

ALLEN PARK PUBLIC SCHOOLS

Riley Education Center • 9601 Vine Avenue

Allen Park, MI 48101

313-827-2150 • 313-827-2151 (FAX)

ALLEN PARK BOARD OF EDUCATION

VIRTUAL REGULAR MEETING MINUTES • APRIL 12, 2021

DRAFT ☐

APPROVED ☒

The virtual regular meeting of the Allen Park Board of Education was held on Monday, April 12, 2021. The district live streamed the meeting via the district YouTube account.

Virtual regular meeting called to order/Instruction for Public Comments: Mr. Gordon Miller

Pledge of Allegiance

Roll Call/Present: Filipiak, Klein, Luecke, Martin, Miller, Warren

Absent: MacDonald

2021-146	Motion by Klein, supported by Luecke, that the consent agenda items be approved as presented: ▪ Approval of April 12 agenda ▪ Approval of March 8 meeting minutes ▪ Approval of registers: 3/9/2021=\$571,223.81, 3/11/2021=\$165.84, 3/12/2021=\$2,175.00, 3/18/2021=\$5,985.78, 3/19/2021=\$100.00, 3/25/2021=\$477,575.49, 3/23/2021=\$2,417.81, 3/26/2021=\$21,796.94, 4/6/2021=\$2,193.69, 4/8/2021=\$199,614.74 ▪ Approval of wire transfers: 3/5/2021 thru 4/7/2021=\$1,573,110.03 Yeas: Filipiak, Klein, Luecke, Martin, Miller, Warren Nays: None Absent: MacDonald Motion carried.
	<i>President's Communication:</i> None at this time.
	<i>Reading of Communications:</i> None at this time.
	<i>Citizens Comments: (Pertaining to agenda items)</i> ▪ The following citizens commented or expressed concerns regarding the district's Extended Learning Plan related to delivery of instruction: Mandy LaForest, Crystal Becker, Debra Buhagiar, Amy Senior, Ryan Hemphill, Spencer Warren, Jeffrey Massella, Gail Brickey, Amanda Botello, Nicole Dzikowicz, Meagan Wilson, Alexa Cooper, Angela Pavlick, Bethany Fonseca, Lisa LeBrun, Kristen Chapman, and Joel Burkey. ▪ David Moran expressed concern for mandatory (COVID) testing of student-athletes per MHSSA and Michigan Health Department guidelines. ▪ Aimee Hayden applauded the APHS Skating Team for making it to state finals 3 years in a row!
	<i>Presentations:</i> ▪ <i>Update on Faculty Professional Development – Ramon M. Griffin, Ph.D.</i> Superintendent Darga introduced Dr. Griffin and provided the following background information: Dr. Griffin currently serves as an Education Consultant and Researcher through his company H.U.R.T., LLC. Dr. Griffin recently served as the Chief Culture Officer for the University of Chicago Charter School's three campuses. He graduated from Michigan State University with a Ph.D. in K-12 Educational Administration focusing on the ramifications of 'No Excuses' discipline in urban schools, the hazardous effects of complex trauma, and the school to prison pipeline for adolescent black males. Professionally, Dr. Griffin has worked as a teacher, a dean of students and as a director of school culture in Charter Management Organizations (CMOs) in Houston, New Orleans, and Detroit. Dr. Griffin was also a visiting researcher and facilitator with the Trauma Responsive Educational Practices (TREP) project at the University of Chicago and has also served as a juvenile detention officer in Harris County, TX. Dr. Griffin is a proud Ford Heights, IL native and he holds a Bachelor of Arts degree in Sociology and Criminal Justice from the historically black college, Dillard University in New Orleans, LA.

	In his consulting work with Allen Park Public Schools, Dr. Griffin has designed and facilitated numerous workshops for teachers and leaders focused broadly on culturally responsive teaching practices, implicit biases, restorative justice, racial equity issues, trauma-informed practices and behavior engagement techniques with vulnerable populations. He has also worked collaboratively with the Racial Awareness and Equity (RAE) team as well as the Diversity PLC. The complete PowerPoint presentation is attached and included in these minutes. ▪ <i>Bond Proposal – May 4, 2021 Ballot – Tiffany Keith, Michael H. Darga</i> Mrs. Tiffany Keith, Director of Finance, and Superintendent Darga provided a presentation regarding the upcoming no tax rate increase bond proposal in the amount of \$74.215 million for the May 4 ballot. The bond proposal is designed to enhance the student learning environment, support in school and at home learning, and protect the community's investment in its schools. The complete PowerPoint presentation is attached and included in these minutes.
2021-147	<i>Personnel:</i> <i>A. Employments/Services:</i> Motion by Warren, supported by Klein, that that the recommendations for employment and services be approved by the Board for the individuals as presented: ▪ Mario Crupi – PM Maintenance/APMS – Effective 4/21/2021 ▪ Tori Forbus – Special Education Department Aide/APMS – Effective 4/5/2021 ▪ Debra Howell – Volunteer Softball Coach/APHS – Effective 4/13/2021 ▪ Nick Kudla – Boys Assistant Track Coach/APMS – Effective 3/29/2021 Yeas: Filipiak, Klein, Luecke, Martin, Miller, Warren Nays: None Absent: MacDonald Motion carried. <i>B. Retirements/Resignations</i> We have received and accepted the following retirements/resignation: ▪ Delaney Burgus – Latchkey/Lindemann – Effective 3/22/2021 ▪ Jacob Chapman – Boys Assistant Track Coach/APMS – Effective 3/5/2021 ▪ Laura Daugherty – Lunch Parapro/Bennie – Effective 4/12/2021 ▪ Lori Totten – Bus Driver/Operations – Effective 3/8/2021
2021-148	<i>Extended COVID-19 Learning Plan – Confirm Instructional Delivery Plan for Next 30 Days</i> Since the Extended COVID-19 Learning Plan was approved, the board must meet to: (re)confirm delivery of instruction, solicit public comment on how instruction is going to be delivered, and publicly announce weekly 2-way interaction rates every 30 days. Motion by Luecke, supported by Klein, that the Allen Park Board of Education confirm the mode of instruction, which includes the continuation of remote learning, while monitoring the 7-day rolling average for Wayne County, utilizing the COVID Act Now site, for 7 consecutive days at a positivity rate of 7.5% or lower, for a return to in-person instruction. And further, staff and families would receive notification of a change in mode of instruction at least two business days prior to instituting. While the Board of Education will reconfirm how instruction will be delivered at least every 30 days, a Special Meeting will be held on April 14, 2021 to further review the instructional delivery plan. Yeas: Filipiak, Klein, Luecke, Martin Nays: Miller, Warren Absent: MacDonald Motion carried.
2021-149	<i>Purchase of Transit Van</i> Motion by Warren, supported by Luecke, that the Allen Park Board of Education approve the purchase of a 2021 Ford Transit 150 Medium Roof 10 passenger van from Signature Ford in the amount of \$32,721.00 as presented. Yeas: Filipiak, Klein, Luecke, Martin, Miller, Warren Nays: None Absent: MacDonald Motion carried.
2021-150	<i>Neola Board Policies – Section 2000 Program, Section 3000 Professional Staff, Section 4000 Support Staff</i>

Motion by Warren, supported by Filipiak, that the Allen Park Board of Education adopt Neola Policies – Section 2000 Program, Section 3000 Professional Staff and Section 4000 Support Staff as presented.

Yeas: Filipiak, Klein, Luecke, Martin, Miller, Warren

Nays: None

Absent: MacDonald

Motion carried.

Neola Board Policy – Section 5000 Students

Neola Policy Section 5000 Students was presented for a 1st Reading. The floor was opened for any questions. The board will consider adopting this policy at the May meeting.

Superintendent's Report:

▪ *Celebrating Student Success!*

○ *APHS Competitive Cheer – State Champs!*

Sweet Repeat! Congrats to the Allen Park High School Competitive Cheer Team, Coaches, and Families on winning the MHSAA State Championship title once again this year! What an amazing achievement! Very few high school student-athletes can make the “Best in the State” claim and these young women are part of this elite group. This is a testament to their hard work, determination and perseverance. We are so very proud of all of you!

○ *APHS Mock Trial Accomplishments*

On March 13, the APHS Mock Trial team participated in the Wayne/Kent County Mock Trial Regional Tournament. After three trials, APHS scored well enough to qualify for state finals and placed 11th in the State. It is very difficult to qualify for state finals in a normal conditions, let alone virtual. The team began working on the case back in November – analyzing, debating, and writing case materials.

Congrats again to this impressive group of students, and also to Mrs. Amy West, who has been selected as “Mock Trial Teacher of the Year” by the Michigan Center for Civic Education. Special thanks to Mr. Andy Jackson for assisting Mrs. West when needed.

This year's team includes:

Seniors

Tyler Frazier - 3 year member

Nikki Hartley - 2 year member

Ellie Jackson - 1st year member

Linzy Jenkins - 1st year member

Jack Mack - 2nd year member

Maddy McPherson - 2nd year member

Sophie Miller - 2nd year member

Julian Serratos - 1st year member

Juniors

Emma McBeth - 1st year member

Orkida Xhelaj - 1st year member

Sophomores

Lidia Cappelletti - 2nd year member

Kay Mitchell - 1st year member”

○ *APHS Model UN Achievements*

Kudos to APHS Model UN students – the delegates had a successful conference and 10th grader, Lidia Cappelletti, was honored with an Outstanding Delegate award.

○ *Donald Liveoak – M.I.T. Research Science Institute Program*

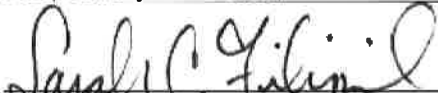
Each summer, 60 of the world's most accomplished high school students gather at the Massachusetts Institute of Technology (MIT) for the Research Science Institute. Congratulations to junior, Donald (DJ) Liveoak on being selected to participate. This program is designed for high school students looking to pursue a career in STEM research. Participants are given a research project to complete and are able to work with many of MIT's professors and researchers. Kudos to DJ and his family!

▪ *Congrats to David Zanardelli – 2021 Wayne County Excellence in Transportation Award*

Allen Park Public Schools is proud to announce that Dave Zanardelli was selected for the “Excellence in Transportation Award” by the Wayne County Transportation Supervisors Association following an election

	and vote by colleagues, including Transportation Supervisors county-wide. Colleagues have shared that "Dave is the perfect person to receive this award. He stays after his assigned runs to fuel buses, sings to his students over the 2-way radio, knows the names of every student that rides his bus, and parents love him! Operations Director Patrick Ward stated that "Through all the challenges the Transportation Department has faced over the past year, Dave has kept a cheerful attitude and is the first to step up to help with anything the department needs. Dave truly is a person that loves his job and the work he does." Dave was honored at a virtual "Excellence in Transportation Banquet" on March 24, 2021. Please join us in congratulating Dave – we are so proud that he is a member of the AP School Family! ▪ <i>Schools of Choice Update</i> At this time, the district has received 203 Schools of Choice Applications – 59 of the applications are for siblings of current students. The majority of the applications received are for kindergarten – 79 applications. The application window closes on April 23, 2021. ▪ <i>Congrats to APHS Competitive Cheer Coach!</i> Congrats to Mrs. Julie Goodwin, on being named 2021 MHSAA D2 All State Competitive Coach of the Year! ▪ <i>Congrats to APHS Figure Skaters!</i> Congrats to Kadie Hayden, Katie Guerra and Emma O'Connor, representing APHS in figure skating and making it to state level competition again this year!
	<i>Citizens Comments: (Pertaining to non-agenda items)</i> ▪ Angelina Astalos congratulated Patsy Curnell on her position as 7th grade softball coach, with fond memories, respect and admiration.
	<i>Reports of Officers:</i> ▪ Board members thanked Dr. Griffin for the high energy presentation, congratulated Coach Goodwin and the back to back state championship APHS Competitive Cheer Team and applauded AP teachers for their extraordinary work during these unprecedented times. Kudos to Mrs. Amy West on her well-deserved recognition and Bravo to Mrs. Kelly Klug and Mr. Alan Demorow, while Broadway is still dark, the APHS Drama Club found a creative way to perform!
2021-151	Motion by Klein, supported by Warren, that the meeting adjourn at 10:19 p.m.

Respectfully Submitted,


 Sarah C. Filipiak, Board Secretary



Allen Park Public Schools no tax rate increase bond proposal

Presented By:

Mr. Michael H. Darga, Superintendent

Mrs. Tiffany Keith, Director of Finance

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Allen Park Public Schools will place a no tax rate increase,
\$74.215 million bond proposal on the May 4th ballot.

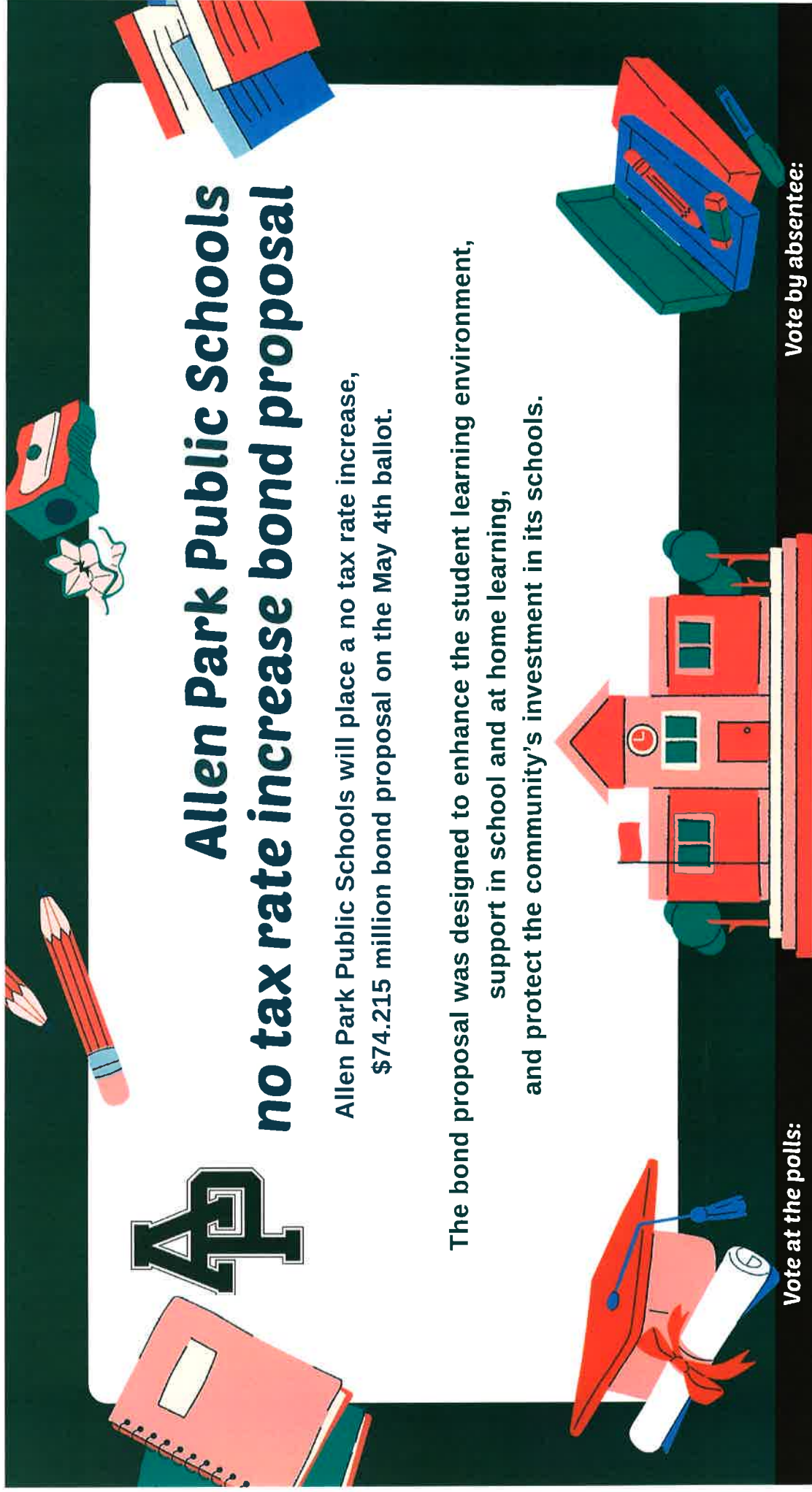
The bond proposal was designed to enhance the student learning environment,
support in school and at home learning,
and protect the community's investment in its schools.

