



Monday, September 14, 2020
REGULAR MEETING Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see
"IMPORTANT MESSAGE(S) REGARDING THIS MEETING"

YCS Board of Education Meeting | Meeting will be held electronically via Google Hangouts in accordance with Governor Gretchen Whitmer's Executive Orders (COVID-19)
1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230 | 6:30 p.m.

1. IMPORTANT MESSAGE(S) REGARDING THIS ELECTRONIC MEETING

- A. Electronic Meeting (via Google Hangouts) In Accordance with Governor's Executive Orders; COVID-19
- B. Electronic Meeting Guidelines

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

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

4. *ACHIEVEMENT, AWARDS & RECOGNITION - delete if none

- A. Recognition of Ypsilanti Community Schools Staff Members

5. ACCEPTANCE OF AGENDA

- A. Acceptance of Agenda

6. PRESENTATIONS

- A. Extended COVID-19 Learning Plan
- B. "Watch Me Grow" Proposal

7. PUBLIC COMMENTS #1: Electronic Participation

- A. Guidelines for Public Comment

8. CONSENT AGENDA

- A. Consent Agenda

9. xx ACTION ITEMS: Student Affairs

- A. Extended COVID-19 Learning Plan Goals: Dr. Carlos Lopez, Assistant Superintendent

10. xx ACTION ITEMS: Business/Finance

- A. Price Quote from Illuminate Education: Dr. Carlos Lopez, Assistant Superintendent
- B. Price Quote with Houghton Mifflin Harcourt: Dr. Carlos Lopez, Assistant Superintendent
- C. Price Quote with The Varlis Institute, Inc. for YPSI Lab School: Dr. Carlos Lopez, Assistant Superintendent

11. xx ACTION ITEMS: Other

- A. Board Policy #3362, Title IX
- B. Board Policy #4362, Title IX Professional Staff

C. RESOLUTION: Grant Emergency Powers to the Superintendent: Alena Zachery-Ross, Superintendent

12. DISCUSSION

13. PUBLIC COMMENTS #2: Electronic Participation

A. Guidelines for Public Comment

14. OTHER

15. BOARD/SUPERINTENDENT COMMENTS

16. ADJOURNMENT OF MEETING



2020-21 COVID-19 Extended Learning Plan





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



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 Goals

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

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

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.



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 – Student Feedback
- Focus on Common Assessments aligned to our Priority Standards
- Focus on Instructional Leadership Routines





What Questions Might You Have?





THANKS!

Continue to check the YCS website
for the most current information

www.ycschools.us





Ypsilanti Community Schools Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

August 27, 2020

[September 3, 2020 Clarifications](#)

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Ypsilanti Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 1885 Packard Road, Ypsilanti, MI 48197

District/PSA Code Number: 81020

District/PSA Website Address: WWW.YCSCHOOLS.US

District/PSA Contact and Title: Alena Zachery-Ross, Superintendent

District/PSA Contact Email Address: azacheryross7@ycschools.us

Name of Intermediate School District/PSA: Washtenaw Intermediate School District

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

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](#).

As we return to school on September 8, 2020, our first priority will be to ensure the safety and wellbeing of all students, staff and families in our learning community. Refer to each of the following phases to better understand the level of assurance that we have taken to mitigate the spread of COVID-19 at YCS.

- **Phases 1 -3:** [YCS Phases 1-3 @ a Glance](#)
- **Phase 4:** [YCS Phase 4 @ a Glance](#)
- **Phase 5:** [YCS Phase 5 @ a Glance](#)
- **Phase 6:** [YCS Phase 6 @ a Glance](#)
- **YCS Child Care COVID-19 Plan:** [Child Care COVID-19 Response & Preparedness Plan](#)

Our Winter NWEA student data results indicated that a large number of our students are academically behind in the areas of reading and mathematics. As a result, we project that many of our students will return this fall with academic gaps in their learning. Because of the wide range of experiences students had during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many of our students will be behind and will need multiple opportunities to catch up. YCS teachers will also need opportunities to collaborate with each other as they examine student work to determine what comes next in the learning for each student.

Ypsilanti Community Schools is fortunate to have some of the hardest working professional educators in the State of Michigan. Since March 15, 2020, our staff has taught live instructional lessons to our students using the HMH - Ed your Friend in Learning Platform and our rigorous core subject-area district curriculum. Our students participated from live academic and SEL / TRAILS lessons on a daily basis. Our staff were intentional in building strong relationships with our families. Our staff also joined 19 different committees to help us craft our roadway forward. This team met throughout the Summer to continue to inform our decision-making and identify the best practices based on research. As a result, we piloted the first of its kind - District-wide Summer School Program that helped us to explore how to teach students in a live platform for 4 hours per day, experimented with blended learning practices, and piloted online tech tools that we then adopted for the 2020-21 school year. This Pandemic has brought us together. We have become a learning community that listens with heart, soul and action.

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.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices: At Ypsilanti Community Schools, we strongly believe that evidence from benchmark assessments can be used to monitor and evaluate academic performance patterns and trends in our schools and our district to help us identify effective instructional programs and practices as well as help us to identify our future direction forward. We believe that benchmark assessments can provide us with guidance for standardizing and/or adjusting our curriculum pacing guides and instruction practices across grade levels, our schools, and our district.

At YCS, we will not use benchmark assessment data to make high-stakes instructional decisions about our diverse student population. We will continue the use of formative assessment / common assessments to continuously observe where our students are in order to modify instruction. We will ensure that our staff has the proper professional development to become proficient in utilizing formative assessments.

The use of formative assessment / common assessments provides real time student data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do. At YCS, our teachers use

formative assessments throughout the lesson planning and implementation process to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. We use the formative assessment process to:

- Identify the Learning Gap
- Provide Student Feedback
- Increase Student Involvement
- Measure Student Learning Progressions

At YCS, we also use formative assessments-practice dimensions structured around three guiding questions that our teachers and students should ask themselves and each other as they move through the learning process:

- *Where are we going?* - Use of learning targets and goal setting
- *What does the student understand now?* Evidence of student understanding
- *How do we get to the learning target?* Closing the gap/Responding to students

Educational Goals: At YCS, we will continue to administer the NWEA assessments in reading and mathematics to all of our students twice per year:

- Fall: Within the first nine weeks of the school year
- Spring: Prior to the last day of school.

