



**Monday, December 14, 2020**  
**REGULAR MEETING Agenda | Electronic Meeting VIA Zoom; see "IMPORTANT MESSAGE(S) REGARDING THIS MEETING"**

**YCS Board of Education Meeting | Meeting will be held electronically via Zoom in accordance with SB1108**  
**1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230 | 6:30 p.m.**

**1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President**

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**2. IMPORTANT MESSAGE(S) REGARDING THIS ELECTRONIC MEETING**

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- A. Electronic Meeting (via Zoom) In Accordance with SB1108; COVID-19
- B. Electronic Meeting Guidelines

**3. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President**

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**4. ACHIEVEMENT, AWARDS & RECOGNITION**

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- A. Recognition of Ypsilanti Community Schools Board Members from MASB
- B. Recognition of Ypsilanti Community Schools Board Members for Services Rendered

**5. ACCEPTANCE OF AGENDA**

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- A. Acceptance of Agenda

**6. PRESENTATIONS**

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- A. Extended COVID-19 Learning Plan Update
- B. Collaboration for Change Update
- C. Budget Amendment and Grants Presentation

**7. PUBLIC COMMENTS #1: Electronic Participation**

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- A. Guidelines for Public Comment

**8. CONSENT AGENDA**

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- A. Consent Agenda

**9. ACTION ITEMS: Other**

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- A. Approval of Purchase Agreement with Convergent for Security Cameras and Storage System, Nik Jackson, Director of Technology
- B. Approval of Purchase Agreement with Verizon Wireless, Nik Jackson, Director of Technology
- C. Approval of Purchase Agreement with Apple Computer, Nik Jackson, Director of Technology

**10. ACTION ITEMS: Business/Finance**

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- A. Approval and Adoption of the Amended Budget

B. Approval of the Update to the Pediatric Therapy Associates Yearly Contract, Priya Nayak, Director of Business and Finance

C. 2nd Supplemental Refunding Bonds Resolution, Priya Nayak, Director of Business and Finance

D. Renewal of the Great Start Readiness Program (GSRP) Sub-recipient Contract 2020-2021, Director of Business and Finance

**11. PUBLIC COMMENTS #2: Electronic Participation**

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A. Guidelines for Public Comment

**12. OTHER: International Baccalaureate World School Approval**

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A. International Baccalaureate World School Authorization

**13. BOARD/SUPERINTENDENT COMMENTS**

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**14. ADJOURNMENT OF MEETING**

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REGION  
7

**Christopher Lewis, Ed.D.**  
*Williamston Community Schools*



**Jessica Kelly**  
*Ann Arbor Public Schools*



**Kimberly Seaburg**  
*Grass Lake Community Schools*



**Kirsten Frait**  
*Milan Area Schools*



**Paul A. Miller**  
*Airport Community Schools,  
Monroe County ISD*



**Shawn Quilter**  
*Chelsea School District*



**Barbara Read**  
*Dexter Community Schools*



#MIBoardAwards

REGION  
7

**Andrew Cislo**  
*Milan Area Schools*



**Brenda Meadows**  
*Ypsilanti Community Schools*



**Mary Ann Martin**  
*Waverly Community Schools*



**Michael McVey**  
*Saline Area Schools*



**Maria Sheler-Edwards**  
*Ypsilanti Community Schools*



**Richard Vawter**  
*Hartford Public Schools*



**Blaine Goodrich**  
*Western School District*



#MIBoardAwards

REGION  
7

**Kerri Moccio**  
*Milan Area Schools*



**Jack M. Temsey**  
*Eaton RESA, Pottsville Public Schools*



**Michael McVey**  
*Saline Area Schools*



**Sharon Lee**  
*Ypsilanti Community Schools*



#MIBoardAwards

**Extended COVID-19 Learning Plan**  
**Version: Strict Adherence to Legislation**  
**Reconfirmation Meeting**  
**Required Every 30 Days After Initial Plan Approval**  
**December 2020**

**Agenda:**

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

**Reconfirmation Meeting for <December 7, 2020>**

**Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 20/21 school year: We had no modifications to our Return to Learn Plan.**

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

As we enter the 2020-21 school year, we are committed to offering all of our students and families three viable options: [In-Person](#), [Remote](#), and [Fully Online](#). We are also committed to putting the structures, systems, routines, and procedures that will ensure that our diverse student population is engaged and achieving under these three modes of instruction. As a result, we are committed to an equity plan that focuses on deep equity work around excellence, voice and access for all.

The [Extended COVID-19 Learning Plan](#) is necessary at YCS to increase student engagement and achievement for the 2020-21 school year because we are in the middle of a Global Pandemic that has significantly impacted the lives of our students, families and staff. The trauma caused by this pandemic has created significant mental health and academic gaps that have negatively impacted student learning. The racial divide and the significant impact of supporters of the Black Lives Matter movement have also created a National Platform that has brought RACE to the forefront of our National Agenda. No longer will people stand silently witnessing hatred, racism, oppression, and the victimization of a group of our citizens just because of the color of their skin. As we move forward, we at YCS will always lead from an equity lens. We are committed to the continuation of deep equity work around excellence, voice, and access for all students, staff, and families - [Statement of Commitment to Equity and Action Plan for YCS](#).

**Modes of Instruction:** Our YCS students will begin their 2020-21 school year on Tuesday, September 8, 2020. All K-8 students will attend school Monday through Thursday in the mode of instruction that their parents chose for them – In-Person, Remote, or Fully Online. Fridays are designed for independent PBL Equity Days where our students' work on individual projects focused on cultivating their genius and generating their energy in freedom dreaming experiences such as storytelling, quick writes, and other creative ways of expanding their knowledge about deep equity work in the areas of excellence, voice and access. We are not taking attendance on Fridays. High school students will begin the year receiving all of their content area instruction remotely regardless if they are receiving instruction in any of our three modes of instruction: In-Person, Remote, or Fully Online. Our HMH Anywhere curriculum allows us to teach our students at any setting. For example: An English teacher may be teaching in-person but can also have students in her class that are learning remotely or fully online. The curriculum allows us the required flexibility to make this happen for our students.

- **In-Person Instruction** will be provided to students in grades TK-5 by our instructional staff four days per week (M-TH) at Estabrook Elementary School. Fridays are designed for independent PBL Equity student work. Grades 6-8 students attend In-Person Instruction 2 days per week (M and T) at YCMS and work remotely with their teachers 2 days per week (W and TH). Fridays are designed for independent PBL Equity student work. Grades 9-12 students attend In-Person Instruction 2 days per week (W and TH) at YCMS and work remotely with their teachers 2 days per week (M and T). Fridays are designed for independent PBL Equity student work.
- **Remote Learning** will be provided to students in grades PreK-12 by our instructional staff 4 days per week (M-TH) via distance learning by our instructional staff using the Flipped Learning Model (A Blended Learning Instructional Model where student voice is honored, respected, and encouraged). The Flipped Learning Model is a student-centered approach to learning that aims in helping students to stay engaged and take responsibility for being more self-directed. Fridays are designed for independent PBL Equity student work.
- **Fully Online** will be provided to students in grades PreK-12 by our instructional staff four days per week (M-TH) via distance learning by our instructional staff using the Flipped Learning Model (A Blended Learning Instructional Model where student voice is honored, respected, and encouraged). The Flipped Learning Model is a student-centered approach to learning that aims in helping students to stay engaged and take responsibility for being more self-directed. Fridays are designed for independent PBL Equity student work. The flexibility of this option is that students can complete the school work independently 24/7 at their leisure. The student is not required to log in to live sessions.

The district is also working closely with the Collaboration for Change team members to identify Community Learning Labs throughout Ypsilanti where YCS students can visit to have access to the Internet, academic and social emotional support, and tutoring throughout the day.

## Document Public Comments:

There were no public comments in our Public Comments regarding the ECOL *Return to School Plan* for Ypsilanti Community Schools for the November 9, 2020 School Board Meeting.

- [School Board - Extended Covid-19 Learning Plan Attendance / 2 Way Communication Reports](#)
- [Board Adoption of Revised 2020-21 School Year - Attendance Policy](#)
- [Public Comments - June - November 9, 2020](#)

There were no public comments in our Public Comments regarding the ECOL *Return to School Plan* for Ypsilanti Community Schools for the October 26, 2020 School Board Meeting.

Superintendent Zachery-Ross made a presentation to the YCS School Board explaining the reasons why Option 1 for transitioning Remote Students to In-Person Instruction was not feasible at this time.

- All In-person classes from Estabrook transition to buildings week of 11/2/20
- All remote Staff report beginning 11/9/20-without students
- Remote elementary students begin transition 11/30/20 (i.e. K, 1st, 2nd and so forth) \*consideration will be given to building grade level structure and space availability
- Additional students added ~each 2 week period \*
- [Superintendent Return to In-Person Schooling Update to School Board](#)

Superintendent Zachery-Ross shared the district's findings and proposed the following plan that will be revisited in the December 2020 Board Meeting. Option 2 for transitioning Remote Students to In-Person Instruction

- All In-person classes from Estabrook will transition to buildings the week of 1/4/20
- All Remote Staff will report to their buildings beginning 1/4/21-without students

- Remote elementary students will begin to transition on 1/19/21 (i.e. K, 1st, 2nd and so forth)  
*\*consideration will be given to building grade level structure and space availability*
- Additional students will be added ~ each 2 week period \*
- Contingencies depending on the metrics \*

Ypsilanti Community Schools closed In-Person Instruction at the end of the school day on Thursday, November 12, 2020. All students receiving In-person instruction were transitioned to Remote Learning starting as follows:

- Grades TK-5 - Start Remote Instruction on Tuesday, November 17, 2020
- Grades 6-12 - Start Remote Instruction on Monday, November 16, 2020

YCS In-person instruction will resume on January 19, 2021.

## Review Weekly 2-Way Interaction Rates

<b>December 2020</b>	<b>All Students</b>
<b>Week 1</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, November 29 and ending on December 3, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• <b>85.13%</b> Attendance according to Powerschool</li> <li>• <b>89.71%</b> for our 2-Way Interactions Rates according to Powerschool</li> </ul>
<b>Week 2</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, December 7 and ending on December 11, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• % Attendance according to Powerschool</li> <li>• % for our 2-Way Interactions Rates according to Powerschool</li> </ul>
<b>Week 3</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, December 14 and ending on December 18, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• % Attendance according to Powerschool</li> <li>• % for our 2-Way Interactions Rates according to Powerschool</li> </ul>



**2020-21 COVID-19  
Extended Learning Plan  
December 14, 2020 Update**





Under Public Act 149. Section 98a states that each district must provide for instruction under **the Extended COVID-19 Learning Plan** that has been approved by the WISD. This plan does not replace the **COVID-19 Preparedness and Response Plan**, it is an additional plan that includes new assurances and section on **educational goals**, instructional delivery, grading, and **equitable access**.



# OUR PURPOSE

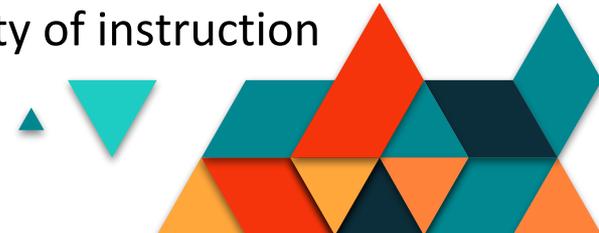
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# Our #1 Top Priority Goal for the 2020-21 SY

To substantially improve the quality of teaching and learning and thereby significantly advance the learning for all YCS students. We will accomplish this by ensuring that all:

- YCS staff will advance the learning and achievement of all students by making significant strides in *improving the quality of instruction* in all of our classrooms by teaching the priority standards and following the curriculum outlined in our pacing guides.
- YCS staff will conceive firmly and in substantial detail *what good teaching looks like and sounds like*.
- YCS staff will take the *measure of the quality of instruction* against this yardstick, and will work relentlessly to move the quality of instruction forward using formative assessments.



# Our Priority Goal #1: Reading

Priority Goal #1: All YCS students (K-8) will improve performance in Reading / ELA from Fall to Spring as measured by NWEA.

- Refer to the 2020-21 **YCS ELA Reading Quarterly Expectations** to identify which *priority standards* will be met at the end of **January 30, 2021** by each grade level.
- Refer to the **2020-21 YCS ELA Reading Quarterly Expectations** to identify which *priority standards* will be met at the end of **June 11, 2021** by each grade level.
- **Our FOCUS: Gathering Evidence of Student Understanding through the Use of Formative Assessments**



# Our Priority Goal #2: Mathematics

Priority Goal #2: All YCS students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- Refer to the **2020-21 YCS Math Quarterly Expectations** to identify which *priority standards* will be met at the end of **January 30, 2021** by each grade level.
- Refer to the **2020-21 YCS Math Quarterly Expectations** to identify which *priority standards* will be met at the end of **June 11, 2021** by each grade level.
- Our FOCUS: **Gathering Evidence of Student Understanding through the Use of Formative Assessments**



# Our Priority Goal #3: Mental & SEL Screening

**Priority Goal #3:** Increase the rapid access and response for students and staff to receive the Mental and Social Emotional Wellness screening and support they need to succeed.

- Refer to the **2020-21 TRAILS SEL Mental Health Screening Survey** to identify Growth Areas to meet by the end of **January 30, 2021**.
- Refer to the **2020-21 TRAILS SEL Mental Health Screening Survey** to identify Growth Areas to meet by the end of **June 11, 2021** by each grade level.
- **Our FOCUS: Gathering Evidence of Student Understanding through the Use of Formative Assessments**



# How We Plan to Meet Our Priority Focus at YCS?

**Keep YCS Students at the Center of Our Work:** Intentional outreach to continue building relationships and maintaining connections with our students and families. Help students feel safe, seen, heard, valued and respected. At minimum, plan to do the following:

- **Plan for student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and wellbeing.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family. Safety remains at the top of our priority. Provide translations as necessary.



