Executive Order #2020-75 prohibits all public gatherings of any number of people until after June 30, 2020. This allows the Plymouth-Canton Community Schools Board of Education to meet electronically.

Please click the link below to view this livestream Board meeting.

https://www.youtube.com/channel/UCrmvPI7A1k6jPVIrWQ5x0A

2019-20 Meeting Calendar

Calendar of Board Meetings 2019-2020 (p. 4)

Call The Meeting to Order

- Roll Call
- Pledge of Allegiance

A. Adoption of Agenda/Approval of Consent Agenda

Action Item #20-05-55

1. Human Resources

   Administrative Replacement - Principal, Workman Elementary School
   Resolution for Workman Principal (p. 5)

   Leaves, Resignations and Retirements
   Leaves, Resignations, and Retirements (p. 15)

2. Approval of Minutes

   Regular Meeting Minutes - May 12, 2020 (p. 16)
3. Final Reading Policies

Policy #1422.01 - Drug-Free Workplace (p. 21)
Policy #2628 - State Aid Incentives (p. 23)
Policy #3122.01 / #4122.01 - Drug-Free Workplace (p. 25)

B. Board Committee Reports/Action

1. President's Report

2. Student Performance & Achievement Committee (SPA)-Anupam Sidhu
   
   Next Meeting: (Virtual) Wednesday, June 3 2020 at 4:30 p.m.

3. Policy Committee-Patti McCoin
   
   Next Meeting: (Virtual) Tuesday, June 23, 2020 at 5:30 p.m.

4. Finance and Operations Committee-Patrick Kehoe
   
   Next Meeting: (Virtual) Thursday, June 4, 2020 at 5:00 p.m.

C. Citizens' Comments

   Please click on the link below to submit a Citizens' Comment:

   Citizens' Comment Form

D. Administrative Reports/Recommendations

1. Superintendent's Report

2. Finance and Operations - Deborah Piesz

   2020-21 Budget Proposal (Presentation)
   
   Budget Overview with Assumptions (p. 27)

   Wayne RESA Enhancement Millage (Presentation)
   
   P-CCS Wayne County Enhancement Millage Presentation (p. 48)

3. Teaching and Learning - Bethany Rayl

   Action Item #20-05-56 Resolution to Approve Purchase of Elementary School
   Math Curriculum Resources (First and Final Reading)
   
   Resolution to Purchase Elementary Math Resources (p. 66)
E. Action Items/Discussion

Action Items:

Action Item #20-05-57: Consider Approval of a Resolution for a Cooperative Education Program Between Livonia Public Schools and Plymouth-Canton Community Schools for the 2020-2021 School Year (First and Final Reading)

Cooperative Education Program Agreement - Livonia Public Schools (p. 78)

Discussion:

Consider Approval of a Resolution Regarding Funding to Preserve Educational Services for Children (First Reading)

P-CCS Resolution Regarding Funding to Preserve Educational Services for Children (p. 82)

F. Follow-up Board Questions

G. Adjournment

District Vision: P-CCS will deliver an innovative educational experience which propels each student to excellence.

District Mission: P-CCS will develop capable, involved citizens who recognize that they are citizens of the world, use critical thinking skills, and are lifelong learners.
MLEMOUTH-CANTON COMMUNITY SCHOOLS
E. J. McClendon Educational Center
454 S. Harvey Street,
Plymouth, Michigan 48170

Meetings of the Board of Education
2019-2020

(Subject to Change)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>MEETING/TOPIC</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>May 26, 2020</td>
<td>7 p.m.</td>
<td>(Virtual) Regular Meeting</td>
<td>E. J. McClendon Center</td>
</tr>
<tr>
<td>June 9, 2020</td>
<td>7 p.m.</td>
<td>(Virtual) Regular Meeting</td>
<td>E. J. McClendon Center</td>
</tr>
<tr>
<td>June 23, 2020</td>
<td>7 p.m.</td>
<td>(Virtual) Regular Meeting</td>
<td>E. J. McClendon Center</td>
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</table>

Regular meetings of the Board of Education of the Plymouth-Canton Community Schools, Wayne and Washtenaw Counties, Michigan, shall be held on the second and fourth Tuesdays of each month (except there will be only one meeting in July (July 23); No meeting the second Tuesday in August (it will be the first Tuesday – August 6) and one meeting in December (December 10).

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent’s Office at 734-416-3048 at least five days in advance of the meeting to request assistance.

Video recording of any open meeting is permitted with prior approval of the Superintendent.

Updated May 2020
MEMORANDUM

TO: Monica Merritt, Superintendent
Board of Education Members

FROM: Liz Vartanian-Gibbs, Ed.D.
Assistant Superintendent of Human Resources & Labor Relations

RE: Principal at Workman Elementary School

DATE: May 26, 2020

Attached is the resume of Ms. Carmen Johnson who is being recommended for appointment as the Principal at Workman Elementary School.

BOARD RESOLUTION

It was moved by ________________ and seconded by ________________ that the Board of Education approves the appointment of Ms. Carmen Johnson as Principal at Workman Elementary School.

Ayes ___________________________ Nays ___________________________
Statement of Belief

In every educational setting, there are students who are different from their instructors and from each other in ways that appreciably affect how they experience instruction and interpret knowledge. Issues of self, such as race, gender, and ethnicity impede the learning process by creating barriers of uncertainty and disbelief. As an educational leader, I am empowered to promote the development of culturally responsive educational policies, practices and curricula that foster understanding, respect and appreciation for all learners.

Education

Ed.S.  May 2010   Educational Leadership: Oakland University

M.A.  April 2003   Teaching and Learning/Curriculum and Instruction: Nova Southeastern University

B.A  April 1997   Art Education: Western Michigan University

Certifications

State of Michigan Administrator Certificate

State of Kentucky Principal Certification statement of eligibility

State of Michigan Professional Teaching Certificate K-12 Art Education LX Endorsement

State of Kentucky Professional Certificate for Teaching Art   Rank I

Areas of Expertise

MTSS Multi-Tiered System of Supports
Culturally Proficient Instruction
Restorative Practices
PBIS / Leader in Me /character Education
KSI Behavior intervention
Common Core Standards
Teacher Evaluations
Curriculum Development and Instruction
Teacher/ Student Mentoring
Bridging Literacy and Equity
Minority Recruitment Team
Best Practices in Cultural Competency
Excellent written and Oral communication skills
Differentiated Instruction
Data Driven Decision Making
School-wide Growth Mindset initiative

**Professional Experience**

**Student Support Coordinator:**  
Plymouth Canton Community Schools  
2016-Present

- Assists in the supervision of all professional, paraprofessional, administrative, and classified personnel attached to the school including all resource and service personnel while functioning in the assigned building.

- Assists in the screening, hiring, training, and assigning of the building staff.

- Assists in evaluating building staff and makes appropriate employment recommendations.

- Maintains high standards of student conduct and enforces discipline as necessary, according to the due process rights of students.

- Supervises the maintenance of accurate records on the progress and attendance of students.

- Assists with planning meetings of the staff as necessary for the proper functioning of the school.

- Evaluates and analyzes both quantitative and qualitative student performance data results to monitor the overall success of the academic intervention programs and recommends changes as needed.

- Evaluates student performance trends within the 1st and 2nd grading periods and initiates intervention support for
identified students in collaboration with parents and counseling.

Communicates directly with parents and prepares regular written communication regarding behavior and academic concerns.

Provides instructional strategies and support to teachers as they work with struggling students.

Assists in induction and orientation of teachers and support staff.

Promotes school-wide systems approaches and programs that positively impact student social-emotional success.

Provides a broad range of proactive and reactive intervention strategies for students and staff.

Implements the school-wide character education program.

Collaborates with staff to develop and implement effective, positive techniques for improving student behavior.

Consults with parents, staff, students, and outside agency personnel regarding mental health, behavioral, social/emotional, educational concerns and means of intervention for student benefit.

Supports the development and implementation of Title I Plans, 31a Plans and/or Section 504 Plans for eligible students.

Implements restorative justice practices for intervening with students
**Visual Arts Teacher:** TK Stone Middle School  
Elizabethtown Independent Schools Elizabethtown, KY

*Created and executed a Disciplined Based Art Education for the 6-8th grade population, including lesson planning, student assessments and critical thinking.*  
2014-2016

*Incorporated the use of rubrics, group critiques, and sketch diaries.*

*Worked closely with special ED department to coordinate with each Individual Education Plan to create art lesson plans for the entire population.*

*Designed the Independent Art program that services students who have been identified as GT in the Visual Arts*

*Organized the first annual Night of the arts—an evening to celebrate student artists in various genres of art*

---

**Assistant Principal:** Bluegrass Middle School  
Hardin County Schools Elizabethtown, KY

*Assists with the responsibility with the school and educational program.*  
2012-2013

*Assists with providing for effective curricular leadership.*

*Assists the principal to provide for effective selection, induction, and continual staff development of all personnel.*

*Assists with leadership responsibilities for the development of and improvement of staff.*

*Assists in effective evaluation of all personnel.*
Provides leadership for positive educational change.

