’s meal pattern requirements and the nutrition standards for competitive foods, and designed to promote student health and reduce childhood obesity.
- Designate one or more LEA or school official(s), as appropriate, to ensure that each school complies with the local school wellness policy.
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.
- Periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, with specific information to be included.

Introduction

The Board of School Trustees of Ypsilanti Community Schools supports the health and well-being of all students and staff by promoting nutrition, physical activity, and mental health at all grade and professional levels.

In accordance with federal law, it is the policy of the Board to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by YCS meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture. Additionally, the Board has prioritized mental health as a necessary component to overall student and staff wellness and has included it in this policy. A Coordinated School Health Team will be maintained to oversee these activities while it is encouraged that a staff person from each school building is designated to oversee the wellness policy compliance for each respective building.

The Wellness Policy development and implementation process shall include input from students, parents, staff and community members. The Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the YCS website.

It is important to emphasize that the priority of this wellness policy is for both the students and staff; both are integral parities to maintaining academic achievement. Additionally, best practices will be used to implement this policy with specific implementation guidelines.

The Wellness Policy for Physical Activity, Nutrition, and Mental Health replaces the previous wellness policy (Policy 8510). This current policy not only focuses on immediate guidelines for implementation, but it also creates an ideal wellness policy beyond minimum requirements to help develop ideal wellness goals for the entire school community.

Nutrition Education and Promotion

Goal

YCS will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. YCS will provide an environment that encourages and supports healthy eating by students.

Rationale

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS
Standards-Based Sequential Nutrition Education**

**OPERATIONS
8510/page 3 of 18**

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition education shall be standards-based, using national or state-developed standards. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

Connecting with Existing Curriculums

Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. All prekindergarten- grade 12 instructional staff members shall be encouraged to incorporate nutritional themes when appropriate, to reinforce and support health messages.

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition- related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

YCS shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

YCS Curriculum Steering Committee shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS**

**OPERATIONS
8510/page 4 of 18**

by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

YCS shall conduct nutrition education activities and promotions that involve parents, students and the community. The district shall participate in programs that promote and reinforce student health. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Staff Awareness

YCS shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.

Staff Members as Role Models

School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Physical Activity and Physical Education

Goal

YCS will provide students with a variety of opportunities for daily physical activity and quality physical education. The district's physical activity component will provide opportunities for every student to develop the knowledge and skills for specific physical activities, and to maintain physical fitness, to regularly participate in physical activity, and to understand the short- and long- term benefits of a physically active and healthy lifestyle.

Rationale

Physical education plays a critical role in helping children learn necessary skills and develop confidence in their physical abilities. Schools can help children and adolescents become more physically active and fit by providing a wide range of

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS**

**OPERATIONS
8510/page 5 of 18**

accessible, safe and affordable opportunities to be active. Appropriate practices guided by competent, knowledgeable and supportive adults influence the extent to which students choose to engage in activities, enjoy physical activity and develop healthy lifestyles. While physical activity is a component of physical education, they are not mutually exclusive. However, both physical education and physical activity lead to improved academic experiences for both students and staff.

Standards-Based, Sequential Physical Education

Physical education shall be standards-based, using national or state-developed standards. Physical education classes shall be sequential, building from year to year, and content will include motor skills, engagement in physical activity, physical fitness, responsible behavior and benefits of physical activity. Students shall be able to demonstrate competency through application of skills, physical and health wellness literacy, concepts and plans of physical activity, and advocacy for physically active lifestyle.

Daily Physical Education Prekindergarten to Grade 12

All students in prekindergarten to grade 12, including students with disabilities and special health- care needs and in alternative educational settings, shall receive daily physical education (150 minimum - 300 maximum hours per week for elementary, middle, and high school students) for the entire school year. All physical education shall be taught by a certified and highly qualified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students shall spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory schoolwide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active. Districts shall prohibit withholding of recess or the use of exercise as punishment, and shall develop alternative practices for promoting appropriate behavior. Recess shall not be withheld as a consequence of incomplete school assignments.

Physical Activity and Punishment

Teachers and other school and community personnel shall not use physical activity or exercise (e.g., running laps and pushups) or withhold opportunities for physical activity (e.g., recess and physical education) as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the

completion of academic work. Appropriate alternate strategies shall be developed as consequences for negative or undesirable behaviors.

Incorporating Physical Activity into the Classroom

Students in all grades shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

Student Fitness Assessment

Student fitness assessments should be conducted at least twice a school year with reports sent to parents. Reports should include ways to maintain student health outside of school through activity and extracurricular activities. Reports will follow Family Educational Rights and Privacy Act and other confidentiality requirements.

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, child care and enrichment programs shall provide and encourage — verbally and through the provision of space, equipment and activities — daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

When appropriate, the district shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

Use of School Facilities Outside of School Hours

School spaces and facilities shall be available to students, staff members and community members for physical activity before, during and after the school day, on weekends and during school vacations. These spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times. YCS and outside organizations shall consult the joint school use wellness policy as a guiding resource.

Goal

YCS will provide students with access to a variety of affordable, nutritious and appealing foods that meet students' health and nutrition needs and accommodate ethnic and cultural food preferences. School meals will include a variety of healthy choices that meet USDA requirements and the Dietary Guidelines for Americans, and are modified, as appropriate, for special dietary needs. Districts will use the Dietary Guidelines and other appropriate nutrition guidelines to establish nutrition standards and provide clear guidance for all foods and beverages available everywhere on school grounds to encourage healthy choices for students. The standards will focus on increasing nutrient density, decreasing fats, sodium and added sugars, and moderating portion size. Policies will encourage the consumption of nutrient-dense foods (such as fruits, vegetables, whole grains, low-fat or nonfat dairy, lean meats, legumes, nuts and seeds) wherever foods are sold or served at school.

Rationale

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Numerous studies have shown that students who eat breakfast and lunch at school consume a greater variety of healthy foods and more nutrients. Students consume more vegetables, drink more milk and fewer sweetened beverages, consume more grain mixtures, and eat fewer cookies, cakes and salty snacks than students who make other lunch choices. Over the past few decades, the availability of snack foods and beverages has increased at school, both in the cafeteria and through other school organizations including school stores, vending machines (e.g., soda and other sweetened beverages, snack chips and cookies) and fundraisers (e.g., candy and baked goods). These snacks are often low in nutrient density; they supply calories from added fat and/or sugar but relatively few, if any, vitamins, minerals and other nutrients. When children replace healthy meals with less nutritious snacks, they are often consuming inadequate nutrients and excess calories. When snacks of low nutrient density are consumed in addition to the school meal, children may be consuming too many calories. Nutrition standards help schools provide healthier food and beverage choices throughout the entire school environment.

Policy Recommendations for School Meals

Nutrition Guidelines

School meals shall offer varied and nutritious food choices that are consistent with USDA nutrient standards and the Smart Snacks nutrition guidelines.