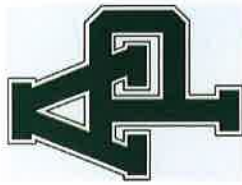
Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day





Allen Park Public Schools no tax rate increase bond proposal

What is a bond?

A bond is a State-approved funding process for a set scope of projects. When voters approve a bond proposal, the school district sells bonds in the authorized amount and uses the proceeds of the sale to pay for those projects in the bond proposal. Bonds are usually paid back in 20-30 years.

In many ways, the bonding process is like a homeowner obtaining a mortgage and making payments over a period of years.

What can bond proposal funds be used for?

According to Michigan law, bonds can be used for:

- Constructing new school buildings
- Constructing additions to existing school buildings
- Remodeling existing school buildings
- Energy conservation improvements
- Land purchases
- Site development and improvements
- Athletic and physical education facility development and improvements
- Playground development and improvements
- Refunding debt (if net present value savings can be demonstrated)
- Direct bond program costs such as professional fees, election fees, issuance costs, qualification fees, insurance fees, final audit costs
- School bus purchases
- Purchasing loose furnishings and equipment (including administrative technology)
- Technology purchases limited to hardware and communication devices that transmit, receive, or compute information for pupil instructional purposes only.
- The initial purchase of an operating system and customized application software is allowed if purchased with the initial hardware.

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

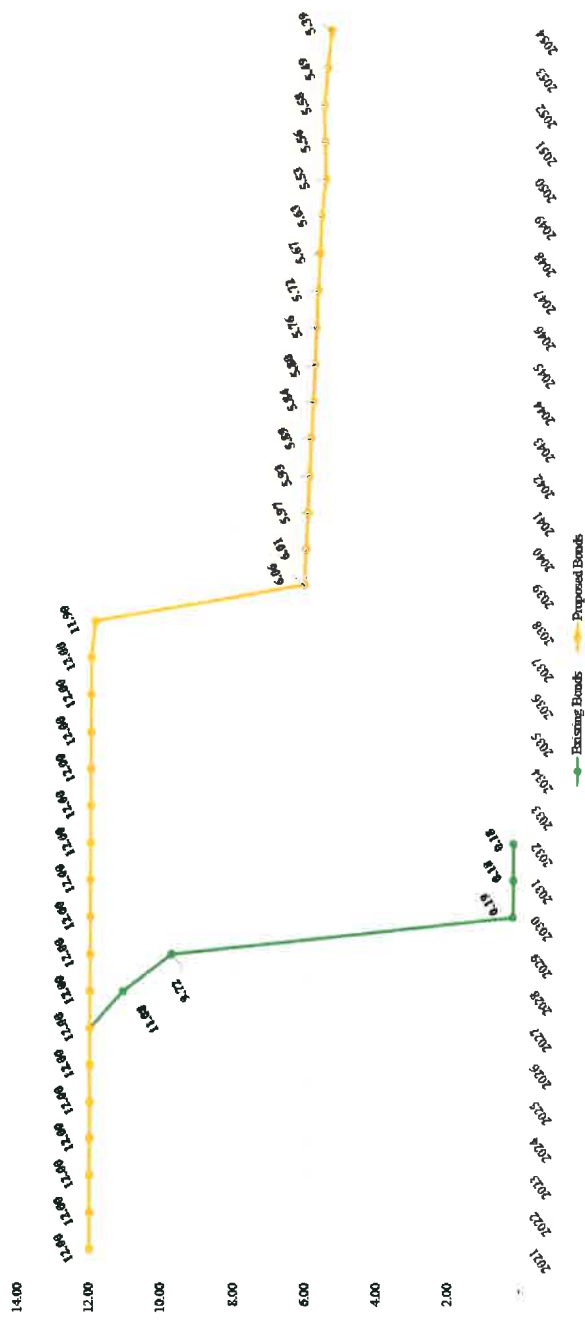
Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

ESTIMATED BOND MILLAGE STUDY (Assumes Taxable Value Growth of 0.68% - 2.78%)



**How will the bond proposal
affect my taxes?**

If approved, the \$74.215 million
bond proposal will not increase
the current tax rate.

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

How can the bond proposal projects be completed without a tax rate increase?

The May 4th bond proposal will not increase the current tax rate because the proposed bond is an extension of the current bond debt that is expiring in 2032.

The proposed bond will be sold in three series, further reducing interest costs and overall bond costs for repayment.

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

If voters approve the bond proposal, will property values be effected?

- Research indicates real estate values tend to be higher in communities with school districts that offer a quality education program and have up-to-date school facilities.
- Remodeling and upgrading school buildings and facilities tends to protect the community's investment in the school district.
- In fact, all of Allen Park's bond proposal projects were designed to reflect positively on homeowner property values and the community's reputation for being a well run and a desirable place to live.

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Didn't we just pass a bond?

- Our last School Bond was passed in 2003!
- That was 18 years ago. If you had a child in Kindergarten in 2003 – they would have already graduated high school and college.



Vote at the polls:

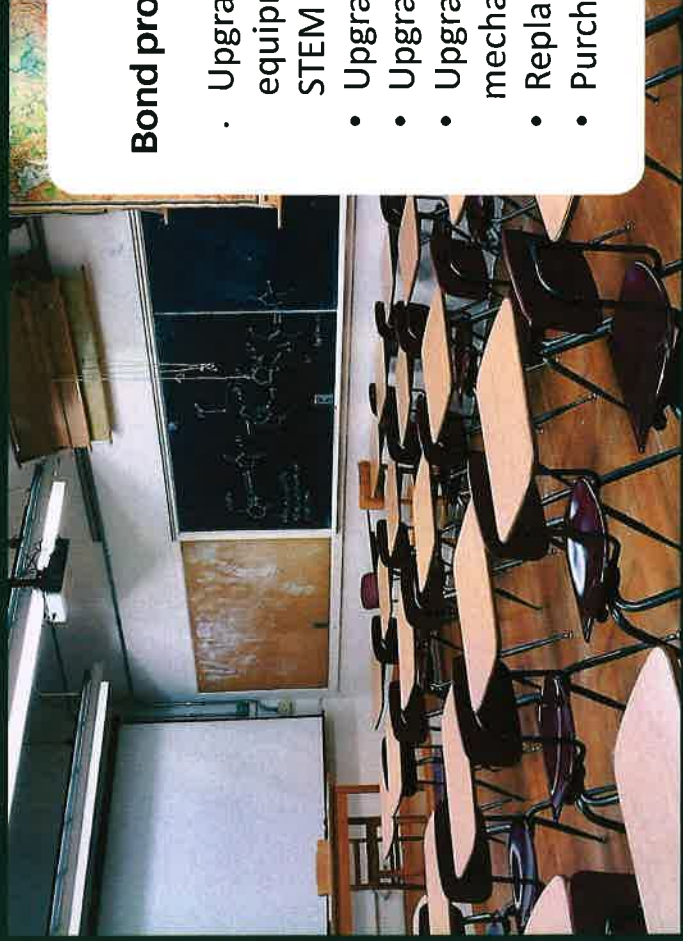
May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal



Bond projects fall into six major categories:

- Upgrading the learning environment, including enhancing equipment and instructional spaces for robotics instruction and STEM (Science, Technology, Engineering & Math);
- Upgrading technology equipment and infrastructure;
- Upgrading athletic fields and facilities;
- Upgrading facility infrastructure, including electrical and mechanical systems;
- Replacing paving and parking lots; and,
- Purchasing school buses in 2021, 2023, and 2025.

Vote at the polls:

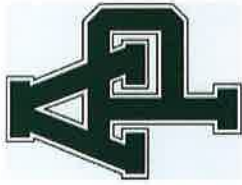
May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day

-FUTURE-





Allen Park Public Schools no tax rate increase bond proposal

STEM / MAKER SPACE



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

CLASSROOM TECHNOLOGY CONTINUED

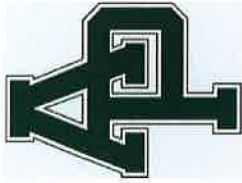


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

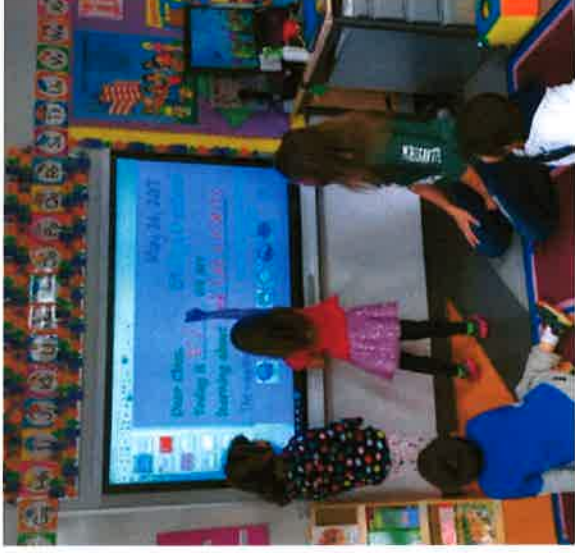
Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

CLASSROOM TECHNOLOGY



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

PRESENTATION / COLLABORATION

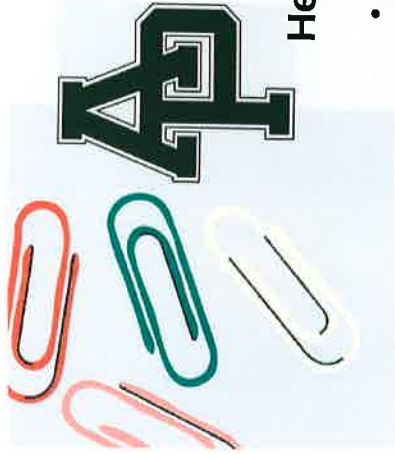


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

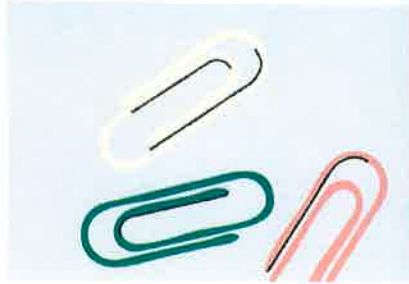
March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Here are some of the proposed projects at our Elementary Schools

- Build STEM lab addition and purchase furniture and equipment
- Replace roof
- Add impact-resistant glass to interior office area
- Replace select ceiling and flooring
- Update restrooms
- Replace boiler system, add air conditioning, improve exhaust systems
- Add emergency generator
- Upgrade electrical power to support technology
- Upgrade interior/exterior building lighting to LED
- Replace internal network fiber, expand wireless network, and upgrade wireless network
- Upgrade clock and phone systems and replace PA system
- Add security cameras
- Repave parking lots, drop off lane, and replace sidewalks
- Replace playground surface/equipment/landscaping and add fencing
- Update student instructional devices, add charging locker stations, and replace classroom instructional technology
- Update audio and add video to café and gym AV systems
- Add digital signage for the front lobby



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

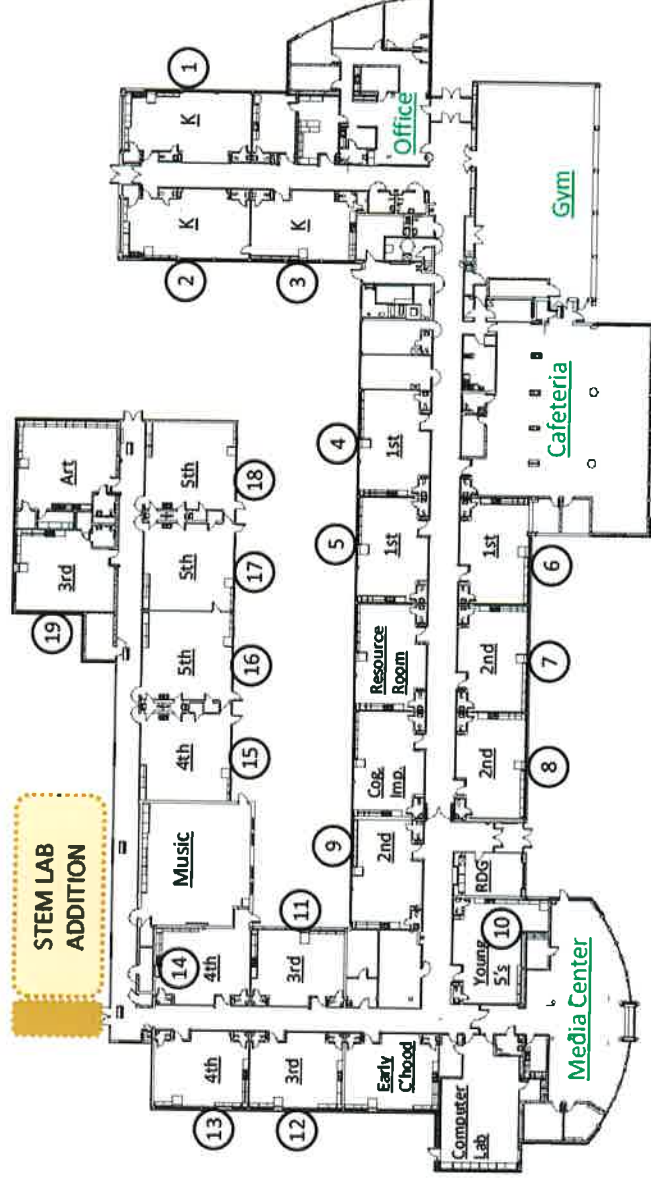
Vote by absentee:

