



## Monday, February 3, 2020 Regular Meeting

**YCS Board of Education Meeting | YCS Central Office | 1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230  
6:30 p.m.**

### **1. CALL TO ORDER: Dr. Celeste Hawkins, Board President**

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**Subject**                    **A. PLEDGE OF ALLEGIANCE: Estabrook Elementary Students & Ryan Johnson, Principal**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    1. CALL TO ORDER: Dr. Celeste Hawkins, Board President

Access                      Public

Type                         Procedural

### **2. ACHIEVEMENTS, AWARDS & RECOGNITION**

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**Subject**                    **A. Estabrook Elementary Points of Pride**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    2. ACHIEVEMENTS, AWARDS & RECOGNITION

Access                      Public

Type                         Information, Recognition

Goals                        2. Positive Culture & Climate

<p>File Attachments DOC Points of Pride 2020 2.3 Estabr.k.pdf (84 KB)</p>
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### **3. ACCEPTANCE OF AGENDA**

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**Subject**                    **A. Acceptance of Agenda**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    3. ACCEPTANCE OF AGENDA

Access                      Public

Type                         Action (Consent), Procedural

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

## 4. PRESENTATIONS

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<b>Subject</b>	<b>A. Housing Access for Washtenaw County (HAWC): Sara Lamb, Family Shelter &amp; Diversion Specialist</b>
Meeting	Feb 3, 2020 - Regular Meeting
Category	4. PRESENTATIONS
Access	Public
Type	Presentation
Goals	<ol style="list-style-type: none"> <li>1. Student Achievement &amp; Growth</li> <li>2. Positive Culture &amp; Climate</li> <li>4. Proactive Organizational Structures for Community Partnerships</li> </ol>

HAWC is Washtenaw County's central intake for individuals and families who are homeless or at-risk for homelessness. Anyone who has a housing question, need, issue or concern may contact HAWC. Those who contact HAWC may receive: 1) shelter; 2) housing; 3) information and referral(s) to housing & services; 4) housing-related financial assistance; 5) landlord links, and; 6) education to obtain & sustain housing. HAWC is a program of The Washtenaw County Salvation Army in partnership with Interfaith Hospitality Network at Alpha House, Shelter Association of Washtenaw County, SOS, Ozone House, Housing Bureau for Seniors, MSHDA, SafeHouse Center, and; Washtenaw HAWC.

Contact Information for HAWC:  
 Phone: 734.961.1999  
 E-Mail: HAWC\_Washtenaw@usc.salvationarmy.org

<b>Subject</b>	<b>B. Blueprint Installation Fidelity Appraisal: Alena Zachery-Ross, Superintendent &amp; Turquoise Neal, MIExcel Blueprint Facilitator</b>
Meeting	Feb 3, 2020 - Regular Meeting
Category	4. PRESENTATIONS
Access	Public
Type	Presentation
Goals	<ol style="list-style-type: none"> <li>1. Student Achievement &amp; Growth</li> <li>2. Positive Culture &amp; Climate</li> <li>3. Consistent &amp; Reliable Core District Processes &amp; Systems</li> </ol>

Please refer to attachments for additional information.

<p>File Attachments</p> <p>DOC PowerPt Board Meeting - Feb 2020 (1).pptx (1,654 KB)</p> <p>DOC BP Install Fidelity Appraisal. Lobby Level.pdf (126 KB)</p> <p>DOC BP Fidelity Tool. Lobby Level.pdf (114 KB)</p> <p>YCS Blueprint Installation Timeline - Sheet3 (5).pdf (90 KB)</p> <p>04-Installing-the-Blueprint-Mezzanine-Level.pdf (5,439 KB)</p>
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## 5. PUBLIC COMMENTS #1

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**Subject**                    **A. Guidelines for Public Comment**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    5. PUBLIC COMMENTS #1

Access                    Public

Type                    Information

**Public Comment Protocol | Pursuant to Board of Education Policy 0167.3**

\*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

\*Please limit statements to three (3) minutes duration.

\*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

\*Remarks shall be made in a respectful and professional manner.

## 6. CONSENT AGENDA

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**Subject**                    **A. January 13, 2020 ORGANIZATIONAL & Regular Meeting Minutes**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    6. CONSENT AGENDA

Access                    Public

Type                    Action (Consent)

File Attachments  
MINUTES Organizational REG Mtg 2020.pdf (631 KB)

**Subject**                    **B. Personnel Matters: New Hires & Resignations**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    6. CONSENT AGENDA

Access                    Public

Type                    Action (Consent)

See attached list of personnel matters dated January 29, 2020: New Hires & Resignations.

File Attachments  
DOC HR List Public View.pdf (89 KB)

**Subject**                    **C. APPROVAL: Consent Agenda**

Meeting Feb 3, 2020 - Regular Meeting

Category 6. CONSENT AGENDA

Access Public

Type Action (Consent)

Recommended Action " ... MOVE THAT the Board of Education approve the:  
 1) January 13, 2020 Organizational & Regular Meeting Minutes, and ...  
 2) personnel matters as per the attached list dated January 29, 2020: New Hires & Resignations.

## 7. ACTION ITEMS: Student Affairs

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**Subject A. Field Trip: YCHS/RCTC Culinary, Feb 2020 (New Jersey)**

Meeting Feb 3, 2020 - Regular Meeting

Category 7. ACTION ITEMS: Student Affairs

Access Public

Type Action (Consent), Procedural

Budget Source RCTC Activity Account

Recommended Action ... MOVE THAT the Board of Education approve the overnight/out-of-state field trip of the Ypsilanti Community High School/Culinary program to New Jersey in February 2020.

Goals

- 1. Student Achievement & Growth
- 2. Positive Culture & Climate
- 4. Proactive Organizational Structures for Community Partnerships

File Attachments  
 DOC Field Trip Culinary with date correction.pdf (95 KB)

**Subject**                    **B. Field Trip: YCHS/RCTC Culinary, March 2020 (Lansing)**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    7. ACTION ITEMS: Student Affairs

Access                      Public

Type                        Action (Consent), Procedural

Fiscal Impact              No

Budget Source              RCTC Activity Fund

Recommended Action    ... MOVE THAT the Board of Education approve the overnight field trip of the Ypsilanti Community High School/Culinary program to Lansing in March 2020.

Goals                        1. Student Achievement & Growth  
                                   2. Positive Culture & Climate  
                                   4. Proactive Organizational Structures for Community Partnerships

File Attachments  
 DOC Field Trip YCHS Culinary. Prostart Competition.pdf (114 KB)

**Subject**                    **C. Field Trip: YIES 5th Grade Camp**

Meeting                    Feb 3, 2020 - Regular Meeting

Category                    7. ACTION ITEMS: Student Affairs

Access                      Public

Type                        Action (Consent), Procedural

Fiscal Impact              No

Budget Source              Funding Sources: Student Fees, Fundraising

Recommended Action ... MOVE THAT the Board of Education approve the overnight field trip of Ypsilanti International Elementary School 5th graders to Camp Kimball in Reading, Michigan in May 2020.

- Goals
- 1. Student Achievement & Growth
  - 2. Positive Culture & Climate
  - 4. Proactive Organizational Structures for Community Partnerships

File Attachments  
 DOC Field Trip YIES Camp Kimball.pdf (155 KB)

**Subject** D. Donation: ACCE, Anonymous Donor

Meeting Feb 3, 2020 - Regular Meeting

Category 7. ACTION ITEMS: Student Affairs

Access Public

Type Action (Consent), Procedural, Recognition

Fiscal Impact No

Recommended Action ... MOVE THAT the Board of Education accept a \$1,000 cash donation from an anonymous donor on behalf of the ACCE program.

- Goals
- 1. Student Achievement & Growth
  - 2. Positive Culture & Climate

**8. PUBLIC COMMENTS #2: See Public Comments #1 Above for Protocol/Guidelines**

**9. OTHER**

**10. BOARD/SUPERINTENDENT COMMENTS**

**11. REQUEST FOR CLOSED SESSION: Section 8(h) OMA, Attorney-Client Privilege**

<b>Subject</b>	<b>A. Attorney-Client Session</b>
Meeting	Feb 3, 2020 - Regular Meeting
Category	11. REQUEST FOR CLOSED SESSION: Section 8(h) OMA, Attorney-Client Privilege
Access	Public
Type	Action, Procedural
Recommended Action	... MOVE THAT the Board of Education convene in closed session under Section 8(h) of the OMA: Attorney-Client Privilege.