# How We Plan to Meet Our Priority Focus at YCS?

**Design Learning for Equity and Access for ALL YCS Students:** Plan and deliver content in multiple ways so all students can access learning. At minimum, plan to do the following:

- **Teach our YCS Priority Standards and Content:** Set goals using knowledge of each student, priority content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of remote learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translation as needed.



# How We Plan to Meet Our Priority Focus at YCS?

**Assess Student Learning through Progress Monitoring:** Manage and monitor student learning and plan what's next for learning including the potential need for supplemental learning. At minimum, plan to do the following:

- **Check Student Learning:** Use a variety of student-engaged formative assessment strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessments results to guide the educator's reflection on effectiveness of instruction and to determine next steps for learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.



# Our #1 School-Level Factor - A Guaranteed and Viable Curriculum

At YCS, we will focus on the following factors:

- Focus on Priority Standards
- Focus on Pacing Instructional Guides
  - Flipped Classroom Lesson Plan Template



# Our #1 School-Level Factor - A Guaranteed and Viable Curriculum

At YCS, we will focus on the following factors:

- Focus on Teacher Collaborative Routines – Visions of HQI
  - Teacher Actions
  - Student Actions
  - **Visions of High Quality Instruction**
    - [Literacy](#)
    - [Writing](#)
    - [Science](#)
    - [Math](#)
    - [Social Studies](#)
    - [World Language](#)
    - [Visual Arts Education](#)
    - [Music Education](#)
    - [PE](#)
    - [Technology](#)
    - [Health Education](#)



# Our #1 School-Level Factor - A Guaranteed and Viable Curriculum

- Focus on Student-Engaged Assessment Protocols – Student Voice
  - Protocols that Support Inquiry - Student VOICE
  - Reading and Writing Strategies that Support Inquiry - Student VOICE
- Focus on Formative Assessment – **Gathering Evidence of Student Understanding through the Use of Formative Assessments**
- Focus on Common Assessments aligned to our Priority Standards
- Focus on Instructional Leadership Routines





# December Extended Covid-19 Learning Update





# What Questions Might You Have?





# THANKS!

Continue to check the YCS website  
for the most current information

[www.ycschools.us](http://www.ycschools.us)





# | Collaboration for Change Initiative |



**Eastern Michigan University | Ypsilanti Community Schools**

**2019-2020 | Partnership Inventory Report**

.....

Prepared by: Dr. Celeste Hawkins, PhD, LMSW

Associate Professor | School of Social Work

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**| Foreword |**

Eastern Michigan University (EMU) remains firmly committed to supporting Ypsilanti Community Schools (YCS). In efforts to synthesize EMU's numerous community engagement activities in the school district one of the first priorities was to gather a comprehensive inventory of existing partnerships with YCS. As valued community partners of YCS, EMU faculty and staff were asked to complete a google form to gather data on current partnership activities.

I am incredibly humbled to support the university by serving as a liaison between Eastern Michigan University and Ypsilanti Community Schools through the *Collaboration for Change* initiative, which was officially launched in June 2019.

As colleagues, we share a deep investment and commitment to our community and schools and know we are better and stronger together. We also know that the foundation of all great partnerships place students at the center and are grounded in mutual respect, trust, collegiality, and are aligned with the school district's goals and priorities.

The expertise and service of our faculty, staff, and students is appreciated and the shared sense of urgency we all espouse to improve student outcomes is commendable. I am honored to share in this level of commitment and dedication to strengthen our school district, university, and community.

I look forward to fostering a positive, productive, and deep collaborative relationship as we work together to advance the educational goals of Ypsilanti Community Schools and strategic initiatives of Eastern Michigan University.

YCS Superintendent Alena Zachery-Ross and the Board of Education are committed to this initiative, are dedicated to proactively addressing the issues facing the district, and are fortunate to have Eastern Michigan University as a partner in this important effort as we strive to create rich, diverse, and meaningful learning opportunities.

The following EMU departments/areas are engaged in programming to support the YCS district:

- Engage EMU
- The College of Health and Human Services (School of Social Work)
- The College of Education (Teacher Education, Leadership and Counseling, SEMIS)
- Bright Futures
- Michigan Education Corps
- Academic Service-Learning courses (TESOL, Prevention Theatre Collective and Eastern Scholars, the Village Project)
- Upward Bound
- The Collaborative (YMCA Early Childhood Center)
- EMU Family Empowerment Program
- EMU Athletics



*Deliverables going forward include, but are not limited to the following:*

- Completing a detailed inventory of all existing community and academic partnerships between EMU and YCS;
- Working with Engage @ EMU and EMU faculty to review existing partnerships with YCS and, as directed, develop *new* partnerships with YCS; and
- Serve as a liaison between EMU and YCS on matters related to the Collaboration for Change Initiative

*The goal is to organize this project into three phases:*

- **Phase 1** will consist of conducting a comprehensive inventory of existing partnerships between Eastern Michigan University (EMU) and Ypsilanti Community Schools (YCS).  
*A summary of responses can be found later in this report.*

- **Phase 2** will expand to gather an inventory of community partnerships and will build on Phase 1. We will build on the data gathered for this initial report and include community partnership information.

- **Phase 3** will include expanding and creating new partnerships as well as exploring funding opportunities.

Current partnerships align with EMU's Strategic Themes of:

- Student Engagement and Success: Goal 1; Objective 1.1, Goal 3; Objective 3.1
- Service and Engagement: Goal 1; Objective 1.1, 1.2, 1.3; Goal 2, Objective 2.1

Current partnerships align with the following YCS Strategic Areas of Focus:

- Achievement and Student Growth;
- Positive Culture and Climate; and
- Proactive Organizational Structures for Community Partnerships



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## | Executive Summary |

*Ypsilanti Community Schools Announces Groundbreaking Partnership with Eastern Michigan University and Washtenaw County*

### **Project Background**

In June of 2019, Representative Ronnie Peterson hosted a breakfast to announce a first-of-its-kind partnership between Ypsilanti Community Schools and Eastern Michigan University with the mission of improving test scores and graduation rates for our children. The project received major support from Washtenaw County’s Intermediate School District, Department of Human Services and office of Economic Development. The partnership was dubbed the *Collaboration for Change* and the kickoff breakfast was attended by over 200 enthusiastic community leaders including local elected officials, district and university teachers and administrators, stakeholder organization representatives, members of the clergy and area parents.

The tremendous support demonstrated at the kickoff breakfast is a clear illustration of the important role local school districts play in uniting a community. In addition to preparing area youths for their future, a strong school district serves as a point of pride, and helps to maintain property values and area marketability. Ypsilanti Community Schools (YCS) traces its history all the way back to 1840 when, according to the Ypsilanti Historical Society, Francis Griffin established a public school in the session house of the Presbyterian Church. Since then, the district has seen tremendous growth and change, but the teachers’ and administrators’ mission to provide first class education to Ypsilanti’s youth has remained constant. YCS serves a diverse student body and is located within one mile of Eastern Michigan University’s campus.

Eastern Michigan University (EMU) has been an integral partner in the Ypsilanti community since it was first founded in 1849 as Michigan State Normal School. The school was created to be a place to educate students to become teachers in the state of Michigan. The University’s mission states: “EMU enriches lives in a supportive, intellectually dynamic and diverse community. Our dedicated faculty balance teaching and research to prepare students with relevant skills and real-world awareness. We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.”

With two outstanding state institutions located right next to each other in the heart of Ypsilanti, a mutually beneficial collaboration seems almost inevitable!

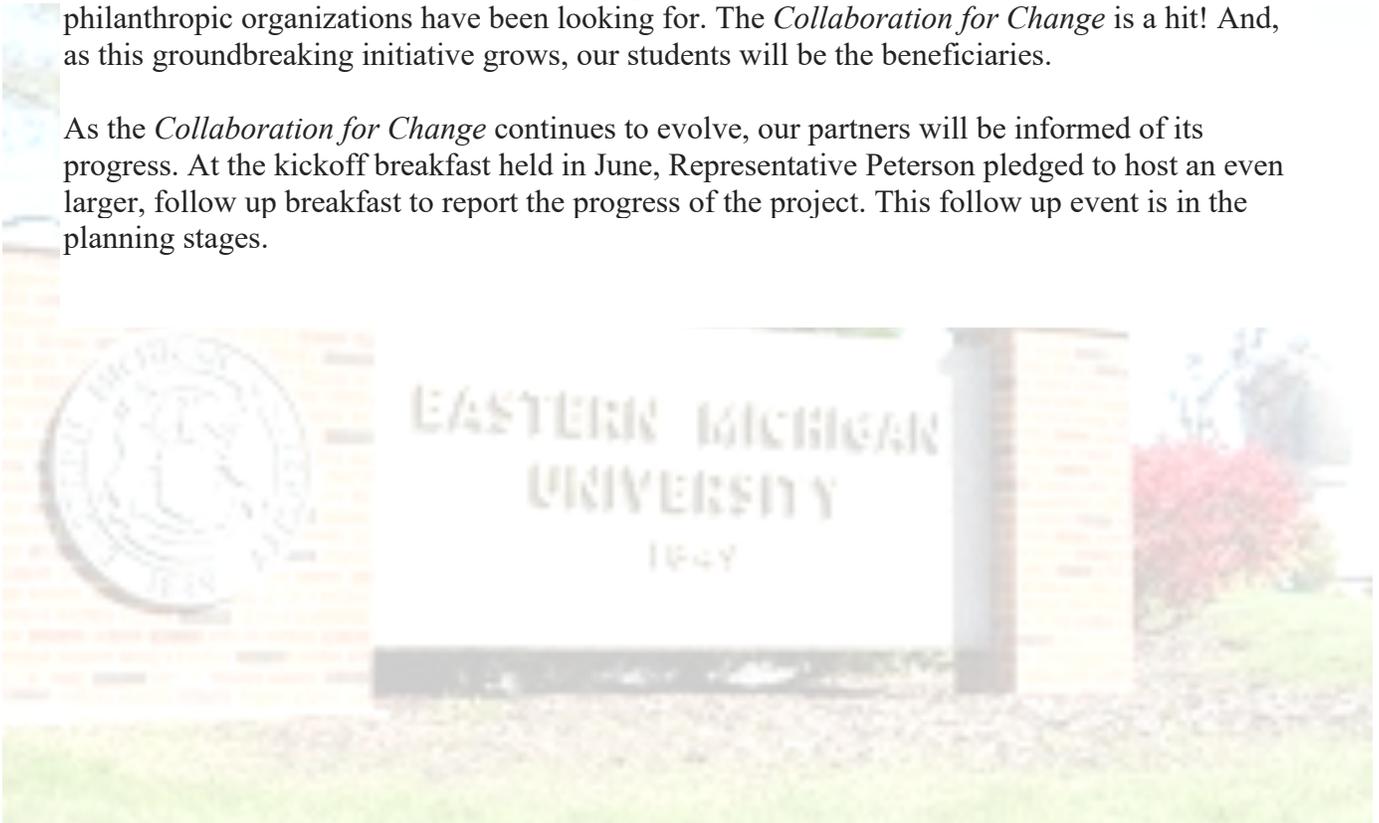
The *Collaboration for Change* initiative was formed with initial discussions between Representative Ronnie Peterson, Washtenaw County Commissioner Ricky Jefferson, Eastern Michigan University President, Dr. James Smith, YCS School Board President, Dr. Celeste Hawkins and Superintendent Alena Zachery-Ross. From those early meetings a plan was formed with the EMU College of Education and College of Health and Human Services to expand the scope and reach with broader impact to support YCS students. Under the leadership of EMU faculty, EMU students have the opportunity to assist YCS directly with tutoring, counseling and mentoring. EMU students will gain valuable hands-on experience in a diverse environment and



YCS students will benefit from intensive academic, social, and emotional supports, targeted interventions, and mentoring from college student role models who can make impactful generational connections with our youth. As the plan unfolded and the vision expanded, Washtenaw County, through the Washtenaw Intermediate School District and the County Human Services Department, stepped up to offer vital support and resources.

Since the official launch of the *Collaboration for Change*, momentum and interest continues to grow. Governor Gretchen Whitmer, has expressed high hopes that this collaborative initiative may evolve into a model for future university/K12 partnerships across the state. Bringing state educational institutions together represents a symbiotic relationship that is innovative and seems to be just the type of outside the box-thinking that government and a wide array of private and philanthropic organizations have been looking for. The *Collaboration for Change* is a hit! And, as this groundbreaking initiative grows, our students will be the beneficiaries.

As the *Collaboration for Change* continues to evolve, our partners will be informed of its progress. At the kickoff breakfast held in June, Representative Peterson pledged to host an even larger, follow up breakfast to report the progress of the project. This follow up event is in the planning stages.





| **Project Actions** |

**Phases of the Collaboration for Change Project**

**Phase 1**

The first phase of this important work was to gather a comprehensive inventory of existing partnerships between EMU and YCS. The purpose is to be intentional and strategic about how we align our efforts. During this first phase a google form/survey was sent to EMU faculty and staff. Responses were requested to be submitted by December 20, 2019 and to date, **11 of 11 responses have been received.**

*Data has been compiled and a summary of responses are found later in this report.*

**Phase 2**

The second phase will expand to gather an inventory of community partnerships and will build on Phase 1. As previously mentioned, we will build on data gathered for this initial report and include community partnership information.

**Phase 3**

The third phase will include expanding and creating new partnerships as well as exploring funding opportunities.

*We will build on this report to include this information.*

**Objective**

To support the academic, social, emotional growth and development of K-12 students in Ypsilanti Community Schools (YCS) mutually beneficial partnerships between Ypsilanti Community Schools, Eastern Michigan University, and Washtenaw County will be cultivated, sustained, and evaluated. These partnerships have been created to place students at the center and efforts will be aligned with YCS district goals and priorities.

**Progress**

Partner reports and an evaluation tool will be developed to assess impact and evaluate effectiveness.