Communicates and promotes standards of performance.

Promotes and nurtures a positive interpersonal climate in the school building.

**Behavior Specialist: Bluegrass Middle School**
Hardin County Schools Elizabethtown, KY

Acted as a liaison with the public and mental health community for the purpose of supporting individual student developmental goals. 2011-2013

Administered programs and services for behaviorally or emotionally challenged students for the purpose of improved functioning.

Developed interventions, functional behavior assessments, and behavior plans for the purpose of providing a safe and effective learning environment for students with challenging behaviors.

Conducted workshops, In-service presentations, classroom management techniques and other topics for the purpose of developing and establishing effective relationships with behaviorally or emotionally challenged students.

**Visual Arts Specialist: Pioneer Middle School**
Plymouth Canton Community Schools Plymouth, MI

Created and executed a **Disciplined Based Art Education** for the 6-8th grade population, including lesson planning, student assessments and critical thinking. 2005-2010

Incorporated the use of rubrics, group critiques, and sketch diaries.

Worked closely with special ED department to coordinate with each Individual Education Plan to create art lesson plans for the entire population.
Coordinated with the ELA teachers to enhance the core curriculum through the use of integrated art concepts.

Organized and displayed student artwork.

Created a partnership with the Plymouth Arts Council to establish an annual exhibition of student artwork.

Organized and executed an annual cross-curricular art/theater tour of New York City which enhances the 8th grade Language Arts and Visual Arts curriculum.

Created @rtspace visual arts club for art students looking for an extension of the classroom.

Co-Coordinator of the Peace Project.

**Elementary Art Educator: Tonda, Smith, Field, Farrand, Gallimore Elementary Schools**

Plymouth Canton Community Schools Plymouth, MI

Created and implemented a Disciplined Based Art Curriculum for the 1-5th grade population.

Prepared lesson plans, that focused on the elements and principles of design and included a wide range of 2-D and 3-D media.

Created student assessments, and handled all aspects of classroom management.

Organized and displayed student art work.

Taught a diverse group of young people through Diversified Inclusion Standards.

Worked collaboratively across the curriculum to create “An Evening of Art” Displaying Visual and Performance Art.

2002-2003
Visual Arts Educator: Brace-Lederle k-8 School
Southfield Public Schools Southfield, MI

Created and implemented a Disciplined Based Art Program designed for the k-5th grade population.

Prepared lesson plans, student assessments and all aspects of classroom management.

Designed, created and coordinated sets and visual displays for special programs.

Visual Art Specialist: Waverly Middle School 1997-2002
Waverly Community Schools Lansing, Mi

Successfully taught the elements and principles of design to seventh grade students using the Disciplined Based Art Education.

Coordinated with Block teachers to enhance the core curriculum through the use of integrated art concepts.

Prepared lesson plans, student assessments, and all aspects of classroom management.

Organized and displayed student artwork.

Exploratory Department Head.

Student Council Advisor.

Talent Show Coordinator.

Leadership Experience
Inclusion Steering Committee 2018-Present
Leadership Development Team 2017-2018
School Improvement Team 2016-Present
School-Wide Equity Work 2016-Present
PBIS Administrator 2016-2017
District Improvement Stakeholder Team 2016-2017
District Leadership Team 2016-2017
Elementary Leadership team 2016-2017
Hardin County Diversity Council Co-Chair 2011-2013
Courageous Conversations About Race Facilitator
Novice Teacher Training Seminar 2009-2013
Middle School Diversity Council Adviser 2007-2010
Staff of Color Leadership Team 2010
Visual and Performing Arts Task Force 2005-2010
Inclusion Task Force 2005-2009

Research Experience/ Presentations
Oakland University Graduate Symposium 2010
Cultural Equity in Pedagogy and Practice Relevance in Public Education
Michigan Council for the Teachers of English Conference Engaging the Community in Photovoice 2008
Writing for Real Conference Engaging Students in Writing Through Photovoice 2009
National Council for the Teachers of English Conference Engaging the Community in Photovoice

Publications
Book Chapter: Women as Leaders in Education: succeeding despite Inequity, discrimination and Other Challenges Prager
Action Research: Cultural Relevance In Education, Pedagogy and Practice 2008-2010
Carmen Johnson, Roberta Heyward OU Research Team
**Professional Development**
Restorative Practices
Charlotte Danielson
Framework for teacher Evaluation Training
MSTEP Training
Positive Behavior Intervention System -Building Coach
ABE -Building Facilitator
Literacy First -Facilitator
Courageous Conversations About Race
Building Equity Team leader
Transforming School Culture: Understanding and Overcoming Resistance to Necessary Change

**Affiliations/Membership**

PCA member

National Council for the Teachers of English member

National Art Education Association

Society for the Study of Social Problems. member
**LEAVES**

<table>
<thead>
<tr>
<th>NAME, ASSIGNMENT, DATE OF HIRE</th>
<th>REASON, EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARRIS-DALLIA, ERIN (0.6) SPANISH WEST 08/28/2006</td>
<td>Unpaid childcare leave of absence for the 2020/2021 school year</td>
</tr>
</tbody>
</table>

**RESIGNATIONS**

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<thead>
<tr>
<th>NAME, ASSIGNMENT, DATE OF HIRE</th>
<th>REASON, EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELL, MORGAN ELEMENTARY CLASSROOM TONDA 10/08/2018</td>
<td>Resignation effective June 12, 2020</td>
</tr>
<tr>
<td>PENDEREL, SEAN MUSIC SECONDARY PIONEER 08/28/2017</td>
<td>Resignation effective June 12, 2020</td>
</tr>
</tbody>
</table>

**RETIREMENTS**

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<thead>
<tr>
<th>NAME, ASSIGNMENT, DATE OF HIRE</th>
<th>REASON, EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALDWELL, SHARON BIOLOGY SALEM 08/28/1995</td>
<td>Retirement effective June 12, 2020</td>
</tr>
<tr>
<td>COVERT-MASON, MARY TEACHER FOR ASD DODSON 01/26/2009</td>
<td>Retirement effective June 30, 2020</td>
</tr>
<tr>
<td>PEDERSEN, DIXIE ELEMENTARY CLASSROOM ISBISTER 08/29/1977</td>
<td>Retirement effective June 20, 2020</td>
</tr>
<tr>
<td>PORTER, MARY ELEMENTARY CLASSROOM FARRAND 09/20/1995</td>
<td>Retirement effective June 12, 2020</td>
</tr>
<tr>
<td>WEHNER, LYNETTE ELECTIVE-DRAMA LIBERTY 08/25/1997</td>
<td>Retirement effective June 12, 2020</td>
</tr>
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**MOTION:**

AUTOMATICALLY ACCEPT AS PART OF THE CONSENT AGENDA ACTION.

"Move that the Board of Education approve the above Leaves, Resignations and Retirements as listed above.”
The Board of Education of the Plymouth-Canton Community Schools, Wayne and Washtenaw Counties, Michigan, met in a Regular Meeting on Tuesday, May 12, 2020, at 7:00 p.m. at the E. J. McClendon Educational Center, 454 S. Harvey Street, Plymouth, Michigan, 48170.

President Sidhu called the Regular Meeting to order at 7:00 p.m.

Present: Members Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu

Absent: Member Savage

Administrators Present: Ms. Monica L. Merritt, Superintendent of Schools
Dr. Liz Vartanian-Gibbs, Assistant Superintendent of Human Resources
Ms. Debbie Piesz, Chief Finance and Operations Officer
Ms. Bethany Rayl, Chief Academic Officer
Mr. Kurt Tyszkiewicz, Executive Director of Student Services
Mr. Nick Brandon, Executive Director of Communications and Marketing

Others Present: Ms. Heather Fitchpatrick, PCEA President
Mr. Steve Ezikian, Wayne RESA Deputy Superintendent

President Sidhu led the Pledge of Allegiance.

A. Adoption of the Agenda/Approval of Consent Agenda

Action Item #20-05-51: It was moved by Member McCoin and seconded by Member Brooks to adopt the Agenda and the Consent Agenda as presented. The Consent Agenda consisted of Retirements, Tenure recommendations, Regular Meeting Minutes of April 14, 2020, First Reading Policies, and Final Reading Policies.

Ayes: Members Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu
Nays: None

The motion was carried 6-0

Retirements

Burt, James
Elementary School Principal
Workman Elementary School
Retirement Effective 6-30-20

Dean, Jill
Elementary Classroom
Dodson Elementary School
Retirement Effective 6-12-20

DeBear, Robert
Biology/Ecology
Plymouth High School
Retirement Effective 6-25-20

Hanchett, Karen
Business Education
Plymouth High School
Retirement Effective 6-12-20

Hastings, Freda
Elementary Classroom
Eriksen Elementary School
Retirement Effective 6-12-20

Jones, Charlie
Media Specialist
Plymouth High School
Retirement Effective 6-30-20

Perkins, Ronald
Computer Integrated Manuf. (STEM)
Canton High School
Retirement Effective 6-12-20
Spring-Glass, Kay  French  Retirement Effective 6-12-20
Salem High School

Tenure Recommendations
Todd, Julie  Elementary Classroom  Effective 4-30-20
Hulsing Elementary School

Approval of Minutes
The Regular Meeting Minutes of April 14, 2020, along with the attached Resolution to Temporarily Suspend Board Policies were approved as presented.