In accordance with Michigan's Open Meetings Act (OMA), enacted in 1976 as Public Act 267, all closed meetings must be called by a motion at a public meeting of the Board of Education followed by a roll call vote. The Board of Education needs to meet in closed session under Section 8(h) of the Open Meetings Act, *Attorney-Client Privilege*.

## **12. RECONVENE TO OPEN SESSION**

### **13. REQUEST FOR CLOSED SESSION: Section 8(c) OMA, Collective Bargaining Strategy**

<b>Subject</b>	<b>A. YCSESPS Tentative Contract Negotiations</b>
Meeting	Feb 3, 2020 - Regular Meeting
Category	13. REQUEST FOR CLOSED SESSION: Section 8(c) OMA, Collective Bargaining Strategy
Access	Public
Type	Action, Procedural
Fiscal Impact	Yes
Budget Source	Estimated Impact: \$115,000 - \$125,000. Some costs will be funded by Act 18 funds; some funded by grant funds; and some General Fund.
Recommended Action	... MOVE THAT the Board of Education convene in closed session under Section 8(c) of the OMA: Collective Bargaining Strategy.

Goals 2. Positive Culture & Climate

In accordance with Michigan's Open Meetings Act (OMA), enacted in 1976 as Public Act 267, all closed meetings must be called by a motion at a public meeting of the Board of Education followed by a roll call vote. The Board of Education needs to meet in closed session under Section 8(c) of the Open Meetings Act, Collective Bargaining Strategy.

**14. RECONVENE TO OPEN SESSION****15. APPROVAL: YCSESPS Contract Negotiations**

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<b>Subject</b>	<b>A. YCSESPA Contract Negotiations Approval</b>
Meeting	Feb 3, 2020 - Regular Meeting
Category	15. APPROVAL: YCSESPS Contract Negotiations
Access	Public
Type	Action, Procedural
Fiscal Impact	Yes
Recommended Action	... MOVE THAT the Board of Education approve the contract negotiations between the District and the Ypsilanti Community Schools Educational Support Professional Association, MEA/NEA, effective upon ratification.
Goals	2. Positive Culture & Climate

<https://go.boarddocs.com/mi/y/cs/Board.nsf/Private?open&login>

8/9

**16. ADJOURNMENT OF MEETING**

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9/9



**THE FOLLOWING ARE  
FILE  
ATTACHMENTS**

**Points of Pride: Estabrook Learning Community**  
**Monday, February 3, 2020**

Point-of-Pride #1 *Shared by: Estabrook Staff*

**2nd Annuals:** Estabrook is proud to announce three events in the upcoming months that will be a part of 2nd annual events. First is the Black History End-of-the-Month Student Showcase on February 26th. The second is the month long “One Month, One School, One Book!” reading initiative through the month of March. The last event will be the multicultural Heritage Night scheduled for May 14th.

Point of Pride #2 *Shared by: Ryan Johnson; Principal*

**EMU Partnerships:** From September through December, Estabrook housed 3 different educational classes for Eastern Michigan University students and professors. Over 30 pre-service teachers gained hands on, engaging, and meaningful experience at Estabrook that will directly impact future teaching experiences. Estabrook also housed EMU Counseling Services and interns, under the guidance of Dr. Patricia Bounds, providing unique social and emotional help for students. A 3<sup>rd</sup> partnership bridged this year is with EMU’s Social Work program. Two interns help service students and gain hands on social work experience. Our own Board President and EMU professor Dr. Celeste Hawkins and EMU professor Dr. Sarah VanZoeren oversee this program that provides social emotional learning support for the Estabrook community.

Point of Pride #3 *Shared by: Jessica Terlep; Climate and Culture Coach*

**Estabrook I.M.P.A.C.T.:** Estabrook’s positive impact statements breathe life into our students daily. Estabrook students and staff live out these letters on a daily basis when reciting the student I.M.P.A.C.T. pledge; I Make Positive And safe, responsible, respectful Choices Today and everyday.

Point of Pride #4 *Shared by: Marie Schottin & Margarita Dirlikov; EL Teachers*

**A Magnet for Multiculturalism:** The growth in our English Learners (EL) population has doubled this year. Estabrook currently has about a 30% EL population (75 children) that represent 22 different countries and 18 different languages. These students’ home flags hang in our hallways with pride, recognition and respect. Come on in and walk through our halls and see the 29 different flags representing our staff and students. Can you name them all?

Point of Pride #5 *Shared by: Andrea Merry; Title 1 Interventionist*


**Volunteer:** The vision of having a sustained tutoring/mentoring program for Estabrook students has come to fruition in collaboration with America Reads, The Children’s Literacy Network, the Ypsilanti Free Methodist Church and EMU. 30+ students receive intensive literacy support from a consistent volunteer. Students are thrilled to have adults work one-on-one with them to enhance their reading abilities.

Point of Pride #6 *Shared by: Pool Repurposing Committee*

**Pool Repurposing:** Estabrook is toward the end of the planning phase of repurposing the space once occupied by a thriving indoor therapeutic pool. The vision of creating an indoor learning space would feature an indoor garden that will provide students a living lab to experience basic gardening along with features such as vertical, hydroponic and aquaponic gardening. This is almost ready to present to the board. A strong group of minds from the community and school are working together to create an awesome space for our children.


Point of Pride #7 *Shared by: Tyler Rindo; Music Teacher*

**Unified Arts:** Estabrook is showcasing the artistic talents of its students throughout the building. The building has two freshly completed murals and new display cases to feature individual student artwork. Estabrook’s 2<sup>nd</sup> and 3<sup>rd</sup> grade students put on a standing-room-only winter concert. 5<sup>th</sup> grade put on a first annual school play. Estabrook is taking students to two professional performances in the community and bringing in several local musicians and artists to work hand-in-hand with all students.



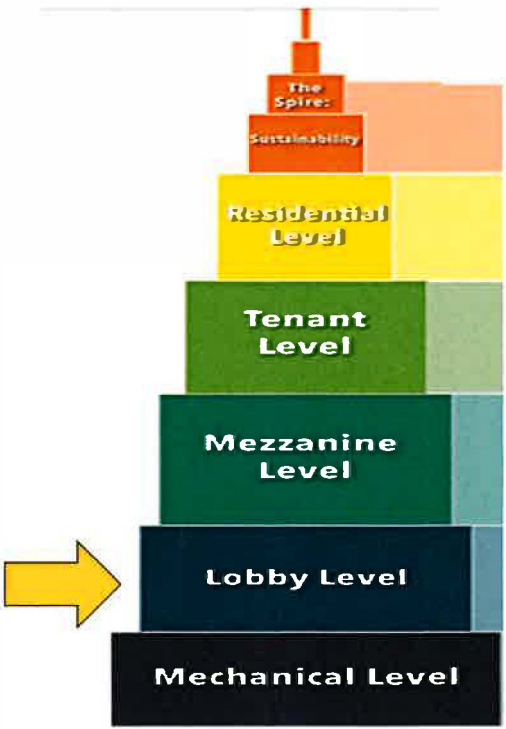
# Blueprint Lobby Level Fidelity Appraisal

February 2020



## Installation of the Blueprint

- ★ Mechanical Level  
Fall 2014-Fall 2018
- ★ Lobby Level  
Fall 2018-Fall 2019
- ★ Mezzanine Level  
Winter 2019-Fall 2020
- ★ Tenant  
Fall 2020
- ★ Residential  
Summer 2021



2

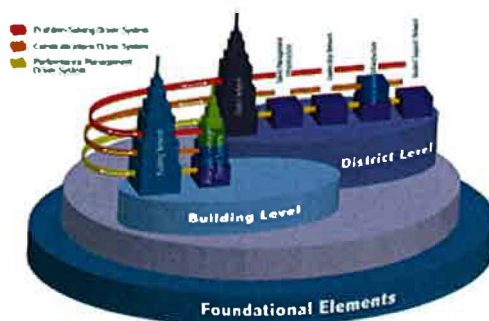
## 2019 - 2020 Installation Goals

By December of 2019, YCS will complete the installation of the *Blueprint's* Lobby Level as observed by the MI Excel Statewide Field Team

By June of 2020, YCS will complete the installation of the *Blueprint's* Mezzanine Level as observed by the MI Excel Statewide Field Team



## Lobby Level Installation



- **Performance Management**
  - *Building Installation Timeline*
  - *Building Performance Tool*
- **Leadership Network**
  - *Learning-Focused Partnerships*
- **Instructional Infrastructure**
  - *Curriculum & Assessment*
- **Principals Leverage & Make Use of District Systems**
  - *Principals Know, Connect, & Optimize*
- **Building Networks**