Formative assessments / common assessments will provide us with the information needed to inform our progress toward our goals over the course of the 2020-21 school year. Progress reports will be available on our website in February and June as required by MDE. As a means of our continuous school improvement process at YCS, we will utilize formative assessments to inform our instruction forward.

Additionally, we will continue to engage our stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results. We will share our results with staff, families, School Board and the MDE as required by State Law.

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

- All YCS teachers will use the formative assessment process (focus on student feedback) to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative

assessments, and formative assessment will be continuously discussed and analyzed by our YCS staff.

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

- All YCS teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by our YCS staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The [YCS Academic Plan for 2020-21](#) outlines our focus and direction for our staff. The [YCS COVID-19 Preparedness and Response Plan](#) also includes a section on the specifics of our instructional direction for the 2020-21 school year. This plan can be found in the district's website at YCSCHOOLS.US.

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.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The [YCS Academic Plan for 2020-21](#) outlines our focus and direction for our staff. The [YCS COVID-19 Preparedness and Response Plan](#) also includes a section on the specifics of our instructional direction for the 2020-21 school year. This plan can be found in the district's website at ycschool.us.

Curriculum and Instruction: Academic Standards The Ypsilanti Community Schools' core curriculum is aligned to the Michigan Academic Standards. As our YCS teachers navigate through the wide range of competencies expected this fall, they will use our [district's priority standards](#), our [district's curriculum pacing guides](#), our [vision for high quality instruction](#) (that highlights Teacher Actions and Student Actions), the use of [student-engaged assessments protocols](#), the use of formative assessments and common assessments, and the use of our [instructional leadership routines](#) to deliver highly engaging crafted lessons to all of our students via any of the following modes of instruction: in-person instruction, remote instruction, or fully online instruction.

As teachers navigate the wider than usual range of competencies expected this fall, they will use the sound practices outlined above in our academic plan for the 2020-21 school year. Our teachers will utilize formative assessments to pre-assess our students and plan instruction future instruction forward. YCS staff met throughout the summer of 2020 to pace our core curriculum. Our teachers and instructional leaders provided guidance that helped us to develop our pacing guides aligned to the district's priority standards. This team will continue to meet throughout the 2020-21 school year to help us create pre/post assessments / common assessments using Illuminate Education Assessment Question Bank that will be utilized to create common assessments to gauge student levels of instructional mastery of the priority standards. The [YCS Academic Plan for 2020-21](#) School Year will guide our teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in in-person, remote, and fully online classroom environments, and incorporate well-being and SEL/trauma-informed practices into our district's instruction. Our YCS elective teachers will work to fully engage our students by offering the following initiatives:

- All elective classes will be taught through an equity lens.

- We will lead first from Maslow and then focus on delivering Bloom’s Taxonomy.
- We will nurture a positive home-school climate for learning that is supported by authentic parental and teacher relationships.
- We will teach and maintain our district’s online classroom norms and learning routines to our students for mastery.
- We will implement culturally responsive teaching practices that supports and honors the identity of the students we serve.
- We will encourage student collaboration and discourse by honoring student voices by using student-engaged assessment protocols to help students engage in their learning.
- We will create multiple opportunities for and attend carefully to using student feedback as a powerful tool to help our students grow their social-emotional and academically capabilities.
- We will engage our students in meaningful learning opportunities designed to cultivate their genius and allow them to unapologetically freedom dream their path forward.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil’s parent or legal guardian.

Assessment and Grading: Our complete assessment system is aligned to the Michigan Academic Standards. At YCS, we assess our students on a regular basis at the classroom, building, and district level to determine if they are making progress toward meeting our identified priority standards. We place a heavy emphasis on the use of formative assessment at YCS because we know that it is the only type of assessment that happens prior, during, and after instruction has taken place and informs us of how we can move forward. Formative assessment and the use of common assessments are critical in the instructional process because they help our students receive the timely feedback that they need so that they know what they need to do to improve. Formative assessments also provide our teachers the important information that they need to know in order to adjust their teaching and learning process to meet each student's needs.

At YCS, we have a comprehensive assessment system for the delivery of our summative assessments at the district, building, and classroom levels. These summative assessments are given to students at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our YCS teachers deliver summative assessments at the end of each unit of study per our pacing guides when appropriate. These assessments are based on a coherent set of priority standards in the subject area that focus on a related group of skills and disciplinary knowledge previously identified by the district’s curriculum pacing guides.

At YCS, our families receive progress reports, end of the unit assessment reports, and parent teacher conference meetings where our families can discuss and know their child’s grades,

areas of strengths, areas in need of improvements, and areas that their child thrives as a self-directed learner. Our teachers keep up-to-date information on student grades in their grade books. Our teachers are required to send progress reports to our families during each marking period. This is in addition to the expectation we have for all teachers that they keep families abreast of any concerns regarding a student's grade through emails, text, and/or phone calls. Finally, we send out to our families report cards at the end of each marking period to help them keep abreast of where their child is academically. At YCS, we will also grade our students using the following three pillars of equitable grading: [Grading](#).

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology: At Ypsilanti Community Schools we ensure that all YCS students are provided equitable access to a device (I-Pad or Chromebook) and have access to the Internet as described in our [2020-21 Continuity of Learning Plan](#) that was previously submitted to the State of Michigan.

The Ypsilanti Community School system for maintaining student access to technology devices and the Internet is described in the Continuity of Learning Plan, and again in the [YCS COVID-19 Preparedness and Response Plan](#).

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with identified special needs: Effective Tuesday, September 8, 2020, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs regardless of mode of instruction selected: In-Person, Remote, and Fully Online. For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the 2020-21 school year.

The district has established structures, systems, routines, and guidelines for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. The Office of Student

Support Services will continue to work closely with the Washtenaw Intermediate School District to ensure that our students, families and staff have the necessary resources, professional development, and support they need to ensure that our most vulnerable students receive a high quality education at YCS.

We at YCS work collaboratively to ensure the continuation of services for our students receiving speech and language, occupational therapy, physical therapy, and/or social work services within their IFSP or IEP. YCS will ensure a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Students who have been identified through the IEP process and 504 process will have contingency learning plans to supplement their IEPs and 504 plans. These will be developed and implemented with the following factors being considered:

- Barriers to implementation of remote/and or virtual learning
- Barriers to successfully using the technology required for virtual learning
- Consideration for progressing in the general education curriculum via virtual learning
- Parent/guardian/student input

The Ypsilanti Community Schools will also ensure that students who may need compensatory or recovery services will receive these services. These services will be delivered in accordance with their IEPs and 504 plans.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

At Ypsilanti Community Schools, we fully support a comprehensive academic plan that addresses effective ways in which all learners at YCS are supported. This plan can be found in the [YCS COVID-19 Preparedness and Response Plan](#).