**Outcomes**

Support the academic, social, and emotional development of Ypsilanti Community Schools students; and  
Support the professional growth and development of YCS teachers, staff, and administrators.





## | Partner Program Summaries |

### **SEMIS | Primary Contact: Dr. Ethan Lowenstein, Assistant Director of SEMIS**

The goal of SEMIS is to empower youth to become citizen-stewards of their local community and the Great Lakes Region. To provide wrap-around support to teachers and community partners in learning how to teach using a place- and community-based approach

Organic collaboration with YCS and our teacher education program so that by placing our classes, faculty, and students in the schools we can help YCS become better and you can help us train our students, orient our faculty to current school issues, and help us in redesigning our curriculum and processes.

The SEMIS Coalition is an award-winning, long-term, standards-aligned, and research-supported effort to provide coordinated support to teachers in using a place-based approach to education.

*Evaluation Measures: Teacher satisfaction and self-report*

*Numbers of students served during each semester or program cycle: 750*

### **College of Education (Teacher Education) | Primary Contact: Dr. Mike Sayler:**

The goal is to support English learners in an after-school program and help EMU TESOL students develop their teaching competencies.

The deep collaboration between the faculty, staff, principal, and district at Estabrook and Holmes and the faculty, students, and dean of the College of Education has been significant in changing important aspects of all three.

*Evaluation Measures: University funded research and evaluation projects*

*Numbers of students served during each semester or program cycle: 520*

### **Primary Contact: Dr. Cynthia Macknish**

The goal is to create project-based activities for middle school students (in the Bright Futures Program) that meet state required SEL (Social Emotional Learning) and Project Based Learning (activities fostering empathy, creativity, initiative, and reflection) outcomes for after school programs.

*Evaluation Measures: Post experience, academic reflection & survey*

*Numbers of students served during each semester or program cycle: 50*

Note: The program supports 25 Estabrook students and 25 EMU students.





**Project B.I.G. | Primary Contact: Dr. Dyann Logwood**

Project B.I.G. helps middle-school students: Look forward to find their own voice and identify their own talents and interests; Identify strategies to address stereotypes and media messages; Help them know and value themselves as individuals and members of society; Help them define their own ideal body image and to practice self-care; Build mutually supportive and ongoing relationships with other students in the program; Connect with positive role models and resources.

Our weekly program runs from September through the end of April. We work with up to 20 middle school students per week. We have successfully partnered with Bright Futures since 2012. The original program, "It's Great to be a Girl" started around the year 2000.

*Evaluation Measures: Weekly written feedback from the Bright Futures Staff -Weekly written Evaluations from the Project BIG leadership staff and the instructor; Written and Verbal feedback and evaluations from the EMU mentor course (Prof. Dyann Logwood; and Weekly feedback from the middle school students in the program after each session*

*Numbers of students served during each semester or program cycle: 20*

**NEXT | Primary Contact: Dr. Imandeep Grewal**

The primary goals for this program are: 1) To enact the common vision YCS and EMU NEXT have of using place and community-based teaching and learning; 2) Provide meaningful, guided, and direct classroom experience for EMU place-based teacher preparation students; 3) Establish a mutually beneficial pathway for highly qualified teachers committed to the Ypsilanti community to teach at YCS and for YCS students to receive support and encouragement to attend EMU.

NEXT students can work as paraprofessionals at YCS meeting needs of both program: providing reliable and capable students to support YCS classrooms while giving EMU students the opportunity to have direct classroom experience as part of their teacher preparation. They are currently raising funds to implement this portion of the NEXT program.

*Evaluation Measures: Post program surveys completed by EMU students*

*Numbers of students served during each semester or program cycle: 30*

**Academic Service Learning | Primary Contact: Arial Pompey**

The prevention programs that are offered are Prevention Theatre Collective and Prime for Life. The goal of both programs is to offer participants evidence based ATOD information to lead them to make healthy decisions as they enter into adulthood.

*Evaluation Measures: Surveys for PTC/Post Test for Prime for Life*

*Numbers of students served during each semester or program cycle: 25*





**Upward Bound | Primary Contact: Roderick Wallace**

The goal is to provide academic support and college preparation in order to ensure postsecondary graduation.

*Evaluation Measures: % of Low-Income/first-Gen students in program; % of Students w/ 2.5 or better; Secondary Retention; Senior Graduation Rate; % of graduates enrolled in postsecondary education next semester*

*Numbers of students served during each semester or program cycle: 90*

**Bright Futures | Primary Contact: Will Spotts**

The goal is to develop student agency through a program model steeped with social emotional learning opportunities, academic enrichment, positive youth development, family engagement, and inclusion.

Students participate daily in homework help, targeted academic assistance, mentoring, and project-based learning and select from a rotating menu of clubs and activities. Clubs focus on student interests in science, the arts, technology, engineering, culinary, physical fitness, personal development, and specific skills to support Social Emotional Learning (SEL) and a successful transition from elementary to middle, from middle to high school and to post secondary programs (college, university, career technical programs, etc).

*Evaluation measures: School attendance, school grades, surveys of students, teachers, parents, Youth Program Quality Assessment*

*Numbers of students served during each semester or program cycle: 336*

**Michigan Education Corps | Primary Contact: Decky Alexander**

The primary goal of the College Coaching Corps seeks to increase high school persistence rates while helping more Washtenaw County high school students pursue postsecondary educational opportunities, particularly those students that are located in communities (high schools) with lower socio-economic and low adult educational attainment rates.

This is a collective impact program born out of Washtenaw Futures (Local College Access Network/WISD) to meet the needs of local high schools not being served by other advising corps. It has shape shifted since 2013 based upon the needs of the school and district with the 9th grade intervention coach position created in 2016 under the request of the YCS principal.

*Evaluation Measures: At ECA: The college coach measures FAFSA application, post-secondary applications, scholarship perusal. At YCS: the 9th grade intervention coach does the following: post-secondary exploration, persistence in /at school, number of referrals to academic supports.*

*Numbers of students served during each semester or program cycle: 150*



**Making Youth Matter Mentoring Program | Primary Contact: Dr. Sarah VanZoeren**

The goals of the Making Youth Matter Mentoring Program (MYMMP or MYM) are to support students' academic, social, and emotional development. The program, integrating evidence-based school and community-based mentoring approaches, focuses on building a supportive environment for students at school, home, and in their community. Drawing upon the research related to youth engagement, the goals of this mentoring program focus on improving student outcomes by empowering youth to fully participate in their schools and communities. MYM serves as a tool of intervention to interrupt and mitigate risk factors among youth being funneled to the school-to-prison pipeline utilizing a strengths based perspective by focusing on: engaging student voice; engaging families as contributors to success; connecting youth with resources outside of school; engaging in activities in and out of the classroom that enrich student experiences; and, also preparing EMU students to pursue graduate school or careers post-graduation.

The MYM program is grounded in a belief that universities and schools are stronger when we partner together to support students, families, schools, and communities. Mutually agreed upon goals are developed between EMU mentors and YCS mentees that focus on the specific needs of the youth with the intent to positively impact academic, social, and behavioral outcomes. MYM pairs EMU BSW undergraduate students with a single middle school student facing challenges in order to provide the most intensive, hands-on support needed to improve the child's academic performance. *Making Youth Matter* also recognizes that support cannot simply begin in middle school and so has multiple programs to interact and support the elementary schools.

***Evaluation Measures: Qualitative interviews and Quantitative survey measures.***

***Numbers of students served during each semester or program cycle: 75***

**School Based Counseling Clinics | Primary Contact: Dr. Patrice Bounds**

Our School-Based Counseling Clinics (SBCC) provides free individual clinical counseling for elementary, middle, and high school student during the school day. In addition, we provide free group counseling to referred students. Our mission is to help students resolve personal, emotional, and social problems as they interfere with their adjustment to school/society/family and their capacity psychological well-being of the students and build upon the student's strengths and the strengths of his/her/their support systems.

We have been invited in the schools to provide much needed mental health service to students within the community who may not otherwise receive services due to possible lack of insurance, transportation, or accessibility to mental health services. In turn, our counselors in training (CITs) are able to get hands-on clinical experience counseling children within the schools. Which better them once they leave the university to see clients.

***Evaluation Measures: None***

***Numbers of students served during each semester or program cycle: 6***

*Content in this section was developed by Decky Alexander on November 19, 2019. The categories are organized to align with YCS district goals and priorities and Systematic Reconfiguration Blueprint work.*

## **Summary of Current YCS & EMU Partnerships 2019-20 | Alignment with District Goals**

### **Instructional Support and Talent**

- **Porter Chair from EMU** – Dr. Jackie LaRose is charged with coordinating services and establishing relationships for Teacher Education courses held at YCS.
- **TESOL Method Courses – Estabrook**
- **Estabrook & EMU 2019 Professional Collaboration Institute** – This is the second Professional Collaboration institute. This informative day focused on building parent involvement at Estabrook and how EMU students and teachers can support in this process. (Holmes and Estabrook).
- **Prevention Theatre Collective and Eastern Scholars** – college credit course integrated into existing theatre courses at high school with focus on using theatre as a tool to address ATOD. (intense student support)

### **Talent Management and Professional Development**

- **SEMIS** – Placed Based Education Initiative at Holmes, YCMS, YCHS, and ACCE

### **Persistence & Retention & Intense Student Support**

- **Upward Bound** – support of 89 YCS high school and middle school students in persistence and college access
- **College Coaching Corps** – full-time graduate assistant serving as 9th grade Intervention coach at the High School

### **Intense Student Support:**

- **EMU Bright Futures** – 21st Century Learning Center after school programs at all YCS schools serving hundreds of students
- **SEMIS** –Placed Based Education Initiative at Holmes, YCMS, YCHS, and ACCE
- **Michigan Education Corps** – Reading interventionists at Ford Early Learning Center, Erikson and Holmes
- **EMU Student Teaching Initiative** at YCS
- **Making Youth Matter Mentoring Program (MYMMP or MYM) Field Unit** Internship Program at YCMS, Estabrook, and Holmes Elementary. The program serves as a tool of intervention to interrupt and mitigate risk factors among youth being funneled to the school-to-prison pipeline utilizing a strengths based perspective by focusing on: engaging student voice; engaging families as contributors to success; connecting youth with resources outside of school; engaging in activities in and out of the classroom that enrich student experiences; and, preparing EMU students to pursue graduate school or careers post-graduation.
- **School Based Counseling Programs** – WIHI, WIMA, Estabrook, YCHS in partnership with leadership and Counseling, School of Education.

- **Mentoring Youth in Urban Spaces & Project BIG**, YCS Middle School (formerly Girls in Conversations)
- **Village Project** at Erickson Elementary and CTAR 300 Integrated Arts (AS-L grant funded initiative by the Ford Fund, Fall 2019)

### Community and Family Engagement

- **EMU College of Education Parent Engagement Institute** – This one-day Parent Engagement Institute intentionally focused on engaging families as partners in the education of their children. Holmes and Estabrook.
- **The Collaborative: YMCA Early Childhood Center** – providing low-cost childcare for YCS, EMU and YHC families.
- **EMU Family Empowerment Program** – on-site social workers serve as navigators for families living in Ypsilanti Housing Commission communities, many of who attend YCS schools. After -school tutoring with EMU BSW school social worker students are available at Sauk Pointe.

### Potential Options for Partnering with EMU - Winter 2020

*In addition to the current EMU programs listed above, an elevation and/or exploration of the following projects and collaborations can be considered.*

- **Literacy Reading Immersion Project – Pilot – YCHS (in partnership with WISD, Washtenaw Literacy and Engagement @EMU – January 2020.**
- **Morris Chair: Developing leadership capacity in YCS with COE teacher candidates** in the NEXT program and further lay groundwork for future cohorts.
- **Bright Futures' Entrepreneurship Club** – Managing YCS Middle School Store
- **PC/Liaison of the One Washtenaw, One YCS Initiative (staff or faculty).**
- **Getting Lost in a Great Book – Book Club**
  - Building on existing programs at EMU by faculty in children's literature and education (in partnership with the Office of Academic Service-Learning) Most recently we partnered with 826Michigan. Expansion could include EMU Bright Futures work with faculty in AS-L courses: Multicultural Literature, Children's Literature and Teacher Education EDPS 322 and Literature 490 courses to do in-school and out-of-school book and buddy reads.
- **Tutoring ELL Students in the Mastery of the English Language** – this program is currently running via ELL professors' Cynthia Macknish and Zuzana Tomas and is federally funded.
- **School Break Literacy Camps**
  - **What is already happening:** Currently, EMU provides week long camps during breaks for Dexter and Lincoln (beginning this year). Similar programming for YCS may be considered.
  - Additionally, Bright Futures will provide all day programming during the breaks at one of the school sites for YCS Students Notes: The Dexter and Lincoln programs are not free and are focused on 'in reach' (on campus).