School meals shall:

- meet, at a minimum, nutrition requirements established by local, state and federal laws and regulations;
- offer a variety of fruits and vegetables, emphasizing fresh and locally grown produce, when available;

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS**

**OPERATIONS
8510/page 8 of 18**

- serve only low-fat (1%) and fat-free milk (as recommended by the Dietary Guidelines for Americans) and nutritionally equivalent nondairy alternatives as defined by the USDA, which also comply with the state beverage requirements;
- ensure that all of the grains served are whole grain; and
- share information about the nutritional content of meals with students, families and school staff members.

Menu Planning

Menus shall be planned to be appealing and attractive to children. School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys and taste-tests of new entrees, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices.

Breakfast

Districts shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, operate the School Breakfast Program;
- to the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program, if the school serves breakfast to students; and
- encourage parents to reinforce a healthy breakfast whether at home or school for their children through newsletter articles, take-home materials, or other means.

Special Dietary Needs

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

Policy Recommendations for Other Foods and Beverages

District policy shall address nutrition standards for *all foods and beverages sold or served to students at school*, such as cafeteria a la carte sales, vending machines, school stores, concession stands, fundraisers, classroom snacks, after-school programs, events, celebrations and meetings. To support children's health and school nutrition education efforts, all beverages sold or served at school shall meet the requirements of state statute and all food sold or served at school shall meet the district's nutrition standards. The district's nutrition standards shall focus on decreasing fats, sodium and added sugars, moderating portion sizes, and shall encourage the consumption of nutrient-dense foods (such as fruits, vegetables,

Food or Beverage Contracts

Agreements with food or vending companies to sell foods or beverages in schools shall ensure that contractors will follow the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Cafeteria A La Carte Sales

Foods and beverages sold a la carte in the cafeteria shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Vending Machines and School Stores

Foods and beverages sold in vending machines and school stores shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Events on School Premises

Foods and beverages offered or sold at any events held on school premises, regardless of whether they are sponsored by the school or an outside group, shall meet the federal regulations for school nutrition programs and all applicable state statutes and regulations. Beverages shall meet the requirements of state statute and food shall meet the district's nutrition standards.

Fundraising

School fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet the requirements of the state beverage statute and the district's nutrition standards. Schools shall encourage fundraising activities that promote physical activity. YCS shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Classroom Snacks

Classroom snacks shall feature healthy choices that meet the requirements of the state beverage statute and the district's nutrition standards. School personnel shall not withhold student access to snacks as punishment.

Celebrations and Meetings

Districts shall limit celebrations and meetings at school that involve food. Foods and beverages served at school celebrations and meetings shall feature healthy choices that meet the requirements of the state beverage statute and

the district's nutrition standards. Nonfood celebrations shall be promoted. The district shall disseminate a list of ideas to parents and teachers, including healthy food and beverage choices and alternative activities for classroom parties (e.g., increased recess time instead of a class party).

Access to Drinking Water

Students and school staff members will have access to free, safe, fresh drinking water throughout the school day.

Food Brought Into School

Districts shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of the state beverage statute or foods that do not meet the district's nutrition standards. Districts shall develop procedures to ensure that all food brought from home to be shared with other students is safe.

Goal

School cafeteria environments will support healthy eating habits by providing clean, safe and pleasant settings with adequate time for students to eat. School meal procedures will encourage participation by all students. Food service staff members will have the knowledge and skills to provide cost-effective quality meals served safely. Districts will encourage school staff members to be role models for healthy eating and physical activity behaviors through the provision of staff wellness activities. School staff members will not use food to reward or punish students.

Rationale

Students eat more healthful food safely in a supervised, pleasant environment that provides enough time to eat and socialize. Students' meal participation is increased when schools use appropriate school meal procedures. Appropriate training is needed for school food service staff members to prepare healthy, safe and cost-effective meals. School staff wellness programs encourage adults to be enthusiastic and healthy role models for students. Using food as reward or punishment is an inappropriate practice that negatively impacts the development of healthy eating behaviors.

Surroundings for Eating

School meals shall be served in clean and pleasant settings. A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed. The cafeteria environment is a place where students have adequate space to eat, clean and pleasant surroundings, adequate time to eat meals, and convenient access to hand washing or hand sanitizing facilities before meals.

Time for and Scheduling of Meals

Schools shall provide appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat). All schools must offer all full day students a daily lunch period of at least 20 minutes between 10 a.m. and 2 p.m.

Free and Reduced-Price Meals

Schools shall prevent the overt identification of students who are eligible for free and reduced-price school meals and shall make every effort to eliminate any social stigma attached to students who are eligible for free and reduced-price school meals.

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS
Financial Operation of Child Nutrition Programs**

**OPERATIONS
8510/page 12 of 18**

The school food service program shall aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generation shall not take precedence over the nutritional needs of the students. If additional funds are needed, they shall not be from the sale of foods that have little nutritional value and/or compete nutritionally with program meals.

Qualifications of Food Service Staff Members

Qualified nutrition professionals shall administer the school meal programs. As part of YCS's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility.

Training for Food Service Staff Members

All food service personnel shall have adequate pre-service training in food service operations and regularly participate in professional development activities. Depending on staff roles, trainings will include requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

Food Safety

All foods made available at school shall comply with state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines shall be implemented in school meal programs to prevent food-borne illness in schools.

Food Rewards and Punishment

Schools shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). Schools shall not withhold food or beverages (including food served through school meals) as a punishment. Alternative rewards shall be developed and promoted.

Sharing of Foods

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Staff Wellness

The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourages staff members to serve as role models.

Goal

To promote students' and staff emotional well-being and mental health, thus improving their ability to perform to their full academic potential and become positively contributing youth and adults in their communities.

Rationale

Promotion/Universal Prevention

- A. Utilize the district's improvement team to help assess, plan and implement a socially and emotionally healthy school environment for all students and staff. (Include a school mental health provider on this team, where available.)
- B. Each building level will integrate social and emotional learning strategies across the curriculum and within the entire school environment through training and support.
- C. Assess understanding and use of social and emotional well-being learning strategies in classroom/school management as part of annual teacher and administrator performance evaluations.
- D. Implement a research-based health education curriculum as an approach to improve student decision-making and pro-social behavior. Social-emotional health education for K-8 shall be taught using the Michigan Model.
- E. Schedule at least one day and/or integrate throughout the required annual professional development days in-service for all faculty and staff around the stigma of mental health and/or the impact of mental health on school climate and connectedness, classroom atmosphere climate, learning strategies, academic achievement, dropout rates, and thus overall school success.
- F. Incorporate staff mental health and wellness initiatives in an effort to support teacher efforts, promote a culture of wellness, and to support teacher and administrator job satisfaction and performance.

Early Intervention

- A. Institute an approved mental health policy and protocol that specifically delineates how students will be identified, assessed, and when applicable, will receive appropriate intervention including a possible referral for mental health services.
- B. Review the Crisis Response Plan annually and support the Critical Incident Stress Management Team strengthen the Crisis Intervention Team and its role in responding to traumatic events and mental health concerns in the school setting as indicated.