WATCH ME GROW!

THE ESTABROOK INDOOR GARDEN FOR KIDS





Our Design Team

Ryan Johnson

Principal, Estabrook Elementary

Aaron Rose

Director of District Operations, YCS

TC Collins

Founder, Willow Run Acres, YCS community Service

Dr. Chiron Graves

Associate Professor of Biology, EMU

Yma Johnson

Director Of Community Outreach, Michigan Aerospace Corporation

Luke Brown

Elementary Teacher, Estabrook

Coryn Rose

Interior Design Major, U of M

Uri Coward

Community Outreach Coordinator, Treasurer, Willow Run Acres

Jessica Dossou Yovo

Coordinator of Justice, Diversity, Equity and Inclusion Solutions.

Jen Sopoci

School Garden Coordinator, YCS

Kier McLemore

Owner, BnB Child Development Center

Bill Wood

Independent Management Consultant

Tim Wilson

Co-Founder, Washtenaw Promise, 40+ Year K-8 Science Educator

Amanda James-Bennett

Administrative Assistant, Washtenaw Promise

Rachel Gause

Research Associate, Washtenaw Promise

Why Gardening?

Rationale for the idea



Research tells us that gardening has positive effects on health and well-being across all age groups, including kids. In the **Watch Me Grow!** Garden, project-based learning, direct instruction, demonstration, and experimentation, will help develop:

- healthier eating habits, greater appreciation of the natural world, reduction in stress, greater confidence, and better focus
- critical skills such as reasoning, initiation, planning, and organizing
- research skills though data collecting, experimentation, project based science
- opportunities for integration with social studies, language, math and visual arts
- opportunities to work in the community to examine local food issues and encourage community gardens




What Will The Garden Include?

The Elements

This dynamic, year- round, student-centered laboratory will provide stations designated for:

- **Vertical Gardening:** lighted beds stacked vertically to reduce footprint
- **Raised-Bed Gardening:** traditional beds with soil in containers
- **Hydroponics:** circulating water systems that enable plants to grow without soil
- **Aquaponics:** integrating hydroponics with aquaculture of fish in a symbiotic environment
- **Robotic (Autonomous) Farming:** demonstration and student interactive plot
- **Composting:** active compost enclosures for demonstration, instruction, and experimentation
- **Plant disease lab/station:** Plant diseases are studied in real time and/or examined indirectly.
- **Plant/Insect Relationships Lab:** local insects, beneficial and destructive, for observation, study, and experimentation
- **Weather Station:** multiple-component, outdoor equipment monitored remotely in The Garden



What Will Students Learn From The Garden? The Curriculum

What do plants need to grow? How do plants and animals depend on each other?

Through project based learning, investigations, demonstrations and observations, at these stations, students will:

- Use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1
- Analyze data from tests of two objects (methods) designed to solve the same problem to compare the strengths and weaknesses of how each performs. K-PS2-2
- Plan and conduct an investigation to determine if plants need sunlight and water to grow 1-PS4-3
- Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1



WATCH ME GROW!

THE ESTABROOK INDOOR GARDEN FOR KIDS

Design and Operational Plan

I. Vision and mission of the Watch Me Grow Garden

II. Benefits and outcomes

III. Planning and Design

A. Pre-design Programming phase

1. Goals and objectives of the garden
2. Nine elements of the garden and how each element will be used
3. Accessibility and inclusive design
4. Sustainability

B. Schematic Design phase

1. Location/design details of each element and how they will operate
2. Bubble diagram-site plan, with horizontal/vertical dimensions
3. Circulation and work areas throughout the Garden
4. Reviews of Schematic Design documents

C. Design Development phase

1. Construction details and documents
2. Materials lists
3. Reviews of Design Development documents

D. Construction phase

1. Identify contractors/carpenters, volunteers
2. Construction oversight
3. Costs and construction schedule - bidding as necessary
4. Construction oversight, punch listing

IV. Fundraising and funding - for materials, construction, operations

V. Curriculum; how classrooms and students will interact with the facility

VI. Planning for Operations

- A. Capacity, social/physical distancing
- B. How kids will personalize (or not) "their" areas, plants, etc.
- C. Delivery and storage of garden supplies & materials
- D. Storage of children's belongings
- E. Safety procedures
- F. Security procedures
- G. First aid
- H. Emergency protocols

VII. Governance and organization

- A. Leadership and decision making
- B. The advisory board

VIII. Legal issues and liabilities

- A. Insurance
- B. Waivers/permissions (highlight allergies, injuries, accessibility, etc.)
- C. Safety, security, first aid, emergency protocols

IX. Facility maintenance

- A. Cleaning protocols
- B. Other short-term maintenance
- C. Long-term maintenance

X. Staffing

- A. Personnel on duty, statement of responsibilities
- B. Supervision of children
- C. Involvement of volunteers (teens, adults, parents, guardians, grandparents)

XI. Social media, marketing and promotion

What Are The Costs?

An Early Budget

Room prep

Clean-up and refresh existing space

\$ 3,000

Install safety, code updates, ADA Compliance

10,000

Additional lighting, water routes, electrical

10,000

The Garden Elements

Robotic (Autonomous) farming station

6,000

Hydroponics/Aquaponics stations

4,000

Vertical gardening interactive

3,000

Weather Station components

3,000

Other four element stations + \$7K undefined

9,000

Operational

Staff stipends

5,000

Volunteer management

2,000

Year 1 operational misc.

5,000

Potential Funding Sources

- * Washtenaw Promise (\$3K to date)
- Ann Arbor Area Community Foundation
- Washtenaw Coordinated Funders
- Lumber Liquidators
- Lowe's
- Lois Lenski Covey Foundation
- Knight's Foundation
- A host of businesses in town
- Private donors
- The list will grow quickly, upon approval



WATCH ME GROW!

THE ESTABROOK INDOOR GARDEN FOR KIDS



This meeting was held via remote/electronic participation in accordance with Governor Gretchen Whitmer's Executive Order (COVID-19). The Technology Department navigated Public Comments by a phone line and a Google Doc; instructions were included in the Board packet. All meeting votes were called by "roll call".