First Reading Policies
- Policy #1422.01  Drug-Free Workplace
- Policy #2628  State Aid Incentives
- Policy #3122.01/4122.01  Drug-Free Workplace

Final Reading Policies
- Policy #8450.01  COVID-19 Mitigation, Self-Reporting, Leave of Absence (First and Final Reading)

B. Board Committee Reports/Action

President’s Report – Anupam Sidhu
President Sidhu expressed condolences to the families in our community that have been impacted by COVID-19. She also wished our P-CCS teachers a belated Teacher Appreciation Week and thanked our educators and parents who are assuring our students are participating in learning opportunities during these challenging times. She and Member Borninski had the opportunity to assist at a few of our district food distribution days and were impressed with the efficient, smooth process in place to deliver approximately 30,000 meals each week. She further applauded the efforts of all the volunteers for their time and for their efforts to be safe and use proper protective gear while supporting our families in need. She further thanked Board members for their help to secure masks and protective gear for our P-CCS staff. She extended special appreciation to her co-worker who made shields for our staff that need extra protection and to Rachna Chandra who made 100 masks for our staff. She also spoke about the Virtual SJ5K event that she and Member Kehoe both participated in and thanked the amazing students who organized this special and engaging event. She congratulated Jay Obsniuk and the P-CEP Robotics Team 862 for receiving an award recognizing their group as the team that best represents a model for other teams and embodies the purpose and goals of the First Robotics Program. Finally, she reminded everyone to complete the Home Learning Family Check-in Survey and expressed the importance of the district receiving feedback with regards to learning experiences taking place during emergency remote learning.

Student Performance and Achievement Committee (SPA) – Anupam Sidhu
President Sidhu indicated that the SPA Committee met on May 6, 2020, and reviewed the field trips canceled as a result of the pandemic and confirmed plans are in place to issue refunds for all involved. Math curriculum resources and the Continuity of Learning Plan being presented this evening were also reviewed. The next SPA committee meeting is scheduled as a virtual meeting on Wednesday, June 3, 2020, at 4:30 p.m. Information and links for this meeting will be available to view on the P-CCS website and everyone is welcomed to attend this virtual meeting.

Policy Advisory Committee – Patti McCoin
Member McCoin shared that the Policy Committee met virtually on April 28, 2020. The committee reviewed policies that are on this evening’s agenda including the COVID-19 Policy addressing current concerns. The next meeting is scheduled as a virtual meeting on Tuesday, May 26, 2020, at 5:30 p.m. Information and links for this meeting will be available to view on the P-CCS website and everyone is welcomed to attend this virtual meeting.
Finance and Operations Committee – Patrick Kehoe

Member Kehoe shared that the Finance and Operations Committee met virtually on April 23, 2020, and on May 7, 2020. Both meetings focused prominently on the budget process which will be discussed this evening and the challenging conditions our state is experiencing in regards to educational funding. The next meeting is scheduled as a virtual meeting on Thursday, May 21, 2020, at 5:00 p.m. Information and links for this meeting will be available to view on the P-CCS website and everyone is welcomed to attend this virtual meeting.

Educational Excellence Foundation (EEF) Report – Heather Fitchpatrick

In an effort to balance the operating budget for the remainder of the fiscal year, the EEF Board voted to furlough Executive Director, Gretchen Ward, for the period of May 1, 2020, through July 31, 2020. This joint decision between the Board and Gretchen allows the foundation to preserve cash in the short term and allows Gretchen to support her own children as they transition to online learning. During this time, EEF will still be operating and responsive to the needs and requests from P-CCS. She also spoke about the Leveling the Learning Field Initiative, which supports students with nutrition, clothing, and other needs. Anyone wishing to donate can receive additional information on the EEF website (www.eefforkids.org) or can email eef@pcs.k12.com. Lastly, she mentioned that EEF donated $500 toward the purchase of protective masks and supplies that are being used during our district food service days as well as two banners displayed at P-CEP to congratulate our graduating seniors.

C. Citizens Comments

- A P-CCS student spoke on remote learning and her desire to have virtual interactive experiences with her teachers.

D. Administrative Reports/Recommendations

Superintendent’s Report – Monica Merritt

Superintendent Merritt applauded the P-CCS student who provided feedback on her remote learning experience and encouraged all students to complete the Home Learning Survey that will launch next week for students in grades 6-12. Valuable input from this survey, as well as the parent survey which launched earlier this week, will provide our school leaders with important feedback to help P-CCS continue to provide the high-quality experience our students deserve. She thanked the community for its support during the last two months as the district has adapted to meet the varied needs of all our students in this unforeseen and everchanging time. She spoke on the diligent work being done by our staff and the creation of the P-CCS Re-Entry Task Force, which will be comprised of districtwide stakeholders working to develop plans that create a safe and secure environment for our students in the fall. P-CCS will continue to keep the community informed and will have an avenue to communicate the progress and updates from this task force as they develop.

She also mentioned our graduating seniors and the work being done by our high school staff, administrators, and teacher leaders to recognize the accomplishments of the class of 2020. She assured students and their families that plans are underway to recognize and honor our graduating class and indicated these updates will soon be shared with our seniors.

She thanked P-CCS Media Specialist, Charlie Jones, for his many years of service videotaping district Board meetings and hopes he will be able to continue taping after he retires from teaching. She further expressed appreciation for P-CCS nurse, Patrice Williams, who was honored in a recent article in The Patch, which highlighted healthcare workers showing “Genuine Love” on the front lines during the pandemic. In addition to her role at P-CCS, Patrice works as a nurse at Ascension Hospital and was honored for making a difference in the lives of our students and in our community. Appreciation was also shared for our district elementary music teachers for using the power of music in a video sent to their students this week and for adapting and continuing to meet student needs during this time. She encouraged everyone to watch this video which can be viewed on the P-CCS YouTube Channel.

Lastly, she spoke about the economic effects the pandemic will have on educational state aid and the budget cuts that will be necessary for the 2020-21 school year. As district officials look to make difficult decisions to balance the budget, it will continue to look for areas outside our classrooms when possible, to minimize the effect on
Despite these difficult times, she has witnessed our community's strength in action and is confident we will get through the months ahead because we are P-CCS strong, and will continue to support each other as we navigate these challenges.

**Finance and Operations – Deborah Piesz**

_Fiscal Year 2020-2021 Budget Overview (Presentation)_

Ms. Deborah Piesz, Chief Finance and Operations Officer, presented a Budget Overview with Assumptions for the 2020-21 fiscal year. She spoke about the inevitable financial impact COVID-19 will have on our district's operating budget. An estimated decrease of $500 per pupil in state aid is anticipated with exact figures expected from the state soon. Presenting a budget is challenging during this time because of the unknown deficits for next year due to the pandemic. Budget sessions to discuss reductions will continue and where possible, cuts that directly affect classrooms and student learning will be avoided. Utilizing the district’s healthy fund balance will help offset the expected aid reductions. Multiple Board members offered to forego their stipends during this financially challenging time for the district.

Board members were given an opportunity to comment and/or ask questions.

**Final Readings**

- **Action Item #20-05-52:** It was moved by Member Kehoe and seconded by Member Brooks to adopt a Resolution to Approve the Wayne RESA 2020-21 Budget (First and Final Reading). Steve Ezikian, Wayne RESA Deputy Superintendent, provided an overview of the data presented and answered questions. He spoke about the effects of the pandemic and anticipated budget changes based on reductions in state and federal aid forthcoming during these unprecedented times. Member Kehoe expressed his lack of support of the budget as presented.

  Ayes: Members Borninski, McCoin
  Nays: Member Brooks, Kehoe, Lazarowicz,
  Abstain: Sidhu
  The motion failed 2 Ayes, 3 Nays, 1 Abstain

- **Action Item #20-05-53:** It was moved by Member Kehoe and seconded by Member Brooks to adopt a Resolution to Approve the Enrollment of Non-Resident Applicants for the 2020-21 School Year Pursuant to Schools of Choice, Section 105 and 105C (First and Final Reading). A minimum of one seat for kindergarten through 10th grade, with a maximum of 200 seats can be added. This information will be prominently displayed on our district website to inform the community of the additional available seats.

  Ayes: Members Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu
  Nays: None
  The motion was carried 6-0

- **Action Item #20-05-54:** It was moved by Member Kehoe and seconded by Member Brooks to approve a Resolution to Purchase Desktop Technology Equipment from InaCom Technical Services Group (TSG), Inc. via REMC contract (SPOT) in an amount not to exceed $193,795.02 and from CDW-Ginn in an amount not to exceed $15,786.54. This purchase will be funded by the Series ll 2015 bond (First and Final Reading).