March 20th through Election Day



Arno Elementary STEM addition location

Allen Park Public Schools no tax rate increase bond proposal

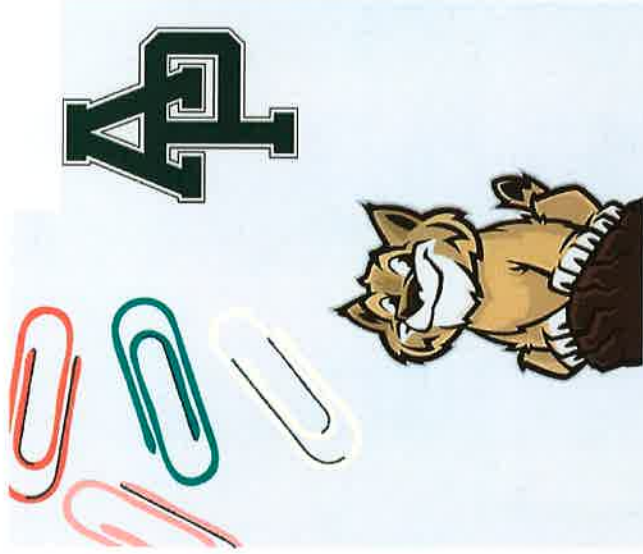


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

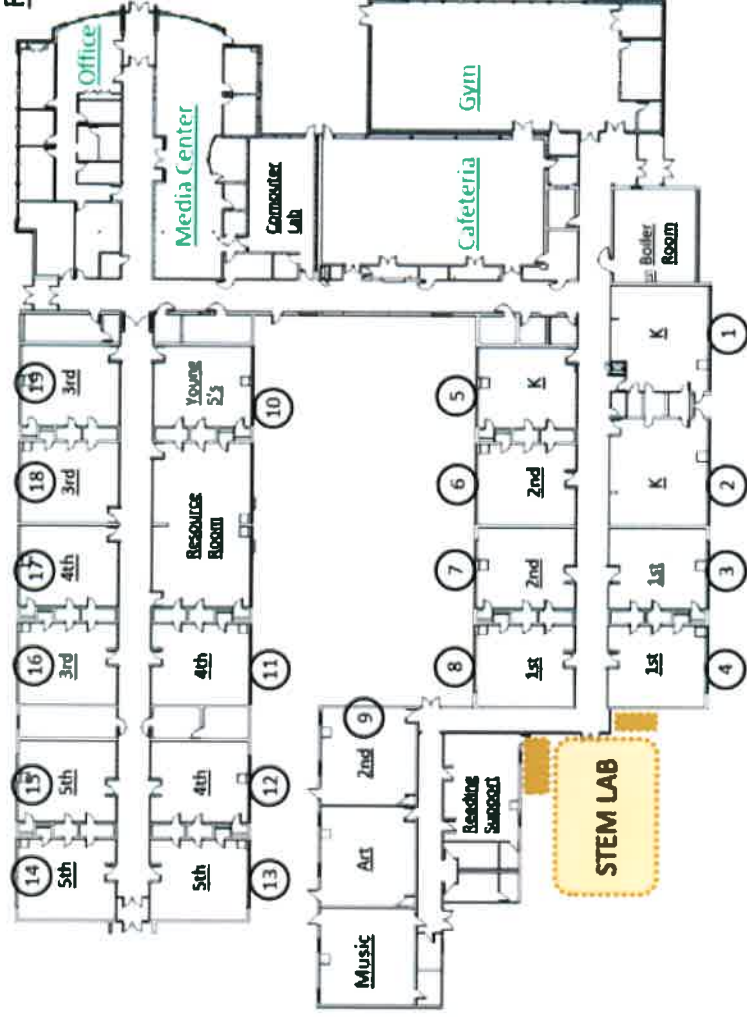
March 20th through Election Day



Bennie Elementary STEM addition location

Allen Park Public Schools no tax rate increase bond proposal

Floor Plan



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

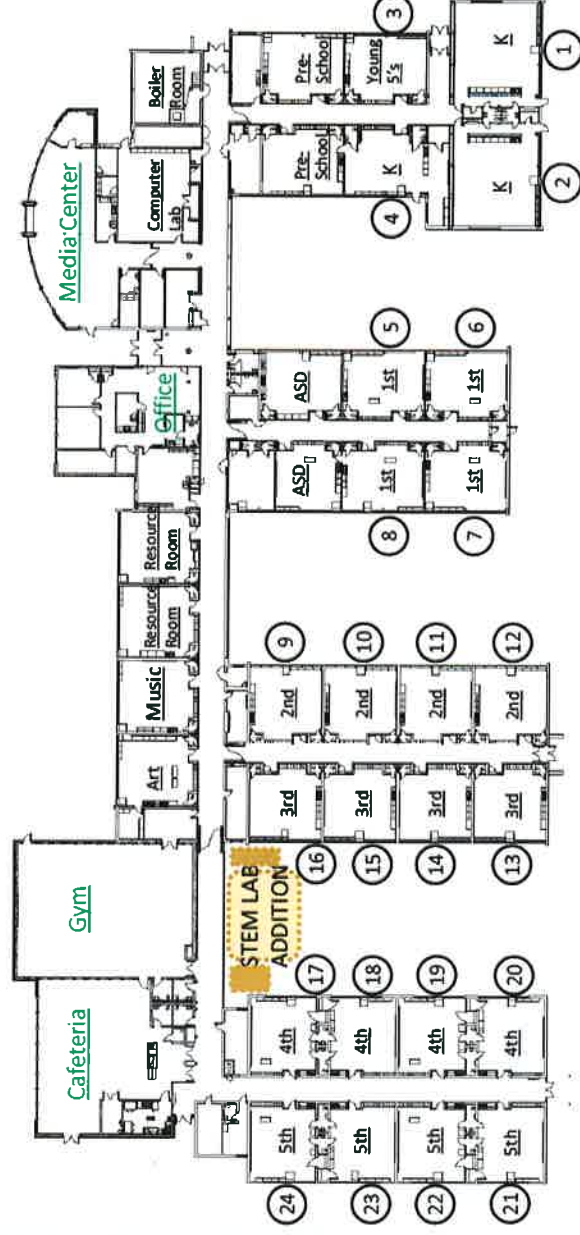
Vote by absentee:

March 20th through Election Day



Lindemann Elementary STEM addition location

**Allen Park Public Schools
no tax rate increase bond proposal**



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Here are some of the proposed bond projects at APMS

- Build addition for STEM/robotics space/purchase furniture and equipment
- Replace roof
- Add impact-resistant glass to interior office area
- Replace select ceiling and flooring
- Update restrooms/replace toilet fixtures
- Renovate pool area and remodel wrestling room
- Replace boiler system, add air conditioning, improve exhaust systems
- Add electrical power to support technology
- Upgrade interior/exterior building lighting to LED
- Replace internal network fiber, expand/upgrade wireless network
- Upgrade clock and phone systems
- Add security cameras
- Repave parking lots and track and replace sidewalks
- Improve ball field, football field amenities, landscaping, add/replace bleachers, and install synthetic turf on football field
- Update student instructional devices, add charging locker stations, and replace classroom instructional technology
- Update audio and add video to café and gym AV systems
- Add digital signage for the front lobby
- Purchase music instruments, athletic equipment, and custodial equipment

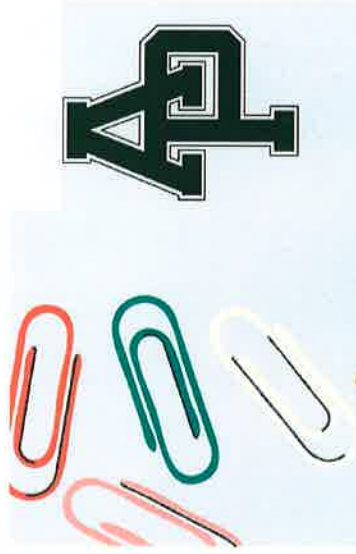


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

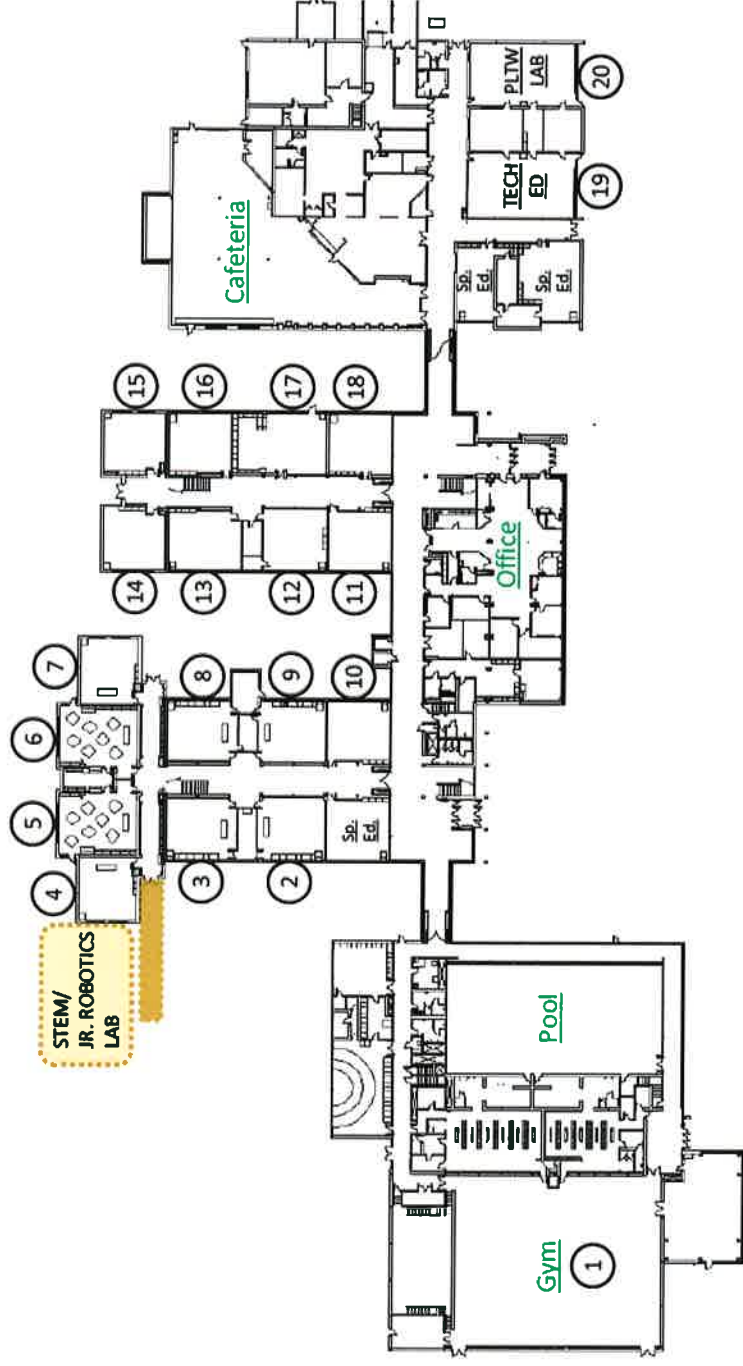
Vote by absentee:

March 20th through Election Day



APMS STEM addition location (First Floor Only)

Allen Park Public Schools no tax rate increase bond proposal

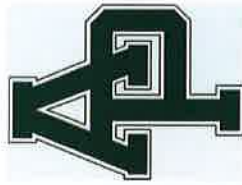


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Here are some of the proposed bond projects at APHS

- Build robotics and athletic addition and stadium support addition
 - Replace roofing – flat sections, auditorium, fieldhouse
 - Add impact-resistant glass to interior office area
 - Replace select ceiling and flooring
 - Update restrooms
 - Remodel choir room, science labs, media center
 - Remodel weight room for robotics program
 - Replace boiler system, add air conditioning, and improve exhaust systems
 - Upgrade electrical power to support technology
 - Upgrade interior/exterior building lighting to LED
 - Replace internal network fiber, expand/upgrade wireless network
 - Upgrade clock and phone systems
 - Add security cameras
 - Upgrade PA and wireless at stadium
 - Repave parking lots, east driveway, drop off lanes, replace sidewalks and add sidewalks to stadium
- Rebuild eight-lane lane track, install synthetic turf and shock pad, improve stadium press box and bleachers, build stadium entry structure, improve soccer and practice fields
- Update student instructional devices, add charging locker stations, and replace classroom instructional technology
 - Upgrade classroom sound system, update audio and add video to café and gym AV system
 - Add digital signage for the front lobby
 - Purchase furniture, CTE/STEM equipment, music instruments, athletic equipment, and custodial equipment

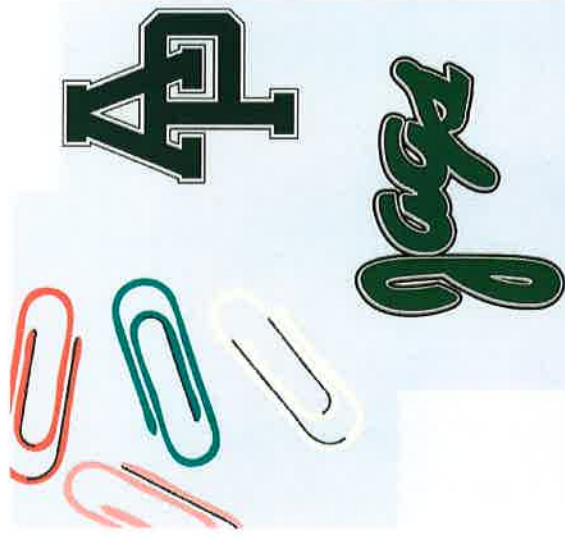


Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

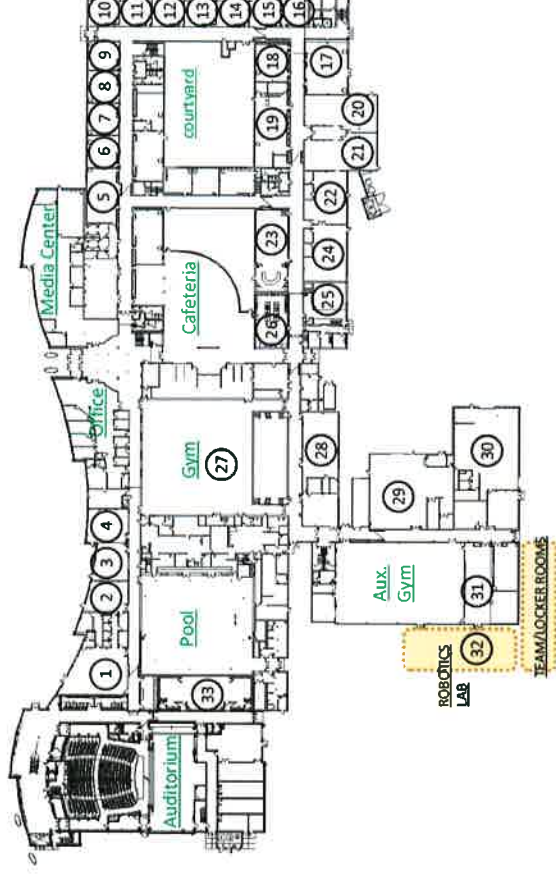
Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

APHS STEM addition location (First Floor Only)



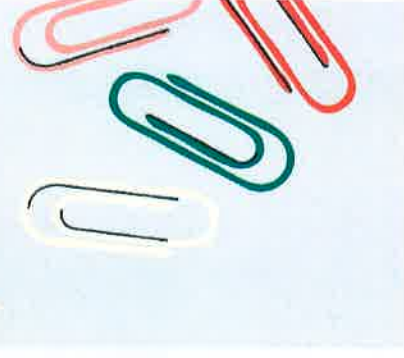
= Building Addition
Allen Park High School

Vote at the polls:
May 4th, from 7 a.m. to 8 p.m.