- Additionally, EMU provides after-school programming at YHC's Sauk Pointe for YCS students, and fund instructors for the Parkridge Summer Camp program.
- **What could happen:** EMU Students through the Eagle Engage Corps, courses requiring on-site practicums such as: Social Work 350, EDPS 322 or LITR 490 can support YCS students in the Public Library, Parkridge Center, and Housing Commission Community Rooms. Additionally, the YMCA has well designed break programs that can be piloted) seek additional funding to off-set staff cost and embed them in the areas above).
- **Save One Student (S.O.S.)** – For Winter 2020, project design focused on current best practices with representatives from key programs and colleges including: School of Social Work, Urban Education, NEXT Place Based Teaching Program, Upward Bound and Bright Futures (potentially add Mentor2Youth as a collaborative partner).
- **Attendance Task Force** – Joint efforts to mitigate absenteeism through developing a District-Wide Improved Attendance Initiative in collaboration with YCS and EMU students, staff, county staff members, Mayor Bashert, WISD and others to improve and increase student attendance. Utilize required internships and practicums for programs such as Public Policy and CTAC.
- **Additional before and after school programming at various schools in collaboration with the YMCA. Notes:** *The YMCA currently provides programming at YIES and has a waiting list. EMU currently partners with them with our Early Childhood Center, The Collaborative. Many EMU students receive strong training and subsequent employment through the YMCA.*
- **Community Engagement and Social Innovation.** EMU was awarded 25,000 for Optimize its social innovation student organization. *It is exploring the idea (early stages) of launching a similar program in high schools with WCC and UM, where YCS students (vs. EMU college students) look to solve local problems through design thinking and social innovation. We can explore funding and models (three years ago with launched with the Power2Change Foundation and Design Thinking*

***NOTE.** Many of the initial suggestions/brainstorm for collaboration require a significant amount of EMU student volunteers. Service or volunteering (short and long term) is most effective when it is integrated into courses and curriculum (academic service-learning, practicums, and internships), through our Community Work Study program, or part of larger funded program, such as Bright Futures, Upward Bound or SEMIS.*

## | Networking, alignment, linkages, sustainability |

The university is committed to supporting the *Collaboration for Change* initiative through the designation of faculty and staff to support programming in Ypsilanti Community Schools. Many of the projects are grant funded and/or receive in-kind supports from the university to support the district's efforts. Partnerships with the district are built on mutual goals and outcomes. EMU has worked hard to align programming efforts with district priorities.

The main contributions to knowledge building will be education, awareness, community building, and training. EMU and YCS students benefit from an array of learning opportunities; awareness of social justice and community issues will be illuminated; and training for EMU students on methods of engagement, research, and the benefit of inter-disciplinary approaches.

Going forward, projects will remain sustainable through funding and in-kind contributions to support EMU's efforts in supporting YCS. To alleviate a human resource burden on the district, consideration of designating EMU faculty or staff who could explore funding opportunities for these projects would be an asset. To streamline communication, a consistent and predictable method to update partners and community members would be beneficial.

In the coming months, we may consider hosting a meet and greet for EMU faculty and staff to more intimately learn from and with YCS administrators and staff. Superintendent Zachery-Ross has expressed interest in getting to know the community partners and learning how their efforts support the district goals and priorities.

The upcoming Family & Community Empowerment (F.A.C.E.) Conference that the district is hosting in March will be a platform to connect the Ypsilanti Community Schools parents, students, and community to the resources and talents of our district partners and Ypsilanti Community Schools.

The F.A.C.E. Conference will be held on **Saturday March 14, 2020** at Ypsilanti Community High School located at **2095 Packard Road from 9-1**. Information about F.A.C.E and other district highlights can also be found by clicking on this link:

[https://twitter.com/ychools\\_us/status/1215724095557570566?s=09](https://twitter.com/ychools_us/status/1215724095557570566?s=09)

The University – Community impact in Ypsilanti is powerful and support should continue to be leveraged to support youth in our schools and communities. We believe this initiative provides a unique opportunity for Eastern Michigan University to partner with our local school district to support Ypsilanti youth and will position EMU as a leader in the area of university-community partnerships.



| **Data Summary** | **Recommendations/Next Steps** | **Conclusion** |

**Program Details/Areas of Support**

EMU currently has some level of programming in all of the elementary and secondary programs with the exception of Beatty Early Learning Center and Washtenaw International High School and Middle Academy, which is under the governance structure of Washtenaw Education Options Consortium (WEOC). The SBCC previously supported students at WIMA/WIHI.

EMU programming aligns with YCS priorities. The district identified four priority areas (academic skill development, support/partnerships, care, and safety) as areas of focus for community partners. This information was shared at the Family and Community Empowerment Conference planning meeting held on December 11, 2019. The intended outcomes of this meeting were to meet with the various community partners who support YCS in order to match their services with the needs of YCS families and the community; to identify potential partners to serve in discussion panels, workshops, talks, make and take sessions, etc.; and secure partners that will be instrumental in helping YCS to offer parents and the community the resources needed. The google form responses indicated that 72.7% of EMU's programming efforts are focused on academic skill development, 90.9% on support/partnerships, 45.5% on care, and 27.3% on safety.

**MOU and EMU Research**

81.8% of respondents answered yes to having a formal agreement or MOU with YCS  
Follow-up will be necessary for those programs with no MOU.

81.8% of respondents have programs that are associated with an IRB approved research project.

**YCS Research Approval and Program Inception**

80% of respondents indicated that the required YCS approval form to conduct research has been completed and is on file with YCS and EMU. Follow-up will be necessary for those programs who have not completed the research approval form for YCS.

Historically, EMU has always supported Ypsilanti Community Schools. The data indicates programming starting as early as 1967. The majority of programs started between 2015-2016.

**Recommendations/Next Steps**

- Build relationships with EMU faculty and staff partners who support YCS efforts
- Develop a mechanism to check in regularly with EMU partners to assess needs/progress
- Expand and develop new partnerships at the request of the Office of the President
- Ensure there is alignment with district goals and priorities for existing and new partnerships
- Monitor and evaluate progress towards goals
- Develop partnership reports
- Secure funding



## Conclusion

For years, the Ypsilanti community has struggled to make YCS an environment that supports academic success for young people. The consolidation of the Ypsilanti Community School (YCS) system in 2013 is a local manifestation of a broad national phenomena as school restructuring and school closures have been prevalent around the country, particularly in districts serving high concentrations of low-income and minority young people. Analysts have critiqued the process, suggesting it is a part of a broader attempt to dismantle public education. The *Collaboration for Change* is responding to these conditions and their impact on our young people, which have gone largely unnoted and undocumented.

This project contributes to the university's strategic goals by engaging in community-based projects and research on matters that are of central and urgent concern to both EMU and the Ypsilanti community. This work underscores the need to support Ypsilanti Community Schools, and to credit the roles of YCS administrators and staff as experts, community builders, and change agents in their own right. In addition, the project furthers Eastern Michigan University's relationships with various colleges and departments across campus and the Ypsilanti community by laying a framework for further collaboration. Finally, the proposed project will make an important and significant contribution to give our youth voice in decisions that affect their lives.

This comprehensive inventory conducted during the first phase of this project allowed for the exploration and documentation of existing EMU partnerships. The data reveals that EMU has invested a tremendous amount of resources in the Ypsilanti Community Schools district. Across the programs, the survey revealed a total of **2,052** YCS students who benefit and are impacted by these partnerships. While keeping the focus centered on the impact to students is important, the impact to YCS staff and EMU students and staff also deserve careful assessment and documentation. The services provided to the district range from tutoring, mentoring, classroom support, and professional development opportunities to broader efforts such as engaging student voice to address social justice and community-wide issues. EMU faculty and staff bring their expertise, time, and talents to enhance the learning experience for students and staff.

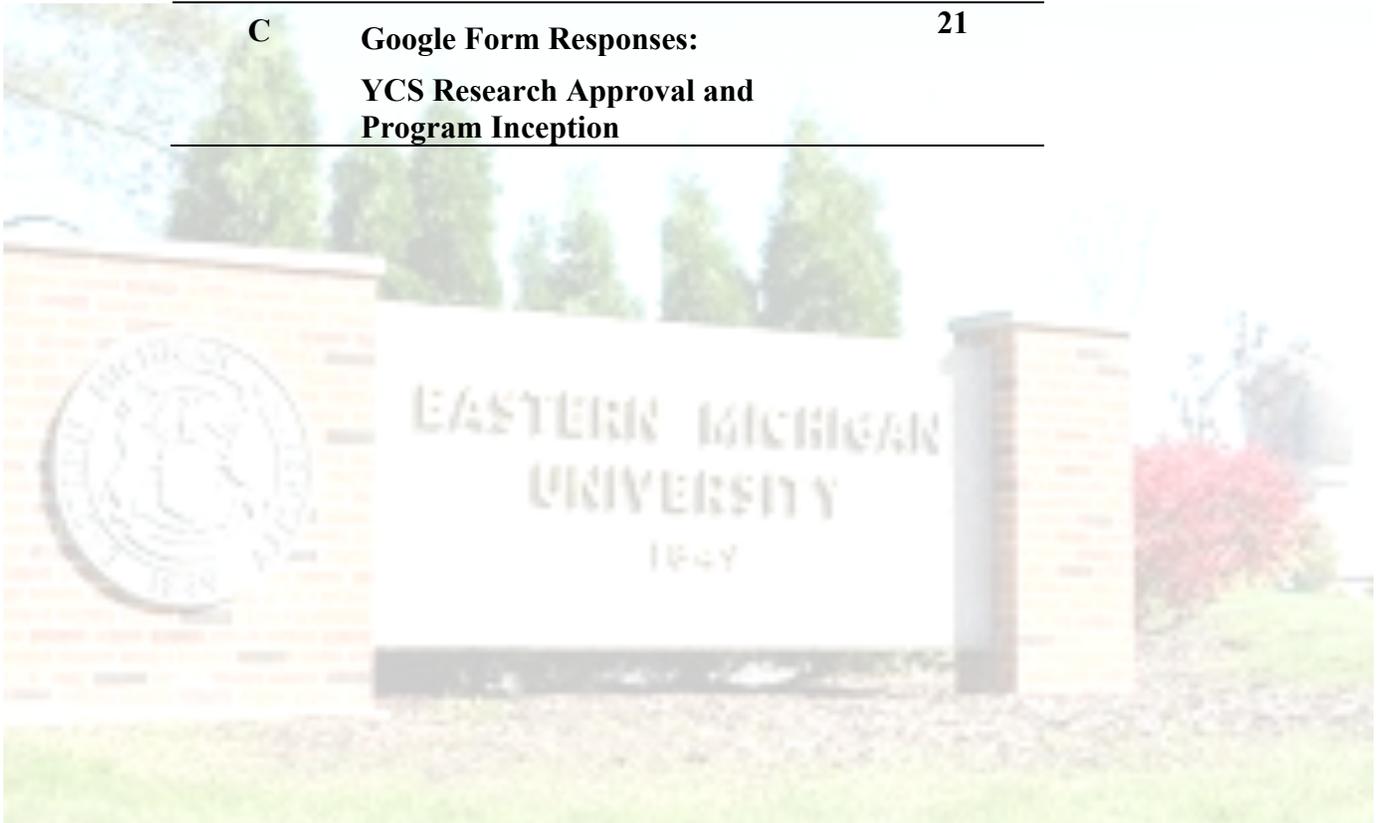
The university has supported the district dating back to 1967. To date, on average a new program or project has been developed each year. While the investment is valued and appreciated from both entities, the communication and transparency about the breadth and depth of EMU's involvement is an area that can be improved to have even broader impact.

The expertise I bring to this project builds interdisciplinary connections across the university and more specifically, between the College of Health and Human Services (School and Social Work) and College of Education. I hold a PhD in Education, a MSW, and I am a faculty member in the School of Social Work. My education and community leadership positions me well to create a basis for ongoing collaboration. I appreciate the opportunity to support this project and I am extremely excited about the potential value of the results.



| Appendices |

Appendix	Item	Page
A	Google Form Responses: Program Details/Areas of Support	19
B	Google Form Responses: MOU/Research	20
C	Google Form Responses: YCS Research Approval and Program Inception	21





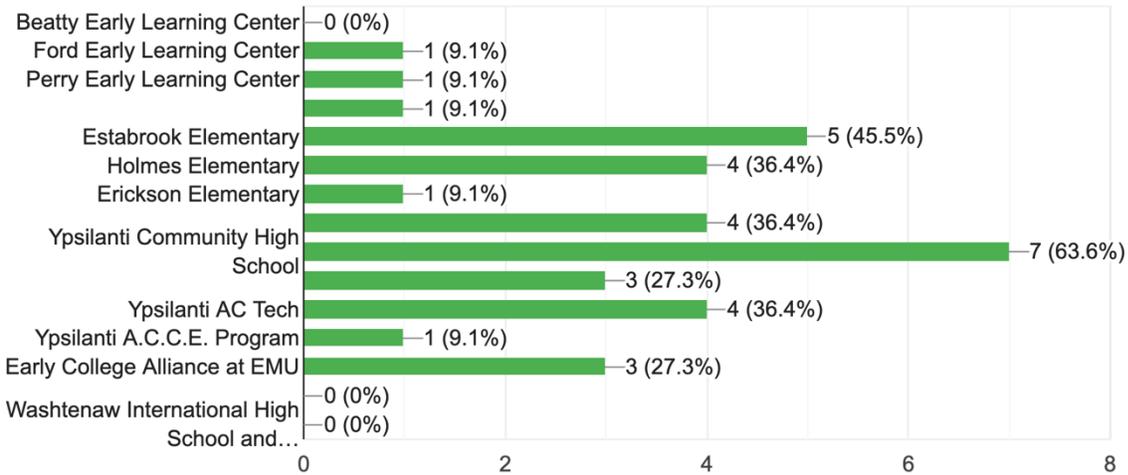
## | Appendix A: Google Form Responses |

### EMU and YCS Collaboration for Change | Inventory of Partnerships

#### Program Details

School(s) that the program is currently located/hosted in

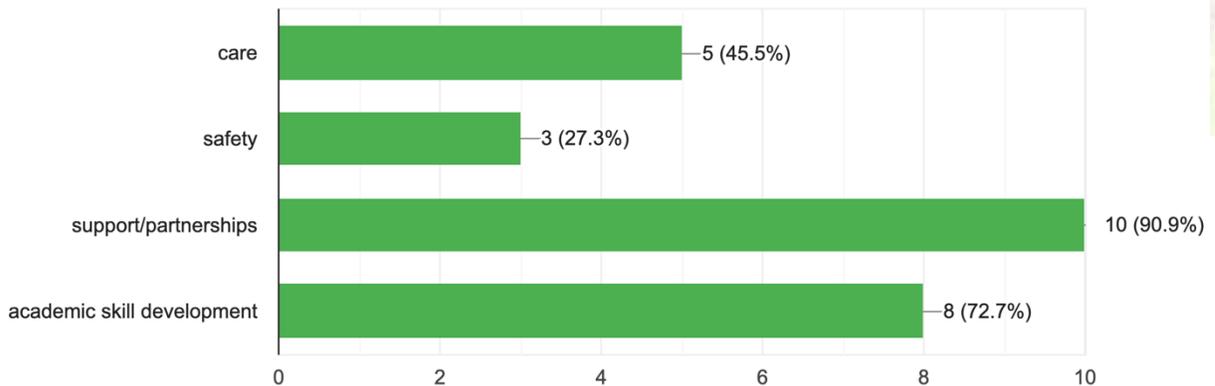
11 responses



#### Areas of Support that align with YCS goals and priorities

Please indicate which area(s) of support you feel your program best serves Ypsilanti Community Schools.