YPSILANTI COMMUNITY SCHOOLS; 1885 Packard Road; Ypsilanti, MI 48197

MINUTES: REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, August 10, 2020

The meeting was called to order by President Dr. Celeste Hawkins at 6:34 p.m. The Pledge of Allegiance was recited, led by Vice-President Brenda Meadows.

MEMBERS OF THE BOARD OF EDUCATION PRESENT *(Call to Order; Roll Call)*

President Dr. Celeste Hawkins, Vice-President Brenda Meadows, Treasurer Gillian Gainsley, Trustee Meredith Schindler, Trustee Maria Sheler-Edwards

MEMBERS OF THE BOARD OF EDUCATION ABSENT

Sharon Lee, Ellen Champagne

IMPORTANT MESSAGE(S) REGARDING THIS MEETING; See Board Packet for Details

Electronic Meeting (via Google Hangouts) In Accordance with Governor Whitmer's Executive Order (COVID-19)

Electronic Meeting Guidelines

ACCEPTANCE OF AGENDA

MOTION TO accept the agenda, as presented

Motion by Gainsley, supported by Meadows

Roll Call Vote: 5/0 Yes

Yes: Meadows, Gainsley, Schindler, Sheler-Edwards, Hawkins

PRESENTATIONS

Return to Learning Plan: Assistant Superintendent Dr. Carlos Lopez presented a PowerPoint on the updated details. There are three re-opening/learning options: 1) in-person; 2) remote, and; 3) online. The plan will continue to be updated as additional information is provided and work continues with teachers, parents and administrators.

PUBLIC COMMENTS #1/Electronic Participation: Public Comment Protocol Read Aloud by President Hawkins.

Public comments *read aloud* by Board President Hawkins: Public comments on "Return to School" learning options included comments from the following - *Paul Sutherland, Joshua & Bernadette Skodack, Randy Hucks, Rayna Ketchum, Patricia Smith, Tamara Larson, Kathleen who lives in Ypsilanti, Debra Stevens, Melissa Nyuda and Tracy Rudd. Melanie Rountrey and Commenter "Name Unknown"* commented on in-person learning protocol enforcement.

CONSENT AGENDA

MOTION TO approve the: 1) July 20, 2020 Special Meeting Minutes; 2) July 20, 2020 Regular Meeting Minutes, and; 3) personnel matters as per the presented list: Resignations & Retirements.

Motion by Schindler, supported by Meadows

Roll Call Vote: 5/0 Yes

Yes: Meadows, Gainsley, Schindler, Sheler-Edwards, Hawkins

DISCUSSION: 2020/21 School Calendar, Revised Superintendent Alena Zachery-Ross led conversation. The revision allows teachers to return as planned with added professional development days for teachers to prepare for the three return options and for student return on September 8, 2020.

ACTION ITEMS, Student Affairs

2020/21 School Calendar, Revised

MOTION TO approve the presented 2020/21 school calendar, as revised.

Motion by Schindler, supported by Gainsley

Roll Call Vote: 4/1 Yes

Yes: Gainsley, Schindler, Sheler-Edwards, Hawkins; No: Meadows

ACTION ITEMS, Human Resources

Spanish for Kids

MOTION THAT the Board of Education approve the Spanish Language and Culture Classes at YIES, Proposal #45777, with Spanish for Kids for an amount of \$53,899.20.

Motion by Gainsley, supported by Meadows

Roll Call Vote: 5/0 Yes

Yes: Meadows, Gainsley, Schindler, Sheler-Edwards, Hawkins

Vacation Days for Services Rendered

MOTION THAT the Board of Education approve the presented two Letters of Agreement to add vacation days for services rendered as a co-principal at Ford ELC during the 2019/20 school year for: 1) Superintendent Alena Zachery-Ross | 18 days, and; 2) Assistant Superintendent Dr. Carlos Lopez | 18 days.

Motion by Schindler, supported by Meadows

Roll Call Vote: 5/0 Yes

Yes: Meadows, Gainsley, Schindler, Sheler-Edwards, Hawkins

PUBLIC COMMENTS #2/Electronic Participation: None

OTHER

- *Gainsley* inquired on online schedules. Zachery-Ross shared conversation continues, sharing information on the online & remote options. All three enrollment choices are still being aligned.
- *Gainsley* requests a Board update once finalized.
- *Zachery-Ross* spoke of the September 30th Executive Order date we are operating under.

BOARD/SUPERINTENDENT COMMENTS

- *Schindler* commented on giving options for what is best for families.
- *Meadows* spoke of the calendar passing, and teacher and student safety being "at heart" and aligning with what the Governor has said.
- *Sheler-Edwards* shared a resource: "Nice white parents" podcast.
- *Hawkins* echoed some comments made. Spoke of flexibility since March, and many uncertainties. Priorities of health and safety; will continue to monitor. Decision driven by parents, with District. Many variables; flexibility if changes needed. Decisions through the lens of equity.
- *Zachery-Ross* thanked all who have been involved in planning: Task Force, District Network, principals, union presidents, student services staff including ELL, custodians, food service, transportation office and parents. Distribution of a survey today; deadline to complete is August 12th. Commented on asking for feedback; in-person comes from data received.

Parents have a choice. The recent Town Hall meeting was recorded and is available on the District website. We are watching and working collaboratively. If not safe, will not provide in-person learning. Plan to notify parents week of August 21st.

Meeting Adjourned: 8:23 p.m.