# Fidelity Appraisal



- Focus group conversations are held with various stakeholders to determine the degree of fidelity for all of the systems in the Lobby Level
  - *One Hour with the Superintendent & Facilitator(s)*
  - *One Hour with the District Network*
  - *One Hour with Principals*
  - *One Hour with Building Network Members*
  - *Brief Wrap-Up with Superintendent and/or Facilitator(s)*

# Focus Groups

District Network Focus Group	Principal Focus Group
Sue McCarty, Carlos Lopez, Ruth Jackson, Aaron Rose, Jeanina Harris, Jonathan Royce	Cassandra Sheriff, Greg Anglin, Cory Gildersleeve, Ryan Johnson, Steve Elam, Ginelle Skinner, Mumtaz Haque, Lindsey Segrist
Building Networks Focus Group	Kristen Rickman, Dana Oginsky, Deandre Caldwell, Kathy Winters, Melanie Magetti, Crystal Webb, Sandra Bogoski, Kari Safieddine

## Findings

- 🌱 From Beth Brophy, *Executive Director*  
*I am pleased to share the news that the recent Fidelity Appraisal at Ypsilanti Community Schools has shown that you and your team have installed the Blueprint with **STRONG FIDELITY** Congratulations!*

## Fidelity Appraisal Tool

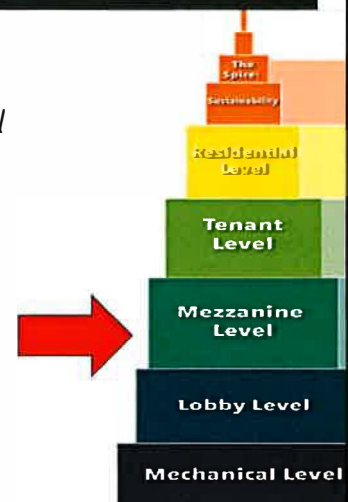
Carry the Mechanical Level Forward	Firmly in Place
Performance Management Driver	Started
Leadership Network: Learning-Focused Partnerships	Firmly in Place
Instructional Infrastructure: Curriculum & Assessment	Started
Principals Leverage District Systems	Firmly in Place
Building Networks	Started
Focus on Leadership	Firmly in Place
Safety Net	Started

## Next Steps

- Continue to build the *Performance Management Driver* with the development of district and building dashboards
- Strengthen *Instructional Infrastructure* by building units of study for all subject areas and assessments to measure student progress
- Support principals with utilizing *Building Networks* to inform the work of the District Network
- Utilize *Intense Student Support Network* and *Safety Net* to identify and address students non-academic needs.

## Mezzanine Level

- Intense Student Support Network
  - Floor 2 - Social, Emotional, Health, & Nutritional Needs of Students
- Talent Management
  - Floor 2 - Evaluation
- Instructional Leadership Routines
  - Floor 1 - Installing Building Level Processes
  - Floor 2 - Coaching
- Teacher Collaborative Routines
  - Floor 1 - Instructional Design & Delivery



# Questions

What questions might you have?





MI EXCEL STATEWIDE FIELD TEAM

Re: #4B

Memorandum

To: Alena Zachery-Ross, Superintendent
cc: Turquoise Neal, MI Excel Blueprint Facilitator
From: Beth Brophy, Executive Director Elizabeth R. Brophy Heather Stanley, Area Leader
Re: Blueprint Installation Fidelity Appraisal – Lobby Level

Date: January 15, 2020

On January 8, 2020, the MI Excel team conducted, at your request, a fidelity appraisal in order to compare your district’s installation of the Blueprint with its theoretical design.

Thank you for the pleasure of being able to meet with your team and to hear about your district’s incredible journey toward success for all students. We are impressed with the work you and your team are engaging in to support students.

In completing this appraisal, the MI Excel team conducted focus group interviews, analyzed Blueprint artifacts, and examined your district’s use of other Blueprint tools to create the systems, drivers, and routines. Based on our review, we believe you and your team have installed the Blueprint at Ypsilanti Community Schools with Strong Fidelity. It is clear that you all are truly Stronger Together! Congratulations!

The intent of this review is to provide you with critical information you need to help you in your efforts to reconfigure your district in the strongest way possible to realize dramatic improvement in student, teacher, and leader performance in a short amount of time.

The attached appraisal tool documents your progress in carrying the Mechanical Level forward, while installing the Performance Management Driver, the Leadership Network, the second floor of Instructional Infrastructure, Building Networks, and the first building-level routine, Principals Make Use of and Leverage District Systems.



Calhoun Intermediate School District
17111 G Drive North
Marshall, MI 49068
269-789-2442



**Recommendations:**

In order to make the appraisal process helpful to you as you lead the installation of the *Blueprint*, we offer several thoughts for your consideration. These comments are offered in the spirit of technical support and are not offered as criticism.

1. There was strong consistency in the feeling that your systems installation is bringing clarity and enhancing collective responsibility across the district. As you continue the work, how are you leveraging the Communications Driver System to ensure that communication is clear, understood, and impacting the desired outcomes across the district? How are you regularly monitoring the effectiveness of communication throughout the district?
2. The conversations around problem solving across the district are evidence that you are truly cultivating a data-driven, decision-making district. How is the DN regularly collecting data around your systems installation? Consider utilizing the installation assessment tools more consistently for all installed components of the *Blueprint* (drivers, driver systems, district systems, and building routines) to keep a pulse on installation quality and sustain the work moving forward.
3. There has been significant work within the Instructional Infrastructure and the Intense Student Support Network. How will you continue to connect non-academic supports to student needs, while maintaining high academic expectations for every student? How are you ensuring that your external partners understand and support the academic and non-academic needs that *the district* identifies through intentional and consistent data collection? How will you continue to monitor the effectiveness of this work and adjust based on the data you collect?
4. As you work to fully install the Performance Management Driver System (PM), how can you ensure that these monthly conversations are focused and meaningful in moving the work forward? What takeaways come from your PM conversations with building principals? How are the next steps recorded, and how do you ensure that action takes place as a result of the careful review of the data?
5. The Building Networks are critical to leading the work at the building level. Overall, your BN members feel connected to and invested in the work of the district. How will you continue to build their capacity to ensure their work is positively impacting teaching and learning? What protocols and procedures need to be understood and utilized at scale to ensure high quality installation of the BNs? How will the district routinely monitor the effectiveness of the BNs?
6. There is a feeling throughout the district that there is great power and promise in the Learning-Focused Leadership Partnerships. The purpose is well communicated, understood, and truly appreciated. As you continue to increase the capacity of your building leaders, how do you know that principals are enhancing their skills and their connectedness to the central office and the district? Consider how you will continue to support the development of Instructional Leadership Routines and how you will monitor the progress and growth involved in this intense and very deliberate work.

Please do not hesitate to reach out to us if we can provide you with any additional support. We are so proud of the remarkable work that has been done at Ypsilanti Community Schools. You should be very proud of yourself, your team, and your entire district. We look forward to continuing to support your outstanding work. Congratulations!