11 responses

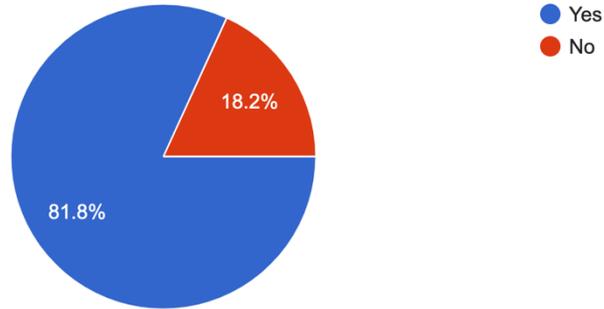




| Appendix B: Google Form Responses |

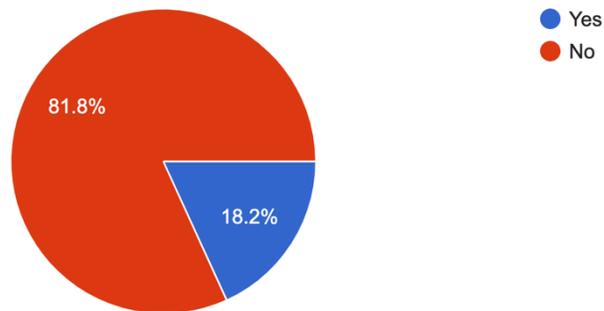
Does your program currently have a formal agreement/MOU with YCS?

11 responses



Is this program associated with an IRB approved research project?

11 responses

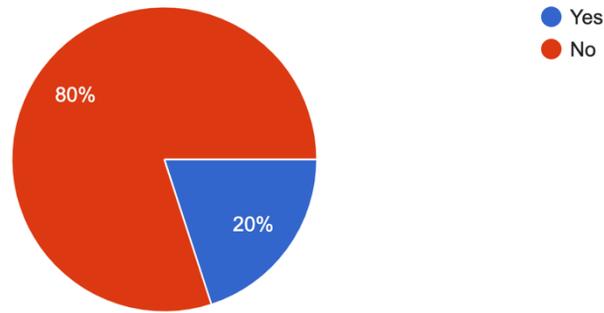




### | Appendix C: Google Form Responses |

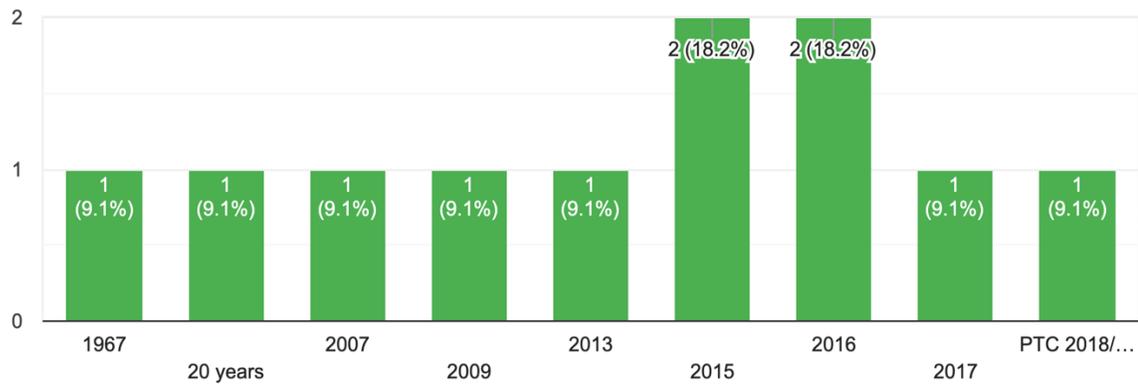
Is the YCS research approval form complete and on file with EMU and YCS? (this form is on the YCS website)

10 responses



Year program began with Ypsilanti Community Schools

11 responses



Memo

To:	YCS Board of Education	From:	Superintendent Zachery-Ross/ Modified from Drs. Hawkins and VanZoeren's memo to EMU dated 7/28/19
Date:	12/14/2020	Pages:	2
Re:	Collaboration for Change		

Dear Board of Education Members:

This memo outlines some of the key components of the Collaboration for Change Initiative.

In 2019, the *Collaboration for Change* was conceived under the leadership of State Representative Ronnie Peterson. The *Collaboration for Change* initiative was formed following initial discussions between State Representative Ronnie Peterson; Eastern Michigan University President, Dr. James Smith; YCS School Board President and EMU Professor, Dr. Celeste Hawkins; and YCS Superintendent, Alena Zachery-Ross. This collaboration seeks to not only build on existing successful partnerships between YCS and EMU, Washtenaw County, Washtenaw Area Intermediate School District, and in 2020 includes the Washtenaw Community College that focus on literacy, student wellness, and mentoring but also to expand the scope, reach, and impact for YCS students and the broader school community.

Momentum and interest continues to grow. Governor Gretchen Whitmer has expressed high hopes that this collaborative initiative may evolve into a model for future University/K12 partnerships across the state. The symbiotic relationships and programs developed through this initiative will allow our state educational institutions to come together to recognize our shared goals of creating robust, innovative, and engaging learning opportunities for students in our community.

The plan for dramatic improvement in student, teacher, and leader performance at Ypsilanti Community Schools is based on the *MI Excel Systemic Reconfiguration Blueprint* for Success. This strategic school design is anchored in a culture of collective responsibility and is grounded in the belief that students will learn, grow, and thrive when we all work together to create positive learning environments that are safe, orderly, and respectful for all our students. The main focus of the *YCS Blueprint Systemic Reconfiguration* is improved academic achievement for all of our students. As a result of the Blueprint work, YCS has committed to three driver systems that are imperative to our collaborative and intentional work. YCS uses the Problem-Solving Driver System, Communications Driver System, and Performance Management Driver System to ensure that Talent Management, Leadership Network, Instructional Infrastructure, and Intense Student Support Network committees have a process for communicating and systematically working together to meet the needs of YCS students. The YCS leadership structure incorporates Principals Leveraging District Systems, Instructional Leadership Routines, and Teacher Collaborative Routines that are designed to increase student learning at YCS.

As a result of this work, our community should look forward to the following changes:

- Every employee at YCS will know our vision for high quality instruction – what it looks like, sounds like, and feels like
- Every school will have one Instructional Coach
- Every school will have a new K-12 ELA Curriculum
- The Blueprint will be aligned to the District Improvement Plan submitted to the Michigan Department of Education
- Authentic partnerships will be established that support the deep work in YCS

**Collaboration for Change Initiatives 2019-20 Implementation**

*The following EMU departments/areas are engaged in programming to support the YCS district:*

- Engage EMU
- The College of Health and Human Services (School of Social Work)
- The College of Education (Teacher Education, Leadership and Counseling, SEMIS)
- Bright Futures
- Michigan Education Corps
- Academic Service-Learning courses (TESOL, Prevention Theatre Collective and Eastern Scholars, the Village Project)
- Upward Bound
- The Collaborative (YMCA Early Childhood Center)
- EMU Family Empowerment Program
- EMU Athletics

***Washtenaw County***

- Parent Handbook/ Community Guide
- Land Disposition Study

**Collaboration for Change Initiative 2020-21 Implementation**

- In Person Student Wellness Checks- Trusted Parent Advisors, Interrupters, County Court
- Virtual and In Person Learning Labs
- Resiliency Center
- Student Supplies and Learning Toolkits
- EMU Student Teachers
- Bright Futures
- Student Internet Access



# 2020-2021 Budget Amendment

**-Priya Nayak, Director of Business and Finance**  
**-Mark Coscarella, Director of State and Federal Programs**

**December 14, 2020**

# Budget Amendment Summary :

## 2020 - 2021



The 2020 - 2021 First Budget Amendment includes funding from:

- Coronavirus Relief Funds School Aid - CRF
- Final Allocation for Title I, Title II, and Title IV
- Carryover Allocations for Title I, Title II, and Title IV
- Estimated Allocation for 31A
- Final CARES ACT - ESSER Formula
- Final ESSER - Equity Grant

# 2020 - 2021 General Fund Revenue Amendment



	2020 - 2021 Original Budget 06/30/2020	2020 - 2021 First Budget Amendment 12/14/2020	Change
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## REVENUE

Local Revenue	\$10,602,981.00	\$10,602,981.00	\$0.00
State Revenue	\$29,470,540.00	\$31,045,821.00	\$1,575,281.00
Federal Revenue	\$8,445,021.00	\$11,800,405.00	\$3,355,384.00
incoming Transfers & Other Transactions	\$7,748,523.00	\$8,359,396.00	\$610,873.00
Fund Modifications	\$175,000.00	\$175,000.00	\$0.00
<b>Total Revenues</b>	<b>\$56,442,065.00</b>	<b>\$61,983,603.00</b>	<b>\$5,541,538.00</b>

# 2020 - 2021 General Fund Expenditure Amendment



## EXPENDITURES:

Basic Programs, Instructions	\$22,977,412.00	\$23,580,966.00	\$603,554.00
Added Needs, Instruction	\$6,581,660.00	\$7,425,005.00	\$843,345.00
Pupil Support	\$6,633,102.00	\$7,054,065.00	\$420,963.00
Instructional Support	\$2,103,040.00	\$2,483,274.00	\$380,234.00
General Administration	\$695,710.00	\$695,710.00	\$0.00
Schools Administration	\$2,326,395.00	\$2,397,120.00	\$70,725.00
Business Support	\$826,231.00	\$826,231.00	\$0.00
Operations/Maintainence	\$5,251,499.00	\$5,887,727.00	\$636,228.00
Transportation	\$4,522,362.00	\$4,814,674.00	\$292,312.00
Central Services	\$1,338,760.00	\$1,740,345.00	\$401,585.00
Atheletics	\$563,480.00	\$563,480.00	\$0.00
Community Services	\$444,798.00	\$529,458.00	\$84,660.00
Debt Service	\$2,103,500.00	\$2,399,650.00	\$296,150.00
Fund Modifications	\$74,116.00	\$95,500.00	\$21,384.00

## Total Expenditures

\$56,442,065.00

\$60,493,205.00



**What Questions might you have?**



## ► Grants Expenditure

- Title I
- Title II
- Title III
- Title IV
- IDEA Flow through
- 31A At Risk



## ▶ Grants Expense Report

### ➤ Title I - HMH, Summer School, Title I Teacher Salaries, Behavior Spec.

- Total Approved Amount : \$ 2,559,733
- Total Expenses 07/01/2019 - 09/30/2020 : \$ 2,178,999
- Carry Over (added to this year's budget) : \$ 380,734

### ➤ Title II - Blueprint Install, Instructional Coach, Professional books, Professional Dev.

- Total Approved Amount : \$ 666,659
- Total Expenses 07/01/2019 - 09/30/2020 : \$ 391,687
- Carry Over (added to this year's budget) : \$ 274,972



## ▶ Grants Expense Report

### ➤ Title III - After school support for E.L. students, Interpreters

- Total Approved Amount : \$ 66,307
- Total Expenses 07/01/2019 - 09/30/2020 : \$ 31,428
- Carry Over (added to this year's budget) : \$ 34,879

### ➤ Title IV - STEAM, Guidance Counselor, and HMH support

- Total Approved Amount : \$ 214,278
- Total Expenses 07/01/2019 - 09/30/2020 : \$ 122,032
- Carry Over (added to this year's budget) : \$ 92,246



## ▶ Grants Expense Report

- IDEA Flow through: Special Education staff - Para Professionals, Climate and Culture Coaches, Professional Development

- Total Approved Amount : \$ 1,189,815
- Total Expenses 07/01/2019 - 06/30/2020 : \$ 398,158
- Carry Over (added to this year's budget) : \$ 791,657

- 31A / At Risk: Instructional Support, Social workers, Security Services

- Total Approved Amount : \$ 1,844,183
- Total Expenses 07/01/2019 - 06/30/2020 : \$ 1,819,183
- Carry Over (added to this year's budget) : \$ 25,000



**What Questions might you have?**

**SPECIAL MEETING | STUDY SESSION Agenda | Electronic Meeting VIA Zoom; see "IMPORTANT MESSAGE(S) REGARDING THIS MEETING" (Monday, November 30, 2020)**

*Generated by Alena Zachery-Ross on Monday, November 30, 2020*

**Members present**

Dr Celeste Hawkins, Maria Sheler-Edwards, Gillian Ream Gainsley, Ellen Champagne, Sharon Lee, Meredith Schindler, Brenda Meadows

**Meeting called to order at 6:31 PM**

1. IMPORTANT MESSAGE(S) REGARDING THIS ELECTRONIC MEETING

Information: A. Electronic Meeting (via Zoom) In Accordance with SB1108

Information: B. Electronic Meeting Guidelines

2. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

3. ACCEPTANCE OF AGENDA

Action, Action (Consent): A. Acceptance of Agenda

Resolution: ... MOVE THAT the Board of Education accept the agenda, as presented.

... MOVE THAT the Board of Education accept the agenda, as presented.

Motion by Sharon Lee, second by Brenda Meadows.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Ellen Champagne, Sharon Lee, Meredith Schindler, Brenda Meadows

4. PUBLIC COMMENTS: Electronic Participation

Information: A. Guidelines for Public Comment

5. ACTION ITEM: OTHER

Action: A. New Emergency Temporary Telecommuting Policy

Superintendent Zachery-Ross will add Trustee Maria Sheler-Edwards vote.