Minutes Prepared by: P. Gutzman

Sharon Lee, Secretary
Board of Education
Ypsilanti Community Schools

Board of Education

Name	Location	Position	New Position Replacement	Salary
New Hire				
Alexander, Shavell	High School	Spec Ed - Social Worker	Replacement	\$42,000.00
Bell, Briahna	Ford ELC	Paraprofessional	Replacement	\$13.88
Blahunka, Stephanie	Perry	Pre-School Teacher	Replacement	\$38,500.00
Brooks, Frances	Estabrook	Kindergarten	Replacement	\$43,750.00
Glazier, Alexandria	Middle School	6-8th Grade Math	Replacement	\$38,500.00
Hanrahan, Adena	Perry	Pre-School Teacher	Replacement	\$38,500.00
Kuebler, Darryl	High School - RCTC	Auto Body Teacher	Replacement	\$53,750.00
Siyaj, Judi	Estabrook	Kindergarten	Replacement	\$38,500.00
Slawski, Athena	Estabrook	Paraprofessional	Replacement	\$13.88
Smith, Courtney	Perry	Head Start Teacher	Replacement	\$43,750.00
Smith, David	High School	PE/Health Teacher	Replacement	\$42,000.00
Resignations				
Batteline, Melissa	Ford	Associate Teacher		
Bell, Carmisha	District	Food Service		
Bulley-Simpson, Sherily	YIES	2nd Grade		
Cole, Andrea	ACCE	Biology		
Craiger, Lynne	Erickson	Lunchroom Supervisor		
Downer, Amy	YIES	Instructional Advocate		
Gutzman, Paula	District	Secretary to the Board of Ed & Superintendent		
Hogan, O'Keyia	District	Food Service		
Koch, Aryn	Erickson	3rd Grade		
Lindsey, Kendra	District	Food Service		
Lindsey, Kenta	District	Food Service		
McGeorge, Amanda	Estabrook	Paraprofessional		
McMillian, Charnise	District	Food Service		
Poole, Miecha	District	Food Service		
Reed, Robin	Middle School	Part Time Receptionist		
Shawanibin, Quanisha	Holmes	3rd Grade		
Smith, Keda	Perry ECL	Paraprofessional		
Retire				
Gannon, Carol	ACCE	Building Secretary		
		Prepared by Lois Nowling		
		9/8/2020		

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

Illuminate Education, Inc.
 6531 Irvine Center Drive
 Suite 100
 Irvine CA 92618
 United States
 invoices@illuminateed.net
 http://www.illuminateED.com

Invoice



RECEIVED

JUL 13 2020

YCS Business Office

BILL TO

Ypsilanti Community Schools
 1885 Packard Rd
 Ypsilanti Michigan 48197
 United States

SHIP TO

Ypsilanti Community Schools
 1885 Packard Rd
 Ypsilanti MI 48197
 United States

INVOICE #	DATE	DUE DATE	TERMS
INV0000047472	6/30/2020	7/30/2020	Net 30

SERVICE PERIOD	PO#	ACTIVITY	QTY	RATE	AMOUNT
7/1/2020 - 6/30/2021		Inspect Plus Access to Key Data Systems' KDS Inspect Plus	3,822	\$2.13	\$8,140.86
7/1/2020 - 6/30/2021		DnA, Software License Per Student Licenses - Illuminate Data and Assessment™	3,822	\$4.28	\$16,358.16
7/1/2020 - 6/30/2021		Grading Software Assessment Scanning and Scoring	3,822	\$0.00	\$0.00

PAYMENT REMIT ADDRESS:
 PO Box 207833
 Dallas, TX 75320-7833

Purchase Order can be sent:
 Fax: 909-266-1935
 Email: invoices@illuminateed.net

PAYMENT/DEPOSIT	\$0.00
CREDITS APPLIED	\$0.00
TAX TOTAL	\$0.00
BALANCE DUE	\$24,499.02



INV0000047472



Houghton Mifflin Harcourt

Proposal
Prepared For
Ypsilanti Cmty School District

Attention:
Carlos Lopez
clopez2@ypschoools.us

For the Purchase of:
HMH Anywhere K-12 - 3 Years

Prepared By
Tammy Willey
tammy.willey@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

Attention:
Carlos Lopez
clopez2@ypschoools.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

Proposal for Ypsilanti Cmty School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Science Dimensions Digital Teacher Resources Modules A-L 3 Year Digital Grade 6-8				
	Into Literature Digital Teacher Resources 3 Year Digital Grade 6-8				
	World Geography Digital Teacher Resources 3 Year Grade 6-8				
	World Geography Western World Digital Teacher Resources 3 Year Grade 6-8				
	HMH Social Studies Ancient Civilization Digital Teacher Resources 3 Year Grade 6-8				
	US History Civil War to Present Digital Teacher Resources 3 Year Grade 6-8				
	US History Beginning to 1914 Digital Teacher Resources 3 Year Grade 6-8				
	US History Beginning to 1877 Digital Teacher Resources 3 Year Grade 6-8				
	US History Survey Digital Teacher Resources 3 Year Grade 6-8				
	World Geography Eastern World Digital Teacher Resources 3 Year Grade 6-8				
	HMH Social Studies World Civilizations Digital Teacher Resources 3 Year Grade 6-8				
	Civics Digital Teacher Resources 3 Year Grade 9-12				
	Teachers Corner Middle School License 3 Year				
	Waggle ELA Digital Teacher Resources 3YR G2-8				
	Waggle Math Digital Teacher Resources 3YR G2-8				

Total for Teacher License**\$0.00****Total for Middle School Grades 6-8 (English)****\$16,200.00****High School Grade 9-12 (English)****Student License**

9780358568209	2020 HMH Anywhere Student License Digital High School 3 Year	\$150.00	664	\$99,600.00	
	Package Includes:				
	Digital Student Resource 3 Year Digital Algebra 1				
	Digital Student Resource 3 Year Digital Geometry				
	Digital Student Resource 3 Year Digital Algebra 2				
	Science Dimensions Biology Digital Student Resource 3 Year Digital Grade 9-12				
	Science Dimensions Earth Science Digital Student Resource 3 Year Digital Grade 9-12				
	Science Dimensions Chemistry Digital Student Resource 3 Year Digital Grade 9-12				
	Science Dimensions Physics Digital Student Resource 3 Year Digital Grade 9-12				
	Into Literature Digital Student Resources 3 Year Digital Grade 9-12				
	Psychology Student Digital Resources 3 Year Grade 9-12				
	Global Geography Digital Student Resources 3 Year Grade 9-12				
	Sociology Digital Student Resources 3 Year Grade 9-12				
	US Government Digital Student Resources 3 Year Grade 9-12				
	Economics Digital Student Resources 3 Year Grade 9-12				
	American History Reconstruction to the Present Digital Student Resources 3 Year Grade 9-12				
	American History Digital Student Resources 3 Year Grade 9-12				
	High School World History Survey Digital Student Resources 3 Year Grade 9-12				
	Civics Digital Student Resources 3 Year Digital Grade 9-12				
	Modern World History Digital Student Resources 3 Year Grade 9-12				
	HMH Anywhere Implementation Success				