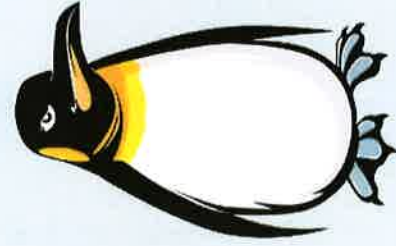
Vote by absentee:
March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal



Here are some of the proposed bond projects at the Riley Center (Administration and Alternative Education)



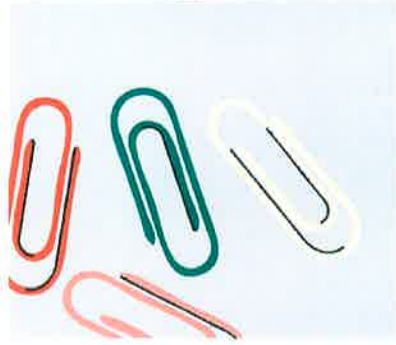
- Replace roof – flat sections, sloped sections, and gym
- Add impact-resistant glass to interior office area
- Replace select ceilings
- Update restrooms
- Replace boiler system, add air conditioning, and improve exhaust systems
- Add election power to support mechanical systems
- Upgrade interior/exterior building lighting to LED
- Upgrade data center, replace internal network fiber, expand/upgrade wireless network, add data drop for wireless system
- Upgrade clock, phone and PA systems
- Add security cameras
- Repave parking lots and replace sidewalks
- Replace playground equipment, landscaping, and playground surface, and improve ball field
- Update student instructional devices, add charging locker stations, and replace classroom instructional technology
- Upgrade gym/café sound system
- Add digital signage for the front lobby

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

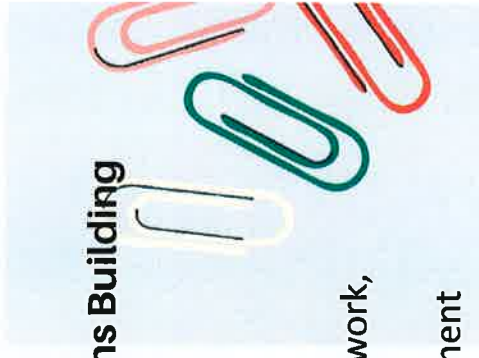
March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Here are some proposed bond projects at the Operations Building

- Shingle roof
- Add Impact-resistant glass to interior office area
- Update restrooms
- Renovate barn to maintenance shop
- Replace exhaust in restrooms
- Upgrade interior/exterior building lighting to LED
- Replace internal network fiber, expand/upgrade wireless network,
- Upgrade clock, phone, and PA systems
- Replace bus parking lot, add fencing and build storage barn
- Purchase buses, furniture, maintenance, and grounds equipment



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



ATHLETIC FACILITY UPDATES INCLUDED IN THE BOND PROPOSAL



Updates/upgrades at Allen Park High School will include:

- Rebuild the eight-lane track
- Install synthetic turf and shock pad
- Improve stadium press box and bleachers
- Build stadium entry structure and improving access to fields
- Improve soccer and practice fields and improve water drainage
- Complete site work due to new construction, including improved stormwater retention

Updates / Upgrades at Allen Park Middle School

- Improve baseball field
- Update football field amenities (fencing, benches, and bleachers)
- Replace landscaping
- Install dumpster enclosure
- Install synthetic turf on football field
- Update pool area
- Complete site work due to the addition of a STEM Lab



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

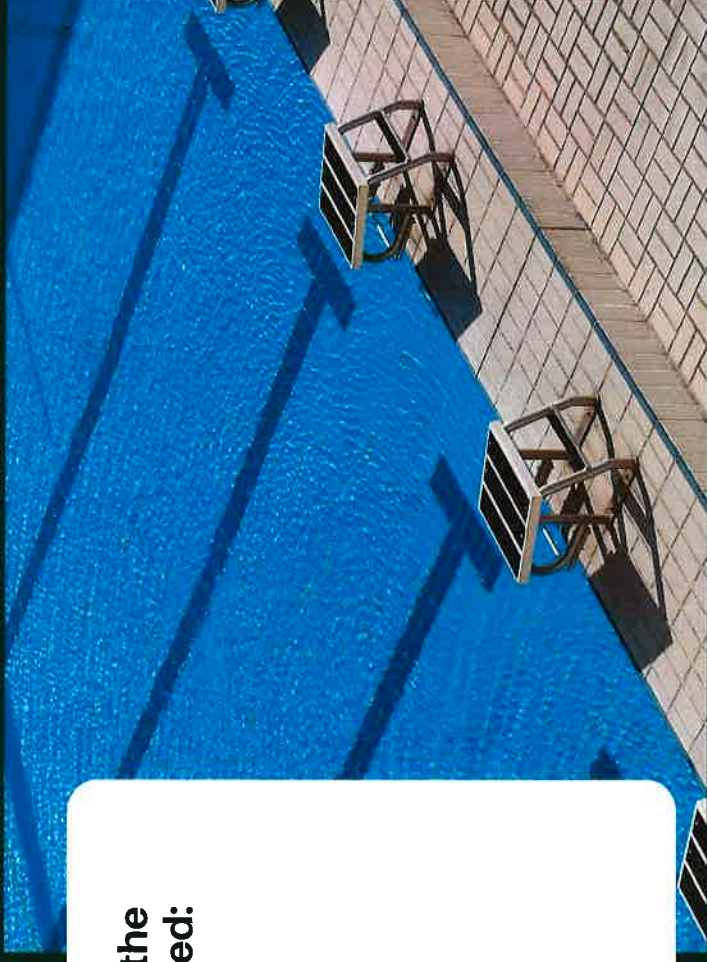
March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

To make the APMS pool fully functional, the following improvements will be completed:

- Re-grout pool
- Replace starting blocks
- Upgrade scoreboard
- Update lighting
- Replace HVAC system
- Add actuator & check valve
- Replace surge tank
- Address groundwater in tunnels
- Replace heat exchanger
- Replace pump drives
- Replace UV system
- Add back-up pump
- Replace operating components



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

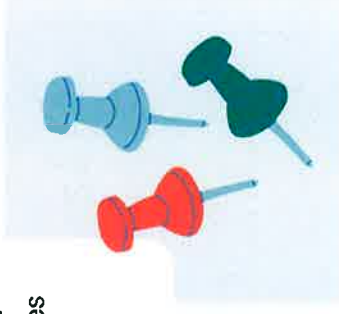
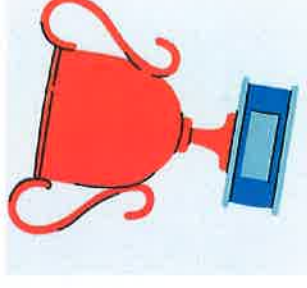
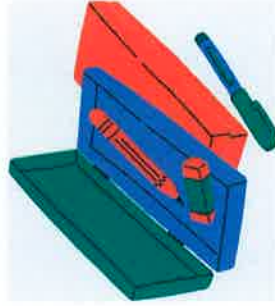
March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

Can any of the bond proposal funds be used for employee salaries or operating expenses?

No. Bond proposal funds cannot be used for employee salaries. They also cannot be used for repair or maintenance costs or other operating expenses. Bond proposal funds must be used only for purposes specified in the ballot language, and, as required by state law, they must be independently audited.



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



ALLEN PARK PUBLIC SCHOOLS BONDING PROPOSAL

Shall Allen Park Public Schools, Wayne County, Michigan, borrow the sum of not to exceed Seventy-Four Million Two Hundred Fifteen Thousand Dollars (\$74,215,000) and issue its general obligation unlimited tax bonds therefor, in one or more series, for the purpose of:

erecting, furnishing, and equipping additions to and remodeling, furnishing and refurbishing, and equipping and re-equipping school buildings and other facilities; acquiring and installing instructional technology in school buildings; purchasing school buses; erecting a storage building; and erecting, equipping, preparing, developing, and improving running tracks, athletic fields and facilities, playgrounds, parking areas, and sites?

The following is for informational purposes only:

The estimated millage that will be levied for the proposed bonds in 2021, under current law, is 1.01 mills (\$1.01 on each \$1,000 of taxable valuation) for a -0- mill net increase over the prior year's levy. The maximum number of years the bonds of any series may be outstanding, exclusive of any refunding, is thirty (30) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 6.74 mills (\$6.74 on each \$1,000 of taxable valuation).

The school district expects to borrow from the State School Bond Qualification and Loan Program to pay debt service on these bonds. The estimated total principal amount of that borrowing is \$12,508,958 and the estimated total interest to be paid thereon is \$9,570,450. The estimated duration of the millage levy associated with that borrowing is 18 years and the estimated computed millage rate for such levy is 12 mills. The estimated computed millage rate may change based on changes in certain circumstances.

The total amount of qualified bonds currently outstanding is \$43,710,000. The total amount of qualified loans currently outstanding is approximately \$5,157,046.

(Pursuant to State law, expenditure of bond proceeds must be audited and the proceeds cannot be used for repair or maintenance costs, teacher, administrator or employee salaries, or other operating expenses.)

\$74,215,000 Bond

Allen Park Public Schools will sell bonds totaling \$74,215 million in three series

Programs, Facilities, Technology/Equipment, Athletics, Infrastructure Projects include:

- Upgrade learning environment including enhancing equipment
 - Instructional spaces for STEM and robotics
 - Upgrade Technology and infrastructure
 - Upgrade athletic fields and facilities
- Upgrade facility infrastructure, including electrical and mechanical systems
 - Replace paving and parking lots
 - Purchase school buses
 - Renovations

Zero tax rate increase

Bond proceeds can only be used for approved improvements

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

How to vote

You have two ways to make your vote count!

By absentee ballot after March 20th through Election Day or
at the polls on May 4th from 7 a.m. to 8 p.m.



Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Allen Park Public Schools no tax rate increase bond proposal

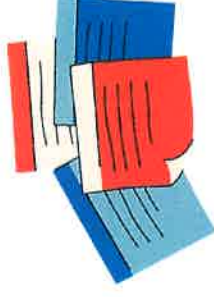
To get more information about the bond election



Visit us online at
[www.allenparkschools.com/
2021bond/](http://www.allenparkschools.com/2021bond/)



Call any Allen Park Public
Schools Building Principal



Contact Superintendent of
Schools Michael Darga at
313/827-2150 or
bond2021@appublicschools.com

Vote at the polls:

May 4th, from 7 a.m. to 8 p.m.

Vote by absentee:

March 20th through Election Day



Race and Equity Work: Allen Park School District

Ford Heights, IL Native

- Considered the “Poorest Suburb in America” by the NY Times in April of 1987 with a per capita income of \$4,523.
- The unemployment rate was 55% for individuals over 16.
- Out of 3,400 residents in 1980’s/90’s, 34% of the homes in Ford Heights were led by single mothers.
- Schools on Illinois Academic Early Warning List
- Police Corruption Led to State Takeover
- Three low-income housing projects, two of which were famously dubbed the “Bronx,” and the “Vietnam,” for their war-like tendencies.
- Men were literally slaughtered in broad day-light and even worse, burned alive and left to die on the streets.

NY Times Article, 1987

Those young people able to climb out of Ford Heights seldom look back. "They get an education and they're gone," said Sgt. George Nance of the local police, whose college-educated children return to Ford Heights only for visits. "The town doesn't offer them much."

Life Journey

- Dillard University (New Orleans) Historically Black University
- Michigan State University
- Former Juvenile Detention
- Former Teacher, Dean of Students and Director of School Culture
- Chief Culture Officer UChicago Charter
- Education Consultant and Advocate

Goals for AP Stakeholders

- A. Teachers and staff will be able to uncover the root causes to student behaviors which will promote more trust and build relationships and camaraderie between the two parties.
- B. After thorough examination of their own personal biases, prejudices and experiences, school personnel will promote healing and transformation for students who have been disproportionately placed in the school to prison pipeline.
- C. Staff will share best practices about interrogating the deleterious effects of racial bias and discuss the mechanisms of reprieve that helped them cope during the process of self-exploration.
- D. Educators will become critically introspective, culturally responsive and emotionally conscious change agents.

Becoming Trauma Informed

Learning Objectives

- Create a common understanding of the prevalence of trauma
- Understand how ACEs can affect the lifespan of individuals
- Recognize how trauma impacts the brain, behavior and learning

Topics Discussed

- Trauma, developmental trauma and traumatization
- Neurobiological Effects of Trauma Exposure
- Discourse Analysis (Languages of Blame and Complaint vs. Commitment
- Critical Inquiries

Why Trauma-Informed Schools?