C. Ensure the school/district is included in collaboration with the local community Emergency Preparedness Plan(s).

D. Review discipline policies to determine varied and appropriate disciplinary methods in response to student behavior, with an effort to avoid over-reliance on suspensions and/or expulsions and to include intervention and post-intervention methods. As a part of the discipline process, students may be screened for underlying mental health concerns.

Treatment

A. Create or designate a team to provide mental health assistance, including follow-up, to individual students as indicated. Each team should, at a minimum, include a mental health provider such as a school social worker, psychologist, counselor, or community mental health provider; a school liaison, and other community representatives where available and appropriate.

B. Develop a memorandum of understanding (MOU) with local mental health providers that is routinely updated and revised as appropriate to outline roles, relationships, and responsibilities. These MOUs will serve to improve access to services for students and their families as indicated by their need and assessment.

C. Establish an arrangement for an on-site mental health provider (e.g., school social worker, school psychologist, school counselor, or other mental health provider) to deliver mental health treatment services to students on an on-going, as needed basis.¹

¹ Language modeled after Michigan State Board of Education Policy on Integrating Mental Health in Schools, Integrating Mental Health in Schools Toolkit.

Measurement and Evaluation

Goal

YCS will develop a plan for measuring implementation of the wellness policy, including designation of one or more persons with operational responsibility for ensuring that schools are addressing the policy.

Rationale

In order for policies to be successful, YCS must establish a plan for measuring implementation and sustaining local efforts, including evaluation, feedback and documentation based on sound evidence based practices.

Monitoring

The superintendent or designee shall ensure compliance with established district-wide wellness policy. In each school, the principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to YCS superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal).

Policy Review

Districts shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, YCS shall review health and physical education curriculum, mental health, and nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district and individual schools within the district shall, as necessary, revise the wellness policy and develop work plans to facilitate their implementation.

Assessment

At least every three years, YCS must undertake a progress assessment and update of wellness policy and report to the public, including:

- Extent to which the schools in the district are in full compliance with all the requirements of the wellness policy
- How the school district policy compares with model policies
- Description of the progress made in attaining the goals of the local school wellness policy

The assessment will be based on specific benchmarks for progress decided by YCS.

Additional assessments of the wellness policy should be added to existing parent, student, and staff surveys and questionnaires as necessary.

**BOARD OF EDUCATION
YPSILANTI COMMUNITY SCHOOLS
Compliance**

**OPERATIONS
8510/page 16 of 18**

YCS must maintain compliance records. Compliance records shall include documentation of a written wellness policy, documentation of compliance with community involvement requirements, annual progress reports for each school, results of triennial assessment of policy, and documentation of compliance with public notification requirements.

Goal

YCS will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits. Districts will engage students, families, the community and the media in promoting a healthy school environment.

Rationale

The promotion of consistent messages in the school environment reinforces the district's commitment to students' health. Marketing materials in the cafeteria and classrooms should support the concepts and practices in the district's wellness policy. Marketing targeted to children through multiple media channels contributes to their choices about foods, beverages and physically active pursuits. Families have a significant influence on students' eating and physical activity habits. Partnering with the local community increases schools' effectiveness in providing consistent health messages.

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. YCS shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Engaging Families

YCS shall encourage family involvement to support and promote healthy eating and physical activity habits. The district shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school. The district shall offer nutrition education for parents which can include providing healthy eating seminars, sending home nutrition information, postings on district website, providing nutrient analyses of school menus in language families can understand and any other appropriate methods for reaching families. The district shall provide families with a list of foods that meet the district's nutrition standards and ideas for healthy celebrations, rewards and fundraising activities. The district shall provide opportunities for families to share their healthy food practices with others in the school community. The district shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Note: Throughout this document the words "parent(s)" and "family(ies)" will be used in the broadest sense to mean those adults with primary responsibility for children. YCS

prefers the use of "family" to "parent" because not all responsible agents are parents, but most are family, either by relationship or function.

Engaging Students

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Food Marketing in Schools

School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture (USDA) nutrient standards for meals, the beverage requirements of state statute and the district's nutrition standards.* Schools shall promote healthy food choices and shall not allow advertising that promotes less nutritious food and beverage choices. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products, shall be encouraged.

Media

Schools shall work with a variety of media, such as local newspapers, radio and television stations, to spread the word to the community about healthy eating and physical activity behaviors, and a healthy school environment.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771

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**Ypsilanti Community Schools
School Wellness Policy
for
Physical Activity, Nutrition, and Mental Health**

Implementation Notes and Phases

Key:

Phase 1 (2014 – 2015 academic year)– Changes that can happen immediately within the next school year with little to no effort

Phase 2 (2015 – 2016 academic year)– Changes that can begin implementation process but may need more planning and resource

Phase 3 (2016 -2017 academic year and beyond) – Most difficult changes that would likely not be fully implemented for a few years. District can plan and start moving towards change.

Nutrition Education and Promotion

	Phase 1	Phase 2	Phase 3
<i>Standards-Based Sequential Nutrition Education</i>			Implementation will have to involve new curriculums and classroom lessons
<i>Connecting with Existing Curriculums</i>		Implementation will need to work with existing work and find creative ways to integrate	
<i>Education Links with School</i>	Some activity already taking place. Additional education materials can start off small, with posters and visual tools during meal times. Include language in MOU's for providers.		
<i>Professional Development for Teachers</i>		xx	
<i>Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum</i>	A simple assessment tool and subcommittee can be formed within CSHT		
<i>Educational Reinforcement</i>	YCS already using outside organizations for additional nutritional education. Language included in MOU's with outside organizations.		

	Phase 1	Phase 2	Phase 3
<i>Nutrition Promotion</i>		Implementation will take some advanced activity planning	
<i>Staff Awareness</i>	This could be done through short presentations during staff meetings or other trainings. Information include online in the staff website.		
<i>Staff Members as Role Models</i>	See staff awareness above.		

Physical Activity and Physical Education

	Phase 1	Phase 2	Phase 3
<i>Standards-Based, Sequential Physical Education</i>			Implementing this standard will require a measurement of how the current curriculum is being conducted, and potentially more staff
<i>Daily Physical Education Prekindergarten to Grade 12</i>			Implementing this standard will require adequate facilities, staff, and scheduling.
<i>Daily Recess</i>		Training and transition activities will be necessary to meet requirements	
<i>Physical Activity and Punishment</i>	Implementation within school day	Implementation with athletic programming	
<i>Incorporating Physical Activity into the Classroom</i>	Start with incorporating during the day, then phasing into classroom. Easier in elementary		Move towards secondary grades
<i>Student Fitness Assessment</i>	Teachers already working towards common assessments for K-6, will move towards K-12		
<i>Physical Activity Opportunities Before and After School</i>		Dependent on funding and partnerships. Some work is already in place	

	Phase 1	Phase 2	Phase 3
<i>Safe Routes to School</i>	Educational and promotional events with parents and students in elementary schools.	Working with transportation department and local authorities will take more planning.	
<i>Use of School Facilities Outside of School Hours</i>	Development of a standardized process for joint use agreements that community should be aware of. Currently in the beginning stages of creating.		