### Blueprint Fidelity Tool - Lobby Level of Installation

Component	Criteria	Not Yet Started (1); Started (2); Firmly in Place (3)	Overall Rating by Component
<b>Carrying the Mechanical Level Forward</b>	The district routinely measures and adjusts the effectiveness of its driver (the District Network) and its driver systems (problem-solving and communications).	3	3
	The district utilizes its talent management system for the recruitment, hiring, and assignment of adult personnel (selecting <i>Blueprint leaders and teachers</i> ) to continuously increase adult capacity.	3	
	The district implements its protocols to regularly measure high-quality instruction and student support.	2	
<b>Performance Management Driver System</b>	The district has a protocol for performance management which includes the use of both the BITT and BPT tools.	2	2
	The district uses the protocols in monthly meetings at both the district and building levels.	2	
	The district utilizes the Performance Management Driver System to identify specific actions at both the building and district levels to increase the effectiveness of <i>Blueprint</i> installation and to support dramatic increases in student, teacher, and leader performance.	2	
<b>Leadership Network: Learning-Focused Partnerships</b>	The district has established a roster of partnerships between building and central office administrators.	3	3
	The partnerships meet regularly (at least one hour weekly).	3	
	The members of the partnerships have established the trust and collegiality needed to recognize and coach for (1) high-quality subject-specific instruction and (2) the appropriate competencies needed to support teaching and learning.	3	
<b>Instructional Infrastructure: Curriculum &amp; Assessment</b>	The district has identified what curricular documents will look like for all content areas.	2	2
	The district has installed a system for curriculum and assessment. This system includes protocols and process for (1) creation, (2) approval, (3) rollout, and (4) annual modification of the district's curricular documents.	2	
	The district has established and uses an effective timeline which requires all content areas to undergo the curricular process noted above. Thus, there is a documented timeline for all content areas to utilize the district's curricular process.	2	
<b>Principals Leverage District Systems</b>	Principals understand how to identify what they need (based on student needs) and how to communicate those needs to their central office colleagues.	3	3
	Principals connect student needs to the appropriate district system(s) needed to support those academic or non-academic needs.	3	
	Principals understand how to leverage district systems so as to optimize their use at the building level in a way that positively impacts student performance and in a way that effectively meets students' non-academic needs as necessary.	3	
<b>Building Networks</b>	The Building Network effectively leverages the district's message of urgency for instructional improvement at scale.	3	2
	The building principal effectively leads the installation. Union leadership and key teacher leaders are effectively engaged in the work of the Building Network.	2	
	The Building Network effectively leads and monitors the work at the building level to ensure the appropriate use of district systems at the building level to positively impact student, teacher, and leader performance.	2	
<b>A Focus on Leadership</b>	The district recognizes that central office and building leaders will need additional skills and competencies to lead systemic reconfiguration and has begun the process to develop those skills.	3	NR
	Central office and building leaders to have begun the process of becoming <i>Blueprint</i> leaders while working through the Lobby level of <i>Blueprint</i> installation.	3	
<b>The <i>Blueprint's</i> Safety Net</b>	The district leaders has begun the process of using the Instructional Infrastructure and the Intense Student Support Network to create a strong, tiered instructional delivery model for each student.	2	

To what degree does the district's installation of the *Blueprint* at this phase of work meet the *Blueprint's* intended level of fidelity?

15

**Degree of Fidelity: TBD**

Key by Component

3=8-9; 2=5-7; 1=0-4

Key Overall

Highest Fidelity=16-18; Strong Fidelity=14-15; Developing Fidelity=11-13; No Fidelity=0-10.

## YCS Blueprint Installation Timeline

Level	Description	Blueprint System	YCS Goal	YCS Actual
Mechanical (4)	<i>The district launches the installation of the Blueprint by establishing the urgency for district reconfiguration and by building the driver, two driver systems, and the ground floor of three of the four district systems.</i>	Catalyzing Event		Completed
		Understanding the Blueprint		Completed
		District Network		Installed
		Driver System: Problem-Solving		Installed
		Driver System: Communications		Installed
		Talent Management - Floor 1 - Strategic Placement		Installed
		Instructional Infrastructure - Floor 1 - Vision for High-Quality Subject-Specific Instruction		Installed
		Student Support Network - Floor 1 - Vision for High-Quality Student Support		Installed
		Fidelity Appraisal		9/2018
		<i>The Mechanical Level was completed prior to the 2018-19 SY; however, it was revisited under this administration.</i>		
Lobby (5)	<i>The district installs the final driver system, begins the installation of the fourth district system, creates the the building-level networks and guides principals in leveraging the use of district systems.</i>	Driver System: Performance Management	9/2019	Installed
		Leadership Network - Floor 1 - Learning-Focused Partnerships	8/2019	Installed
		Instructional Infrastructure - Floor 2 - Curriculum & Assessment	8/2019	Installed
		Principals Leverage & Make Use of District Systems	8/2019	Installed
		Building Networks	11/2018	Installed
		Fidelity Appraisal	12/2019	Jan 2020
Mezzanine (4)	<i>The district completes the second floors of most of the district systems and begins the installation of instructional leadership and teacher collaborative routines at the building level.</i>	Intense Student Support Network - Floor 2 - Social, Emotional, Health, & Nutritional Needs of Students	9/2019	In progress
		Talent Management - Floor 2 - Evaluation	12/2019	Installed
		Instructional Leadership Routines - Floor 1 - Installing Building Level Processes	10/2019	In progress
		Instructional Leadership Routines - Floor 2 - Coaching	12/2019	In progress
		Teacher Collaborative Routines - Floor 1 - Instructional Design & Delivery	10/2019	Not Started
		Fidelity Appraisal	6/2020	
Tenant (4)	<i>The district completes the installation of three of the four district systems and deepens the installation of instructional leadership and teacher collaborative routines. There is growing evidence of a reconfigured district at the conclusion of this phase of installation.</i>	Leadership Network - Floor 2 - Redesign of Central Office	4/2020	
		Talent Management - Floor 3 - Tactical, Systemic Capacity Building	6/2020	
		Instructional Infrastructure - Floor 3 - Instructional Improvement Network	6/2020	
		Intense Student Support Network - Floor 3 - Network Delivery System	8/2020	In progress
		Teacher Collaborative Routines - Floor 2 - Deepening Understanding of Student Learning	10/2020	
		Instructional Leadership Routines - Floor 3 - Monitoring	7/2020	In Progress
Fidelity Appraisal	10/2020			

YCS Blueprint Installation Timeline

Residential (4)	<i>The district installs new systems to align the allocation of resources to student need at both the district and building levels. The final district system is fully installed as are the routines at the building- level.</i>	Allocation of District Level Resources	11/2020	
		Leadership Network - Floor 3 - Policies & Structures to Support Partnerships	7/2021	
		Allocation of Building Level Resources	2/2021	
		Teacher Collaborative Routines - Floor 3 - Collegial Reflective Practice	4/2021	
		Fidelity Appraisal	5/2021	
The Spire: Sustainability (12-24)	<i>In this post phase of installation, district leaders and Blueprint facilitators monitor and adjust the fully installed systems to ensure function and sustainability.</i>	Monitoring and Adjusting the Installation and Workings of the Reconfigured District	6/2021	

# Installing the *Blueprint* Mezzanine Level

The third phase of *Blueprint* installation is referred to as the **Mezzanine Level**. During this level of installation, the district completes the second floors of two district systems (Talent Management Infrastructure and the Intense Student Support Network) and begins the installation of the final two building-level routines (Instructional Leadership Routines and Teacher Collaborative Routines).

Additionally, the district continues the process of developing *Blueprint* leaders and installing the Safety Net where instructional and student support meet to ensure the district builds systems to support each student.

This level is predicted to take the district four months to complete. Although four months is the predicted timeframe, each district determines their unique installation timeline. It is highly recommended that each district use the ***Installation Timeline – Overall*** and the ***Installation Timeline – Detailed*** to chart their course.

The significance of the detailed timeline tool cannot be understated. As the district continues the work of systemic reconfiguration, each level of installation amplifies the need to continuously progress monitor all of systems that are being installed. It is imperative for sustainability that all of the great work that is happening is monitored and adjusted over time, throughout the entire organization. The ***Installation Timeline – Detailed*** is meant to serve as a progress-monitoring calendar for each system that is installed.

## *Installation Timeline Tools and Resources – Mezzanine Level*

1. Graphics
  - a. BP Installation Timeline Overall Graphic
  - b. BP Installation Timeline Overall Graphic – Blank
  - c. BP Installation Timeline Overall Graphic – Mezzanine Level

- d. *Blueprint* USA – Lobby Level
- 2. Installation Assistance
  - a. Installing the *Blueprint* – Lobby Level
  - b. The Facilitator’s Guide to the *Blueprint’s* Mezzanine Level
- 3. Installation Timeline
  - a. *Blueprint* Installation Timeline – Overall (September 2018)
  - b. *Blueprint* Installation Timeline Graphic – Overall
  - c. *Blueprint* Installation Timeline – Detailed
  - d. *Blueprint* Installation Timeline – Blank (for district use)
- 4. Fidelity of Installation
  - a. Fidelity Appraisal – Mezzanine Level
  - b. *Blueprint* Installation Board Update Tool

The timeline tools will appear in each installation phase description guide to remind districts to continuously revisit and adjust their timelines. The BP Installation Timeline Tool – Overall assists districts in establishing the timeline for full installation from Mechanical to the Spire. In addition, the ***Installation Timeline – Detailed*** is meant to serve as a progress-monitoring calendar for each system that is installed along the way to full installation and sustainability.