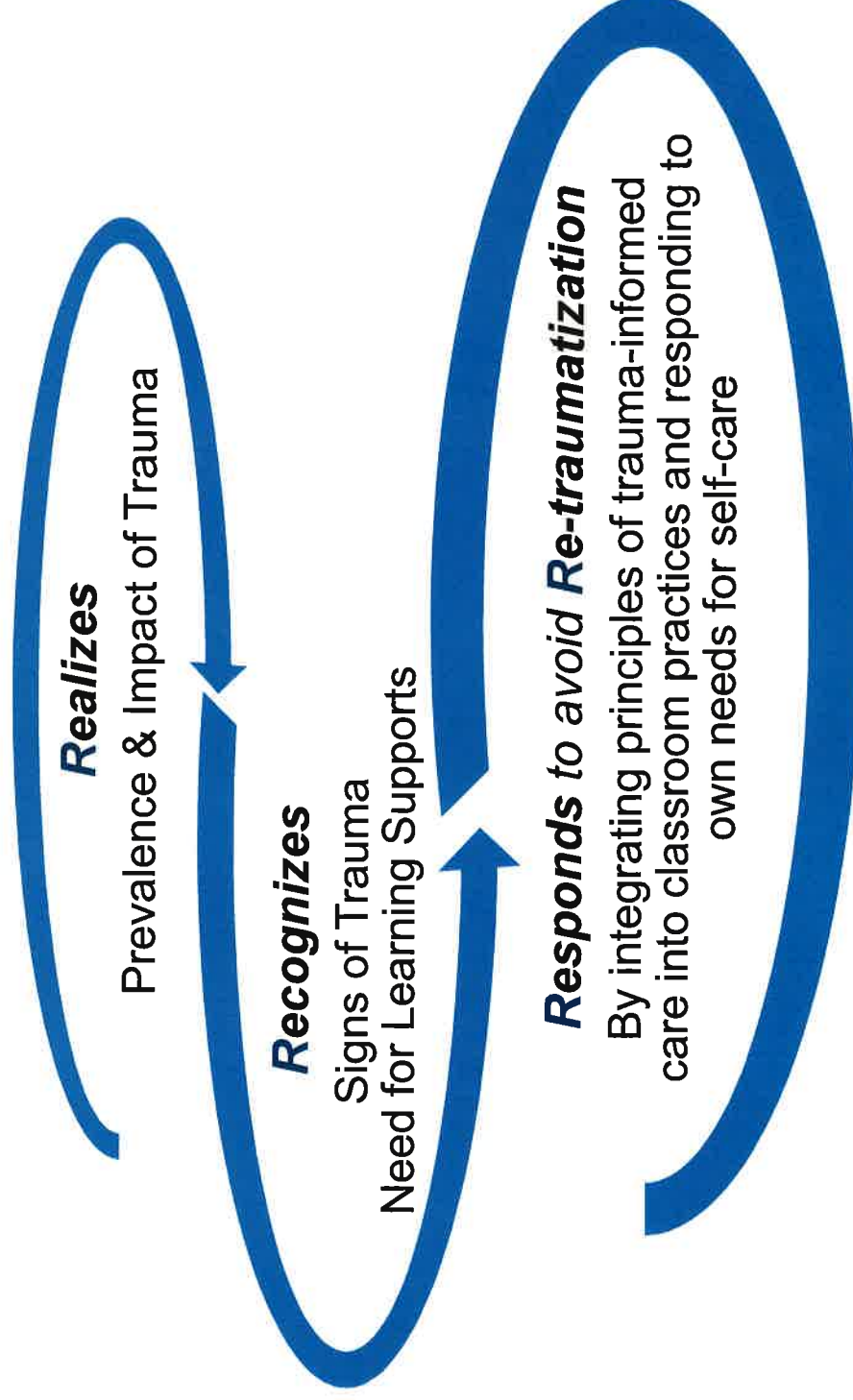
“Over the past decade, neuroscientists have determined how severe and chronic stress in childhood leads to physiological and neurological adaptations in children that affect the way their minds and bodies develop *and the way they function in school.*”



-- Paul Tough (2016)



What is a Trauma-Informed School?



The Impact of Trauma-Informed Schools

- Lincoln High School in Washington State:
 - 83% decrease in suspensions
 - 40% decrease in expulsions
- HEARTS program in San Francisco:
 - 86% decrease in incidents involving physical aggression
 - 95% decrease in out-of school suspensions
- The PACE School in Pennsylvania:
 - Increased student attendance
 - Increased percent of students meeting or exceeding benchmark targets in math and writing

AP Critical Inquiries

Fundamental Beliefs at AP High School

- AP Pride- It's a great day to be a Jag/arrogance
- "Jewel of Down River"
- Allen Parkers don't leave
- Place for family to raise
- We have really nice kids
- Pride in high standards, rigorous, adept
- Small community, support, interconnectedness-hard to break into (easy to be an outsider)
- Less diversity compared to other down river schools

Defining Problems at AP High School

- Student body probably has different fundamental beliefs and don't want to be with each other
- Phones are paradoxically safe but not safe
- Student coping mechanisms for stress and interpersonal conflict
- Look at grades, averages and try to look at the whole human

AP Critical Inquiries

Defining Success at AP High School

- Parents respect and trust staff according to surveys
- Inclusivity within the special education departments
- Academic success has seen SAT scores increase

Defining Failure at AP High School

- Insular
- Outside perception of community school
- Utilizing all interventions and supports for struggling students

AP Critical Inquiries

Cost and Impact of Unproductive Discourse

- Lack of trust
- Misperception
- Unproductive
- Stuck
- Frustration
- Alienation
- Stakeholders feel they are servants
- Relationships

Shifting Unproductive to Productive Discourse

- Trust
- Agency – when we try, we'll be trusted. We have efficacy.
- Open-mindedness
- We don't feel we are "allowed" to make change
- Is this just a new cycle?
- Consistency?
- Safety to voice opinion
- Community open to change

Becoming Restored

Learning Objectives

- Create a basic understanding of restorative justice and draw connections to the trauma informed practices
- Compare and contrast the ACEs and STS data
- Recognize how survival brain impacts behavior and learning in the classroom
- Examine the deleterious effects of microaggressions and determine what conclusions can be drawn about the environment here at AP

Topics Discussed

- ACES data recap
- Secondary Traumatic Stress data recap
- Principles and Philosophy of Restorative Justice
- Survival Brain in the Classroom
- Intro to Microaggressions



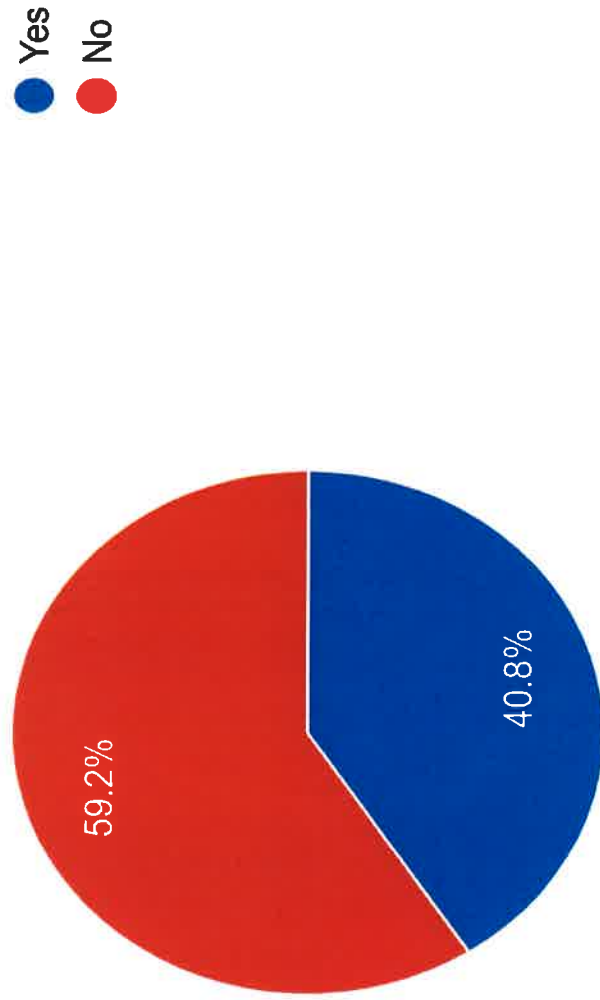
ACES

Adverse Childhood Experiences

- physical abuse.
- sexual abuse.
- emotional abuse.
- mental illness of a household member.
- problematic drinking or alcoholism of a household member.
- illegal street or prescription drug use by a household member.
- divorce or separation of a parent.
- domestic violence towards a parent.
- incarceration

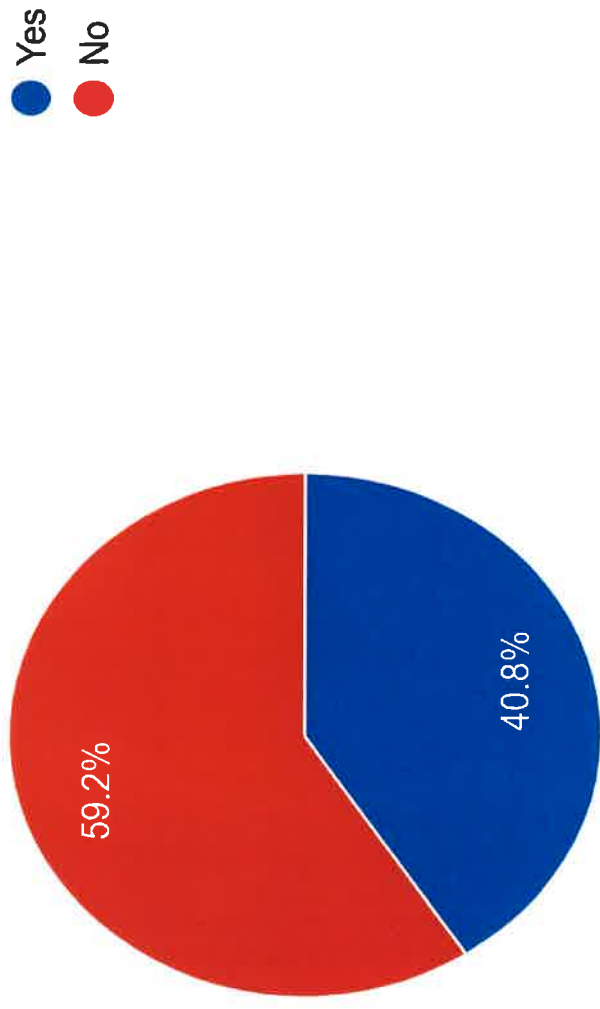
Was a household member depressed or mentally ill, or did a household member attempt suicide?

49 responses



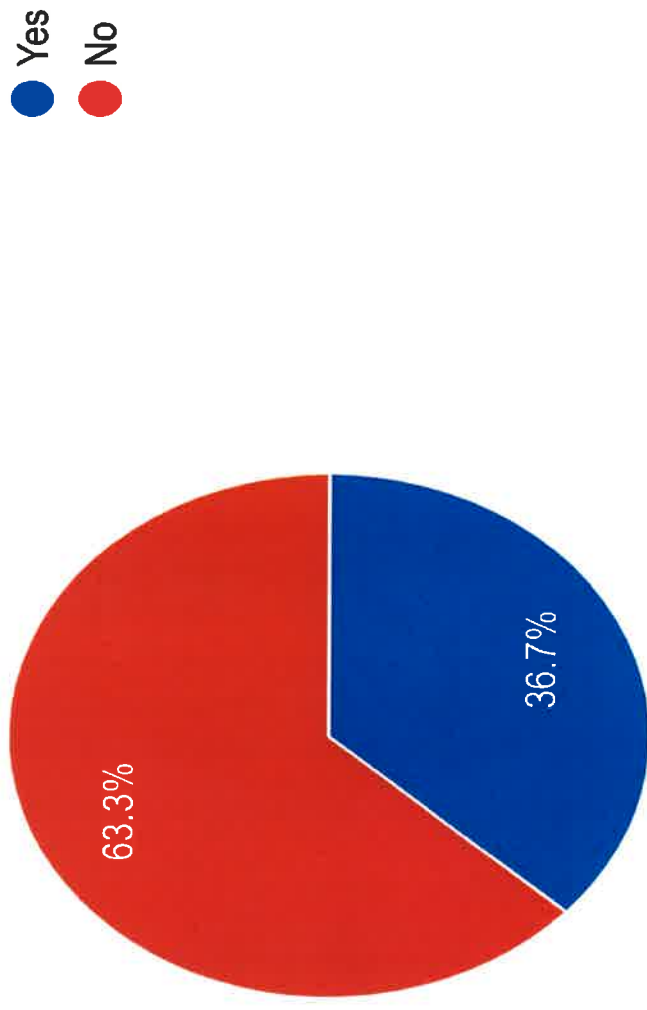
Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

49 responses



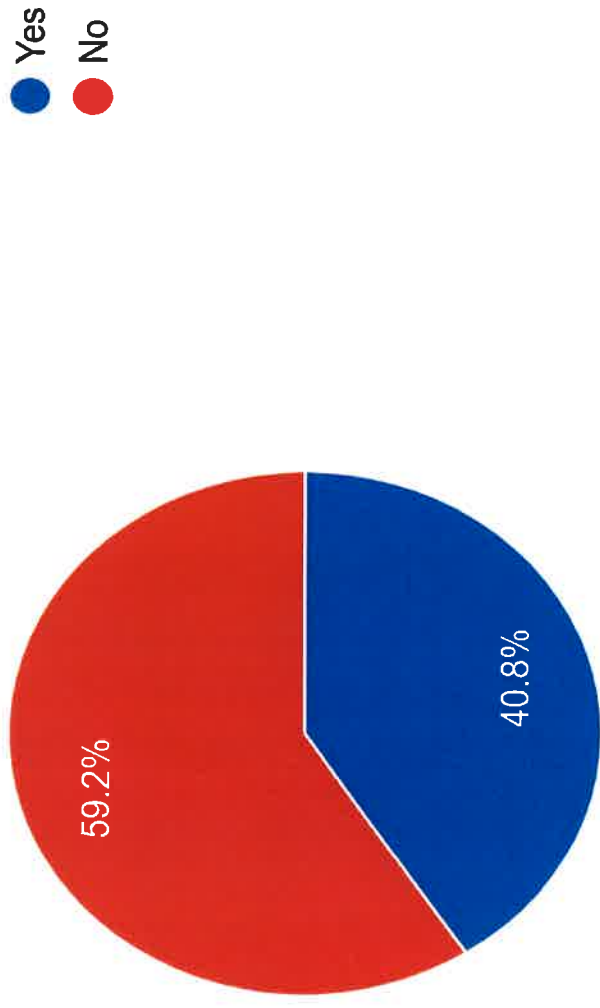
Were your parents ever separated or divorced?

49 responses



Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humili...aid that you might be physically hurt?

49 responses





STS

What is Secondary Traumatic Stress (STS)?