Nutrition Standards for School Foods and Beverages (School Meals and Other Foods and Beverages)

	Phase 1	Phase 2	Phase 3
<i>Policy Recommendations for School Meals</i>			
<u>Nutrition Guidelines</u>	Food service already in line with this policy		
<u>Menu Planning</u>	Could be written into contract that director will use this strategy to plan		
<u>Breakfast</u>	School Breakfast Program already implemented, a Phase 1 next step would be to encourage breakfast at home through educational materials		
<u>Special Dietary Needs</u>	Food service already in line with this policy		
<i>Policy Recommendations for Other Foods and Beverages</i>			
<u>Food or Beverage Contracts</u>	Food service already in line with this policy		
<u>Cafeteria A La Carte Sales</u>	Food service already in line with this policy		
<u>Vending Machines and School Stores</u>	Kitchen vending machines phased out		Other vending and school stores will be changed

	Phase 1	Phase 2	Phase 3
<u>Events on School Premises</u>		School district will need to develop detailed training for groups on permitted/not permitted foods	
<u>Fundraising</u>	District will need buy-in of fundraising groups. Promotion can begin this year; total change will take longer implementation. Groups should apply through CSHT and MOU language in order to hold to policy including incentives		
<u>Classroom Snacks</u>	Already in line with this policy		
<u>Celebrations and Meetings</u>			Provide guidelines for celebrations. Move towards monthly celebrations.
<u>Access to Drinking Water</u>	Already taking place with access to drinking fountains and water sales at lunch.		
<u>Food Brought Into School</u>	Simple education campaign could help implement this policy. Food safety procedures could be easily implemented.		

Other School-Based Activities to Promote Student Wellness

	Phase 1	Phase 2	Phase 3
<i>Surroundings for Eating</i>		Time for scheduling meals	
<i>Time for and Scheduling of Meals</i>		Schools may have logistical concerns about facilities and scheduling.	
<i>Free and Reduced-Price Meals</i>	Currently district-wide		
<i>Summer Food Service Program</i>	Already in place		
<i>Financial Operation of Child Nutrition Programs</i>	Already in place		
<i>Qualifications of Food Service Staff Members</i>	Already in place		
<i>Training for Food Service Staff Members</i>	YCS employees, can be included in employee contract.		
<i>Food Safety</i>	Already in place		
<i>Food Rewards and Punishment</i>		Changing deeply embedded practices	
<i>Sharing of Foods</i>	Building level policy		
<i>Staff Wellness</i>		Currently going on through Safe and Supportive grant through high school and YMCA, can move toward outside high school	

Mental Health and Wellness

	Phase 1	Phase 2	Phase 3
<i>Promotion/Universal Prevention</i>			
A.	Assessment tool needs to be made, look at district data to inform implementation		
B.		xx	
C.		xx	
D.		Look into a holistic health education model for high school	
E.		xx	
F.		xx	
<i>Early Intervention</i>			
A.	Policy should be written immediately with current grant funding		
B.	See where there are more supports within the district		
C.	Health department MOU already with district		
D.	On principal's radar to do this year, in collaboration with building admin.		

		Phase 1	Phase 2	Phase 3
<i>Treatment</i>				
A.				XX
B.	Will work with Special Ed Director			
C.				XX

**YCS Wellness Policy
Implementation Development Guide and Tools¹**

¹ This guide was modeled and adapted from California Project LEAN and The Center for Weight and Health's Policy in Action: A Guide to Implementing Your Local School Wellness Policy.
www.CaliforniaProjectLEAN.org

1. Identify and Prioritize the Key Elements of School Wellness Policy

The first step to developing the implementation plan is identifying and prioritizing the key elements of the wellness policy. This requires a review of the policy and summary of its key elements.

When deciding how to prioritize policy implementation, you may need to consider the following:

- 1. Is there anything that is required by law?**
- 2. What elements of the policy will be quick to implement?**
- 3. Are there policy elements that will require more planning and collaboration than others?**
- 4. Are there elements of the policy that are “required” versus “recommended”?**
- 5. What are the proposed deadlines for implementing various elements of the policy? Will some elements of the policy be phased in?**

“The adoption of a strong wellness policy is a key step for schools to take to empower our young people with the knowledge, attitudes, skills, and experiences they need to make healthy choices. However, the most critical step is implementation of the wellness policy; this is where schools most urgently need guidance and support.”

Howell Wechsler, Ed.D., MPH Director, Division of Adolescent and School Health U.S. Centers for Disease Control and Prevention

What are the key elements of the Wellness Policy? Select which elements apply to the policy, briefly describe and estimate priority. Each element may need its own task to ensure implementation. You may also want to include in this worksheet any pre-existing nutrition and physical activity policies the district has adopted.

Policy Component	1. Nutrition Education and Promotion Policy Elements		
		Phase (1/2/3)	Date Due
Standards-Based Nutrition Education			
Existing Curriculums			
Education Links with School			
Professional Development			
Nutrition in Comprehensive HE Curriculum			
Education Reinforcement			
Staff Awareness			
Staff Members as Role Models			

Policy Component	Phase (1/2/3)	Date Due
2. Physical Activity Policy Elements		
Standards-Based PE		
Daily PE		
Minutes		
Staff Training		
Curriculum		
Fitness Testing		
Daily Recess		
Punishment		
Classroom Physical Activity		
Fitness Assessment		
Before and After School		
Safe Routes to School		
Non-school/Joint Use		

Policy Component	3. Nutrition Standards for School Foods and Beverages Policy Elements	Phase (1/2/3)	Date Due
<i>School Meals</i>			
Nutrition Guidelines			
Menu Planning			
Breakfast			
Special Dietary Needs			
<i>Other Foods and Beverages</i>			
Food or Beverage Contracts			
a la Carte Sales			
Vending and Stores			
Events			
Fundraising			
Classroom Snacks			
Access to Drinking Water			
Food Brought Into School			
Celebrations and Meetings			

Policy Component	Phase (1/2/3)	Date Due
4. Other School-Based Activities to Promote Student Wellness		
Surroundings		
Scheduling Meals		
Free and Reduced Meals		
Summer Food Service Program		
Financial Operation of Child Nutrition Programs		
Qualifications of Staff		
Training for Staff		
Food Safety		
Food Rewards and Punishment		
Sharing of Foods		
Staff Wellness		

Policy Component			Phase (1/2/3)		Date Due
5. Mental Health and Wellness					
Promotion/Univers al Prevention					
Early Intervention					
Treatment					

2. Develop an Implementation Strategy

Implementing the school wellness policy requires reviewing current business and organizational practices, prioritizing policy implementation goals and identifying the potential financial impact of the policy. The first step to developing a strategy is to break down the policy into key elements and prioritize them. **The second step is to develop strategies for implementing these key policy elements.**

To develop implementation strategies, key policy elements should consider:

- 1. Goals**
- 2. Advantages**
- 3. Disadvantages**
- 4. Making it Work: Ensuring success with this strategy will require**

3. Develop a Policy Implementation Plan

Making a policy implementation plan requires thinking about the nuts and bolts of getting the policy into place and breaking the policy into separate elements. For example, the policy may address a la carte foods and beverages, foods offered in classroom celebrations, fitness testing, physical education minutes and intramural sports. You will need to develop separate implementation plans for each element of your policy as the set of tasks will be very different for each element and the people that need to be involved may also be different.