### **Installing the Intense Student Support Network – Building the System to Address the Social, Emotional, Health, and Nutritional Needs of All Students**

At this point in the installation of the *Blueprint*, the district has defined and rolled out their vision of high-quality student support in order to effectively intervene for students who come to school with non-academic needs that create obstacles for high achievement. The second floor of the Intense Student Support Network: Identifying and Meeting the Social, Emotional, Health, and Nutritional Needs, is now ready to be developed.

In order to build the network at scale [throughout the entire organization], the district must define and communicate its vision for meeting the social, emotional, health, and nutritional needs of students in much the same way the district strives to meet the academic needs of the children it serves. The District Network will use the district’s vision for high-quality



student support to determine how the district will ensure that all students' non-academic needs are being met on a daily basis.

### *The Intense Student Support Network's Tools and Resources*

1. Evidence of Practice
2. Intense Student Support Network – Skyscraper Graphic (entire system)
3. Intense Student Support Network – Skyscraper Graphic (second floor)
4. Intense Student Support Network – *Blueprint* System Graphic
5. Planning Tool
6. Model Planning Tool
7. Installation Assessment Suite of Tools (3)

### **Installing Talent Management Infrastructure – Evaluation**

As the district works to ensure that all of the *Blueprint* systems are going to scale and that the adults in the organization are prepared to continue the intense work of systemic reconfiguration, it is time to return to the Talent Management District System and develop the second floor: Evaluation.

Since the Talent Management district system is not only concerned with finding, but also identifying and keeping the talent required to impact student, teacher, and leader performance, the evaluation process should measure and report teacher, principal, and central office administrators performance in a way that effectively informs all aspects of the district's systems. Since the district recognizes that building adult capacity is a key factor in whether or not the district will realize dramatic increases in student achievement, the need to determine which of the competencies (as defined in the development of the first floor of this system) it wishes to see in all employees of a particular group and adding these competencies as performance criteria to the evaluation instrument is critical.

The following resources and tools are designed to support the District Network as they develop an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.

## *The Talent Management Infrastructure's Tools and Resources*

1. Evidence of Practice
2. Talent Management Infrastructure – Skyscraper Graphic (entire system)
3. Talent Management Infrastructure – Skyscraper Graphic (second floor)
4. Talent Management Infrastructure – *Blueprint* System Graphic
5. Planning Tool
6. Model Planning Tool
7. Installation Assessment Suite of Tools (3)

### **Installing Instructional Leadership Routines - Building Level Processes**

As the district is immersed in its efforts to reconfigure their systems to disrupt the status quo, building leaders are faced with ensuring that the district's visions for high-quality subject-specific instruction and high-quality student support are being carried out through the delivery of the district's curriculum and assessments on an organic basis. Since these visions define a new lens in which building leaders look through and coach around subject-specific instruction and high-quality student support, leaders will need support in this work.

The Instructional Leadership Routines are designed to position building principals and other leaders in the role of guiding and leading instructional improvement at scale in the building. Installed organically rather than as events, these routines daily support the ongoing mission of increasing student and teacher performance in a short amount of time.

Through the installation of the first floor of the Instructional Leadership Routines: Install Building-Level Processes (to Support Teacher Learning), the District Network will articulate the processes which all building leaders will use in order to realize dramatic increases in student achievement. "Working in tandem; leadership, shared responsibility, professional collaboration, intentional practices for improving instruction, and providing student-specific instruction and supports to all students provide an environment that is focused on the instructional core, positioning the building leader and teachers for rapid turnaround" (Brett Lane).

Building leaders will install building-level processes to support teacher learning in order to promote alignment between the district's visions and what is enacted in classrooms.

### *The Instructional Leadership Routines' Tools and Resources*

1. Evidence of Practice
2. Instructional Leadership Routines – Skyscraper Graphic (entire system)
3. Instructional Leadership Routines – Skyscraper Graphic (first floor)
4. Instructional Leadership Routines – *Blueprint* System Graphic
5. Planning Tool
6. Model Planning Tool
7. Installation Assessment Suite of Tools (4)

### **Installing Building Routines – Instructional Leadership Routines: Coaching**

The next floor to be developed in the Instructional Leadership building-level routines is Coaching. This building-level routine will ensure that building leaders are equipped with the daily processes necessary to be each teacher's strongest instructional coach.

Several of the coaching routines that the District Network will develop will include how building leaders will routinely observe instruction, provide instructional next steps to teachers that is consistent with instructional expectations as defined by the district's visions for high-quality subject-specific instruction, model subject-specific instruction, and support teachers to develop and implement non-instructional routines to assist with student behavior management.

The tools and resources listed below will support the District Network as they develop coaching routines that are aligned to the district's visions of high-quality subject-specific instruction, high-quality student support, and talent management (teacher competencies).

### *The Instructional Leadership Routines' Tools and Resources*

1. Evidence of Practice
2. Instructional Leadership Routines – Skyscraper Graphic (entire system)
3. Instructional Leadership Routines – Skyscraper Graphic (second floor)
4. Instructional Leadership Routines – *Blueprint* System Graphic
5. Planning Tool
6. Model Planning Tool
7. Installation Assessment Suite of Tools (4)

## Installing Teacher Collaborative Routines - Instructional Design & Delivery

Teacher Collaborative Routines are the final building routines to be developed. These routines are designed to position classroom teachers in the collaborative role of guiding each other in the ongoing quest of instructional improvement at scale in the building. Installed organically rather than as events, these routines daily support the ongoing mission of increasing student, teacher, and leader performance in a short amount of time.

The installation of the Teacher Collaborative Routines will occur in three stages, just as all of the district systems and routines do. The first floor to be built within Teacher Collaborative Routines is Instructional Design and Delivery. As you reflect on all of the district systems and building routines that have been developed at this point, the district is now best prepared to engage teachers at a deeper level in the process of systemic reconfiguration.

The District Network will use the following tools and resources to install ten, research based, teacher collaborative routines that are concerned with instructional design and delivery that are aligned to the district's visions of high- quality subject-specific instruction.

### *The Teacher Collaborative Routines' Tools and Resources*

1. Evidence of Practice
2. Teacher Collaborative Routines – Skyscraper Graphic (entire system)
3. Teacher Collaborative Routines – Skyscraper Graphic (first floor)
4. Teacher Collaborative Routines – *Blueprint* System Graphic
5. Planning Tool
6. Model Planning Tool
7. Installation Assessment Suite of Tools (4)

## Developing *Blueprint* Leaders

*Blueprint* leaders skillfully demonstrates the leadership competencies and expertise needed to lead systemic reconfiguration and to effectively respond to the district's commitment to "dramatic improvement in student, teacher, and leader performance in a short amount of time" (Chandler and Frank, 2015)

**Becoming a *Blueprint* Leader (BBL)** is a highly focused level of installation support designed to enhance the capacity of central office administrators to grow and support the development of building principals as *Blueprint* principals. *Becoming a *Blueprint* Leader* supports central office administrators and building principals in their quest to enhance their professional practice in specific areas so that the district's efforts at systemic reconfiguration realize dramatic increases in student, teacher, and leader performance in a short amount of time. The Leadership Series will support the development of *Blueprint* partnerships, will emphasize the instructional improvement process, and will enable the Performance Management Driver System to install to scale.

*The Leadership Series' Tools and Resources at the Mezzanine Level of Installation*

1. The Leadership Series Graphic
2. BBL Module 6: Carrying Installation Forward
3. BBL Module 7: Instructional Leadership Routines (Floor 1)
4. BBL Module 8: Instructional Leadership Routines (Floor 2)
5. BBL Module 9: Teacher Collaborative Routines (Floor 1)

## Installing the *Blueprint's* Safety Net

The Safety Net combines the Instructional Infrastructure with the Intense Student Support Network in a manner that includes the following:

- The district provides an effective system to identify and deliver academic support on a continuum of intensity that is matched to individual student need.
- The district provides an effective system to identify and deliver social,

emotional, health, and nutritional support on a continuum of intensity that is matched to individual student need.

These district systems, when woven together, create the necessary network of support so that districts can create schools where there is a *ferocious unwillingness to allow a child to flounder or to fail* (Murphy, 2014).

Throughout each level of *Blueprint* installation the district builds various components of drivers, driver systems, district systems, and building routines all of which create the systemic capacity needed to realize the district's efficacy for the collective responsibility of student, teacher, and leader performance.

While all of these details are embedded in each system's series of planning tools, these tools focus the district's efforts on the intersection of the Instructional Infrastructure and the Intense Student Support Network to build powerful actions that utilize all of the *Blueprint's* components to maximize the district's ability to successfully support each student.