- The natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other, the stress resulting from helping or wanting to help a traumatized person. (Figley, 1995)
- Presence of post-traumatic stress disorder (PTSD) symptoms caused by at least one indirect exposure to traumatic material (NCTSN, 2011)



Signs of Secondary Traumatic Stress

- Decreased concentration and attention
- Increased irritability or agitation with students
- Problems planning classroom activities, lessons, and maintaining routines
- Feeling numb and detached or tense and preoccupied with worries about safety- your own and your students
- Intense feelings, intrusive thoughts or dreams about a student's trauma
- Feelings of hopelessness associated with your students

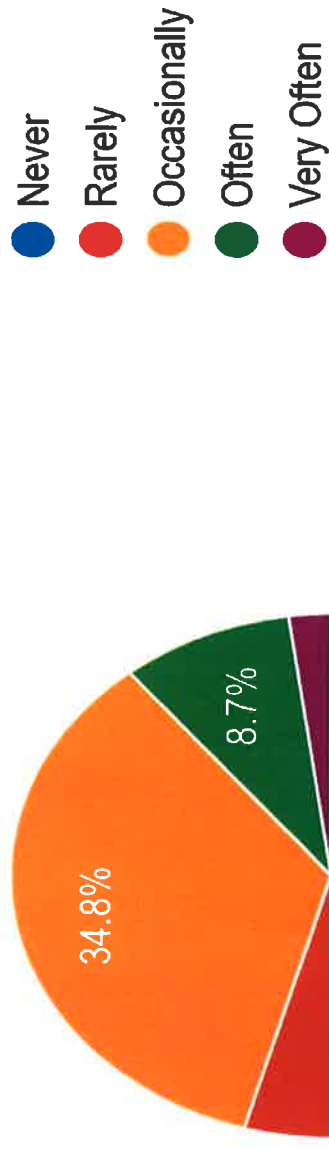
Who is Vulnerable?

- High Empathy
- Working with Children
- Unresolved Personal Trauma
- Neglect of Personal Needs
- New to Profession
- Lack of Support



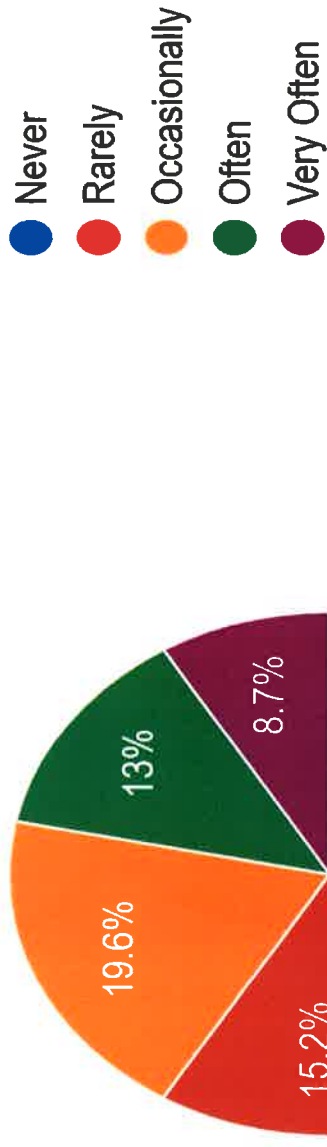
I felt emotionally numb.

46 responses



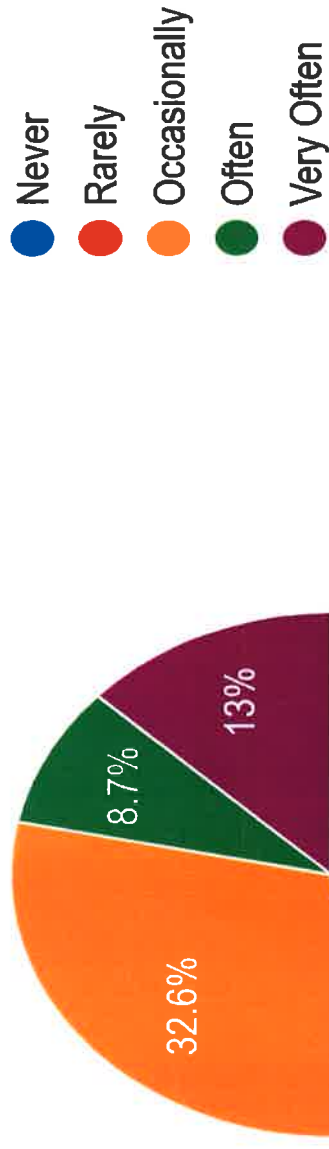
My heart started pounding when I thought about my work with students.

46 responses



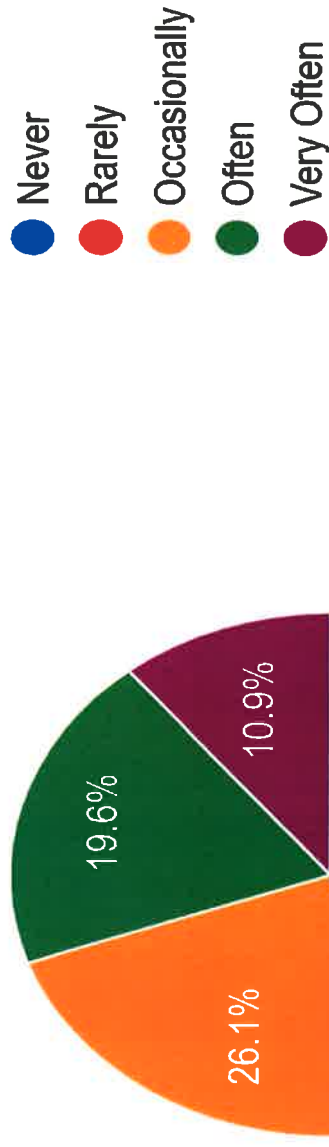
I had trouble sleeping.

46 responses



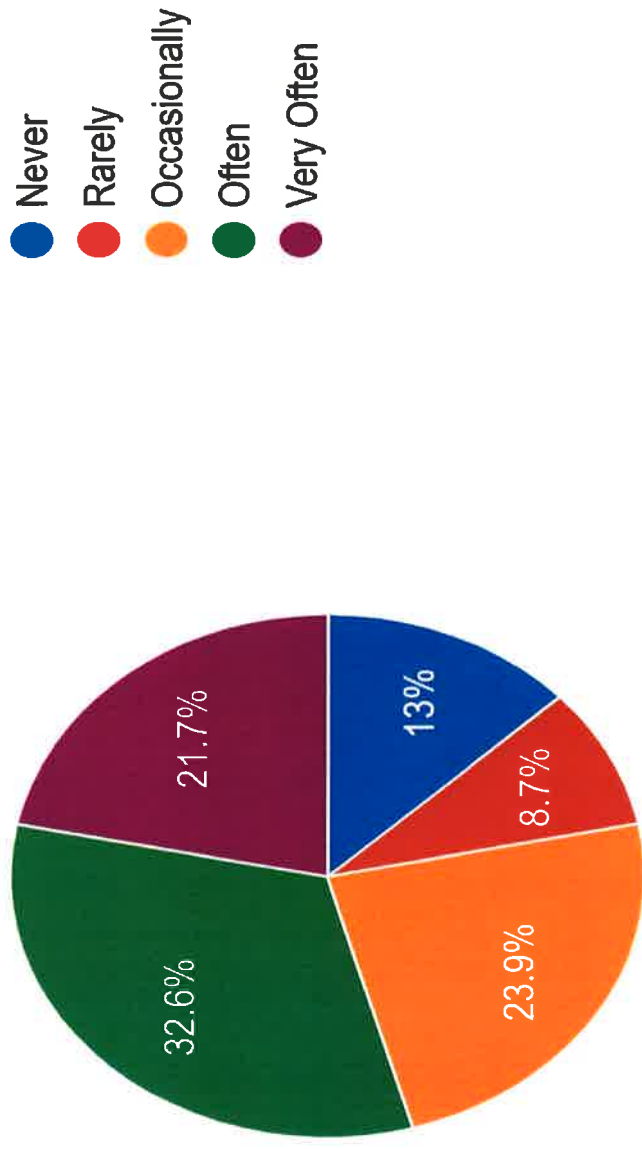
I felt discouraged about the future.

46 responses



I thought about my work with students when I didn't intend to.

46 responses



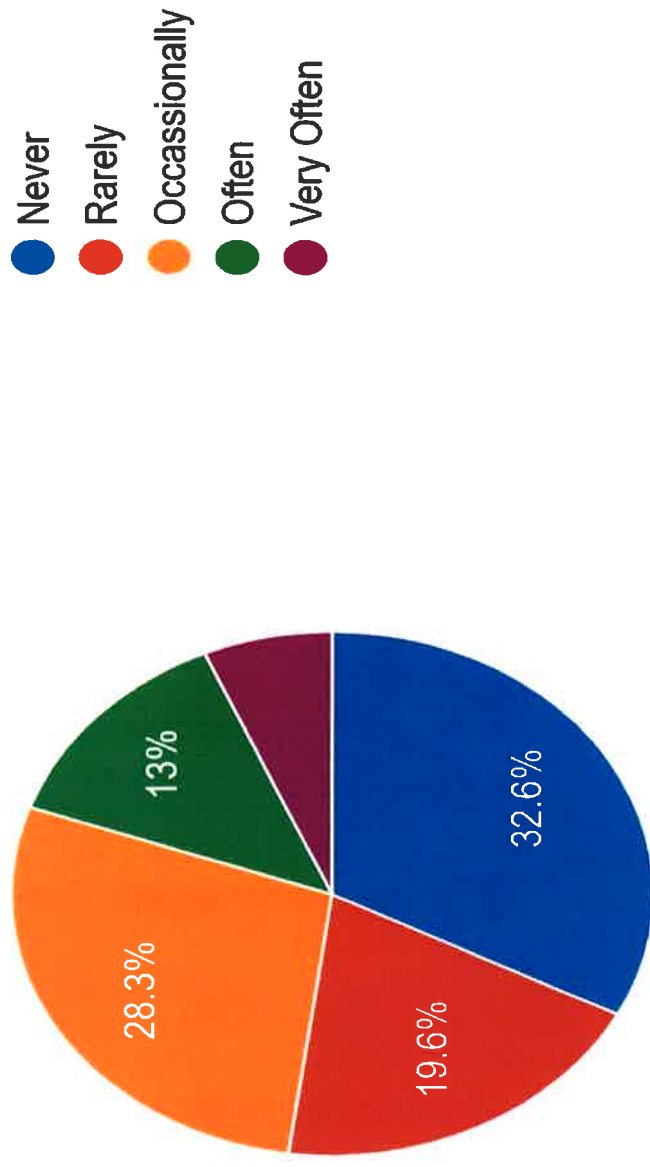
I had trouble concentrating.

46 responses



I wanted to avoid working with some students.

46 responses



I am less motivated and psychologically worn down as a result of my work experiences.

45 responses



I expected something bad to happen.

46 responses



Survival Brain in the Classroom



How do we **recognize** the signs of trauma and the need for behavioral supports?



Flight	Fight	Freeze
• Withdrawing • Fleeing the classroom • Skipping Class • Daydreaming • Seeming to sleep • Avoiding others • Hiding or wandering • Becoming disengaged	• Acting out • Behaving aggressively • Acting silly • Exhibiting defiance • Being hyperactive • Arguing • Screaming/yelling	• Exhibiting numbness • Refusing to answer • Refusing to get needs met • Giving a blank look • Feeling unable to move or act

Survival Brain in the Classroom



How do we **recognize** the signs of trauma and the need for learning supports?



Cognition	• Learning and memory • Organizing narrative material sequentially • Comprehension
Language and Communication	• Social/emotional communication • Taking other's perspectives • Learning and retrieving new verbal information • Problem Solving
Executive Functioning	• Anticipating consequences, cause/effect relationships • Goal setting (act vs. plan) • Impulse Control

Unpacking Implicit Racial Bias: A Structural Analysis and Implications for K-12 Educators

Learning Objectives

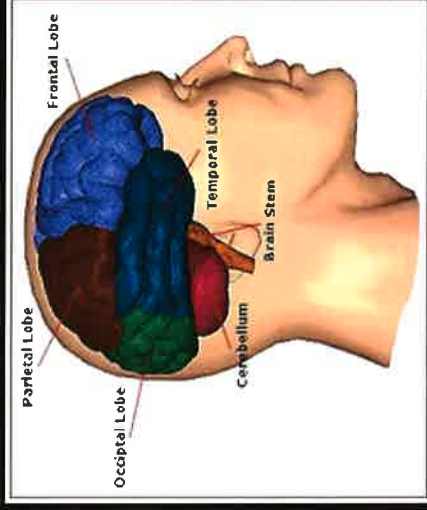
- To have courageous conversations about structural racism to better understand racial implicit bias
- To define what implicit and explicit bias actually is and how it manifests in everyday life
- To learn strategies to interrupt and combat implicit and explicit racial bias
- To recognize what microaggressions are and what messages they send
- To set the building blocks towards creating an anti bias learning environment

Topics Discussed

- Privilege and Race to Racialization
- Implicit Racial Bias
- Negative Symbolic Attitudes
- Challenging Stereotypes
- Structural Racism in Detroit Area (Restrictive Covenants, Busing, Blockbusting, Policing in Schools, Discipline and Socialization in Schools
- Microaggressions
- Strategies to reduce implicit bias

DEFINING IMPLICIT RACIAL BIAS

- ❑ Implicit racial bias is a mental process that causes most of us to have negative attitudes about people or groups of people based only on their race or ethnicity.
- ❑ Typically, these people are not members of our own racial or ethnic “in group,” although implicit bias can also be directed at people who look and think like we do.
- ❑ Many researchers believe that implicit racial bias is fueled by “symbolic” attitudes that we all develop over the course of our lives starting at a very early age.



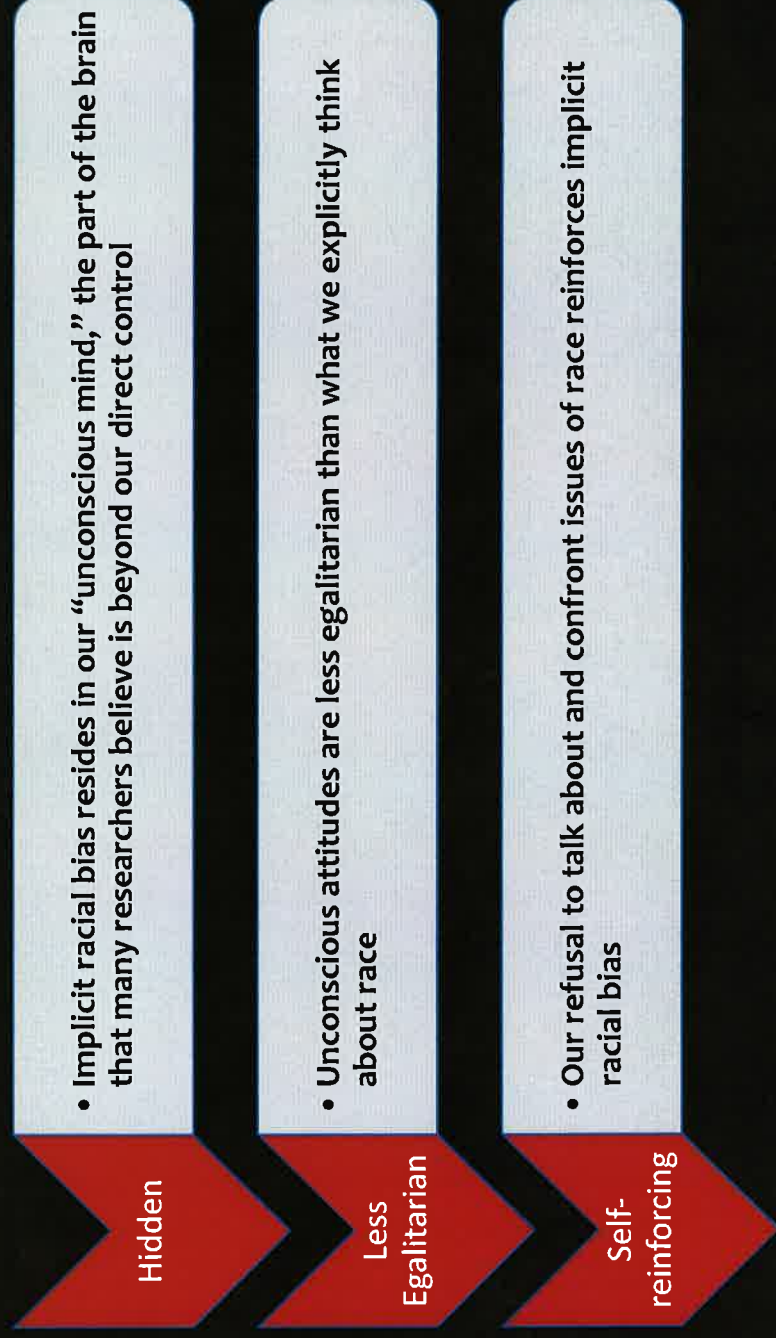
- ❑ These attitudes are formed from distorted messages that we are exposed to every day from a variety of sources—television, newspapers, magazines, conversations with people we trust—that depict African Americans and other people of color in a negative light.
- ❑ Implicit bias is a universal phenomenon, not limited by race, gender, or even country of origin.