This plan should outline:

- 1. Where the policy applies**
- 2. What changes need to be made**
- 3. Dates and deadlines for when changes will take place**
- 4. Potential barriers to implementation**
- 5. Who is responsible for completing the tasks**
- 6. How changes will be communicated and evaluated**

Key Element of Policy:

1 Explain what this policy element will look like in your school.

2 Explain the Where, When or to Whom does this element of the policy apply

Exceptions:

3 Who needs to know about the changes?					
	School board members	Athletic directors	Parents	PTO/PTA	
Superintendents		Food service staff			
Principals		Students		Vendors	
School health/wellness councils		Teachers		Community members	

4. Measurement and Evaluation

For each element, identify something to measure or observe that will help determine if our policy has been successfully implemented.

Specifically, ask the following:

- 1. Key element of policy to monitor and evaluate**
- 2. How will this be monitored?**
- 3. Who is responsible?**
- 4. How often will monitoring take place? (e.g., monthly, quarterly, annually)**
- 5. Who will you report results to?***

**Reporting: Who will you share monitoring and evaluation with?*

Reporting policy compliance is important for maintaining support for policies and gathering support for new strategies as needed. Reports may be monthly, quarterly, annually, etc., and should be shared with the school administration, school board, community and key stakeholders.

5. Communication and Promotion

When planning the communication strategy, consider the following to monitor rollout and responsibilities:

- 1. Stakeholders to communicate with**
- 2. Stakeholder's interests/concerns: What do they need/want to know?**
- 3. Who will contact stakeholder(s)?**
- 4. How best to communicate the message?**

Pages 69-70

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Enclosure #5
FINAL READING OF SECTION 504 POLICY
Meeting of 9/8/14
Presented by Concetta Lewis
Prepared by Paula Gutzman

<input checked="" type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Action – Roll Call</i> <input type="checkbox"/> <i>Action – Voice</i> <i>Ayes</i> _____ <i>Nays</i> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

This policy is directly from our legal counsel working with YCS to resolve and close the OCR complaint. Upon adoption by the Board of Education, it will allow YCS to be in compliance from an outstanding YPS Office of Civil Rights complaint.

Proposed Motion:

None – Second Reading

Budget Impact: **None** **As follows:**

General Fund

Attachments:

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

Enclosure #5
APPROVAL OF SECTION 504 POLICY
Meeting of 9/8/14
Presented by Concetta Lewis
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> <i>Ayes</i> _____ <i>Nays</i> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
		1 st /2 nd						
		Aye						
		Nay						
		Abstain						

Rationale/Background Information:

This policy is directly from our legal counsel working with YCS to resolve and close the OCR complaint. Upon adoption by the Board of Education, it will allow YCS to be in compliance from an outstanding YPS Office of Civil Rights complaint.

Proposed Motion:

“... move that the Board of Education approve, as presented, the Section 504 Policy.”

Budget Impact: **None** **As follows:**
General Fund

Attachments:

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

**RESOLUTION TO ADOPT
SECTION 504 POLICY**

Ypsilanti Community Schools, Washtenaw County, Michigan (the "School District").

A regular meeting of the board of education (the "Board") of the School District was held in the _____ on the ___ day of August, 2014, at ___ o'clock ___.m.

Present: Members:

Absent: Members:

The following resolution was offered by Member _____ and supported by Member _____:

WHEREAS, the School District desires to revise the Board Policy for Section 504 of the Rehabilitation Act of 1973 to make it consistent with recent changes in the law; and

WHEREAS, the School District desires to approve the use of the "Section 504 Manual for Identifying and Serving Eligible Students: Policies, Guidelines, and Forms"; and

WHEREAS, the Board of Education has given due consideration and deliberation to a proposed Section 504 policy.

IT IS RESOLVED THAT:

1. The Ypsilanti Community Schools Board of Education adopts as its Section 504 policy the following language:

The Ypsilanti Community Schools does not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District will, as required by law, attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District will evaluate each student identified under Section 504 and provide each eligible student with a free appropriate public education as defined by law.

The Ypsilanti Community Schools will comply with the requirements of Section 504 of the Rehabilitation Act. To that end, the Board of Education hereby directs the superintendent to enforce and implement the Ypsilanti Community Schools' Section 504 Manual for Identifying and Serving Eligible Students: Policies, Guidelines, and Forms.

2. The Superintendent is directed to have the policy appropriately incorporated into

applicable student handbooks and annually reviewed in meetings held by School District administrators with School District staff.

3. The Superintendent is further directed to notify staff members at each School District building and all Section 504 coordinators of the adoption of this Policy and provide each School District building a copy of the "Section 504 Manual for Identifying and Serving Eligible Students: Policies, Guidelines, and Forms."

4. All previous Section 504 policies and guidelines and all policies and guidelines inconsistent with paragraph 1 of this resolution are hereby rescinded.

5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

Ayes:

Nays:

Absent:

Resolution declared adopted.

Secretary, Board of Education

The undersigned, duly qualified and acting Secretary of the Board of the Ypsilanti Community Schools, Washtenaw County, Michigan, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a regular meeting held on _____, the original of which is part of the Board's minutes. The undersigned certifies that notice of the meeting was given to the public pursuant to the provisions of the Michigan Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

YPSILANTI COMMUNITY SCHOOLS
Section 504 Policy

1. The Ypsilanti Community Schools Board of Education adopts as its Section 504 policy the following language:

The Ypsilanti Community Schools does not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District will, as required by law, attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District will evaluate each student identified under Section 504 and provide each eligible student with a free appropriate public education as defined by law.

The Ypsilanti Community Schools will comply with the requirements of Section 504 of the Rehabilitation Act. To that end, the Board of Education hereby directs the superintendent to enforce and implement the Ypsilanti Community Schools' Section 504 Manual for Identifying and Serving Eligible Students:

Policies, Guidelines, and Forms.

2. The Superintendent is directed to have the policy appropriately incorporated into applicable student handbooks and annually reviewed in meetings held by School District administrators with School District staff.