  Ayes: Members Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu
  Nays: None
  The motion was carried 6-0

**Teaching and Learning – Bethany Rayl**

_Continuity of Learning Plan (Presentation)_

Ms. Bethany Rayl, Chief Academic Officer, presented an overview of the Continuity of Learning and COVID-19 Response Plan. She presented details of the work currently being done to support the needs of our staff and students. She also presented details of the plans in progress to provide additional on-line learning experiences when students return to school in the fall and the possibility of additional virtual and/or hybrid educational platforms. Equipping our staff with training and technology resources, collaboration between buildings, and PLC
group work were mentioned as supports in place to help our staff grow and be prepared for the fall. She reviewed a video and materials shared with our community that are also available to view on the district website.

Board members were given an opportunity to comment and/or ask questions.

E. Discussion

- It was noted all upcoming Board member educational training has been halted during the pandemic.
- The importance of promoting our virtual learning information and having it available to the public was discussed.

F. Follow-up Board Questions

Outstanding Items
- None

G. Adjournment

It was moved by Member Kehoe and seconded by Member Brooks to adjourn the Regular Meeting.

Ayes: Members Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu
Nays: None
The motion was carried 6-0

President Sidhu adjourned the Regular Meeting at 9:27 p.m.

_____________________________________________________
Doug Brooks
Secretary, Board of Education
MEMO

MEMO TO: Members of the Board of Education
FROM: Monica Merritt, Superintendent
DATE: May 22, 2020
SUBJECT: 1422.01 – DRUG FREE WORKPLACE

Date to Administrator for review: February 2020 Reviewed by: Kurt Tyszkiećwicz

Date reviewed and approved by the Policy Advisory Committee: April 28, 2020

This policy from NEOLA: X reflects current state of the law and should be adopted to have accurate policies

is recommended but not required

is optional

This new policy is being brought to the Board of Education for second reading.

KEY IDEA:

This new policy was prepared to provide the same policy requirements for administrators as is currently provided in Policy 3122.01/4122.01 for other employees.

This new policy reflects the current state of Federal law and should be adopted to be consistent with policy requirements of other District employees.

RECOMMENDED RESOLUTION

It was moved by member ____________________________ and seconded by member ____________________________ to approve the second reading of Policy 1422.01 for the Plymouth-Canton Community Schools.

Ayes: ____________________

Nays: ____________________

The Motion was: ________________

Attachments X New/Revised/Replacement Bylaw

_____ Current Bylaw
1422.01 - **DRUG-FREE WORKPLACE**

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which

**[ ] [OPTION #1 (needed only if Federal funds come directly from Washington)]**

( ) meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent and/or designee shall establish whatever programs and procedures are necessary to meet the Federal certification requirements.

**[X] [OPTION #2 (applies to most schools)]**

( ) is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the unlawful manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent and/or designee shall establish guidelines that ensure compliance with this policy and that each administrator is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed.

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Legal

P.L. 101-126


20 U.S.C. 3224A
PLYMOUTH-CANTON COMMUNITY SCHOOLS
Plymouth, Michigan

MEMO

MEMO TO: Members of the Board of Education
FROM: Monica Merritt, Superintendent
DATE: May 22, 2020
SUBJECT: 2628 – State Aid Incentives (Revised)

Date to Administrator for review: April 28, 2020 Reviewed by: Kurt Tyszkiewicz

Date reviewed and approved by the Policy Advisory Committee: April 28, 2020

This policy from NEOLA: [X] reflects current state of the law and should be adopted to have accurate policies
is recommended but not required
is optional

This new policy is being brought to the Board of Education for second reading.

KEY IDEA:

The revision to this policy reflects the current "At-Risk" characteristics specified in Section 31a(20) of the Michigan School Aid Act.

This policy reflects the current state of the law and should be adopted to be consistent with policy requirements of other District employees.

RECOMMENDED RESOLUTION

It was moved by member ____________________________ and seconded by member ____________________________ to approve the second reading of Policy 2628 for the Plymouth-Canton Community Schools.

Ayes: __________________
Nays: __________________

The Motion was: __________________

Attachments  [X] New/Revised/Replacement Bylaw
[ ] Current Bylaw
2628 - STATE AID INCENTIVES

The Board of Education, in its efforts to provide a quality education for the students of this District, shall review annually the State School Aid Act to determine any programs or incentives that offer additional revenues.

The Superintendent shall examine the requirements for each of the programs or incentives to determine which are feasible for this District and provide the Board with the necessary resolutions for those selected.

[X-] At-Risk Funding

The State School Aid Act provides Section 31a funding for instructional and student support services who meet the at-risk identification characteristics specified in Section 31a(20).

At-risk characteristics include low achievement on State- or local-administered assessments in mathematics, English language arts, social studies or science; failure to meet proficiency standards in reading by the end of 3rd grade or career and college readiness for high school students at the end of 12th grade; a victim of child abuse or neglect; is a pregnant teenager or teenage parent; has a family history of school failure, incarceration or substance abuse; is economically disadvantaged; is an English learner (EL); is chronically absent as defined and reported to the Center for Educational Performance and Information (CEPI); is an immigrant who has immigrated within the immediately-preceding three (3) years; a student in a priority or priority successor school; and in the absence of State or local assessment data, meets at least two or more identified risk factors.

Section 31a funds are limited to instructional services, and direct non-instructional services to students. They may not be used for administration or other related costs. The District shall implement multi-tiered systems of support, as required, in order to access such funding.

Annually, the Superintendent shall allocate such funding to appropriate programs and services based on District priorities. Section 31a funds may be used to provide an anti-bullying or crisis intervention program.

[END OF OPTION]

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Legal State School-Aid Act
PLYMOUTH-CANTON COMMUNITY SCHOOLS
Plymouth, Michigan

M E M O

MEMO TO: Members of the Board of Education
FROM: Monica Merritt, Superintendent
DATE: May 22, 2020
SUBJECT: 3122.01/4122.01 – DRUG-FREE WORKPLACE

Date to Administrator for review: April 28, 2020 Reviewed by: Kurt Tyszkiewicz
Date reviewed and approved by the Policy Advisory Committee: April 28, 2020

This policy from NEOLA: X reflects current state of the law and should be adopted to have accurate policies
is recommended but not required
is optional

This new policy is being brought to the Board of Education for second reading.

KEY IDEA:
This policy was modified to mirror the policy committee’s recommendations made in policy 1422.01
This policy reflects the current state of Federal law and should be adopted to be consistent with policy requirements of other District employees.

RECOMMENDED RESOLUTION

It was moved by member ____________________________ and seconded by member ____________________________ to approve the second reading of Policy 3122.01/4122.01 for the Plymouth-Canton Community Schools.

Ayes: ____________________
Nays: ____________________
The Motion was: ________________

Attachments X New/Revised/Replacement Bylaw
_____ Current Bylaw
3122.01-4122.01 - **DRUG-FREE WORKPLACE**

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the unlawful manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol by any member of the District's personnel at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with District procedures and the terms of negotiated, collective-bargained agreements.

**Legal**

P.L. 101-126


20 U.S.C. 3224A
Budget Overview with Assumptions
Fiscal Year 2020-2021
May 26, 2020

Presented by:
Deborah Piesz
Chief Finance and Operations Officer
Discussion / Objective / Overview

• Financial Update
  • FY19 Results (6/30/19)
  • FY20 Current Situation (6/30/20)
  • FY21 Outlook (6/30/21)
• Fiscal Year 2021 Budget Development
  • The Impact of COVID-19
  • Revised Process
• Fiscal Year 2021 Initial Budget Status
• Long Term Outlook
• Budget Process
• Next Steps
• **Financial Update**
  
  • Fund Balance as of June 30, 2019
    • At June 30, 2019 the schools district’s general operating fund balance was $37.8M or 22.5% of the total general fund expenditures
  
  • FY20 Projected
    • Mid-year Amendment February 2020, projected $35.5M or 19.8%
    • Final Amendment in June 2020
    • Enhancement Millage Usage / Collections
  
  • FY21 Outlook
    • Impact of COVID-19
    • Governor vs. Senate vs. House (CREC) May 15, 2020; August?
    • MPSERS
    • Hard Cap
    • Uncontrollable Expenditures
    • Contracts
The Process

• Assumptions and Calendar were developed and presented

• Budget Packets issued and submitted

• Finance staff reviewed requests and met (virtually) to discuss budget requests

• Initial Budget was developed

• COVID-19 and Impact to State School Aid Fund

• Superintendent and CORE reviewed range of scenarios

• Leadership Team Budget Sessions held 4/29/20, 5/6/20, 5/13/20, 5/18/20 and 5/20/20, including several rounds of budget discussions and “transformations”

• Board of Education Finance & Operations Sub-Committee meetings held on 5/7/20 and 5/21/20 for updates and feedback
What’s in the Budget?