...move that the Board of Education approve the Emergency Temporary Telecommuting Policy (ETTP)

Motion by Meredith Schindler, second by Brenda Meadows.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Ellen Champagne, Sharon Lee, Meredith Schindler, Brenda Meadows, Sheler-Edwards

6. ACTION ITEMS: Business/Finance

Action: A. Funding of 2013 Bond Resolution: Priya Nayak, Director of Business/Finance

... MOVE THAT the Board of Education approve the presented 2013 (2020) Refunding Bond estimated for a principal amount not to exceed \$11,200,000.00.

Motion by Sharon Lee, second by Brenda Meadows.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Maria Sheler-Edwards, Gillian Ream Gainsley, Ellen Champagne, Sharon Lee, Meredith Schindler, Brenda Meadows

7. BOARD/SUPERINTENDENT COMMENTS

8. ADJOURNMENT OF MEETING

Board of Education

Name	Location	Position	New Position Replacement
<b>New Hire</b>			
Ayars, Melissa	High School	Spec Ed - RR/TC	Replacement
Garrett, Ilena	Estabrook	Paraprofessional	Replacement
Gates, Joelle	Ford	Associate Teacher	Replacement
Lyons, Margaret	Perry	Associate Teacher	Replacement
Martin, Rebecca	Perry	Lead Pre School Teacher	Replacement
Mustapha, Zalimoon	Middle School	Spec Ed - ASD	Replacement
Rapelyea, Lenora	Perry	Food Service	Replacement
<b>Resignations</b>			
Foreman, Morgan	On Line	Paraprofessional	
<b>Retired</b>			
		Prepared by Lois Nowling	
		12/7/2020	

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

**Extended COVID-19 Learning Plan**  
**Version: Strict Adherence to Legislation**  
**Reconfirmation Meeting**  
**Required Every 30 Days After Initial Plan Approval**  
**December 2020**

**Agenda:**

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

**Reconfirmation Meeting for <December 7, 2020>**

**Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 20/21 school year: We had no modifications to our Return to Learn Plan.**

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

As we enter the 2020-21 school year, we are committed to offering all of our students and families three viable options: [In-Person](#), [Remote](#), and [Fully Online](#). We are also committed to putting the structures, systems, routines, and procedures that will ensure that our diverse student population is engaged and achieving under these three modes of instruction. As a result, we are committed to an equity plan that focuses on deep equity work around excellence, voice and access for all.

The [Extended COVID-19 Learning Plan](#) is necessary at YCS to increase student engagement and achievement for the 2020-21 school year because we are in the middle of a Global Pandemic that has significantly impacted the lives of our students, families and staff. The trauma caused by this pandemic has created significant mental health and academic gaps that have negatively impacted student learning. The racial divide and the significant impact of supporters of the Black Lives Matter movement have also created a National Platform that has brought RACE to the forefront of our National Agenda. No longer will people stand silently witnessing hatred, racism, oppression, and the victimization of a group of our citizens just because of the color of their skin. As we move forward, we at YCS will always lead from an equity lens. We are committed to the continuation of deep equity work around excellence, voice, and access for all students, staff, and families - [Statement of Commitment to Equity and Action Plan for YCS](#).

**Modes of Instruction:** Our YCS students will begin their 2020-21 school year on Tuesday, September 8, 2020. All K-8 students will attend school Monday through Thursday in the mode of instruction that their parents chose for them – In-Person, Remote, or Fully Online. Fridays are designed for independent PBL Equity Days where our students' work on individual projects focused on cultivating their genius and generating their energy in freedom dreaming experiences such as storytelling, quick writes, and other creative ways of expanding their knowledge about deep equity work in the areas of excellence, voice and access. We are not taking attendance on Fridays. High school students will begin the year receiving all of their content area instruction remotely regardless if they are receiving instruction in any of our three modes of instruction: In-Person, Remote, or Fully Online. Our HMH Anywhere curriculum allows us to teach our students at any setting. For example: An English teacher may be teaching in-person but can also have students in her class that are learning remotely or fully online. The curriculum allows us the required flexibility to make this happen for our students.

- **In-Person Instruction** will be provided to students in grades TK-5 by our instructional staff four days per week (M-TH) at Estabrook Elementary School. Fridays are designed for independent PBL Equity student work. Grades 6-8 students attend In-Person Instruction 2 days per week (M and T) at YCMS and work remotely with their teachers 2 days per week (W and TH). Fridays are designed for independent PBL Equity student work. Grades 9-12 students attend In-Person Instruction 2 days per week (W and TH) at YCMS and work remotely with their teachers 2 days per week (M and T). Fridays are designed for independent PBL Equity student work.
- **Remote Learning** will be provided to students in grades PreK-12 by our instructional staff 4 days per week (M-TH) via distance learning by our instructional staff using the Flipped Learning Model (A Blended Learning Instructional Model where student voice is honored, respected, and encouraged). The Flipped Learning Model is a student-centered approach to learning that aims in helping students to stay engaged and take responsibility for being more self-directed. Fridays are designed for independent PBL Equity student work.
- **Fully Online** will be provided to students in grades PreK-12 by our instructional staff four days per week (M-TH) via distance learning by our instructional staff using the Flipped Learning Model (A Blended Learning Instructional Model where student voice is honored, respected, and encouraged). The Flipped Learning Model is a student-centered approach to learning that aims in helping students to stay engaged and take responsibility for being more self-directed. Fridays are designed for independent PBL Equity student work. The flexibility of this option is that students can complete the school work independently 24/7 at their leisure. The student is not required to log in to live sessions.

The district is also working closely with the Collaboration for Change team members to identify Community Learning Labs throughout Ypsilanti where YCS students can visit to have access to the Internet, academic and social emotional support, and tutoring throughout the day.

## Document Public Comments:

There were no public comments in our Public Comments regarding the ECOL *Return to School Plan* for Ypsilanti Community Schools for the November 9, 2020 School Board Meeting.

- [School Board - Extended Covid-19 Learning Plan Attendance / 2 Way Communication Reports](#)
- [Board Adoption of Revised 2020-21 School Year - Attendance Policy](#)
- [Public Comments - June - November 9, 2020](#)

There were no public comments in our Public Comments regarding the ECOL *Return to School Plan* for Ypsilanti Community Schools for the October 26, 2020 School Board Meeting.

Superintendent Zachery-Ross made a presentation to the YCS School Board explaining the reasons why Option 1 for transitioning Remote Students to In-Person Instruction was not feasible at this time.

- All In-person classes from Estabrook transition to buildings week of 11/2/20
- All remote Staff report beginning 11/9/20-without students
- Remote elementary students begin transition 11/30/20 (i.e. K, 1st, 2nd and so forth) \*consideration will be given to building grade level structure and space availability
- Additional students added ~each 2 week period \*
- [Superintendent Return to In-Person Schooling Update to School Board](#)

Superintendent Zachery-Ross shared the district's findings and proposed the following plan that will be revisited in the December 2020 Board Meeting. Option 2 for transitioning Remote Students to In-Person Instruction

- All In-person classes from Estabrook will transition to buildings the week of 1/4/20
- All Remote Staff will report to their buildings beginning 1/4/21-without students

- Remote elementary students will begin to transition on 1/19/21 (i.e. K, 1st, 2nd and so forth)  
*\*consideration will be given to building grade level structure and space availability*
- Additional students will be added ~ each 2 week period \*
- Contingencies depending on the metrics \*

Ypsilanti Community Schools closed In-Person Instruction at the end of the school day on Thursday, November 12, 2020. All students receiving In-person instruction were transitioned to Remote Learning starting as follows:

- Grades TK-5 - Start Remote Instruction on Tuesday, November 17, 2020
- Grades 6-12 - Start Remote Instruction on Monday, November 16, 2020

YCS In-person instruction will resume on January 19, 2021.

## Review Weekly 2-Way Interaction Rates

<b>December 2020</b>	<b>All Students</b>
<b>Week 1</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, November 29 and ending on December 3, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• <b>85.13%</b> Attendance according to Powerschool</li> <li>• <b>89.71%</b> for our 2-Way Interactions Rates according to Powerschool</li> </ul>
<b>Week 2</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, December 7 and ending on December 11, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• % Attendance according to Powerschool</li> <li>• % for our 2-Way Interactions Rates according to Powerschool</li> </ul>
<b>Week 3</b>	<p><i>Our District Weekly 2-Way Interaction Rates for the Week of Beginning on <b>Monday, December 14 and ending on December 18, 2020</b> was...</i></p> <ul style="list-style-type: none"> <li>• % Attendance according to Powerschool</li> <li>• % for our 2-Way Interactions Rates according to Powerschool</li> </ul>

# Resolution for Adoption of Budget Amendment By The Board of Education Ypsilanti Community Schools 2020 - 2021

BE IT Resolved, that this resolution shall be the general appropriations of the Ypsilanti Community Schools for the fiscal year 2020-2021. Resolution to make appropriations and to provide for the disposition of all income received by the Ypsilanti Community Schools.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of 18.0000 mills, and unappropriated fund balance be available for appropriations in the GENERAL EDUCATION FUND of Ypsilanti Community Schools for the fiscal year of 2020-2021 as follows:

	<b>2020 - 2021 Original Budget</b>	<b>2020 - 2021 First Budget Amendment</b>	<b>Change</b>
<b>REVENUE</b>			
Local Revenue	\$10,602,981.00	\$10,602,981.00	\$0.00
State Revenue	\$29,470,540.00	\$31,045,821.00	\$1,575,281.00
Federal Revenue	\$8,445,021.00	\$11,800,405.00	\$3,355,384.00
incoming Transfers & Other Transactions	\$7,748,523.00	\$8,359,396.00	\$610,873.00
Fund Modifications	\$175,000.00	\$175,000.00	\$0.00
<b>Total Revenues</b>	<b>\$56,442,065.00</b>	<b>\$61,983,603.00</b>	<b>\$5,541,538.00</b>
BE IT FURTHER RESOLVED, that \$61,983,603 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purposes set forth below:			
<b>EXPENDITURES:</b>			
Basic Programs, Instructions	\$22,977,412.00	\$23,580,966.00	\$603,554.00
Added Needs, Instruction	\$6,581,660.00	\$7,425,005.00	\$843,345.00
Pupil Support	\$6,633,102.00	\$7,054,065.00	\$420,963.00
Instructional Support	\$2,103,040.00	\$2,483,274.00	\$380,234.00
General Administration	\$695,710.00	\$695,710.00	\$0.00
Schools Administration	\$2,326,395.00	\$2,397,120.00	\$70,725.00
Business Support	\$826,231.00	\$826,231.00	\$0.00
Operations/Maintenance	\$5,251,499.00	\$5,887,727.00	\$636,228.00
Transportation	\$4,522,362.00	\$4,814,674.00	\$292,312.00
Central Services	\$1,338,760.00	\$1,740,345.00	\$401,585.00
Atheletics	\$563,480.00	\$563,480.00	\$0.00
Community Services	\$444,798.00	\$529,458.00	\$84,660.00
Debt Service	\$2,103,500.00	\$2,399,650.00	\$296,150.00
Fund Modifications	\$74,116.00	\$95,500.00	\$21,384.00
<b>Total Expenditures</b>	<b>\$56,442,065.00</b>	<b>\$60,493,205.00</b>	
<b>Excess Revenue over Expenditure</b>	<b>\$0.00</b>	<b>\$1,490,398.00</b>	
<b>Audited Fund Balance - June 30, 2020</b>	<b>\$5,994,240.00</b>	<b>\$4,607,624.00</b>	
<b>Projected Fund Balance - June 30, 2021</b>	<b>\$5,994,240.00</b>	<b>\$6,098,022.00</b>	

## YPSILANTI COMMUNITY SCHOOL DISTRICT CONTRACTED SERVICE AGREEMENT

This agreement is made this eighteenth day of August 2020, between Pediatric Therapy Associates, LLC, P.O. Box 8355, Ann Arbor, Michigan, 48107, whose tax identification number is 38-260-4341, hereafter referred to a Contractor, and the Ypsilanti Community Schools, hereafter referred to as School District.

It is the intention of the parties to enter into an Agreement defining the nature and extent of the duties to be performed by the Contractor, the place the services are to be performed, the amount of time for the performance of the duties and the responsibilities of the school district.

### SECTION I

- 1) The Contractor shall commence performance of the duties no earlier than August 18, 2020. The duration for providing services shall be through August 18, 2021.
- 2) The Contractor agrees to perform the following duties and any necessary tasks incident to full performance of the described duties.
  - A. Provide direct therapy services, as designated by the IEP or IFSP, to students enrolled in School District programs who are assigned to the Contractor by the School District.
  - B. Provide training and consultation to School District staff, as directed by the Director of Special Education.
  - C. Provide evaluations as needed, and requested by the School District.
  - D. Attend IEPC and IFSP meetings and team meetings as appropriate.
  - E. Maintain written records required by the School District.
  - F. Provide ongoing communication with appropriate school personnel, parents, other professionals associated with the students' therapy programming.
- 3) The Contractor agrees to perform and shall provide, at the request of the School District, periodic reports describing services the Contractor is providing.
- 4) The Contractor shall submit a detailed invoice describing the services for part payment of the contract price not more frequently than once per month.
- 5) In the event that the Contractor uses motor vehicles in the course of performing the services described above, the Contractor will provide proof of public liability insurance upon request.
- 6) The Contractor understands that the School District liability insurance does not afford any coverage to the Contractor for any work associated with this contract. The Contractor agrees to hold harmless the School District for any sum related to the cost of liability insurance and any associated attorney fees arriving out of the performance described above. The School District shall request the Contractor provide proof of professional

liability insurance.

7) The Contractor acknowledges by her signature that she has read the Agreement and understands same and agrees this contract constitutes the total agreement between the parties and that anything not included in this contract is expressly excluded.

8) The Contractor will hold a current license in the state of Michigan and will furnish a copy upon request.