3. The Superintendent is further directed to notify staff members at each School District building and all Section 504 coordinators of the adoption of this Policy and provide each School District building a copy of the "Section 504 Manual for Identifying and Serving Eligible Students:

Policies, Guidelines, and Forms."

4. All previous Section 504 policies and guidelines and all policies and guidelines inconsistent with paragraph 1 of this resolution are hereby rescinded.

5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

SECTION 504/ADA
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA") and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Michigan law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's 504 Compliance Officer(s)/ADA Coordinator(s) (hereinafter referred to as the "District Compliance Officer(s)".

[NOTE: School Districts may want to consider appointing both a male and a female District Compliance Officer in order to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) District Compliance Officers, there should always be a Compliance Officer available to investigate a claim that pertains to the other Compliance Officer.]

(Name)

(Name)

(School District Title)

(School District Title)

(Telephone Number)

(Telephone Number)

(Office Address)

(Office Address)

(E-mail Address)

(E-mail Address)

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- in the parent/student and staff handbooks.
- in the School District Annual Report to the public.
- on the School District's web site.
- on each individual school's web site.
- in the School District's calendar.
- _____.

Building Principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officers").

The District Compliance Officer(s) **[is] [are]** responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of the implementing regulations, may be obtained from the District Compliance Officer(s).

The District Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. See below. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing. See AG 2260.01B.

Training

The District Compliance Officer(s) will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of their disabilities.

An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the IDEIA, the special education and related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and non-academic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the District's Compliance Officer(s) will be posted throughout the District, and published in the District's recruitment statements or general information publications.

Complaint Procedures

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), parents and students will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, students and their parents will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, and their right to examine relevant education records.

Internal complaints and requests for due process hearings must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or the request for a hearing, and offer possible solutions to the dispute. The complaint or request for due process hearing must be filed with a District Compliance Officer within specified time limits. The District's Compliance Officer is available to assist individuals in filing a complaint or request.

Internal Complaint Procedures

An internal complaint may be filed by a student and/or parent. A student and/or parent may initiate the internal complaint procedure when s/he/they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as disabled or believed to be disabled pursuant to Section 504, and are not eligible under the IDEIA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights or requesting a due process hearing.

- Step 1 Investigation by the Building Compliance Officer: A student or parent may initiate an investigation by filing a written internal complaint with the Building Compliance Officer. The complaint should fully describe the circumstances giving rise to the dispute and how the child is adversely affected. The complaint must be filed as soon as possible, but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the complaint. The Building Compliance Officer shall conduct an impartial investigation of the complaint. As part of the investigation, the Building Compliance Officer shall permit the complainant to present witnesses and other evidence in support of the complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The Building Compliance Officer will notify the complainant in writing of his/her decision.
- Step 2 Appeal to the District Compliance Officer: If the complaint is not resolved satisfactorily at Step 1, the student or parent may appeal the Building Compliance Officer's decision in writing to the District Compliance Officer. The appeal must be made within five (5) school days following receipt of the Building Compliance Officer's decision. The District Compliance Officer will review the case, may conduct an informal hearing, and will notify all parties in writing of his/her decision within ten (10) school days of receiving the appeal.

Step 3 If the complaint is not resolved satisfactorily at Step 2, the student or parent may request a due process hearing, provided the complaint involves an issue related to the identification, evaluation, or placement of the student.

If it is determined that the Complainant was subjected to unlawful discrimination, the Building and District COs must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

OCR Complaint

At any time, if a student or parent believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: <http://www.ed.gov/ocr>

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the District complies with the "process" requirements of Subpart D of Section 504.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

SECTION 504/ADA
PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based upon his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aides or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

A qualified person with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and, with or without reasonable accommodation, can perform the essential functions of the job in question.

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1623/page 3 of 3

Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's 504 Compliance Officer(s)/ADA Coordinator(s) (hereinafter referred to as the "District Compliance Officer(s)").

[NOTE: School Districts may want to consider appointing both a male and a female District Compliance Officer in order to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) District Compliance Officers, there should always be a Compliance Officer available to investigate a claim that pertains to the other Compliance Officer.]

(Name)

(Name)

(School District Title)

(School District Title)

(Telephone Number)

(Telephone Number)

(Office Address)

(Office Address)

(E-mail)

(E-mail)

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- in the staff handbooks.
- in the School District Annual Report to the public.
- on the School District's web site.
- on each individual school's web site.
- in the School District's calendar.
- _____.

The District Compliance Officer(s) **[is] [are]** responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer(s).

The District Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. See below.

Training

The District Compliance Officer(s) will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

Notice

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the District's Compliance Officer(s) will be posted throughout the District, and published in the District's recruitment statements or general information publications.

Complaint Procedures

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with a District Compliance Officer within the time limits specified below. The District's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the District Compliance Officer.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the District Compliance Officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the District Compliance Officer of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the District Compliance Officer for good cause.
- C. The District Compliance Officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The District Compliance Officer will provide the complainant with a written disposition of the complaint within ten (10) work days. If no decision is rendered within ten (10) work days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. The District Compliance Officer shall maintain the District's files and records relating to the complaint.

- D. The Superintendent will, within ten (10) work days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.
- The Superintendent will render his/her decision within ten (10) work days of the hearing.
- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the complainant was subjected to unlawful discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue
Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: <http://www.ed.gov/ocr>

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

29 C.F.R. Part 1630

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended,

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

SECTION 504/ADA

PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based upon his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aides or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

A qualified person with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and, with or without reasonable accommodation, can perform the essential functions of the job in question.

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

BOARD OF EDUCATION
SCHOOL DISTRICT

PROFESSIONAL STAFF
3123/page 3 of 3

Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's 504 Compliance Officer(s)/ADA Coordinator(s) (hereinafter referred to as the "District Compliance Officer(s)").

[NOTE: School Districts may want to consider appointing both a male and a female District Compliance Officer in order to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) District Compliance Officers, there should always be a Compliance Officer available to investigate a claim that pertains to the other Compliance Officer.]

(Name)

(Name)

(School District Title)

(School District Title)

(Telephone Number)

(Telephone Number)

(Office Address)

(Office Address)

(E-mail)

(E-mail)

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- in the staff handbooks.
- in the School District Annual Report to the public.
- on the School District's web site.
- on each individual school's web site.
- in the School District's calendar.
- _____.

The District Compliance Officer(s) **(is) (are)** responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer(s).

The District Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. See below.

Training

The District Compliance Officer(s) will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

Notice

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the District's Compliance Officer(s) will be posted throughout the District, and published in the District's recruitment statements or general information publications.

Complaint Procedures

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with a District Compliance Officer within the time limits specified below. The District's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the District Compliance Officer.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the District Compliance Officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the District Compliance Officer of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the District Compliance Officer for good cause.
- C. The District Compliance Officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The District Compliance Officer will provide the complainant with a written disposition of the complaint within ten (10) work days. If no decision is rendered within ten (10) work days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. The District Compliance Officer shall maintain the District's files and records relating to the complaint.