An Example of How Symbolic Attitudes are Formed

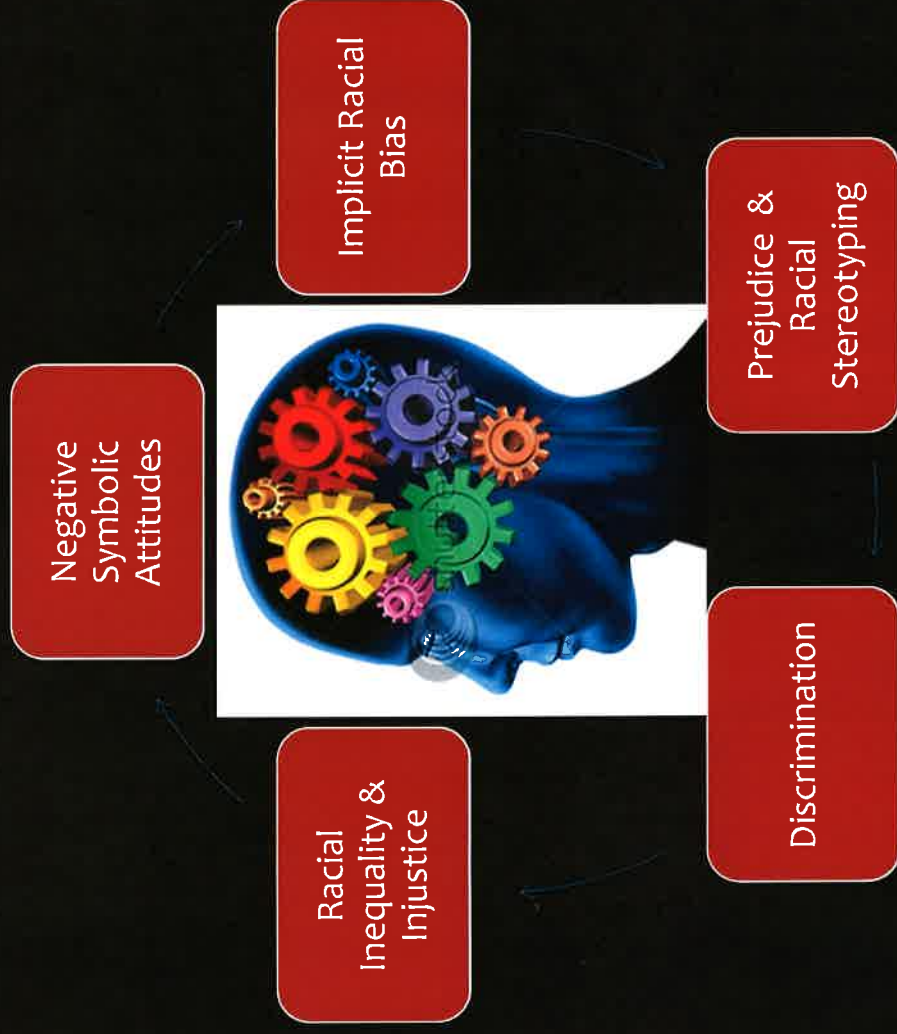
“...because whites and blacks in America still live largely segregated lives, white America's picture of African-American life is acquired disproportionately through the media” (Kirkus Reviews, 2012)

MOST PEOPLE ARE NOT AWARE OF THEIR OWN IMPLICIT RACIAL BIAS

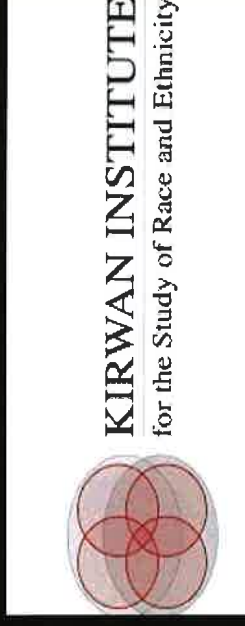


KIRWAN INSTITUTE
for the Study of Race and Ethnicity

Why Should You Care About Implicit Racial Bias?



Research at the Kirwan Institute suggests that implicit racial bias is one of the two principal forces that energize widespread racial and ethnic inequality in our society (the other is structural racialization). Understanding the causes of implicit racial bias and pushing back against its consequences are critical to the movement for social justice and racial equality.



Challenging Troubling Stereotypes

- Single Parent vs. Two Parent Household
- Cheerleader vs. Science Club
- City vs. Suburb
- Christian vs. Muslim
- LGBTQ vs. Straight
- Multi Lingual vs. Native English Speaker
- Introvert vs. Extrovert
- Female Executive vs. Male Executive
- American vs. Foreigner

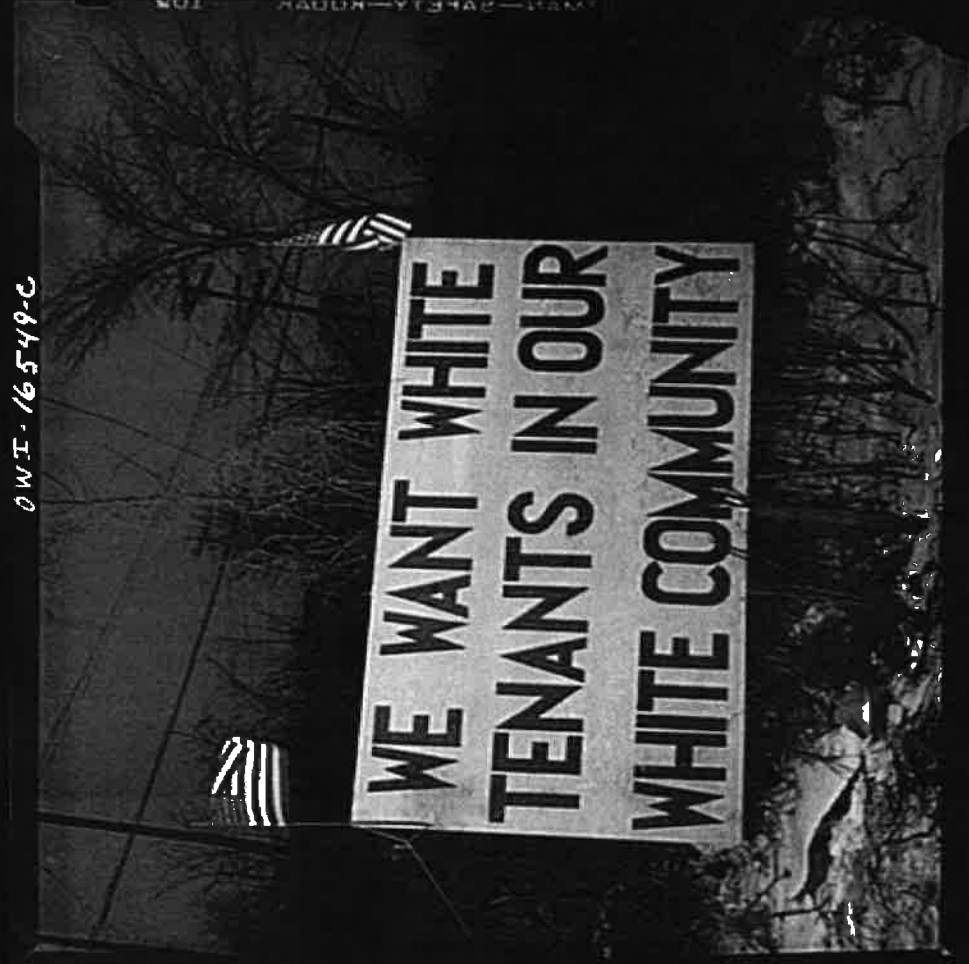


Be Careful of Stereotypes!
Only One of Them is a Convicted Felon.

Detroit 1950's and 1960's Housing



OWI-16549-C



“Biases not only affect our perceptions, but our policies and institutional arrangements. Therefore, these biases influence the types of outcomes we see across a variety of contexts: school, labor, housing, health, criminal justice system, and so forth....These racialized outcomes subsequently reinforce the very stereotypes and prejudice that initially influenced the stratified outcomes.”

- John Powell

Restrictive Covenants



Racially restrictive covenants were widespread tools of discrimination used by white homeowners to prevent the migration of people of color into their neighborhoods during the first half of the 20th century.



White neighborhoods [interpreted the influx of blacks as a threat and began to defend themselves against the newcomers, first by refusing to sell to blacks, then by using force and threats of violence.]” (Sugrue, 1996, p. 24).

Blockbusting is a business process of U.S. real estate agents and building developers to convince white property owners to sell their house at low prices, which they do by promoting fear in those house owners that racial minorities will soon be moving into the neighborhood.



Would you panic if a Negro moved next door?

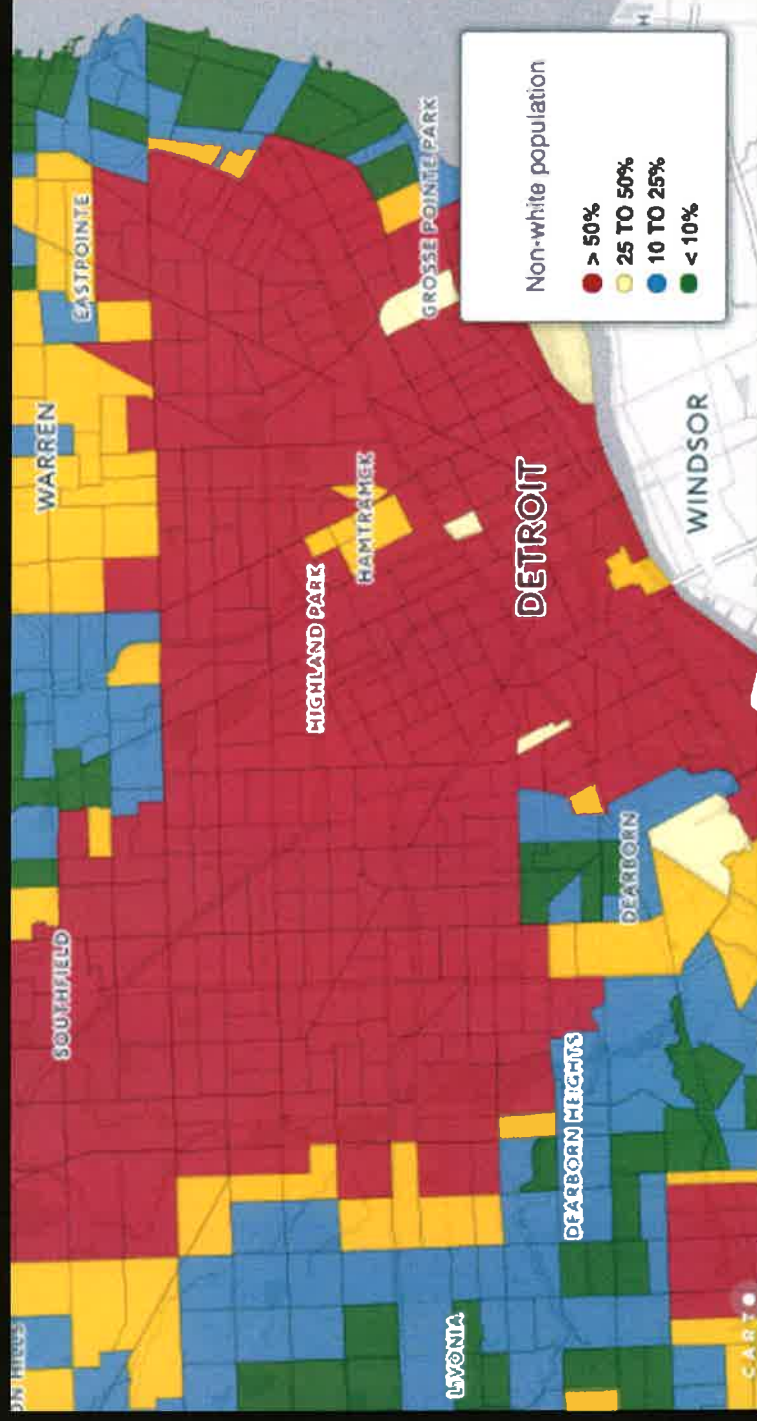
"I'm broad-minded," said one homeowner when Negroes moved into his block. But a short time later he panicked—and sold his house at a loss.