At the Mezzanine level of installation the *Blueprint's* Safety Net adds additional dimensions with the second floor of the Intense Student Support Network that enables the district to identify the social, emotional, health, and nutritional needs of each student. The district's installation of both Instructional Leadership Routines (building-level processes and coaching) and Teacher Collaborative Routines (Instructional Design and Delivery) focus professional practices on the delivery of a tiered instructional delivery model that creates the structures in which each student can thrive. Building leaders create the conditions by which teachers can effectively collaborate around instructional design to continuously focus on delivering high-quality instruction to every child every day in an environment where each student's non-academic needs are recognized. Thus, additional pieces of the Safety Net are quickly coming into place to provide and support high-quality core instruction for each student at scale in the district.

#### *The Safety Net's Tools and Resources*

1. Graphic
2. Planning Tool – Entire System
3. Planning Tool – Mezzanine Level Only
4. Safety Net Framework – Entire System
5. Safety Net Framework – Mezzanine Level Only

#### **Finalizing the Mezzanine Level of Installation**

The district will have completed the *Blueprint's* **Mezzanine Level** of installation, when it has installed the second floors of the Talent Management Infrastructure (Evaluation) and the Intense Student Support Network (Identifying and Meeting the Social, Emotional, Health, and Nutritional Needs of Students) and when it has installed the first two floors of Instructional Leadership Routines (Building Level Processes and

Coaching) and the ground floor of Teacher Collaborative Routines (Instructional Design & Delivery). Installing districts ask Statewide Field Team leaders to conduct a fidelity appraisal comparing the district's level of installation with the theoretical model. At this point, the district is prepared to move into the fourth phase of installation – the **Tenant Level**.

**YPSILANTI COMMUNITY SCHOOLS**

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

**MINUTES: ORGANIZATIONAL & REGULAR MEETING OF THE BOARD OF EDUCATION**

Monday, January 13, 2020

The meeting was called to order by President Dr. Celeste Hawkins at 6:30 p.m. The Pledge of Allegiance was recited, led by Beatty Early Learning Center (ELC) students and Ginelle Skinner, Principal/Assistant Director of Early Childhood.

**MEMBERS OF THE BOARD OF EDUCATION PRESENT**

President Dr. Celeste Hawkins, Vice-President Brenda Meadows, Secretary Maria Sheler-Edwards, Treasurer Gillian Ream Gainsley (*late arrival*), Trustee Ellen Champagne, Trustee Sharon Lee, Trustee Meredith Schindler

**MEMBERS OF THE BOARD OF EDUCATION ABSENT: None****ACHIEVEMENTS, AWARDS AND RECOGNITION**

Beatty ELC Points of Pride included: 1) Families & Feelings Program; 2) March Dadness; 3) Donation Closet; 4) March is Reading Month; 5) Backpack Program; 6) Family Dance Party, and; 7) Monthly Parent Meetings.

*Imagine Language & Learning Challenge:* Superintendent Zachery-Ross acknowledged students recognized (Ford & Holmes students).

*January is Board Appreciation Month:* Zachery-Ross honored Board members, recognizing their contributions. She, read "To Honor School Board Recognition Month, January 2020", presenting each Board member with a copy. Each Board member also received a Certificate of Appreciation and token gifts.

**YCS MISSION STATEMENT:** Board President Dr. Celeste Hawkins read aloud the following: The purpose of YCS is to develop mindful, engaged students with the skill set, work ethic, and attitude to contribute to a community that honors diversity, equality and justice.

**ACCEPTANCE OF "AMENDED" AGENDA:** Agenda amended with one change - 1) *Delete: Appointments of Board Committee Members & Liaisons | "Subcommittees" (Item B); per Hawkins, will be tabled until after a planning meeting.*

*Motion by Lee, supported by Schindler*

*Motion Carries*

**PUBLIC COMMENTS #1**

Amanda Smith expressed appreciation to the Board on behalf of the Ypsilanti International Elementary School PTO. Debra Stevens commented on transportation.

**ACTING CHAIRPERSON ELECTION:** Superintendent Alena Zachery-Ross was nominated to serve as acting chairperson, as needed, for this meeting.

*Motion by Lee, supported by Ream Gainsley*

*Action Recorded: 7/Yes; 0/No*

**TEMPORARY SECRETARY "APPOINTMENT":** Acting Chairperson Alena Zachery-Ross appointed Paula Gutzman to serve as temporary Secretary until such time as the Secretary of the Board of Education has been elected.



## **BOARD ORGANIZATION**

### **NOMINATION & ELECTION OF BOARD OFFICERS**

#### **PRESIDENT**

Brenda Meadows nominated Dr. Celeste Hawkins to serve as President.

#### **MOTION TO nominate Dr. Celeste Hawkins to serve as President until the 2021 Organizational Meeting.**

*Motion by Meadows, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

#### **VICE-PRESIDENT**

Brenda Meadows expressed interest in serving as Vice-President.

#### **MOTION TO nominate Brenda Meadows to serve as Vice-President until the 2021 Organizational Meeting.**

*Motion by Lee, supported by Hawkins*

*Roll Call Vote: 5/0 Yes + 2 "Will of the Board" Votes*

*Yes: Meadows, Champagne, Lee, Schindler, Hawkins*

*Vote for the "Will of the Board": Ream Gainsley, Sheler-Edwards*

#### **BOARD SECRETARY**

Sharon Lee agrees to serve in role of Secretary.

#### **MOTION TO nominate Sharon Lee to serve as Secretary until the 2021 Organizational Meeting.**

*Motion by Sheler-Edwards, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

#### **TREASURER**

Gillian Ream Gainsley expressed interest in serving as Treasurer.

#### **MOTION TO nominate Gillian Ream Gainsley to serve as Treasurer until the 2021 Organizational Meeting.**

*Motion by Lee, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

**Newly Re-Elected President Hawkins serves as Chair going forward (newly-elected Secretary Sharon Lee begins serving as Secretary) ...**

### **APPOINTMENTS OF BOARD COMMITTEE MEMBERS & LIAISONS**

**Parliamentarian:** Brenda Meadows

**Head Start Policy Committee:** Sharon Lee

**Legislative Relations Network (LRN) Designee:** Brenda Meadows

**Washtenaw Association of School Boards (WASB) Representative:** Ellen Champagne

**Ypsilanti Promise Board Representative:** Void, Disbanded; Washtenaw Promise now

**Ypsilanti Foundation Board Liaison:** Maria Sheler-Edwards

**Michigan Association of School Boards (MASB):**

Delegate, Ellen Champagne; Alternate, Brenda Meadows

**Coordinated School Health Team:** Gillian Ream Gainsley

**Sex Education Advisory Board (SEAB):** Meredith Schindler

Subcommittees: Item Tabled, pending planning meeting per President Hawkins.

~~1) Policy; 2) Financial & Operational Planning; 3) Strategic & Educational Performance (DTN); 4) Community Relations, and; 5) School Culture & Discipline.~~

MOTION THAT the above appointments as Board representatives be approved and in effect until the next Organizational Meeting in January 2021.

*Motion by Schindler, supported by Meadows*

*Action Recorded: 7/Yes; 0/No*

### **CONSENT AGENDA**

MOTION TO approve the following minutes: 1) November 4, 2019 special meeting; 2) November 4, 2019 regular meeting; 3) November 18, 2019 special meeting; 4) November 18, 2019 closed session meeting; 5) December 2, 2019 special meeting; 6) December 2, 2019 regular meeting; 7) December 10, 2019 special meeting; 8) December 10, 2019 closed session meeting, and; 9) the personnel matters as per the attached list dated January 6, 2020: New Hires & Resignations.

*Motion by Schindler, supported by Lee*

*Action Recorded: 7/Yes; 0/No*

### **ACTION ITEMS: Organizational Matters**

#### **Board of Education Meeting Schedule Adoption**

MOTION TO adopt the Board meeting schedule for January 14, 2020 - January 11, 2021.

*Motion by Schindler, supported by Lee*

*Action Recorded: 7/Yes; 0/No*

Notes: Two changes to the schedule: 1) Void June 29th meeting; reschedule for June 22, 2019, and; 2) void September 28th meeting; reschedule for Tuesday, September 29, 2019. Also, approval is of dates only; agenda topics will be addressed at a later date.

### **District Compliance Officers Appointment**

MOTION TO designate the following staff to serve as District Compliance Officers: 1) the Assistant Superintendent as 504 Compliance Officer, and; 2) The Director of Human Resources as District Compliance Officer, and, ADA Coordinator (in compliance with Policy #s 2260.01 & 4123).