Revenue

- State Aid Foundation – Estimated decrease of ($650) per pupil
- Enrollment Projections – January 2020 loss of (150) FTE
- Grants held at Fiscal Year 2020 levels
- Enhancement Millage year 5 of 6 years
Expenditures

- MPSER rate – Base rate of 27.50%
- Hard Cap Increase – 2.0%
- Flat Dental Insurance Cost / Vision Rate Increase
- Copier and Paper allocation same as the prior year for each school
- Capital Outlay allocation of $10,000 per school
- Increase in Custodial and Transportation contracts
- Textbook budgets at $1M annually
- Staffing at prior year’s levels
- Assumes savings for 15 Teacher Retirements
## Initial Budget Status

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$ 165,763,815</td>
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<tr>
<td>Expenditures</td>
<td>185,096,188</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td><strong>$ (19,332,373)</strong></td>
</tr>
</tbody>
</table>

**Fund Equity at 8.7%**

### Significant Outstanding Issues:
- State School Aid for 2020-21
What Can We Do?

Expenditures Reductions/Revenue Enhancements – Brainstorming

- Freeze staff hiring through attrition/retirement
- Review staff assignments to match loss of enrollment
- Review programming for efficiencies
- Establish virtual learning academy
- Reduce block grant amounts and capital outlay spending
- Defer textbook purchases for one year
- Additional Schools of Choice admissions for fall of 2020
- Freeze travel, conferences and professional development
- Maximize use of grant funds (Title 1, Title 2a, 31a At Risk, etc.)
- Savings from June 30, 2020 due to lack of face-to-face instruction
- Reductions from central office departments
Next Steps

Develop a Plan of Action:
(Goal $9,667,000; about half of the deficit; about 15% remaining in fund balance)

- Maintain current staff where possible
- Reductions of staff through attrition and retirement
- Spend the most restricted funds first; maximize federal, state and local grants
- Preserve General Fund dollars for future flexibility
- Evaluate current programs for effectiveness
- Use of fund balance surpluses for one-time expenditures only, non-operating costs, which will not require additional future expense outlays for maintenance, additional staffing or other recurring expenditures
District-wide Actionable Items

- Savings from June 30, 2020 due to lack of face-to-face instruction, reducing purchases to only those needed for the Continuity of Learning Plan $3,200,000
- Defer textbook purchases for one year $1,000,000
- Additional Schools of Choice admissions for fall of 2020 (100 FTE) $761,100
- Review staff assignments to match loss of enrollment at all levels, through attrition or retirement if possible, for a total of 15.8 FTE’s at $1,673,530
- Use of Federal CARES Act estimated allocation $714,326

- Totaling $7,348,956

- Virtual school/academy in discussions
Next Steps

Department Actionable Items

• Superintendent & Board of Education
  • Board of Education meeting stipends $7,000
  • Reduction in contracted services $35,000

• Teaching & Learning
  • Deferral of Elementary Math consumable purchases $100,000
  • Shift Early Literacy Instructional Coach to Wayne RESA grant $80,000
  • Suspend professional development keynote speaker $11,000
  • Instructional Coach returning to classroom, leaving position vacant for one year at $123,539
  • Interventionist 0.6 FTE reduction due to retirement at $98,483

• Human Resources
  • Reduction in days of the Premier Substitute Teacher program $15,250
  • Reduction in professional development $6,000
  • Reduction in supplies $2,000

• Totaling $478,272
Next Steps

Department Actionable Items

• Student Services
  • Reduction in professional development and other contracted services $7,500
  • Reduction in supplies and materials $34,500

• Communications & Marketing
  • Remove investment for EMS system upgrades at $6,000
  • Remove stipend for webmaster work at $6,000
  • Defer contracted services for K12 Insight survey at $21,000
  • Reduction in events and promotional expenses at $5,000

• Safety and Security
  • Eliminate Social Sentinel platform at $30,625
  • Defer filling vacant Security Assessment Center coordinator 1.0 FTE at $65,240

• Totaling $175,865
Department Actionable Items

- **Nutritional Services**
  - Reallocation of support staff from the general fund to the food service fund at 1.0 FTE at $39,096

- **Maintenance and Operations**
  - Reduction of grounds/work order supplies at $100,000
  - Defer vehicle/equipment replacement for one year at $118,500
  - Eliminate one grounds position due to a retirement at $69,771
  - Utility savings for gas, electric, water and sewer $150,000

- **Finance**
  - Reduce temporary accounting services at $20,000

- **Totaling** $497,367
Next Steps

Department Actionable Items

• Special Education (SE)
  • Reduction of SE teachers through attrition and retirements 3.0 FTE at $240,000
  • Eliminate vacant paraprofessional positions 2.5 FTE’s at $50,000
  • Reduction of supplies in various general SE budgets at $10,000
  • Delay filling vacancy for elementary teacher consultant at $100,000

• Integrated Technology
  • Reduction in repairs and maintenance $54,714
  • Reduction in voice, data and telephone costs $26,613
  • Reduction in temporary staffing and professional development $6,000
  • Reduction in equipment rental and other $6,195

• Totaling $493,522
Next Steps

Building Principals/Leaders Actionable Items

• Elementary School Principals
  • Eliminate World Language for one year 1.0 FTE at $80,000
  • Eliminate $2,000/building assessment stipend at $28,000
  • Reduce time of technology/media paraprofessional $70,000
  • Defer capital outlay purchases $10,000/building or $140,000
  • Reduce paper consumption $1,000/building or $14,000
  • Reduce teaching supplies $1,000/building or $14,000
  • Reduce substitutes for kindergarten orientation (HR budget) $4,200
  • Suspend Koncert for Kids for one year (CAO budget) $11,812
  • Suspend Geer School Field Trips $6,600
  • Reduce printing costs estimated at $17,956

• Totaling $386,568
Building Principals/Leaders Actionable Items

- Middle School Principals
  - Defer capital outlay purchases $10,000/building or $50,000
  - Suspend participation in Religious Diversity Journey program $8,100
  - Postpone replacement of athletic uniforms $9,000
  - Reduce block grant allocation at $1,000/building or $5,000
  - Reduce paper consumption by $1,000/building or $5,000
  - Reduce printing costs by approximately $1,000/building or $5,000
  - Reduce staffing to formula by 1.6 FTE’s or $128,000
  - Suspend W.E.B. program at $15,000

- Totaling $225,100
Next Steps

Building Principals/Leaders Actionable Items

- High School Principals
  - Defer capital outlay purchases $16,667/building or $50,000
  - Reduction in block grant allocation $20,800
  - Reduction in IB budgets for workshops/conferences/supplies $33,000
  - Suspension of Challenge Day and Link Crew for one year $31,000
  - Reduction in Graduation and Honors program cost $8,000
  - Reduction in SRO overtime for events $19,000
  - Reduction in athletic costs for improvements to programming $30,000
  - Reduction in athletic costs for coach’s workshops, clinics, supplies $15,800
  - Shift CTE Coordinator release time to CTE budget $39,000
  - Suspend library/media center books for one year $2,000/building or $6,000
  - Reduce staff development $6,500/building or $19,500
Next Steps

Building Principals/Leaders Actionable Items

- High School Principals (continued)
  - STEM Academy reductions for workshops, conferences, teaching supplies and capital improvements $31,500
  - Reduction of teaching supplies in Science $13,000
  - Reduction of workshops and conferences for Art Academy $2,000
  - Reduction in P-CEP paper allocations $15,000
  - Reduction for PSAT testing expenses $2,700
  - Reduction in P-CEP printing costs at $1,000/building or $3,000
  - Art and Music department reductions $5,500
  - Reduction in purchased services, teaching supplies, copy paper allowances, and office supplies at Starkweather Academy $7,480

- Totaling $352,280
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<td>Net Deficit</td>
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<td>Total of Actionable Items</td>
<td>9,957,930</td>
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<tr>
<td>Net</td>
<td>$ (6,745,243)</td>
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<td>Fund Equity at 15%</td>
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</table>

**Significant Outstanding Issues:**
State School Aid for 2020-21
Q & A
P-CCS Mission & Vision

DISTRICT MISSION:
P-CCS will develop capable, involved citizens who recognize that they are citizens of the world, use critical thinking skills, and are lifelong learners.

DISTRICT VISION:
P-CCS will deliver an innovative educational experience which propels each student to excellence.

P-CCS BELIEF STATEMENTS:
- We share with the larger community the responsibility of helping all students be successful.
- All voices, experiences, opinions, and cultures within our community must be respected and valued.
- Excellence requires adaptability, flexibility, being open to new ideas, and taking risks.
- A variety of approaches to teaching is critical in helping students learn.
- Instructional strategies, methods, and materials must promote equity for all students.
What is a Regional Enhancement Millage?