- D. The Superintendent will, within ten (10) work days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The Superintendent will render his/her decision within ten (10) work days of the hearing.

- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.

- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the complainant was subjected to unlawful discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue
Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: <http://www.ed.gov/ocr>

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

29 C.F.R. Part 1630

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SECTION 504/ADA
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**BOARD OF EDUCATION
SCHOOL DISTRICT**

**SUPPORT STAFF
4123/page 3 of 8**

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1350 Euclid Avenue
Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: <http://www.ed.gov/ocr>

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29 C.F.R. Part 1630

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

Page 110

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Tentative pending YCEA ratification
of the contract on 9/4/14

Enclosure #6

**APPROVAL OF THE COLLECTIVE BARGAINING AGREEMENT WITH
THE YPSILANTI COMMUNITY EDUCATION ASSOCIATION**

Meeting of 9/8/2014

Presented by Scott Johnson

Prepared by Scott Johnson

<input type="checkbox"/> <i>Discussion</i> <input checked="" type="checkbox"/> <i>Action – Roll Call</i> <input type="checkbox"/> <i>Action – Voice</i> <i>Ayes</i> _____ <i>Nays</i> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

On August 26, a tentative agreement was reached between Ypsilanti Community Schools and the Ypsilanti Community Education Association, MEA-NEA, on a new collective bargaining agreement. The three-year agreement includes a wage reopeners for the second and third years of the contract.

Proposed motion:

“...move that the Board of Education approve the collective bargaining agreement with the Ypsilanti Community Education Association, MEA-NEA.”

Budget Impact: **None** **As follows:**

The estimated impact is from \$125,000 to \$295,000. Some of these costs will be funded by Act 18 funds, some will be funded by grant funds, and some will be funded non-grant funds.

Attachments:

Enclosed Issue Study Enclosed To Be Distributed at Meeting None

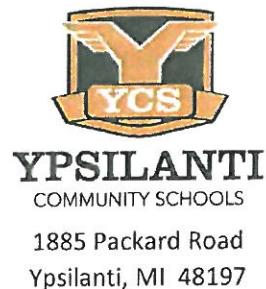
Collective Bargaining Agreement

Between

**Ypsilanti Community Education Association, MEA-NEA
"YCEA"**

**And the
Board of Education
Ypsilanti Community Schools**

September 8, 2014 – June 30, 2017



Pages 113-151

Collective Bargaining Agreement
Between
Ypsilanti Community Education Association, MEA-NEA
“YCEA”

And the
Board of Education
Ypsilanti Community Schools

September 8, 2014 – June 30, 2017

Enclosure #7

**APPROVAL OF CONTRACT WITH WISD FOR TECHNOLOGY
DIRECTOR SERVICES**

Meeting of 9/8/14
Presented by Laura Lisiscki
Prepared by Paula Gutzman

<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Action - Roll Call <input type="checkbox"/> Action - Voice Ayes _____ Nays _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

Attached please find an agreement between WISD and YCS for shared Technology Director services.

The administration recommends that the Board of Education approve the Shared Services Agreement for Technology Director services.

Proposed Motion:

“... move that the Board of Education grant Superintendent Laura Lisiscki authorization to approve by signature, as presented, the contract with the WISD for Technology Director services.”

Budget Impact: None As follows:
General Fund

Attachments:

Enclosed (resume) Issue Study Enclosed
 To Be Distributed at Meeting (Contract) None

Andrew E. Hahn

OBJECTIVE

Seeking an Information Technology administration position in an educational setting to help improve technology for 21st century users.

EDUCATION

Graduate Certificate in Educational Technology Michigan State University, East Lansing, MI	March 2011 - August 2011
Master of Science in Information Systems Central Michigan University, Mt. Pleasant, MI	January 2009 - December 2010
Associate of Applied Science in Computer Science Delta College, University Center, MI	August 2008 - June 2010
Bachelor of Business Administration in Management Saginaw Valley State University, University Center, MI	August 2006 - August 2008
Computer Science/Computer Engineering Michigan Technological University, Houghton, MI	August 2005 - May 2006

RELEVANT EXPERIENCE

Manager, Technical Services K-12 Public School District School District of the City of Saginaw, Saginaw, MI	February 2013 - Present
<ul style="list-style-type: none">Manage technology systems, departmental processes and projects for a district of 8000 studentsE-Rate/Schools and Libraries Division CoordinatorCollaborate with all district departments to help streamline technology into workflowManage IT staff and contracted technology servicesConsult with vendors and contractors for new district technologyHelp develop district budget, renewal contracts, and technology budget forecastingWork with educators to help integrate technology into curriculum and instructionReestablished technology committee to work with educators on instructional technology in the classroom	February 2013 - Present
Manager of Technology Services K-12 Public School District Bridgeport – Spaulding Community Schools, Bridgeport, MI	June 2006 - February 2013

COMPUTER SKILLS

Certification: Comptia A+ and Network+
Operating Systems: Novell NetWare/SUSE Linux OES, Linux, Windows Operating Systems, Windows Server 2003/2008, Linux, Android, Mac
Programs and Software: MS Office; Visual Basic; Java; Norton Ghost; FOG Imaging; Novell - GroupWise, ConsoleOne; DeepFreeze; Symantec Back-Up Exec for Windows Servers; VMWare; FileZilla; Moodle; OpenOffice/LibreOffice; SQL; HTML; SMART Notebook 11; Google Apps for Education; Google Analytics; Microsoft System Center 2007; Cisco UCM; Google Sites

Memberships: IEEE and IEEE Computer Society

COMMUNITY INVOLVEMENT

- Member of the Saginaw Career Complex Technology Advisory Board for curriculum and classroom technology
- Sound/Video Technician for Faith Evangelical Lutheran Church in Saginaw, MI

Andrew E. Hahn

Grants and Activities

Michigan Department of Education (MDE) Reimagine Demonstration District November 2009
Collaborated with Saginaw County ISD to propose a five year \$537 million initiative to combine educational, social and health care services under a prenatal to career comprehensive system.

MDE Enhancing Education through Technology Title II, D Competitive Grant October 2009
Assisted and consulted on supporting a \$300,000 technology-based K-12 improved classroom instruction model for at-risk students grant.

Title I ARRA Consolidated Application September 2009 - June 2011
Analyzed building infrastructure, secured quotes, developed budget for \$250,000 of research based educational technologies and oversaw and coordinated installation of interactive technology.

State Aid - Section 31a (At Risk) July 2011 - June 2012
Coordinated the installation of in-house IP based security cameras district wide, upgraded network operating system to SUSE Linux to help accommodate IP cameras, configured a NAS for IP camera video storage, consolidated six servers virtually to one physical server.

Cisco VoIP Phone Project May 2013 - August 2013
Secured bid and project requirements for a bond funded \$600,000 VoIP based phone system. Worked with departmental staff, district staff, project managers and contractors to migrate from analog system to VoIP based system and backbone. Oversaw deployment of office phones and conducted training sessions for teachers and staff.