Total for Student License**\$99,600.00****Teacher License**

9780358568919	2020 HMH Anywhere Teacher License Digital High School 3 Year	\$1,500.00			25
	Package Includes:				
	Digital Teacher Resource 3 Year Digital Algebra 1				
	Digital Teacher Resource 3 Year Digital Geometry				
	Digital Teacher Resource 3 Year Digital Algebra 2				
	Science Dimensions Biology Digital Teacher Resource 3 Year Digital Grade 9-12				
	Science Dimensions Earth Science Digital Teacher Resource 3 Year Digital Grade 9-12				
	Science Dimensions Chemistry Digital Teacher Resource 3 Year Digital Grade 9-12				
	Science Dimensions Physics Digital Teacher Resource 3 Year Digital Grade 9-12				
	Into Literature Digital Teacher Resources 3 Year Digital Grade 9-12				
	Psychology Digital Teacher Resources 3 Year Grade 9-12				
	Global Geography Digital Teacher Resources 3 Year Grade 9-12				
	Sociology Digital Teacher Resources 3 Year Grade 9-12				
	US Government Digital Teacher Resources 3 Year Grade 9-12				
	Economics Digital Teacher Resources 3 Year Grade 9-12				

Attention:
Carlos Lopez
clopez2@ypschoools.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

HMH Confidential and Proprietary

Proposal for Ypsilanti Cmty School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
American History Reconstruction to the Present Digital Teacher Resources 3 Year Grade 9-12 American History Digital Teacher Resources 3 Year Grade 9-12 High School World History Survey Digital Teacher Resources 3 Year Grade 9-12 Civics Digital Teacher Resources 3 Year Grade 9-12 Modern World History Digital Teacher Resources 3 Year Grade 9-12 Teachers Corner High School License 3 Year					
Total for Teacher License		\$0.00			
Total for High School Grade 9-12 (English)		\$99,600.00			

Subtotal Purchase Amount:	\$170,400.00
Shipping & Handling:	\$0.00
Sales Tax:	\$0.00
Total Cost of Proposal (PO Amount):	\$170,400.00

Attention:
Carlos Lopez
clopez2@ypschoools.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

Total Cost of Proposal (PO Amount): \$170,400.00

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

<p>Ship to: Ypsilanti Community School District 1885 Packard Rd Ypsilanti, MI 48197-1846</p>	<p>Sold to: Ypsilanti Community School District 1885 Packard Rd Ypsilanti, MI 48197-1846</p>
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 9/3/2020

Proposal Expiration Date: 10/18/2020



Houghton Mifflin Harcourt

Attention:
Carlos Lopez
clopez2@ypschoools.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

HMH Confidential and Proprietary

The Variis Institute, Inc (D.B.A.: uniteSTEM, Inc)

111 S WALLACE BLVD
YPSILANTI, MI 48197 US
+1 7345475424
frank@unitestem.org
www.unitestem.org

INVOICE

BILL TO
Priya Nayak
Ypsilanti Community Schools
1885 Packard Rd
Ypsilanti, Michigan 48197
United States

INVOICE 1011
DATE 09/03/2020
TERMS Net 30
DUE DATE 10/03/2020

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
09/04/2020	Instructional Services	Instructional Services - Frank Norton	1	70,000.00	70,000.00
09/04/2020	Instructional Services	Instructional Services - Andrea Pisani	1	46,030.00	46,030.00
09/04/2020	Facilities, Transportation, Equipment, and Materials	Costs associated with providing services, equipment, and supplies.	1	7,625.00	7,625.00

Banking Information
The Variis Institute, Inc (DBA: uniteSTEM, Inc)
ACH Information
Account: 389969673
Routing: 072000326

BALANCE DUE

\$123,655.00

Book	Policy Manual
Section	3000 Support Staff
Title	Title IX Sexual Harassment Policy
Code	po3362
Legal	Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Ypsilanti Community Schools

3362- Title IX Sexual Harassment Policy

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

2 This Policy addresses only allegations of sexual harassment under Title IX. Allegations of all other forms of sex discrimination should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy, and the Grievance Process described in this Policy will satisfy any investigation requirements in other anti-harassment or non-discrimination policies. Nothing in this paragraph limits the District's right to determine at any time during the Grievance Process that an allegation not involving Title IX sexual harassment should be addressed under other District Policies.

3 The Board directs the Superintendent or designee to designate persons to serve as Title IX Coordinator, Investigator, Decision-Maker, and Appeals Officer. If a Formal Complaint is made under this Policy against the Superintendent, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with the Title IX Coordinator to ensure that all other requirements of this Policy are met. If a Formal Complaint is made against the Board President, the Board Vice President will designate who will serve as the Investigator, Decision-Maker, and Appeals Officer.

4 The Investigator, Decision-Maker, and Appeals Officer cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees.

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

A. Definitions

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

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. Sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).
 - i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. "Domestic violence" means a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, a person with whom the Complainant shares a child, a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 - iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge-based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
3. "Appeals Officer" is the person designated by the District to handle appeals of dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, or Decision-Maker on a specific matter.
4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, or Appeals Officer on a specific matter.
8. "Education Program or Activity" means any location, event, or circumstance over which the District exhibits substantial control over both the Respondent and the context in which the harassment occurred.
9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. "Grievance Process" is the process by which the District handles Formal Complaints.
11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint or report. The Investigator cannot be the same person as the Decision-Maker or Appeals Officer on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.
12. "Report" means an account of Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment.
15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person

as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular investigation is not disqualified from serving in another role in that investigation. The Title IX Coordinator may also serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

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

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

C. Designation of Title IX Coordinator

The District designates the following person(s) as the Title IX Coordinator(s):

Dr. Carlos Lopez, Title IX Coordinator
1885 Packard
734-221-1201
clopez2@ycschools.us

D. Reporting Title IX Sexual Harassment:

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

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

E. General Response to Sexual Harassment

1. Actual Knowledge without Formal Complaint Being Filed

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

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

If the Complainant does not file a Formal Complaint or if another person informs the Title IX Coordinator of an allegation of sexual harassment, the Title IX Coordinator must evaluate the information and determine whether to sign and submit a Formal Complaint. If the Title IX Coordinator determines not to sign and submit a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Formal Complaint Filed

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

3. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process. This may include offering supportive measures as described in Subsection E(5) of this Policy.

4. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports, as well as any incidents of sexual harassment that the Title IX Coordinator personally observes.

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

5. Supportive Measures

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or taking or describing additional supportive measures.