- Since ‘Proposal A’ legislation in 1994, the State of Michigan controls school funding.
- One method for local control: A Regional Enhancement Millage.
- Wayne County school districts can therefore request an Enhancement Millage Proposal be put before voters during general or special election.
Regional Enhancement Millage Proposal Process

- It must be proposed on a county-wide basis.

- Each school district board must decide if they wish to put it on the ballot. If enough school districts approve to represent at least 50 percent of the students in the county, it goes on the ballot.
  - Wayne County school districts representing more than 50 percent of students in the county have already voted in support of putting this renewal on the November, 2020 ballot.

- It passes or fails on a county-wide basis as a total vote (not by local communities).

- If approved, the money is collected by Wayne RESA and distributed equally to all constituent districts on a per student basis.

- Each district has local control over how the money is spent.
What was the Specific Proposal that was Passed in 2016?

- Appeared on the November, 2016 ballot.
- Two mills to be levied over six years; expires 2021-22.
- Generated approximately $360 per student for each Wayne County district.
- Proposal cost a homeowner with a home value of $100,000 about $8 per month.
Why did School Districts request to put this Proposal before Wayne County Voters in 2016?

- Wayne County Districts each have the goal of providing the kind of education which will enable their students to be successful; P-CCS believed this investment would help us do so.

- From 2011-2015, school operating funds for districts in Wayne County dropped by $485 million.

- Despite various budget stabilization measures, including reducing or freezing salaries, benefits, administrative costs and implementing other cost saving measures, most districts felt challenged in their ability to provide core educational programs.

- A statewide school funding adequacy study in 2018 concluded that added investment into local schools was necessary to prepare students for success after school.

- Wayne County school systems wanted to solve this funding gap and increase educational opportunities for all students.
Enhancement Millage vs. Bond Issue: What’s the Difference?

- An **enhancement millage** is an additional local contribution to school operations that supports programs and services for students.
  - Enhancement millage funding can be utilized as part of the district’s general fund.

- A **bond issue** is a mechanism for individual school districts to raise capital funds for technology hardware, facility improvements (such as roofs and parking lots), and equipment replacement (such as boilers and water heaters).
  - These funds are audited and must be used for specific capital improvements.
School Aid Fund Overview

- Sales Tax: $6,539.5 (45.7%)
- Individual Income Tax: $2,943.0 (20.6%)
- State Education Tax: $2,223.0 (15.5%)
- Lottery Transfer: $986.0 (6.9%)
- Use Tax: $623.2 (4.4%)
- Real Estate Transfer Tax: $370.7 (2.6%)
- Tobacco Taxes: $310.7 (2.2%)
- Casino Wagering Tax: $151.9 (1.1%)
- Other SAF Taxes: $107.9 (0.8%)
- Liquor Specific Tax: $61.6 (0.4%)

Total Revenue: $15,816.6
Michigan’s 2018 Adequacy Study

- Organized by the Michigan School Finance Research Collaborative.
- Designed to inform policy solutions to school funding problems like those Michigan now confronts.
- Conducted by the two most experienced and nationally prominent consulting firms.
- Researchers used both professional judgment and evidence-based methods.
- First study to incorporate charter schools.
- Drew on input of 300 Michigan representatives.

https://www.fundmischools.org/
### Michigan’s 2018 Adequacy Study

#### Final Recommended Per-Student Base Cost and Weights*

<table>
<thead>
<tr>
<th>Final Recommendation</th>
<th>Base Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Cost</strong></td>
<td>$9,590</td>
</tr>
<tr>
<td><strong>Size Adjustment</strong></td>
<td>Adjusted by Formula</td>
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<tr>
<td><strong>Poverty Weight</strong></td>
<td>0.35</td>
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<tr>
<td><strong>ELL</strong></td>
<td></td>
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<tr>
<td><strong>WIDA 1-2</strong></td>
<td>0.70</td>
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<tr>
<td><strong>WIDA 3-4</strong></td>
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<tr>
<td><strong>WIDA 5-6/FELS</strong></td>
<td>0.35</td>
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<tr>
<td><strong>Special Education</strong></td>
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<tr>
<td><strong>Mild</strong></td>
<td>0.70</td>
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<tr>
<td><strong>Moderate</strong></td>
<td>1.15</td>
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<tr>
<td><strong>Severe</strong></td>
<td>State Reimbursement</td>
</tr>
<tr>
<td><strong>Preschool</strong></td>
<td>14,155</td>
</tr>
<tr>
<td><strong>Isolation</strong></td>
<td>0.04</td>
</tr>
</tbody>
</table>

*The PJ and EB base costs do not include transportation and food service.*
Wayne County Enhancement Millage Renewal: Priorities for P-CCS

- Supplement drastic reductions projected for per-pupil foundation allowance due to impact of COVID-19 on our state.

- Retaining high quality staff.

- Preserving & enhancing our programs and offerings for students.

- Maintaining class size, reducing where feasible.

- Supporting all learners and learning styles, as well as students with added needs.
How has the money been used?

- All money was passed down to local districts on an equal per student basis.
- Each local district, including P-CCS, chose how to best utilize the money.
- P-CCS has given the community annual updates on how the Enhancement Millage revenue has been used to support students, staff, and schools.

Examples of areas in which money was used:

- Teachers to maintain and reduce class size.
- Repair schools.
- Improve technology.
- Improve school programs.
- Support students with added needs.
- Offer competitive salaries in a time of teacher shortage.
How has the money been used? (Cont’d)

- Social-emotional learning supports for all students.
- Social Workers, English Learner teachers.
- Student Support Coordinators, Behavior Specialists, and counselors for elementary students.
- Technology enhancements to school buildings and programs.
- Flexible classroom furniture to better meet the needs of the 21st Century learner.
- Classroom Libraries and other classroom learning resources.
- High-quality professional development opportunities for educators.

These supports would all be reduced without Enhancement Millage renewal.
Wayne County Enhancement Millage Renewal: By the Numbers

- The below chart shows estimated taxes paid into the enhancement millage for P-CCS based on 2019 taxable valuations, as well as distributions of the revenue for 2016-17; 2017-18; 2018-19.
- Also included is an estimate of what allocations would look like for charter schools, which are included in the distribution.
  - NOTE: Distributions to charter schools would NOT BEGIN until 2022-23, if the renewal passes in November, 2020

### Projected Wayne County Enhancement Millage Annual Revenue (as of February, 2020)

<table>
<thead>
<tr>
<th>District</th>
<th>Most Recent Official Membership as of 01/01/20</th>
<th>2022-23 Enhancement Distribution Including Charter Schools</th>
<th>2018-19 Distribution</th>
<th>2017-18 Distribution</th>
<th>2016-17 Distribution</th>
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<tbody>
<tr>
<td>Plymouth-Canton Community Schools</td>
<td>17,368</td>
<td>5,399,918</td>
<td>6,967,723</td>
<td>6,354,325</td>
<td>6,391,268</td>
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<tr>
<td>TOTAL FOR ALL DISTRICTS:</td>
<td>273,169</td>
<td>84,930,909</td>
<td>83,720,050</td>
<td>76,053,822</td>
<td>76,435,825</td>
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</tbody>
</table>

#### County-Wide:
- Assumes 98% Collections: 84,930,909
- Estimated per pupil amount: 310.91
A Few Other Facts Behind the Decision to Place the Proposal on the Ballot in 2016

Studies Conducted

- Adequacy Study concluded that resources to educate at-risk and English Language Learners are low in Michigan.
- Federal Study—Michigan down 7.5% since 2008 in inflation adjusted per student funding.
- Other studies conclude that Michigan’s school finance system creates difficulties for districts experiencing declining enrollment.

Facts in Wayne County

- The Percentage of students living in poverty in Wayne County is 43% vs. 17% statewide.
- From 1999-2011, poverty in Wayne County is up from 21% to 38%; trend has grown since 2006.
- Wayne County English Language Learner Students:
  - 20,766 in 2010
  - 30,087 in 2015
The Next Question: Should our community consider renewing the millage when it expires in 2021-22?

- P-CCS would lose roughly $7 million if the millage is **not** renewed.
- Charter Schools are now eligible for the millage; therefore revenue to P-CCS would be approximately $5 million.
- The School Funding System at the State level has been ranked the worst in the Country in the past 20+ years, and has **not** been substantially changed.
- Based on State Law, a renewal would have to be voted on in 2020 or 2022 (after expiration).
ADDITIONAL INFORMATION

• Nick Brandon  
  Executive Director of Communications & Marketing  
  Nicholas.Brandon@pccsk12.com

• Frank Ruggirello  
  Director of Partnerships & External Affairs  
  Frank.Ruggirello@pccsk12.com

• Or by telephone: 734.416.2700
MEMO

To: Monica Merritt, Superintendent
    Members of the Board of Education

From: Beth Rayl, Chief Academic Officer, Teaching and Learning

Subject: RESOLUTION TO PURCHASE ELEMENTARY SCHOOL MATH CURRICULUM
        RESOURCES, FIRST AND FINAL READING

Date: May 19, 2020

We are pleased to share the process and rationale used to select a new curriculum resource for elementary mathematics instruction. Our current resource is an outdated version of Everyday Mathematics that predates the adoption of the Michigan State Standards in 2010. While our Everyday Math resource has some add-ons provided to align more properly with the new standards, many of the standards and practices are not adequately covered without teachers needing to provide additional supplemental content. Our student performance data has shown consistently over time that this type of patched approach has not provided the curriculum needed for our students to be successful with the Michigan standards. Specifically, student achievement data shows a decline overall with student proficiency in mathematics. Additionally, the data shows students within subgroups continue to be less proficient than their non-subgroup peers. Based on our curriculum review process and our student achievement data, a change in our K-5 mathematics resource is necessary.