*Motion by Sheler-Edwards, supported by Meadows*

*Action Recorded: 7/Yes; 0/No*

### **REVIEW AND APPROVAL: Business Items**

#### **Authorization for Use of Facsimile Signature**

MOTION TO authorize the Director of Business Services to file the necessary forms with the appropriately designated banks to use the facsimile signature of the School District Superintendent on check draws of the General Fund, Food Service Fund, Debt Retirement Fund, Payroll Account, Student Activities Fund and Trust Fund.

*Motion by Meadows, supported by Ream Gainsley*

*Action Recorded: 7/Yes; 0/No*

#### **Authorization to Execute Contracts and Sign Documents on Behalf of the District**

MOTION TO designate, and limit thereto, the following administrators to sign contracts and other documents on behalf of the District: Superintendent, or designee, and Director of Business Services.

*Motion by Lee, supported by Sheler-Edwards*

*Action Recorded: 7/Yes; 0/No*

**Authorization of Bank Account Signatories**

MOTION TO approve the Board President, Superintendent, Board Treasurer, Director of Business Services and Accounting Supervisor as official signatories of bank accounts for the District.

*Motion by Meadows, supported by Lee*

*Action Recorded: 7/Yes; 0/No*

**Designation of Depository for School District Funds**

MOTION TO utilize the following financial institutions as depositories for the following funds:

Normal Operations Deposits & Withdrawals: 1) Michigan Liquid Asset Fund Plus; 2) Bank of Ann Arbor; 3) Fifth Third Bank, and; 4) Flagstar Bank (for Schneider Electric).

Bonded Indebtedness Paying Agents: 1) Bank of New York [BYN Mellon or the Bank of New York Mellon Trust Co]; 2) Hunting National Bank, and ; 3) U. S. Bank.

*Motion by Schindler, supported by Sheler-Edwards*

*Action Recorded: 7/Yes; 0/No*

**Designation of Electronic Transfer Officer (ETO)**

MOTION TO appoint the Board Treasurer or Director of Business Services as Electronic Transfer Officer (ETO) in accordance with Policy #6144.

*Motion by Schindler, supported by Lee*

*Action Recorded: 7/Yes; 0/No*

Designation of Audit Firm: Audit firm to be determined at later date, auditing services will go out for bid for the year ending June 30, 2020.

**Designation of Legal Counsel**

MOTION TO authorize the following law firms as legal counsel for the District: 1) Thrun Law Firm PC (retainer), and; 2) Collins & Blaha PC.

*Motion by Meadows, supported by Schindler*

*Action Recorded: 7/Yes; 0/No*

**Designation of Meeting Posting Responsibilities**

MOTION THAT the Superintendent, or designee, will designate an appropriate, available person to post notices of public meetings.

*Motion by Ream Gainsley, supported by Meadows*

*Action Recorded: 7/Yes; 0/No*

**Designation of Newspaper for Bid Notices and Other Legal Postings**

MOTION TO designate The Ann Arbor News for bid notices and other legal postings.

*Motion by Schindler, supported by Meadows*

*Action Recorded: 7/Yes; 0/No*

**ACTION ITEMS: Non-Organizational Items**

**Houghton Mifflin Harcourt Purchase**

MOTION TO approve the Houghton Mifflin Harcourt purchase, Proposal #007502630 dated 11/18/19, for the amount of \$50,392.86.

*Motion by Sheler-Edwards, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

**RESOLUTION: Authorizing the Issuance & Delegating the Sale of Ypsilanti Community Schools 2020 Refunding Bonds (Former Willow Run Community Schools)**

MOTION TO adopt the attached Resolution Authorizing the Issuance and Delegating the Sale of Ypsilanti Community Schools 2020 Refunding Bonds (former Willow Run Community Schools),

*Motion by Meadows, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

*Note: YCS Attorney Mike Gresens and Senior Vice-President of Hutchinson, Shockey, Erley & Co. Bill Roche briefly dialogued on the legal side and business side of the refunding, answering Board questions. This item is followup to the December presentation made.*

**RESOLUTION: Recognizing Black Lives Matter at School**

MOTION TO adopt the attached Resolution Recognizing Black Lives Matter at School Week of Action 2020.

*Motion by Meadows, supported by Schindler*

*Roll Call Vote: 7/0 Yes*

*Yes: Meadows, Ream Gainsley, Champagne, Lee, Schindler, Sheler-Edwards, Hawkins*

*Note: The resolution was read aloud by President Hawkins.*

**Donation: Ypsilanti Community High School - Dr. David Sadler, Donor**

MOTION TO accept a donation from Dr. David Sadler of a triangular shaped 55-gallon salt water aquarium and miscellaneous aquarium supplies to YCHS - Paula Sizemore's classroom - for an estimated donation amount of \$1,000.

*Motion by Lee, supported by Schindler*

*Action Recorded: 7/Yes; 0/No*

**PUBLIC COMMENTS #2**

*Gail Summerhill commented on a Friday art event for alumni, and, unified respect for Board members. Lavada Weathers expressed thanks to all Board members and the commitment to student improvement; comments on Houghton Mifflin Harcourt purchase.*

**OTHER**

**BOARD/SUPERINTENDENT COMMENTS**

- *Schindler commented on the art show, and, a review of a comprehensive look at reading and math.*
- *Lee commented on the 21-day equity challenge.*
- *Hawkins dialogued on the equity challenge and encouraged Board members to sign up.*

*Meeting Adjourned: 8:03 p.m.*

*Attachment: "To Honor School Board Recognition Month, January 2020"*

*Minutes Prepared by: Paula Gutzman*

Date Approved: \_\_\_\_\_

\_\_\_\_\_  
Sharon Lee, Secretary  
Board of Education  
Ypsilanti Community Schools



TO HONOR SCHOOL BOARD RECOGNITION MONTH, *January 2020*  
Ypsilanti Community Schools

Ypsilanti Community Schools joins 529 local and 56 intermediate school districts across Michigan to celebrate January as School Board Recognition Month.

**WHEREAS:**

1. School board members represent their fellow citizens' views and priorities in the complexity of maintaining and running the community's public schools. They reinforce the principle of local control over public education, which is an important, highly valued aspect of education in Michigan, and;
2. The month of January marks the observance of School Board Recognition Month. This is an opportunity to show our appreciation for these leaders and begin to better understand how local trustees work together to prepare today's students to be tomorrow's leaders, and;
3. The key to a brighter future for Michigan children is a strong public education system. Every day, students count on public schools to help prepare them for a successful future. Students count on adults across the state to ensure they have access to resources to help them learn, keep their building safe and have qualified teachers to guide them. It takes a commitment to a community to make this possible. At the end of the day, contributing to the success of our students are ordinary citizens with extraordinary dedication to public schools: our school board members, and;
4. The job of school board members is to establish a vision for the education program, design a structure to achieve that vision, ensure schools are accountable to the community and advocate for continuous improvement in student learning. This is a time to remember school board members for their untiring efforts.

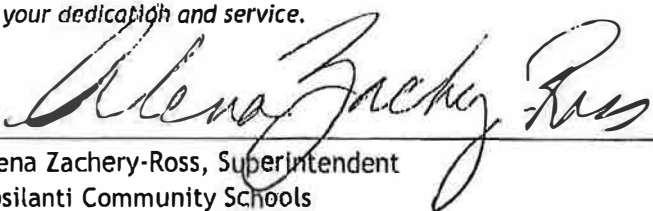
**NOW, THEREFORE, BE IT RESOLVED:**

1. We encourage you to join Ypsilanti Community Schools with others throughout our community, state and nation to salute the men and women who provide grassroots governance of public schools.
2. Even though there is a special effort during January to show appreciation for our school Board members, we recognize their contributions are a year-round effort.
3. Celebrating School Board Recognition Month is one way to say 'thanks' for all school board members do.

School Board Members Serving Ypsilanti Community Schools

Dr. Celeste Hawkins, Board President  
 Brenda Meadows, Board Vice-President  
 Maria Sheler-Edwards, Board Secretary  
 Gillian Ream Gainsley, Board Treasurer  
 Ellen Champagne, Board Trustee  
 Sharon Lee, Board Trustee  
 Meredith Schindler, Board Trustee

*Thank you for your dedication and service.*

  
 Alena Zachery-Ross, Superintendent  
 Ypsilanti Community Schools

1/12/20  
Date





Ypsilanti Community Schools  
Field Trip Request Form

2340 F1

Attach a list of the students involved or the potential students involved.