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

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

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

Supportive measures may include, but are not limited to:

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

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

6. Respondent Removal

a. Emergency Removal (Student)

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

b. Administrative Leave (Employee)

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

2. Law Enforcement

In appropriate circumstances, the Title IX Coordinator will notify law enforcement or Child Protective Services.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an

investigation is delayed, the District will follow the procedures described in Subsection F(1) of this Policy to notify the parties, in writing, of the delay.

The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed 10 days.

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

B. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint. The District will endeavor to complete the Grievance Process within 45-60 days, absent extenuating circumstances, or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

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

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

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

At any point during the process, the Title IX Coordinator, Investigator, or Decision-Maker may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include the absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or an accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

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

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue determinations of responsibility within 10 days, absent extenuating circumstances.

2. Notice of Allegations

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

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

If during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Investigation

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

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

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

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

Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, it will be at that party's own cost. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; the advisor will not interrupt the investigator to ask questions of witnesses).

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

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

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

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

4. Investigation Report

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

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

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, or Appeals Officer.

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

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

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

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

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

- c. Identification of the sexual harassment allegations;
- d. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- e. Factual findings that support the determination;
- f. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- g. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- h. Appeal rights

See Section G of this Policy for appeal rights and procedures.

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

C. Appeals

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

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

1. A procedural irregularity that affected the outcome.
2. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

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

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

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. Appeals based on procedural irregularity, conflict of interest, or bias must be decided within 10 days. Appeals based on new evidence must be decided within 30 days.

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

D. Informal Resolution

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

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

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

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

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

1. Allegations;
2. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
3. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and
4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator *must* dismiss a Formal Complaint if:

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

2. Discretionary Dismissals

The Title IX Coordinator or Investigator *may* dismiss a Formal Complaint if:

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

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

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

F. Consolidation of Complaints

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

G. Remedies

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

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

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant’s or the Respondent’s locker or work space;
6. Issuing a “no contact” directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations;
8. Imposing discipline consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts.

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

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

9. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
10. Additional staff training;
11. A climate survey; or
12. Letters to students, staff, and parents/guardians reminding them of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs,

services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

H. False Statements

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

I. Confidentiality

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

J. Retaliation

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

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

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

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

K. Training

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

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

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;

3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

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

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

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

L. Record Keeping

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

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

M. Office for Civil Rights

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

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

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

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

2 Date adopted:

3 Date revised:

Book

Policies for MI Local Update

Section

Vol. 35, No. 1 - August 2020

Title

Vol. 35, No. 1 - August 2020 Resolution to Grant Emergency Powers to the Superintendent

Code

3 - Memorandum - ACLU Michigan

Status

Active

Classification



State Headquarters
2966 Woodward Avenue
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Legislative Office
115 West Allegan Street
Lansing, MI 48933
(517) 372-8503

Memorandum

To: Michigan School Administrators and School Policy Makers
From: Jay Kaplan, Staff Attorney, ACLU Michigan
Re: Developments in Federal and State of Michigan Law Impacting LGBTQ Students Since September 2016
Date: June 30, 2020

In light of the June 2020 Supreme Court decision, and inquiries we have received from districts across the state, we are issuing this memorandum. There have been a number of developments at both the state and federal level since the Michigan State Board of Education passed the Statement and Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students in September 2016, as well as court decisions to support the explicit inclusion of sexual orientation and gender identity in school district non-discrimination policies.

State Level:

In 2016, the Michigan State Board of Education issued [guidance](#) for Michigan public schools regarding LGBTQ and gender non-conforming students. The Board recommended that school districts “adopt, implement and enforce policies protecting students from harassment, violence, and discrimination...including based on their real or perceived sexual orientation, gender identity, and/or gender expression (e.g., enumerated non-discrimination, anti-bullying, and anti-harassment policies.)” The recommendations also “encourage respect for the human and civil rights of all people, including those who are LGBTQ.”

In May 2018, the Michigan Civil Rights Commission voted to adopt an Interpretative Statement 2018-1, which states that “discrimination because...of sex” includes discrimination because of gender identity and sexual orientation. The [Interpretive Statement](#) specifically cited the recent 6th Circuit Court decision in *EEOC v Harris* to support this interpretation. The effect of this statement is that Michigan’s Elliott-Larsen Civil Rights Act, which covers education and educational programs, prohibits discrimination against LGBTQ people, including LGBTQ students, and that the Michigan Department of Civil Rights will investigate and has investigated complaints of discrimination due to their sexual orientation and gender identity have been able to file discrimination complaints with the Michigan Department of Civil Rights, alleging sex discrimination.

In January 2019 Governor Whitmer issued three Executive Directives which prohibit discrimination against LGBTQ people in state employment, prohibit discrimination against LGBTQ people in accessing state government services, and prohibit employers who have contracts with the State of Michigan from discriminating against LGBTQ people in employment. These [executive directives](#) referenced the Michigan Civil Rights Commission’s [Interpretive Statement](#) to support that LGBTQ people are protected against discrimination based on sex under current Michigan civil rights laws.

Federal Agency Interpretations:

In October 2010, the Office for Civil Rights for the Department of Education (DOE) issued guidance that states that transgender students are protected against discrimination under Title IX, the federal civil rights law that prohibits sex discrimination. Although the DOE’s 2016 guidance on transgender students and bathroom usage was rescinded by the Trump Administration in 2017, the DOE’s policy that transgender students are protected under Title IX still remains in effect. In addition, the OCR’s [Instructions to Field Involving Transgender Students](#), dated June 6, 2017 makes it clear that transgender students are protected under Title IX. In providing examples of conduct by school districts against transgender students that would violate Title IX, the instructions reference the refusal of the district to use transgender student’s preferred names and pronouns as a form of sex discrimination. With regard to lesbian, gay, bisexual, or transgender (LGBT) students, the 2010 Dear Colleague letter also states that Title IX also protects from discrimination students who fail to conform to stereotypical notions of masculinity and femininity, which would certainly could apply to LGBT students. Additionally, the OCR webpage [Resources for LGBTQ Students](#) states the following: “Every school and every school leader has a responsibility to protect all students and ensure every child is respected and can learn in an accepting environment. Title IX protects all students, including LGBTQ students, from sex discrimination. Title IX encompasses discrimination based on a student’s failure to conform to stereotyped notions of masculinity and femininity. Schools should also be aware of their obligation under Title IX and the Family Educational Rights and Privacy Act (FERPA) to protect the privacy of their students when maintaining education records.”