The goals in reviewing resources for elementary math instruction were (1) alignment to state standards, (2) alignment with the 8 Mathematical Practices within the state standards, (3) culturally relevant and engaging materials for all students, and (4) differentiation opportunities for our learners who struggle with the content and our advanced learners.

The Elementary Math Committee reviewed eight different options, narrowing it down to two resources to be piloted during the 2019-2020 school year. With the input from 125 piloting teachers and committee members which included teachers at all 14 elementary buildings, elementary instructional coaches, the district English Learner Instructional Coach, Assistive Technology Integrationists, Special Education Teachers, and a district Technology Integration Specialist, we are bringing forward the recommendation to adopt enVision Mathematics 2020.
EnVision Mathematics 2020 not only has direct alignment with the common core mathematical standards, but also integrates the 8 Mathematical Practices within the lesson and activities. Qualitative and Quantitative data collected showed that enVision provided differentiation for all learners, keeping students engaged and growing toward proficiency. Additionally, initial growth data on the NWEA demonstrated 13 of 18 data points showing that students were able to have a more consistent learning experience across the district.

Costs for purchasing enVision Mathematics 2020 for elementary students are detailed below:

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The total cost of purchasing the recommended resources is $894,183.68. This total includes a classroom set of textbooks along with five year digital access to the programs for all students and all teachers.

**RECOMMENDED RESOLUTION**
It was moved by member ______________________________ and seconded by member ______________________________ to approve the purchase of the above-referenced elementary math curriculum resources by the Plymouth-Canton Community Schools.

Ayes: ______________________________

Nayes: ______________________________

The Motion was: ______________________________
Elementary Mathematics Curriculum Resource
Recommendation Process

Why is a new resource needed for elementary math instruction? How is math instruction different?

The information shared above summarized that our current Everyday Math resource is dated and therefore does not fully align with math common core standards; our version of Everyday Math predates the Michigan adoption of the Common Core State Standards in June of 2010. We have had growing difficulty getting the student materials and the company no longer provides our version on their website, preventing teachers’ from integrating their smartboards and student technology with instruction. We also outlined concerns earlier about bringing our instructional practices to align with the best practices of the Common Core. Having a resource that supports the 8 Mathematical Practices would allow for such practices to be integrated with the Common Core State Standards and strengthen teacher practice. These practices bring to life the core principle of the Common Core - instruction that engages students in genuine problem solving and real life application. While learning formulas and automaticity with facts are still important, math programs are no longer driven by rote memorization. Instead, they build students’ ability to use a variety of problem solving techniques and apply them creatively to solving real world problems.

How were the math resources chosen for consideration?

Curriculum resources were chosen based on several criteria.

- Recommendations from Math Consultants at Wayne RESA
- Evidence that the resource is aligned to Michigan Common Core Standards for Mathematics
- Experiences from surrounding districts
- Board Policy 2510 - Selection of Basic Text Materials

Who reviewed the resources?

Elementary Math Committee

- Dr. Deirdre Brady, Director of Curriculum and Professional Development
- Cathie Williams, K-12 Math/VAPA Curriculum Coordinator
- Blair Klco, Principal of Miller Elementary School
- MaryBeth Revesz, Elementary Instructional Coach
- Brandi Platte, Elementary Instructional Coach
- 12 Elementary Teachers
- Denyaz Farhat, EL Instructional Coach
- Matt Smoot, Technology Integrationist

Which math curriculum resources were considered?
Initially, the following math curriculum resources were reviewed and considered for a pilot:

1. Bridges in Mathematics
2. enVision 2020
3. Everyday Mathematics 4
4. Eta-hand2mind
5. Eureka Math
6. Investigations
7. Math Expressions
8. Ready Math
9. Open Source

Each company was asked to present their resource materials and allow for the committee to review displayed materials. Open educational materials were looked at, as well as paid resources. After considering these presentations and available open educational resources through the lens of our goals (listed above: standard alignment, integration of 8 mathematical practices, cultural relevance, student engagement, and differentiation), the committee chose two resources to pilot, enVision 2020 and Math Expressions.

**What was the size and length of the pilot?**

Approximately one-third of elementary teachers, 125 kindergarten through fifth grade teachers from all fourteen elementary schools participated in the math pilots during the 2019-2020 school year. Training was offered from Pearson, distributor of enVision and from HMH (Houghton Mifflin Harcourt), distributor of Math Expressions in August 2019, along with job-embedded and after school training several times during the first semester. While the pilot materials were used for the entire 2019-2020 school year, the committee began to collect data after the first semester to allow time for analysis and recommendation to the P-CCS Board of Education during the second semester.

**How did the committee make their final recommendation? What resource is being recommended for adoption?**

Both quantitative and qualitative data were collected and analyzed by the committee in order to make their final recommendation. Quantitative data included the EQuIP Rubric that allows for resource evaluation focusing measurement on the following criteria: (1) how the materials reflected Common Core Standards, (2) how the materials incorporated the 8 Mathematical Practices for instruction, (3) degree to whether programs meet student needs, and (4) how it assessed students growth in standards. Additional quantitative data also included parent survey and teacher survey. While there were positives and negatives with both resources in all of the data collected, enVision kept rising to the top as the resource that was the most student-centered; specifically, the team saw this resource as far more culturally relevant for students, as it provides built in time for engaging students in a math talk community (student voice), has direct vocabulary instruction, and has characters both in video and text that are diverse and that students can relate to. This will help all students see themselves as
math-minded. The team also felt that enVision online components were user friendly, allowed for
differentiation, and provided more highly engaging content for students.

Qualitative data included brief student interviews and math committee meetings. Students and
teachers found the enVision program engaging, identified that the materials demonstrated ease of
use, and were multileveled to serve the broader needs of all students. The factor that also helped
sway the team towards enVision was student growth data. NWEA Measures of Academic progress in
mathematics from Fall to Winter showed that enVision had the smallest range of deviation on 13/18
data points. This means that students in classrooms using enVision were more consistent with each
others’ achievement. Therefore, students were able to have a more consistent experience across the
district. This data point, in addition to the above three bullet points, shows that students participating
in the enVision pilot consistently performed better than their counterparts. As a result, the elementary
math committee is confidently making a recommendation for the adoption of enVision 2020.

Sources:

Michigan K-12 Standards for Mathematics,

Standards for Mathematical Practices, Common Core State Standards Initiative,
http://www.corestandards.org/Math/Practice/

 Equip Rubric for Lessons and Units Mathematics, Achieve,
Plymouth-Canton Cmty Schools

Catherine Williams
Math Curriculum Coordinator
Plymouth-Canton Cmty Schools
454 S Harvey St
Plymouth, MI 48170-1630
United States

Quote Number: 109899-6
Quote Creation Date: 04-23-2020
Quote Expiration Date: 09-30-2020
Quote Release: 6

Plymouth-Canton_enVision 2020_5 years

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Subtotal $49,078.32 $120,122.37

enVision Mathematics ©2020 Common Core - Grade 1

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Subtotal: $62,550.80

**enVision Mathematics ©2020 Common Core - Grade 4**

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**Subtotal**  
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**enVision Mathematics ©2020 Common Core - Grade 5**

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**enVisionmath 6-8**

enVision Mathematics Common Core ©2021 Grades 6-8 - Grade 6

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Total: **$ 894,183.68**

Discounted Shipping & Handling Applied
Plymouth-Canton Cmty Schools

Pearson US Learning Services Terms and Conditions

**To place your order** please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:

- **e-Form:** [https://pearsonnacommunity.force.com/support/s/pearson-order-form](https://pearsonnacommunity.force.com/support/s/pearson-order-form)
- **Fax:** 1-877-260-2530
- **Mail:** Pearson Education, P.O. Box 6820, Chandler, AZ 85246

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**Consumable Worktexts:** Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: [https://www.k12pearson.com/worktext-subscription](https://www.k12pearson.com/worktext-subscription).

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COOPERATIVE EDUCATION PROGRAM AGREEMENT

Career Technical Education
2020-2021

THIS AGREEMENT is entered into this 1st day of July 2020, between Plymouth Canton Community Schools (hereinafter referred to as "Plymouth Canton") and Livonia Public Schools (hereinafter referred to as "Livonia").