## SECTION II

The School District agrees as follows:

1) The Contractor's services are based on the time reasonably expended by the Contractor to complete the tasks described and is based on a rate of **\$58.00 per hour** of time expended for Speech, Physical and Occupational Therapy services, not to exceed **\$277,907.00**.

2) The Contractor agrees that the relationship with the School District shall during the life of this Agreement be that of an independent contractor. As such, the School District agrees that the Contractor shall be free to dispose of such portion of his entire time, energy, skill during the time he is not obligated to devote to the School District in such manner as the Contractor sees fit and to such persons, firms or corporations as the Contractor deems advisable. The Contractor shall not be considered as having an employee status or as being entitled to participate in any plans, arrangements, or distributions by the school district pertaining to or in connection with any fringe, pension, bonus or similar benefits for the School Districts regular employees. The School District will not withhold or pay any sums, state, federal or local taxes, FICA, Michigan School Employees Retirement, insurance, or workman's compensation insurance. The Contractor agrees to hold the School District harmless for the payment of such sum, interest, penalties or costs in the collection of the same.

3) The School District acknowledges that the Contractor has no responsibility for the supervision of any personnel in caring out their educational functions, and any recommendations made by the Contractor, other than those related to a student's therapy performance, will require the consideration of the School District.

4) The School District agrees that the Contractor shall have access to the School District premises at such times as is necessary for the Contractor to perform the above prescribed tasks. The location in which the services are provided will be mutually agreed upon by the Contractor and the School District as to best serve the student's needs. Time required for travel between sites within a district will be billed at the hourly rate.

5) The School District agrees that the Contractor shall have access to records related to students assigned to them.

6) The School District agrees to purchase evaluation and treatment material necessary for provision of the therapy services.

7) The School District agrees to pay the invoices submitted by the Contractor within thirty calendar days from receipt in the School District's Business Office.

8) The School District acknowledges by signature that they have read the Agreement and understand same and agrees that this contract constitutes the total agreement between the parties and that anything not included in this contract is expressly excluded.

### SECTION III

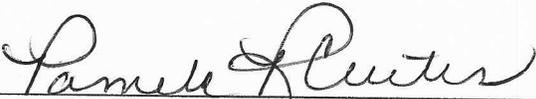
1) Either party may terminate this Agreement by giving the other 30 days advance written notice.

2) Any change in the duties of the Contractor as described above, or changes in the monetary cap for the school year, shall be at the mutual agreement of the Contractor and the School District.

Agreed to on 8/18/20

\_\_\_\_\_  
School District Representative

DATE \_\_\_\_\_

  
\_\_\_\_\_  
Pediatric Therapy Associates, LLC

DATE 8-18-20

ADDENDUM TO CONTRACT

The following additional contractual Therapy services will be provided to the Ypsilanti Community Schools by Pediatric Therapy Associates, LLC, for the 2019-20 school year in accordance with the same terms of the 2020-21 school year contract:

Additional Occupational Therapy services for 18 weeks of time to cover leave of absence of district OT is added to current 20-21 annual contract  
**504 hours at \$58.00/hour totals \$29,232.00**

Agreed to 9/18/20

\_\_\_\_\_  
District representative

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Pediatric Therapy Associates, LLC

9-18-20  
\_\_\_\_\_  
Date

**2<sup>nd</sup> SUPPLEMENTAL REFUNDING BONDS RESOLUTION**

A regular meeting of the Board of Education (the “Board”) of Ypsilanti Community Schools, County of Washtenaw, State of Michigan, the “District”) was held electronically through [insert platform] with meeting identification number \_\_\_\_\_, on the 14th day of December, 2020, at \_\_\_\_\_ o’clock in the \_\_\_\_ .m.

The meeting was called to order by \_\_\_\_\_, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_

**WHEREAS:**

A. Pursuant to resolutions adopted by this Board on October 12, 2020 and November 30, 2020, the Board authorized the issuance of not its Amended and Restated 2020 District Note (Limited Tax-General Obligation) (Federally Taxable) (the “Note”), in a principal amount to exceed Eleven Million Two Hundred Thousand (\$11,200,000); and

B. The Board now desires to approve certain details and matters related to the issuance of the Note.

**NOW, THEREFORE, IT IS RESOLVED THAT:**

1. Unless otherwise approved by an Authorized Officer (as that term is defined in the November 30, 2020 resolution related to the Note), the Note shall be issued as being subject to redemption prior to maturity pursuant to a “make-whole optional redemption” provision. Pursuant to that provision, the Note would be payable, in whole or in part, prior to maturity, at the option of the District, at a redemption price equal to the greater of (A) 100% of the principal amount of the Note to be redeemed, or (B) the sum of the present value of the remaining scheduled payments of principal and interest on the Note to the stated maturity date, plus accrued interest to the date of redemption. An Authorized Officer is authorized to determine whether the Note shall be issued as being subject to such a “make-whole optional redemption” provision, as well as to approve the specific terms and conditions of such provision.

2. An Authorized Officer is further authorized to approve additional optional and/or mandatory redemption provisions and other call features, if any, with respect to the Note.

3. The Board hereby ratifies and affirms its approval of the October 12, 2020 and November 30, 2020 resolutions related to the Note.

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

Ayes: Members

Nays: Members

Resolution declared adopted.

---

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the Ypsilanti Community Schools, County of Washtenaw, State of Michigan, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a regular meeting held on December 14, 2020, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

---

Secretary, Board of Education



**Great Start Readiness Program (GSRP) Sub-recipient Contract:  
2020-2021**

This is intended to be a contract between:

**Ypsilanti Community Schools**

(hereinafter referred to as the sub-recipient)

And

**Washtenaw Intermediate School District (WISD)**

1819 South Wagner, P.O. Box 1406  
Ann Arbor, MI 48106-1406

**TERM:**

The term of this contract shall be for a period of Twelve (12) months commencing upon **October 1, 2020** and shall continue through **September 30, 2021**.

GSRP funds are appropriated annually based on the State of Michigan's fiscal year; specifically, October 1 through September 30. MDE issues allocations to ISDs based on this fiscal year. WISDs has selected an alternate twelve-month period overlapping the State fiscal year in which to expend GSRP grant funds, **July 1, 2020** through **June 30, 2021**.

**AGREEMENT:**

Washtenaw Intermediate School District (WISD) has been awarded a grant by the Michigan Department of Education under the authority of Public Act 165 of 2020, effective October 1, 2020 – September 30, 2021.

This grant was awarded to support the operation of Great Start Readiness Programs (GSRP) serving eligible four-year old children with high-quality preschool services within the Washtenaw Intermediate School District. WISD has determined that these programs and services are best delivered via a subcontract relationship with school districts, charter schools and community-based organizations experienced in the operation of Great Start Readiness Programs. Thus, the model shall focus upon utilizing the expertise and resources within existing entities in order to provide an integrated, family-centered approach to preschool services and activities.

**WISD and the sub-recipient agree as follows:**

**I. GENERAL AGREEMENT:**

The sub-recipient shall, in a satisfactory manner as determined by WISD, and in accordance with all applicable laws, rules, policies and procedures as outlined in both the Michigan Department of Education's GSRP Implementation Manual and WISD's GSRP Policies and Procedures Manual perform the following functions:

- A. Operate GSRP Programs in accordance within the Michigan Department of Education requirements of at least 120 classroom contact days and the minimum number of operating hours per day for either a part-day or school-day program.
- B. Ensure that program operations meet all Michigan Department of Education and other pertinent regulations and management responsibilities.
- C. Maintain records and accounts as deemed necessary by the Grantee and Michigan Department of Education (7 years).
- D. Employ and/or contract for the services of qualified staff necessary to the operation of the program, meeting the required certification and other staff qualification requirements per Michigan Department of Education regulations.  
Sub-recipients unable to employ qualified GSRP staff must submit appropriate documentation to WISD for approval of staff placement prior to employment of GSRP staff. Failure to comply may result in staff termination. The sub-recipient also agrees to maintain appropriate GSRP staffing ratios at all times per Michigan Department of Education regulations and Michigan Department of Human Services' Child Care Licensing Rules.
- E. Provide suitable classroom, office, and activity space to comply with Michigan Department of Human Services' Child Care Licensing Rules. A current child care license is required to operate a GSRP classroom and other program-utilized space and it is the sub-recipient's responsibility to obtain and maintain this licensing in good order to be eligible for funds. If at any time, the sub-recipient loses their child care license or has their license changed to a provisional status, the sub-recipient must notify WISD immediately.
- F. Operate according to a pre-approved budget and submit requests for payment using the format and schedule provided by WISD.
- G. Agree that the total reimbursement to be paid hereunder will not exceed the amount of \$1,268,515.00 (\$3,371.25 per slot x 396 **{0 part day, 208 school day, and 104 blended}**) slots minus \$3,500 per classroom) for all services rendered unless thereafter mutually amended by WISD and the sub-recipient. The sub-recipient will offer either part-day or school-day programming based on the slot allocation listed above.
- H. WISD will retain \$253.75 per slot and \$3,500 per GSRP classroom to provide the sub-recipient with the following supports and services:
  - Three (3) percent plus \$3,500 per classroom to provide:
    - Qualified Early Childhood Specialist support which includes Program Quality Assessment administration, monitoring, mentoring of staff, professional development support and child assessment support.
  - Two (2) percent for all administrative and financial support.
  - Two (2) percent for the joint recruitment and marketing system.
- I. The assigned slots shall be fully enrolled with eligible children **by November 30, 2020**. If

If the assigned slots are unfilled as of November 30, 2020 WISD reserves the right to reassign unused slots to another sub-recipient and transfer the annual per slot reimbursement award. Suspended for 2020-2021 only. See Amendment page for this year's requirements

- J. Sub-recipients are responsible for submitting a detailed program budget for approval by WISD prior to requesting any reimbursements for expenses.
- K. The sub-recipient will assist WISD in meeting all goals, objectives, and reporting requirements of the grant.

## II. TERMS AND CONDITIONS

This Agreement is subject to all of the conditions and terms expressed below.

- A. Suspension/Termination of Agreement by the WISD:  
If the grant from the Michigan Department of Education under which this Agreement is funded is terminated or suspended, or it has been determined that the sub-recipient has not met the conditions of this Agreement, WISD shall have the right to suspend or terminate this Agreement by providing 30 days advance written notice to the sub-recipient and specifying the effective date thereof. Upon suspension/termination, WISD assumes full responsibilities under this grant with the Michigan Department of Education.
- B. Suspension/Termination of Agreement by the Sub-recipient:  
If the sub-recipient is unable or unwilling to satisfactorily comply with existing or additional conditions and terms as may be lawfully applied by the Michigan Department of Education, the sub-recipient may suspend or terminate the Agreement by providing 30 days advance written notice to WISD and specifying the effective date thereof. Upon suspension/termination, WISD assumes full responsibilities under this grant with the Michigan Department of Education.
- C. Reclamation of Property:  
In the event of termination by either party, all property, equipment, finished and unfinished documents, data, studies, and reports purchased with grant dollars or prepared by the sub-recipient under this or previous Agreement(s) shall, at the option of WISD and in accordance with all applicable State regulations, become the property of WISD. Sub-recipients are also required to maintain an up to date inventory of all equipment and supplies purchased with GSRP funds. A complete inventory list must be provided to WISD on an annual basis.
- D. Changes to the Agreement:  
WISD reserves the right to request changes in the scope of services to be provided by the sub-recipient under this Agreement. Such changes may be attributable to requirements of the Michigan Department of Education or requested by WISD for the good operation of the program. In the event of such a change, it will be discussed with the sub-recipient to achieve mutual understanding and agreement, before being incorporated as an amendment to this Agreement. In cases of a funding decrease imposed by the Michigan Department of Education, WISD reserves the right to unilaterally adjust the maximum amount of annual reimbursement accordingly.
- E. Disallowed Expenses:

The sub-recipient may not expend funds provided under this Agreement for goods or services other than those necessitated by the provision of those programs and services stipulated under this Agreement and approved by the Michigan Department of Education.

F. Prohibitions Against Discrimination:

The sub-recipient shall ensure that no person shall be excluded from participation in, denied the proceeds of, or be subject to discrimination in any form as a result of the performance of this Agreement. The sub-recipient shall further ensure that no applicant, candidate, employee, or volunteer will be subject to discrimination in any form and that affirmative action will be taken to ensure that applicants are employed and that employees are treated during employment without regard to race, religion, color, national origin, age, gender, or disability.

G. Local and State Laws: The sub-recipient shall comply at all times with all applicable laws, rules, ordinances, and codes of State and local governments.

### III. PROGRAM AND SERVICES

WISD and the sub-recipient agree to the following functions and responsibilities in order to provide high-quality, valuable preschool services under this Agreement:

A. Enrollment:

Children enrolled in a GSRP must be enrolled to MDE and WISD guidance for prioritization, eligibility, and enrollment criteria. The sub-recipient must maintain within the file of every enrolled child, a copy of the complete Interest Form provided by WISD. Additionally, if the sub-recipient is approved by WISD to enroll families over the GSRP income eligibility threshold, the sub-recipient will implement the sliding scale fee schedule, and must obtain pre-approval from WISD for each enrollment.

- ❖ A subrecipient receiving funds shall charge tuition according to a sliding scale of tuition rates based upon household income for children participating in an eligible great start readiness program who live with families with a household income that is more than 250%, but, for 2020-2021 only, who live with families with a household income that is more than 400% of the federal poverty guidelines to be used by all of its providers, as approved by the department.

B. Recruitment:

The sub-recipient agrees to follow the joint recruitment process required by MDE and established by WISD. All joint recruitment efforts will be done in coordination with WISD Head Start delegates and partners. The sub-recipient agrees to ensure that all families begin the recruitment processing using the county-wide Preschool Interest Form system and to adhere to the recruitment and enrollment procedures provided by WISD.