Federal Court Decisions:

On at least three (3) occasions, the Sixth Circuit Court of Appeals (which covers Michigan) has held that employment discrimination against transgender employees, is prohibited sex discrimination in violation of Title VII, under the theories of gender stereotyping: [Smith v Salem](#), 378 F 3d 566 (6th Cir 2004); [Barnes v Cincinnati](#), 401 F 3d 729 (6th Cir 2005); and most recently under transgender status alone, [EEOC v RG and GR Harris Funeral Homes](#), 884 F 3d 560 (6th Cir 2018) find that discrimination on the basis of transgender status is gender-based discrimination in violation of federal civil rights laws.

The 6th Circuit Court has also weighed in on the issue of transgender students in [Dodds v US Department of Education](#), 845 F 3d 217 (6th Cir 2016) when it refused to stay pending an appeal for an injunction against an Ohio school district, requiring the district to permit a transgender student to use restrooms in accordance with her gender identity. See [Board of Education of Highland Local School District v US Dept of Education et al](#), 208 F Supp 3d 850 (SD Ohio 2016). The 6th Circuit Court reaffirmed that transgender students were protected against discrimination under Title IX.

- A. Michigan federal district courts and the Sixth Circuit Court have yet to address the issue of whether gay and lesbian students are protected under Title IX, other federal courts have held that employment discrimination on the basis of sexual orientation is discrimination because of sex. [*Hively v Ivy Tech Community College*](#), 853 F 3d 339 (7th Cir) and [*Zarda v Altitude Express*](#), 883 F 3d 100 (2nd Cir 2018).
- B. June 15, 2020 the United States Supreme Court held in [*Bostock v Clayton County*](#) (which included the case decisions of *EEOC v Harris* and *Zarda v Altitude Express*) that employment discrimination on the basis of sexual orientation and or transgender status is sex discrimination in violation of Title VII. The Court majority in reaching its decision, used a textualist approach which found that sexual orientation and gender identity to be inextricably tied to sex. Therefore, employment discrimination against LGBTQ people is sex discrimination. It is very likely that the Court's analysis can and will be used to challenge LGBTQ discrimination in other contexts, including education, housing, and public accommodations.

It should also be noted that the US Supreme Court refused to grant cert in the case of [*Doe v Boyertown Area School District*](#), 139 S Ct 2636 (2019) where the Third Circuit Court of Appeals held that a Pennsylvania school district could continue permitting transgender students to use bathrooms that align with their gender identity, and that such policy did not violate the privacy rights of cisgender students. *Doe v Boyertown Area School District*, 897 F 3d 518 (3rd Cir 2018).

Also the 9th Circuit Court of Appeals held in [*Parents for Privacy v Barr*](#), 949 F 3d 1210 (9th Cir 2020) held that a school district non-discrimination policy which permitted transgender students to use restrooms in accordance with their gender identity did not violate the constitutional rights of parents who objected to such policy, including on the basis of their religious beliefs.

In conclusion, federal court decisions impacting Michigan, as well as policy developments at both the federal and state level, strongly support school district non-discrimination policies that explicitly include the categories of sexual orientation and gender identity.

If you have any questions, please don't hesitate to contact me at 248-672-7460 or kaplan@aclumich.org. To learn more about the Michigan Department of Education's LGBTQ Students Project, including professional development trainings and technical assistance, please contact Laurie Bechhofer at BechhoferL@michigan.gov.



Book	Policy Manual
Section	1000 Administration
Title	Resolution to Grant Emergency Powers to the Superintendent
Code	po1230.02
Status	
Adopted	September 14, 2020
Prior Revised Dates	05/04/2020

Ypsilanti Community Schools
Washtenaw County, Michigan
Resolution to Grant Emergency Powers to the Superintendent

Whereas the COVID-19 pandemic continues to affect school operations due to the need to comply with Executive Orders, to comply with appropriate guidance on safety protocols for reopening schools, and ensuring appropriate educational services; and

Whereas the Board intends to comply with its legal obligations, including relevant Executive Orders, and, accordingly, temporarily suspend or alter affected policies and guidelines as necessary to comply with its legal obligations, and otherwise take required actions consistent with its legal obligations; and

Whereas the Board of Education finds that the current environment created by the COVID-19 pandemic requires that the Superintendent be granted greater flexibility to respond quickly and appropriately to the evolving crisis, including ensuring compliance with Executive Orders and also adapting to the changing environment, including the provision of alternative modes of instruction; and

Whereas under board Bylaw 0131.1, the operation of any section or sections of Board policies not established by law or contract may be suspended temporarily by a majority vote of Board members at a public meeting held in compliance with law and Board policy;

NOW, THEREFORE, BE IT RESOLVED that the Ypsilanti Community Schools Board of Education grants to the Superintendent the following temporary powers to address the COVID-19 emergency throughout the duration of the 2020-2021 school year:

- A. Authority to temporarily waive such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with Executive Orders and with guidance from appropriate health or governmental authorities or as necessary for an effective response to COVID-19 related issues and implementation of the District's Preparedness Plan.
- B. Authority to take any lawful actions necessary to comply with Executive Orders, to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such actions may include, but are not limited to: adjustments to the curriculum and the provision of alternative educational program options; adjustments to the calendar; adjustments to employee work schedules and assignments; adjustments to the delivery of school-provided meals; limitations on access to property owned or controlled by the Ypsilanti Community Schools; hiring of providers and/or partnering with other districts or ISDs; applying to any governmental body for financial or other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 emergency.
- C. Authority to enter into contracts without board approval for any dollar amount necessary for the purchase of materials, equipment, supplies or services for sanitation, cleaning, technology or other needs directly related to the COVID-19

emergency situation, provided such action is consistent with all applicable state and federal laws.

- D. Authority to institute new policies or procedures to implement the Executive Orders and/or the Preparedness Plan, including, but not limited to, policies requiring face coverings, imposing mandatory quarantine measures, and limiting access to the school building or educational/extracurricular activities.

NOW, BE IT FURTHER RESOLVED that the Superintendent is directed to keep the Board of Education informed of any actions taken under this emergency authority as soon as is practicable in light of the circumstances.

NOW, BE IT FURTHER RESOLVED that the temporary powers authorized by this Resolution are in effect for the duration of the 2020-2021 school year, unless otherwise rescinded or extended by the Board upon majority vote.

NOW, BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board of Education’s approval of this action and of the authority granted herein.

Adopted and approved this ____ day of _____, 2020.

President, on behalf of _____ Date

the _____ Board of Education