1. PURPOSE. Plymouth Canton and Livonia and their respective Boards of Education have determined that it is in the best interests of both school districts to permit certain Plymouth Canton students to receive career-technical education services provided by and through Livonia in accordance with the terms of this Cooperative Education Program Agreement, and consistent with the pertinent provisions of the Revised School Code of 1995 and the State School Aid Act as amended. It is further the purpose of this Agreement to permit career technical students from Plymouth Canton to utilize classroom positions at the Livonia Career Technical Center for career technical education opportunities in the Livonia Public Schools.

2. TERM. The term of this Agreement shall be from July 1, 2020, through June 30, 2021, subject to Paragraph 3 of the Agreement.

3. RENEWAL. This Agreement will not be automatically renewed for any periods. Plymouth Canton and Livonia agree, however, to use their best efforts to negotiate in good faith a renewal hereof, but in the event a renewal does not occur, this Agreement shall terminate upon the expiration of the term in Paragraph 2 above.

4. PLYMOUTH CANTON STUDENTS. Plymouth Canton hereby agrees to permit selected students of Plymouth Canton to enroll at the Livonia Career Technical Center of Livonia, and Livonia hereby agrees to such enrollment, for the purpose of career-technical education. The number of Plymouth Canton students allowed to enroll at the Livonia Career Technical Center shall be within the discretion of Plymouth Canton, subject to acceptance by Livonia. Students who have violated the "Weapons-Free School Zone Requirements" and/or have been expelled are prohibited from enrolling in the Livonia Career Technical Center. Such students shall be considered Plymouth Canton students for the purpose of earning credits for high school graduation, however, while in attendance at the Livonia Career Technical Center, such students shall be subject to the Livonia Student Code of Conduct.
5. **MEMBERSHIP.** For the purpose of state aid eligibility, the students enrolled and attending the instructional program at the Livonia Career Technical Center shall be recorded in membership by Livonia and Plymouth Canton, according to state approved pupil accounting practices. It is the responsibility of Plymouth Canton, only, to assure that Plymouth Canton students are counted in membership in Plymouth Canton on the necessary official state aid membership count days as determined by the State of Michigan.

6. **PAYMENT FOR COOPERATIVE EDUCATION SERVICES.** For each Plymouth Canton student enrolled and attending the instructional program at the Livonia Career Technical Center on the official state aid membership count date of each school year subject to this Agreement, Plymouth Canton agrees to accept and to pay an invoice or invoices issued by Livonia to Plymouth Canton in the amount equivalent to the fractional F.T.E. (full-time equivalent) of the total of the Plymouth Canton Foundation Grant for the school year in question that the student is enrolled at the Livonia Career Technical Center. One-half to be paid for the first semester of the 2020-2021 school year. Plymouth Canton hereby agrees to remit payment of said invoice(s) within thirty (30) business days of receipt of same. Within the discretion of Livonia, the failure of Plymouth Canton to remit timely payment of such invoice(s) may result in the discontinued enrollment and attendance of Plymouth Canton students in the career technical program at the Livonia Career Technical Center.

Plymouth Canton also accepts and agrees to pay an invoice or invoices issued by Livonia in the amount equivalent to one-half of the fractional F.T.E. of the total of the Plymouth Canton Foundation Grant, for the second semester of the 2020-2021 school year for each Plymouth Canton student similarly enrolled and attending the career technical program at the Livonia Career Technical Center on the official winter supplemental state aid membership count each school year subject to this Agreement. The terms and conditions of the preceding Paragraph similarly apply to Plymouth Canton's obligations with regard to such enrollment and attendance on this official winter supplemental state aid membership count date of each subject year.

Livonia Career Technical Center classes are based on a six-period day. Therefore, each class is either a two or three-period block. For calculation purposes, a two-period block is one-third F.T.E. and a three-period block is one-half F.T.E.

Plymouth Canton's payment obligations under this Section of the Agreement are independent of the amounts it receives in state aid under the Revised State School Aid Act as amended.

Program costs for Plymouth Canton students that are not enrolled at the Livonia Career Technical Center on the official fall and winter count dates will be pro-rated and charged the average daily rate of the total
program costs for each day officially enrolled. The average daily rate is determined by dividing the annual Plymouth Canton Foundation allowance by the total number of scheduled days of the program.

7. **STUDENTS WITH DISABILITIES.** In the event that a Plymouth Canton student currently enrolled in the career technical program at Livonia Career Technical Center is or becomes identified as disabled and requires special education and related aid and services pursuant to the Individual with Disabilities Education Act of Section 504 of the Rehabilitation Act, Plymouth Canton agrees to provide such aid and services.

8. **PROGRAM CANCELLATION.** Livonia reserves the exclusive right to cancel any class and/or program at the Livonia Career Technical Center due to insufficient enrollment, and to the extent such cancellation may involve Plymouth Canton students. However, Livonia agrees not to cancel any class or program after the first official state aid membership count day as determined by the State of Michigan for each school year subject to this Agreement, or, alternatively, after the winter supplemental state aid membership count of each school year subject to this Agreement.

9. **STUDENT MISCONDUCT.** At the discretion of the Livonia Career Technical Center's building administrator, and consistent with due process requirements, a Plymouth Canton student may be suspended, or permanently removed from the Livonia Career Technical Center program and permanently denied access to the Livonia Career Technical Center program if the student; (a) violates any of the prohibited acts listed under Policy JD of the Livonia Student Code of Conduct; (b) violates the Livonia Career Technical Center's rules or regulations; (c) engages in misconduct which interferes with the good order of the Livonia Career Technical Center, the proper functioning of the educational process or the health and safety of students. The Livonia Career Technical Center's building administrator shall be the person solely responsible for determining if a student has engaged in misconduct warranting suspension or permanent removal from the Livonia Career Technical Center.

10. **ENTIRE AGREEMENT.** This is the entire Agreement of the parties, there being no other written or verbal agreements in substitution for these terms or in supplementation of same.

11. **AMENDMENT.** This Agreement may be amended only upon written mutual agreement of the parties and/or required by the State School Aid Act.

12. **TRANSPORTATION.** Transportation of Plymouth Canton students to and from the Livonia Career Technical Center is the sole responsibility of Plymouth Canton.
13. **TERMINATION.** This Agreement shall be null and void only to the extent that any provision included herein is prohibited by state law.

14. **NOTICE.** For all purposes under this Agreement, notices shall be in writing to the Superintendents of the respective School Districts.

15. **THIS AGREEMENT** has been authorized by the Board of Education of Plymouth Canton at a public meeting held on the ____ day of ________, 2020, and the Board of Education of Livonia Public Schools on the 27th day of April 2020.

WITNESSES:

PLYMOUTH CANTON COMMUNITY SCHOOLS

By: __________________________
    Monica L. Merritt

Its: __________________________
    Superintendent

WITNESSES:

LIVONIA PUBLIC SCHOOLS

By: __________________________
    Daniel R. Willenburg

Its: Director of Secondary Programs & District Services

DRW
Plymouth-Canton Community Schools Board of Education
RESOLUTION REGARDING FUNDING TO PRESERVE EDUCATIONAL SERVICES FOR CHILDREN

WHEREAS the COVID-19 pandemic has resulted in 1,528,235 confirmed cases and 91,664 deaths nationwide, as of Wednesday, May 20;

WHEREAS the pandemic has resulted in 53,009 confirmed cases and 5,060 deaths in Michigan, as of Wednesday, May 20;

WHEREAS Michigan’s first positive COVID-19 cases were on March 10, 2020;

WHEREAS, in response, the Governor announced school closures two days later on March 12, and a “Stay Home, Stay Safe” order on March 23, among many other efforts to address this public health emergency;

WHEREAS the public health emergency has had adverse economic and educational impacts on states across the country and on countries across the world, especially on those states and countries with significant numbers of individuals who have gotten sick from and/or died from the virus;

WHEREAS no state with significant numbers of individuals who have gotten sick from and/or died from the virus can address the attendant effects without federal support;

WHEREAS Congress has acknowledged this fact with the passage of coronavirus relief bills in the last two months;

WHEREAS these bills, now law, while helpful and appreciated, are insufficient to shield our children and families from profound harm;

AND WHEREAS no child asked to grow up in a pandemic and to the absolute extent possible no child should be harmed in his or her education by the fact that he or she did grow up in part during a pandemic;

NOW THEREFORE BE IT RESOLVED that the Plymouth-Canton Community Schools Board of Education does hereby urge the Michigan State Legislature and the Michigan Congressional delegation to support—actively, individually, and collectively—a bill to preserve educational services to Michigan school children that have been threatened as a result of this pandemic; and
BE IT FURTHER RESOLVED that the Plymouth-Canton Community Schools Board of Education urges members of the state education community to share their related thoughts with members of the Michigan State Legislature and with members of the Michigan Congressional delegation and to urge their national associations to share similarly with members of Congress.

Presented at the May 26, 2020 Plymouth-Canton Board of Education Meeting.

Ayes: ________________________________

Noes: ________________________________

Absent: ________________________________