Name: Chef Gaertner School/Class: RCTC Culinary

Request Date: 12-11-19 Trip Date: Feb 23-15, 2020 Number of Students: 2

Trip Destination: Passaic County Technical Institute New Jersey

Purpose of trip: NASA HUNCH Program

Details about cost: Zero to student all from RCTC Activity fund

Account or funding source for trip: RCTC Activity fund

Will subs be needed? Yes Account for subs: RCTC

How this trip fits with the curriculum: Culinary competition put on by NASA and the American Culinary Federation

Number of Staff/Chaperones: 1 staff

<u>Chaperone Name (If Available)</u>	<u>Relationship to Students</u>	<u>Phone Number</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Specific learning objectives to be accomplished: Exposer to state mandated CTSOs

Student outcomes and learning as a result of taking this trip: Expand knowledge and passion for the restaurant industry

Course/Class curriculum, big ideas, or essential questions enforced: What does it mean to me part of the restaurant and food service community

Pre-Trip lessons/activities: Culinary skills practice

Follow-Up lessons/activities to reinforce/extend learning: Daily culinary skills

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

**Field Trip Approval**

Trip Approved:  Not Approved:  Principal: [Signature] Date: 1-7-2020

Trip Approved:  Not Approved:  Asst. Superintendent: [Signature] Date: 1-8-20

(over)

**Transportation Department**

*(To be completed by the originator of the field trip)*

Date of Trip: \_\_\_\_\_ Destination: \_\_\_\_\_

Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_ Number of Buses: \_\_\_\_\_

**Certification**

This is to certify that this trip, as requested, is in conformity with the administrative guidelines established by the District as well as any applicable State regulations.

Date: \_\_\_\_\_ Business Office Signature: \_\_\_\_\_

**Trip Confirmation**

This trip has been approved and scheduled. The drivers assigned are:

\_\_\_\_\_  
\_\_\_\_\_

**Bus Driver Report**

This is to certify that the above trip was made and to request payment under the Board of Education policies.

Date: \_\_\_\_\_ Bus No: \_\_\_\_\_ Total time of trip: \_\_\_\_\_

Speedometer reading at start of trip: \_\_\_\_\_ End of trip: \_\_\_\_\_

Start time: \_\_\_\_\_ Return time: \_\_\_\_\_

Total miles traveled on this trip: \_\_\_\_\_ Total gallons of gas used: \_\_\_\_\_

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Driver's signature: \_\_\_\_\_





Ypsilanti Community Schools
Field Trip Request Form

2340 F1

Attach a list of the students involved or the potential students involved.

Re: #7B

Name: Chef Gaertner School/Class: RCTC Culinary

Request Date: 12-11-19 Trip Date: March 16&17, 2020 Number of Students: 9

Trip Destination: Lansing Center

Purpose of trip: ProStart

Details about cost: Zero to student all from RCTC Activity fund

Account or funding source for trip: RCTC Activity fund

Will subs be needed? Yes Account for subs: RCTC

How this trip fits with the curriculum: Culinary competition put on by Prostart Education Foundation and the Michigan Restaurant Association

Number of Staff/Chaperones: 2 staff

Table with 3 columns: Chaperone Name (If Available), Relationship to Students, Phone Number. Contains three rows of blank lines.

Specific learning objectives to be accomplished: Exposer to state mandated CTSOs

Student outcomes and learning as a result of taking this trip: Expand knowledge and passion for the restaurant industry

Course/Class curriculum, big ideas, or essential questions enforced: What does it mean to me part of the restaurant and food service community

Pre-Trip lessons/activities: Culinary skills practice

Follow-Up lessons/activities to reinforce/extend learning: Daily culinary skills

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

Field Trip Approval

Trip Approved:  Not Approved:  Principal: [Signature] Date: 1-7-2020  
 Trip Approved:  Not Approved:  Asst. Superintendent: [Signature] Date: 1-8-20

(over)

**Transportation Department**

*(To be completed by the originator of the field trip)*

Date of Trip: \_\_\_\_\_ Destination: \_\_\_\_\_

Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_ Number of Buses: \_\_\_\_\_

**Certification**

This is to certify that this trip, as requested, is in conformity with the administrative guidelines established by the District as well as any applicable State regulations.

Date: \_\_\_\_\_ Business Office Signature: \_\_\_\_\_

**Trip Confirmation**

This trip has been approved and scheduled. The drivers assigned are:

\_\_\_\_\_  
\_\_\_\_\_

**Bus Driver Report**

This is to certify that the above trip was made and to request payment under the Board of Education policies.

Date: \_\_\_\_\_ Bus No: \_\_\_\_\_ Total time of trip: \_\_\_\_\_

Speedometer reading at start of trip: \_\_\_\_\_ End of trip: \_\_\_\_\_

Start time: \_\_\_\_\_ Return time: \_\_\_\_\_

Total miles traveled on this trip: \_\_\_\_\_ Total gallons of gas used: \_\_\_\_\_

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Driver's signature: \_\_\_\_\_



### Ypsilanti Community Schools Field Trip Request Form

Attach a list of the students involved or the potential students involved.

Re: #7C

Name: Kayla VanEgmond School/Class: YIES 5th Grade  
Request Date: 1/16/20 Trip Date: 5/26/20-5/28/20 Number of Students: 71  
Trip Destination: Camp Kimball (4502 Berlin Dr, Reading, MI 49274)

Purpose of trip: 5th grade camp encourages outdoor learning, improves student understanding of ecological, historical, and teamwork concepts. Students will experience fun and enjoyment in the outdoors, improve their understanding of ecological, historical and teamwork concepts, expand both their "comfort zones" and their realization of their own abilities, develop a realization of how human actions affect the environment, develop an attitude of personal responsibility for the health of the environment, and strengthen their social skills and self-confidence.

Details about cost: \$80/student for camp, \$40/chaperone for camp, ~\$912 (1hr 40 minutes each way x 2) for 2 busses (~\$13/person) -- Total for estimated numbers of 71 students + 4 teachers + 4 chaperones + 2 busses = \$6752

Account or funding source for trip: Student fees, fundraising (PTO spring bottle drive, bagel drive)

Will subs be needed? Yes, Mr. Brinsden Account for subs:

How this trip fits with the curriculum: Students will put what they have learned in all subjects (reading, math, science, and social studies, as well as interpersonal relationships) into action during outdoor learning experiences.

Number of Staff/Chaperones:

<u>Chaperone Name (If Available)</u>	<u>Relationship to Students</u>	<u>Phone Number</u>
<u>Kayla VanEgmond</u>	<u>Teacher</u>	
<u>Brian Brinden</u>	<u>Teacher</u>	
<u>Suc Fisher</u>	<u>Teacher</u>	
<u>Vanessa Neil</u>	<u>Teacher</u>	
<u>TBD</u>	<u>Parent Chaperones</u>	

Specific learning objectives to be accomplished/Student outcomes and learning as a result of taking this trip: Students will develop a realization of how human actions affect the environment. Develop an attitude of personal responsibility for the health of the environment, and strengthen their social skills and self-confidence.

Course/Class curriculum, big ideas, or essential questions enforced:



Students will participate in environmental studies while expanding their conflict resolution, team building, leadership, and communication skills. This will be a great toward-the-end-of-the-year experience to have as these 5th graders leave elementary school before entering middle school. It could become a great tradition at the end of 5th grade, and requires many IB skills including being a risk-taker, communicator, and inquirer.

Pre-Trip lessons/activities: Camp directors will come to school to discuss expectations, what camp will be like, and what learning will take place.

Follow-Up lessons/activities to reinforce/extend learning: Reflections, discussions

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

**Field Trip Approval**

Trip Approved: <input checked="" type="checkbox"/>	Not Approved: <input type="checkbox"/>	Principal: 	Date: 1/17/20
Trip Approved: <input checked="" type="checkbox"/>	Not Approved: <input type="checkbox"/>	Ass't Superintendent: 	Date: 1/21/20

(over)

**Transportation Department**

*(To be completed by the originator of the field trip)*

Date of Trip: 5/26/20 - 5/28/20

Destination: Camp Kimball (4502 Berlin Dr, Reading, MI 49274)

Departure Time: 5/26/20 - 9:30 a.m. from YIES

Return Time: 5/28/20 - 11:45 a.m. from Camp Kimball

Number of Buses: 2