Recruitment of children shall be comprehensive and collaborative. The sub-recipient agrees to participate and support county wide joint recruitment efforts for Head Start and GSRP, to promote Head Start and GSRP services within their own service area and to distribute jointly development preschool marketing materials.

The sub-recipient agrees that all children with disabilities and/or special needs shall be served with required accommodations and modifications as documented in the child's Individualized Education Plan (IEP).

- C. Monitoring:  
The sub-recipient shall permit on-site monitoring inspections by WISD or State of Michigan representatives and shall require its employees to furnish such information as, in the judgment of WISD or State of Michigan representatives, may be relevant to compliance with the Agreement and/or any directives applicable to the GSRP or to the effectiveness, legality, and achievements of the program. On-site monitoring could include both program and financial reviews. If a sub-recipient is found in non-compliance the sub-recipient will be placed on a compliance plan to ensure high quality preschool programming. If satisfactory improvement is not achieved, the sub-recipient can risk the loss of GSRP funding in subsequent program years.
- D. Reports:  
The sub-recipient shall submit financial, program, progress, evaluation, and other reports as required by WISD. The sub-recipient is responsible for maintaining a student data system which includes completing all necessary information set forth by the Center for Educational Performance and Information (CEPI) and the Michigan Student Data System (MSDS) for student tracking. Additionally, the sub-recipient will prepare reports in the format outlined by WISD for MSDS data submissions. WISD will be responsible for submitting all required sub-recipient GSRP information into MSDS and work collaboratively with the sub-recipient to ensure all data is correct and without error.  
The sub-recipient shall furnish program-related reports to WISD by the deadlines established by WISD so that State of Michigan timeline requirements for data submissions will be met. WISD is responsible for completion and submission to the State of Michigan of all reports under the GSRP grant. Records will be made available for audit or inspection purposes and will be retained for a minimum of seven (7) years after the expiration of this Agreement, unless written permission to destroy them is received from both WISD and State of Michigan. As report deadlines and timelines may change annually, WISD will supply the sub-recipient with specific deadlines for all required reports.
- E. Program Evaluation:  
The sub-recipient is required to participate in the Great Start to Quality System (GSTQ), and secure a rating of 3 stars or higher. The expectation for all sub-recipients is that they will secure and maintain at least a 4 star rating by their second year of operation as a GSRP sub-recipient.  
WISD will conduct a program evaluation using the online Program Quality Assessment-Revised (PQA-R) tool in accordance to State guidelines and submit PQA-R results to the Michigan Department of Education.  
The sub-recipient agrees to secure and maintain a 3.0 or higher score on the Program Quality Assessment- Revised (PQA-R) in an effort to demonstrate high-quality services, with long-term goals of reaching a 3.5 or higher score on the PQA-R. WISD is responsible to submit such results to Michigan Department of Education, work in partnership with the sub-recipient to provide technical assistance, and to monitor quality improvement plans. WISD will provide the sub-recipient with a qualified Early Childhood Specialist in accordance to Michigan Department of Education requirements.  
Failure to maintain a minimum rating of 4 stars within the GSTQ system and/or a minimum score of 3.0 on the PQA-R, will result in the sub-recipient being placed on a compliance plan for program quality improvement.
- F. Parent Involvement / Education:

Parent education and involvement shall be an overriding theme of the GSRP. Strong focus shall be placed on child development, parental expectations, development of child self-esteem, child management techniques, and the importance of family literacy practices. Parent involvement activities must include, but are not limited to, the following:

- A minimum of two (2) parent-teacher conferences shall be held annually as well as two (2) home visitations by the child's teacher.
- Parent representation from each sub-recipient licensed site on the WISD School Readiness Advisory Council per Michigan Department of Education guidelines in order to include parents at the center of program decision-making. Each sub-recipient shall recruit at least one GSRP parent representative and one parent alternative per site, to serve on the School Readiness Advisory Committee.
- Parents shall be provided with both informational and educational services throughout the year.
- Linkages to human services, quality child care, support agencies in the community, mental health services, health services, and dental services.
- Sub-recipients will promote and encourage parent participation on the county-wide advisory council which meets quarterly.

G. Curriculum / Child Assessment/Child Screening:

The sub-recipient shall use an approved curriculum, child assessment tool and child screening set forth by the Michigan Department of Education. Both the approved curriculum and assessment tool shall be implemented following best-practices and with fidelity. Lessons shall be structured around the needs of the child and family. The sub-recipient shall, at minimum:

- Provide the Early Childhood Specialist with access to daily lesson plans for classroom operations as requested.
- Ensure that lesson plans address goals and objectives, including individualization.
- Provide access to all child assessment data as requested.
- Provide access to child screening data as requested.

H. Professional Development:

WISD and its GSRP sub-recipients shall partner to make available quality professional development opportunities to all GSRP staff members. It is the expectation that sub-recipient staff will attend relevant professional development opportunities as organized by WISD.

WISD shall assist in the provision of both required and requested professional development by partnering with other community-based and state-wide training providers. The sub-recipient should avail its staff of these opportunities and ensure staff members have access to any training required to ensure a high-quality GSRP program.

WISD will assist in providing training for staff in the developmental screening tool, approved curriculum, and the approved child assessment tool. However, it is the responsibility of the sub-recipient to ensure that all staff members have received training in these areas to ensure full compliance and a quality implementation of the program.

The sub-recipient shall designate an administrative staff person to attend monthly Preschool Partnership meetings and be a primary point of contact for WISD.

Attendance at all monthly Preschool Partnership meetings is a requirement for GSRP sub-recipients.

- I. Licensing:  
The sub-recipient is responsible for maintaining and securing child care licensing through the Department of Licensing and Regulatory Affairs (LARA). The sub-recipient must notify WISD immediately if there is any change to its child care license status or if LARA is conducting an investigation.
- J. Dispute Resolution:  
In the event of any dispute concerning the implementation or implementation of this contract, the sub-recipient must notify WISD's Executive Director of Early Childhood Programs in writing of the nature of the concern or dispute. WISD will make a determination to resolve the dispute within 10 business days of receiving the written dispute. If the sub-recipient is not satisfied by the determination provided by WISD's Executive Director of Early Childhood Programs, the written concern or dispute will be submitted to WISD's Superintendent within 15 business days for further interpretation of the dispute.
- K. Carryover:  
The sub-recipient is expected to fully expend the funds in the grant year and for the 2020-21 program year, carryover of GSRP funds will not be allowed.
- L. Financial Requirements:
- 1) Budget
    - The sub-recipient will submit all required budget documents to WISD in accordance with the GSRP budget guidelines and utilize the budget template provided by WISD. Budget amendments will be allowed no more than once during the grant year.
    - The sub-recipient will include in their financial records non-grant revenue and expense(s) lines for approved tuition-charged children who were over income. All funds collected must be spent on GSRP related items. All monies will be fully expended by **June 30, 2021** and detailed back up will be submitted in accordance with the reimbursement parameters.
    - Suspended for 2020-2021 only. See Amendment page for this year's requirements
  - 2) Budget Amendments
    - The sub-recipient may request that WISD review and approve a budget amendment to the 2020-20 to adjust specific line items and expenses. All budget amendment requests must include a revised budget document utilizing the budget template provided by WISD as well as a written justification for any requested budget changes. Budget amendments will be allowed no more than once during the grant year. All budget amendment requests must be submitted prior to April 30, 2021 and must be approved by WISD's Preschool Supervisor.
  - 3) Transportation Budget
    - Sub-recipients receiving additional supplemental funds to support the cost of transporting GSRP children to and from the program must submit a separate

budget detailing the anticipated transportation expenses and submit separate budget reimbursement requests for those funds must be submitted separately.

4) Financial Records

- The sub-recipient must retain all financials for a minimum of 7 years. This includes general ledger and detailed receipts and invoices specific to GSRP expenditures.
- All financial records must be made available upon request from WISD or MDE.

M. Payment for Services:

WISD will transfer funds, not exceeding the maximum amount specified in section I.(G). of this Agreement, when the following conditions and dates are met:

- The State of Michigan has released GSRP funding to WISD.
- The sub-recipient has submitted an approved budget to WISD.
- All required reports and documentation have been submitted to WISD with documentation provided by the sub-recipient.
- Funds may be requested by the sub-recipient on a monthly basis; WISD requires that sub-recipients submit reimbursement requests at least quarterly in order to stay current in managing the grant's funds with appropriate documentation.
- WISD reserves the right to withhold GSRP funds if:
  1. The sub-recipient is deemed in non-compliant with any of the requirements above.
  2. The sub-recipient fails to fill the approved number of allocated GSRP slots.
  3. The submitted expenses do not align with the sub-recipient's approved budget.

**Signed:**

  
\_\_\_\_\_

for the Sub-recipient

  
\_\_\_\_\_

Date

\_\_\_\_\_  
Superintendent  
Washtenaw Intermediate School District

\_\_\_\_\_

Date

\_\_\_\_\_  
Executive Director of Early Childhood Programs  
Washtenaw Intermediate School District

\_\_\_\_\_

Date

**Great Start Readiness Program (GSRP)  
Contract Amendment 1:**

Due to the COVID-19 pandemic and the changes implemented to Section 32d of the FY2021 Michigan School Aid Act (Public Act 165 of 2020) the following amendments and additions apply to the GSRP contract for the FY2002-2021 program year only.

**Updated Enrollment Criteria:**

For programs that have not reached full enrollment with eligible children from families with incomes up to 250% of the Federal Poverty Level (FPL), the Public Act 165 allows for children to be enrolled from families with incomes up to 400% of FPL without the need for families to also pay tuition. (A revised Over Income Policy dated 9/28/2020 has already been distributed to Washtenaw ISD sub-recipients).

Enrollment must still take place by “income quintile” and a program must ensure that every effort has been made to enroll income eligible children prior to starting the enrollment of children from higher income families. Children must continue to be prioritized and enrolled by income quintile.

Family income must still be confirmed and documented. In addition, all child and family risk factors for over income children must still be documented even though risk factors are not a requirement for over income enrollment this year only.

**Extended Recruitment and Enrollment Timelines:**

In order to accommodate the state-wide enrollment challenges due to the pandemic, sub-recipients are expected to continue to recruit and enroll eligible children throughout the program year until they reach full enrollment. The normal cut off deadline for enrolling eligible children has been suspended for the 2020-2021 program year only.

**Hold Harmless Funding:**

For the 2020-2021 program year only, eligible WISD GSRP sub-recipients will be awarded programming and transportation allocation funding based upon their reported 2019-2020 program year Spring Collection enrollment.

Complete information for all children served must still be reported to WISD for entry into the Michigan School Data System (MSDS) for data purposes however, funding will be reduced for 2020-2021 based exclusively on enrollment/served numbers in the MSDS 2021 Spring Collection.

If a sub-recipient does not reach full enrollment for the 2020-2021 program year, their funding allocation will not be reduced if all the following requirements are met:

- The sub-recipient demonstrates a good faith effort to reach full enrollment and continues recruitment and enrollment efforts throughout the program year.
- All funded classrooms are opened and fully staffed throughout the program year, regardless of classroom enrollment.

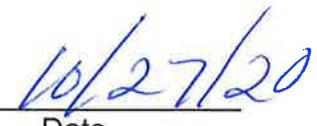
Per Michigan Department of Education (MDE) Guidance, the following criteria also apply for the 2020-2021 program year:

- Group size and ratio requirements remain unchanged from GSRP's program requirements. Programs may choose to reduce these, keeping in mind that funding will still be based on the amount accepted. Sub-recipients will be expected to work to serve children with all accepted funding, particularly in light of the change of income eligibility caps.
- Sub-recipients must conform to typical expenditures related to the operation of GSRP to ensure the stability of the programs, including, but not limited to, ongoing program and staff costs.

**Selecting In-Person or Remote Means of Learning:**

GSRP sub-recipients may offer in-person or remote means of learning through technology-enabled, non-technology-enabled, or fully virtual instruction this year. When deciding which option is best, plans may fully align with the plan of the local school district in which the GSRP is located, or may have variations to accommodate the unique needs of preschool-age children and/or the distinction of GSRP as a program with a child care license, or housed within a public or private child care facility. These variations may depend on local pandemic conditions.

**Signed:**

   
\_\_\_\_\_

for the Sub-recipient

Date

\_\_\_\_\_  
Superintendent  
Washtenaw Intermediate School District

Date

\_\_\_\_\_  
Executive Director of Early Childhood Programs  
Washtenaw Intermediate School District

Date



## **Ypsilanti International Elementary School**

Cassandra Sheriff, Principal  
503 Oak Street  
Ypsilanti, MI 48198  
Office: 734-221-2400  
Fax: 734-221-2403

November 22, 2020

Dear Parents, Students and Community Members,

We are very excited to officially announce that Ypsilanti International Elementary School (YIES) has been AUTHORIZED to offer the Primary Years Program as an International Baccalaureate World School! As the first IB PYP World School in YCS we are proud to offer this prestigious program to our school community. The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculum and provides a superior foundation for students as they move through their IB K-12 education in Ypsilanti.

We are so grateful to our teachers and staff for their commitment to this change and the transformation of our learning community into a transdisciplinary, inquiry focused environment that is focused on what our students are becoming as Global Citizens. We would also like to thank the parents and community members who have provided feedback, support and encouragement throughout this journey.

Last, we would like to thank our Superintendent and School Board for their visionary leadership in seeing the amazing possibilities embedded within the IB PYP model of education. Their confidence and support has allowed us to transform our educational program to meet the needs of a 21st century learner.

Ypsilanti International Elementary Schools will now be added as an authorized school for the Primary Years Programme on the IB public website. While we recognize that our work has only just begun, we are enthusiastic about the future and looking forward to



## **Ypsilanti International Elementary School**

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continued development of our Program of Inquiry. We look forward to working closely with our stakeholders, parents, students, and teachers to develop our shared vision of a better and more peaceful world, achieved through inter-cultural understanding and respect.

Kind Regards,

*Cassandra Sheriff*

Cassandra Sheriff, Principal