SPSD Website Redesign January 2014 - July 2014
Helped further integrate Google Apps for Education for the district by hosting Saginaw Public Schools website on a Google Site. Collaborated with district administration and building webmasters to create a new district website. Moved data, documents and links from old website to a new hosted Google Site. Created district website, school building website templates and held training sessions for each building webmaster.

Andrew E. Hahn

References

Charles Lesser
Principal
Martell Elementary School
Troy School District
Troy, MI
248-210-9648

Dr. Desmon Daniel
Former Superintendent
Bridgeport-SpaULDING Community Schools
Bridgeport, MI
989-980-0605

Joan Dean
Former Media Specialist
Bridgeport-SpaULDING Community Schools
Bridgeport, MI
989-996-0999

Melissa Cabinc
Former Assistant Superintendent for Finance
Lansing School District
Lansing, MI
989-385-5253

Marty Coopes
Systems Analyst
Frankenmuth Insurance
Frankenmuth, MI
989-412-0147

Dr. Talisa Dixon
Former Deputy Superintendent
Saginaw Public School District
Saginaw, MI
216-371-7171 (office)
614-561-3595 (cell)

Enclosure #8
APPROVAL OF YCS BOARD AND DISTRICT GOALS
Meeting of 9/8/14
Presented by Laura Lisiscki
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> _____		David Bates	Don Garrett	Celeste Hawkins	Greg Myers	Daniel Raglin	Maria Sheler-Edwards	Anthony VanDerworp
	1 st /2 nd							
	Aye							
	Nay							
	Abstain							

Rationale/Background Information:

Attached please find the YCS Board and District Goals.

Proposed Motion:

“... move that the Board of Education approve, as presented, the Board and District Goals.”

Budget Impact: None As follows:

Attachments:

Enclosed Issue Study Enclosed To Be Distributed at Meeting None



Board and District Goals

YCS Vision:

To Be the **First Choice** for an Exceptional Cradle-to Career Education

District Goal: First Choice for Student Achievement

Our Status: Students Have More Choices To Prepare Them for Success

Our goal is to raise student achievement in order to prepare students to successfully enter college or career certificate programs.

YCS offers educational choices at every level that will ~~prepare students for success~~:

Elementary Schools

- Start learning earlier—the possibility of more preschool spots available at Ford and/or Perry Early Learning Centers.
- Spread learning more evenly throughout the year with a balanced calendar at Holmes.
- First grade classrooms added at Erickson Elementary for the 2014-2015 school year.
- Seventh grade classrooms added at Estabrook School for the 2014-2015 school year.
- First grade classrooms will be added at Estabrook School and Holmes Elementary for the 2015-2016 school year.

Middle School

- Option to stay at Estabrook from 1st grade through 8th grade beginning in the 2015-16 school year, which minimizes transition and allows for engagement in an additional middle school small learning community.
- Engage in a small learning community —STEM Tech (Project Lead the Way), ACTech (Arts, Communication, and Technology), or Scholars (6th graders only).
- Applied for a Middle School Robotics Team grant for students in STEM Tech.
- Participate in the internationally recognized and rigorous International Baccalaureate Middle Year Academy (WIMA), offered onsite with Washtenaw International High School.

High Schools

Students have multiple options to pursue based on their interests:

- STEMM small learning community
- Ypsilanti New Tech small learning community at Ardis
- ACTech (Arts, Communication and Technology) small learning community
- Beginning new for the 2014-15 school year, Certified Nurse Assistant career certificate at YCHS provided by WCC
- Construction Trades career certificate at WCC
- Culinary Arts program at New Tech
- Auto Body at RCTC building
- No-cost dual enrollment at WCC for any student who is ready to pursue college-level work
- Partnership with MIAT (Michigan Institute of Aviation and Technology): Energy Technician Certificate and Airframe & Powerplant Technician Certificate

Countywide Programs

All of these programs are conveniently located in Ypsilanti:

- **Washtenaw International High School**— International Baccalaureate curriculum. Recently reported second-highest student composite ACT scores in the state of Michigan
- **Early College Alliance**—students can earn up to 60 credits at Eastern Michigan University by the time they graduate from high school
- **Washtenaw Alliance for Virtual Education (WAVE)**—mix of online and classroom learning for students who are at risk

Our Future:

IB primary school

Additional balanced calendar schools

Middle College at YCHS (in partnership with WCC which allows for 5 year foundation to complete an associate degree or career certificate).

Additional career certificate programs

Young 5's program

Rebuild performing arts program

Increase math and reading scores

Board Goal: First Choice for Students to Feel Physically, Emotionally, and Socially Safe

Our Status: Changing the Culture with Restorative Practices and Small Learning Communities

- Restorative Practices is a proven method for urban districts to achieve safe and emotionally supportive schools. Through Restorative Practices, students learn to take responsibility for their actions and their impact on their community. The Sheriff's office, the legal system, Student Advocacy Center, and faith community support this approach.
- New Tech's Restorative Center is a place for students to work out issues in a proactive way with adult mediators trained in Restorative Practices.
- The Grizzly Support Center and the Dispute Resolution Center operate as safe places within YCHS for students to work out issues in a proactive way with adult mediators trained in Restorative Practices.
- At YCMS and YCHS, full-time onsite Student Resource Officers and other staff from the Sheriff's Department and City of Ypsilanti police work proactively to build positive relationships with students.
- Small learning communities (SLCs) at YCMS and YCHS function as a "school within a school," and help create small, safe, and supportive learning environments.
- In conjunction with community partners, the **YCS Coordinated School Health team** developed a district-wide Wellness Policy that includes both physical and mental health—making YCS the **only** district in the state of Michigan with a district Coordinated School Health team. The Social Workers are also in place at the High School and Holmes to provide support for students that may demonstrate symptoms needing mental health services to achieve academic success. They will also participate in Cognitive Behavior Therapy group training.
- Communities in Schools is providing wrap-around services for students and families at Holmes as stated in their Priority Plan.
- DHS Pathways to Potential will provide on-site assistance to any Adams' family in need of helping them remove barriers that may keep them from self-sufficiency.
- Youth and Family Services (CSTS) partnerships throughout the district.

Our Future:

Student safety officers from the community in middle and high schools
Family Resource Centers

District Goal: First Choice for Fiscal Stability

Our Status: Balanced Budget in 2013-2014

Our goal is to secure and maintain the financial resources necessary to educate our students and to achieve our goals without becoming a deficit district.

Before YPS and WR merged, we were spending 25% more every year than we were taking in. That's unsustainable. After the first year of the merger, we have a **balanced budget** and a small operating reserve.

Our Future:

Market and Sell unused properties

Develop a Multi-year budget projections

Increase shared services (technology operations) between school districts

Implement a new on-line transparency and financial comparison tool

Write and publish two or more Business Office newsletters

Develop a multi-year vehicle replacement plan

Develop a multi-year technology replacement plan