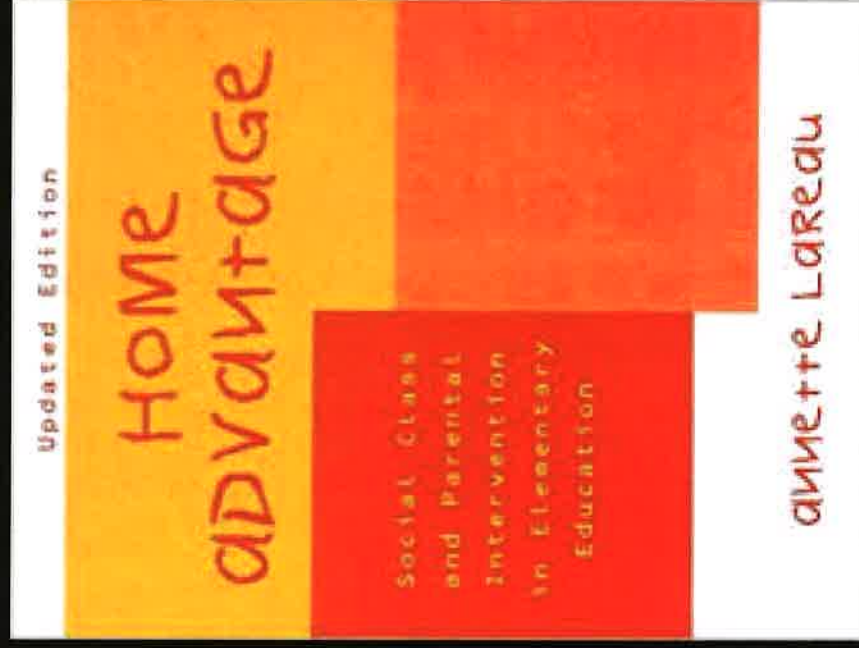
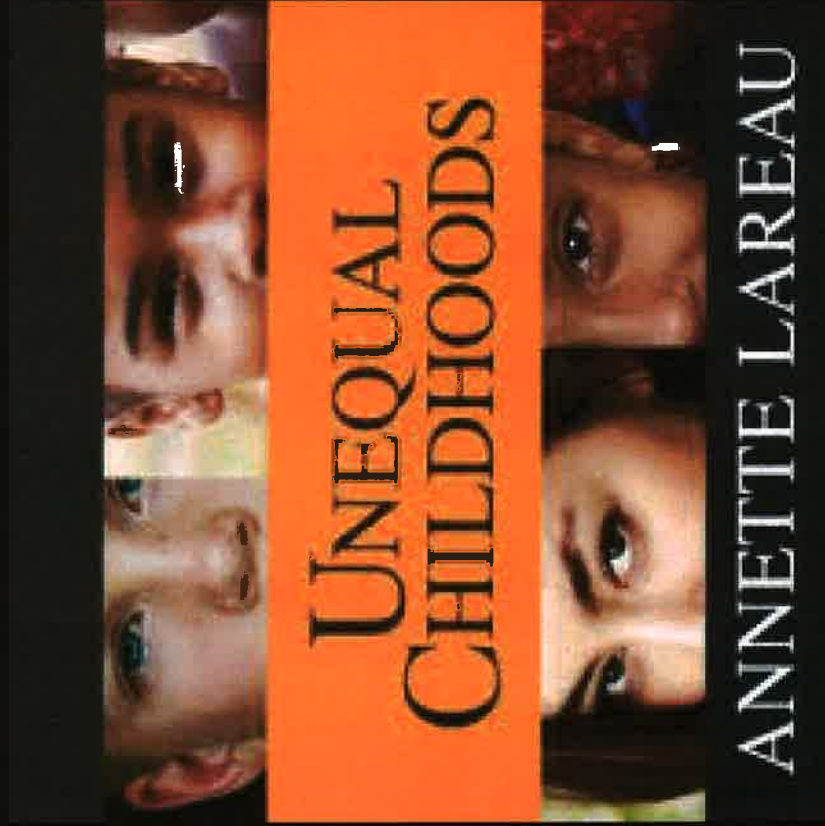
In this week's Post, you'll read how speculators decide which blocks are "ripe" for racial change. How they use vicious tactics to force

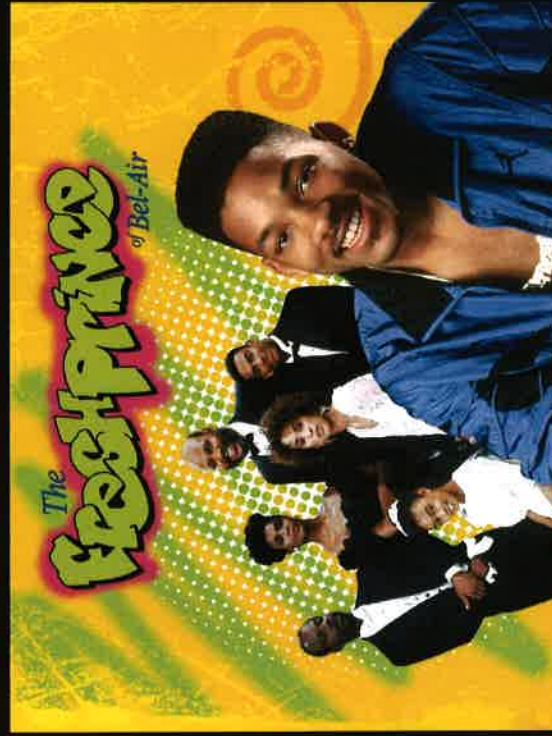
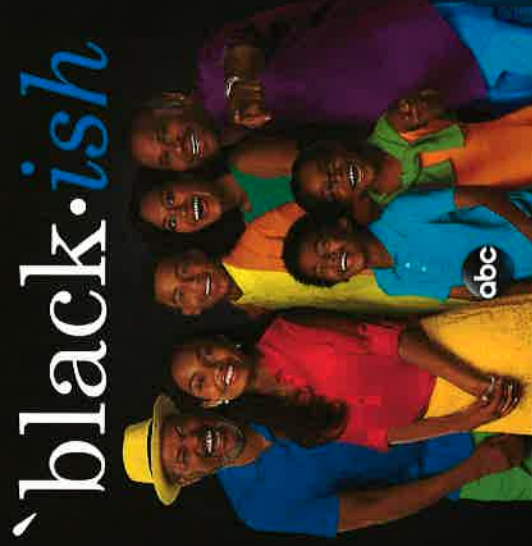
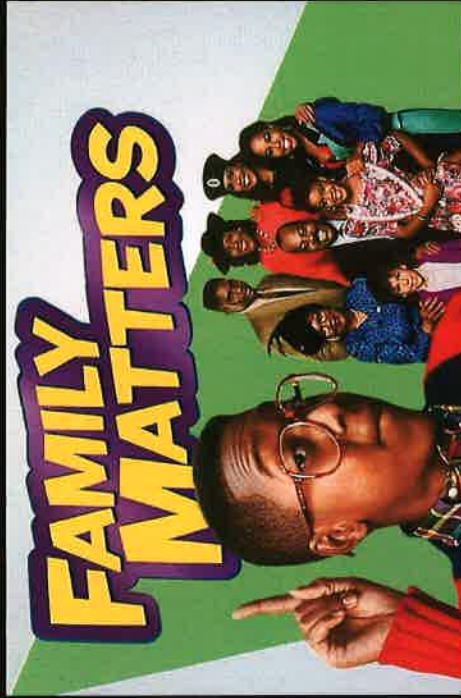
The Saturday Evening
POST
July 14-21 issue.
A Curtis Magazine

Blockbusting

Redlining is the systematic denial of various services by federal government agencies, local governments as well as the private sector either directly or through the selective raising of prices.





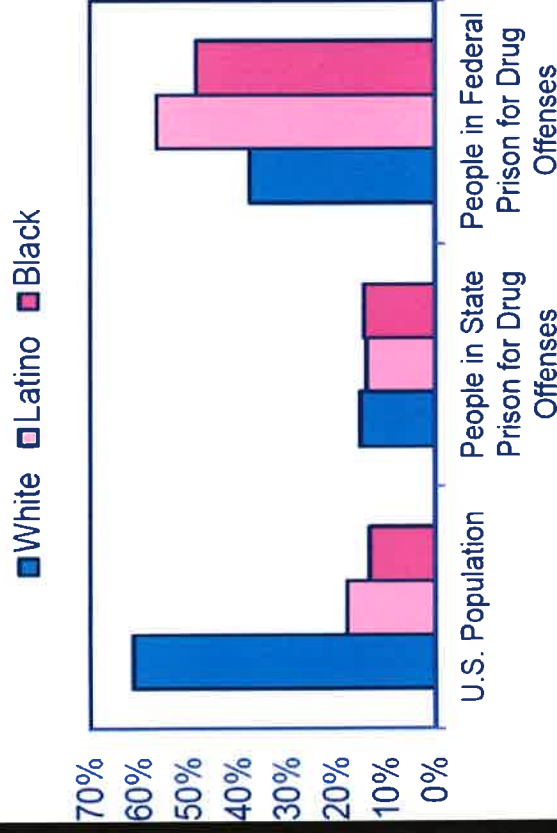




Disproportionate Impact of Drug Laws

50 Years of Mass Incarceration for People of Color

Disproportionate Impact of Drug Laws
on Black and Latino Communities



Today is the 47th Anniversary of
Nixon Declaring the War on Drugs



"We must wage what
I have called '**total**
war' against public
enemy number 1 in
the United States,
the problem of
dangerous drugs."

— President Richard Nixon

It's Time For an Exit Strategy

- Legalize Marijuana
- Decriminalize All Drugs
- Prevent Overdose Deaths
- Reform Youth Drug Education
- Offer Treatment on Request
- End Mass Incarceration

#NoMoreDrugWar

SMOKE AND MIRRORS

"An entertaining history... a necessary look at how we got into this quagmire."
— Chuck Lytle, West Coast Review of Books

THE WAR
ON DRUGS
AND
THE POLITICS
OF FAILURE

DAN BAUM

COMBATING THE OPIOID CRISIS



NATIONAL EMERGENCY

ADDRESSING THE OPIOID EPIDEMIC IN AMERICA



PREVENTION

- Promote Appropriate Prescribing
- Fight Abuse & Fraud
- Safe Disposal
- Increase Awareness of Dangers



TREATMENT

- Increase Access to Care
- Improve Doctor Education
- Adapt Coverage



DATA INSIGHTS

- Identify Trends
- Increase Access to Care

THE HEALTH OF AMERICA

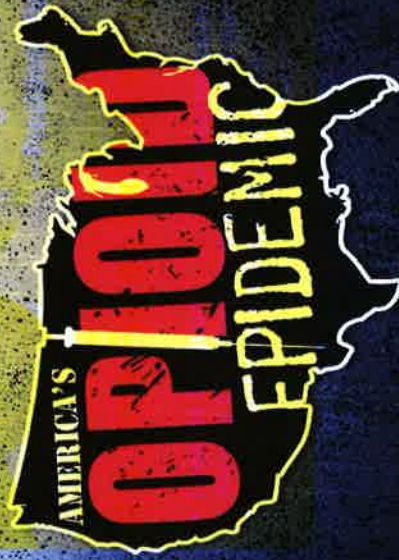
THE OPIOID EPIDEMIC BY THE NUMBERS



SOURCES

- 2018 National Bureau of Drug Use and Health. Mortality in the United States 2018
- NIDA Data Brief 16-257, November 2016
- Pharmaceutical Research and Manufacturers of America (PhRMA) 2017
- Centers for Disease Control and Prevention
- Pharmaceutical Research and Manufacturers of America (PhRMA) 2017
- Pharmaceutical Research and Manufacturers of America (PhRMA) 2017
- Pharmaceutical Research and Manufacturers of America (PhRMA) 2017

THE REAL WAR ON DRUGS





Troubling History of Disproportionate Policing

"This powerful book demands our fierce attention." —Toni Morrison

Policing the Black Man

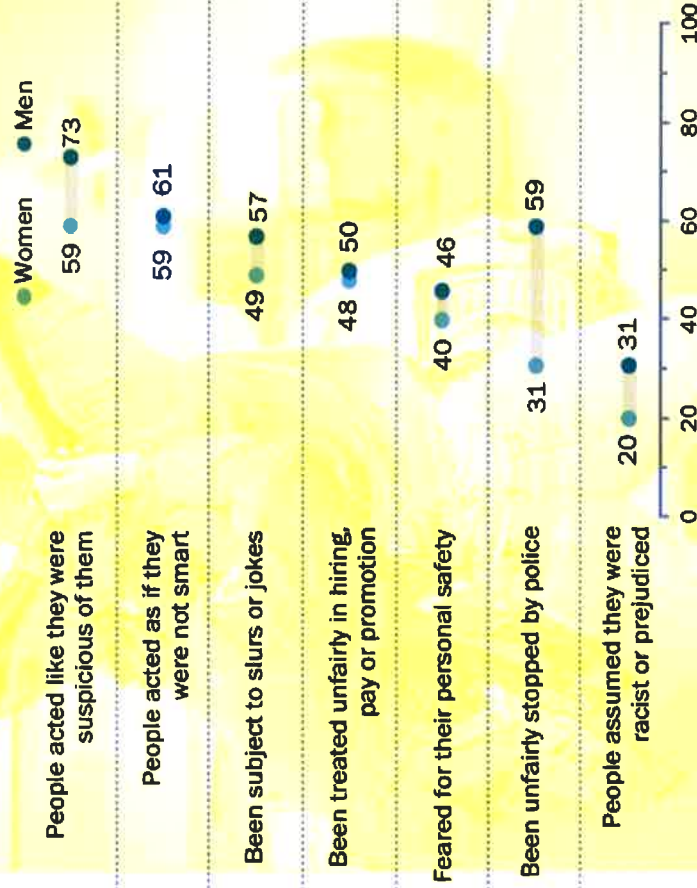
Arrest, Prosecution, and Imprisonment



Edited and with an
introduction by
Angela J. Davis

Black men are far more likely than black women to say they've been unfairly stopped by the police

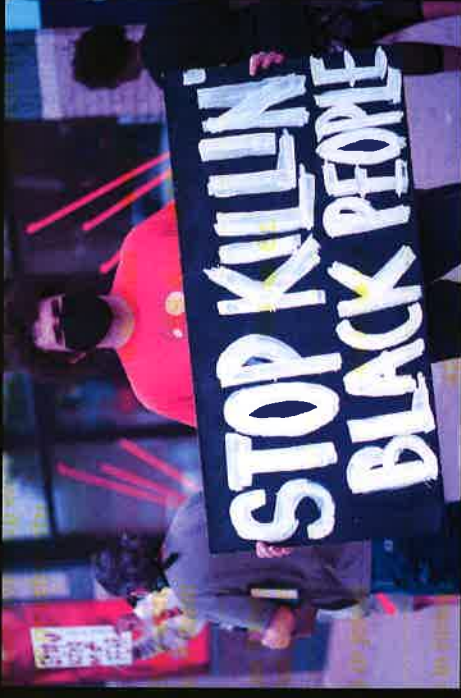
% of black adults, by gender, who say each of the following has happened to them because of their race or ethnicity



Note: Blacks include those who only report being one race and are non-Hispanic.
Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

PEW RESEARCH CENTER

Criminalization of Civil Liberties





Humanization of Civil Liberties

Racial Bias in Policing is Fatal for Black Bodies

“Please,
I can’t
breathe”





Police kill a disproportionate number of black people



Data from the FBI's 2012 Supplementary Homicide Report

U.S. Police Shootings: Blacks Disproportionately Affected

Number of people killed in police shootings in the U.S. since January 01, 2015



Beyond What We Think: Adverse Community Experiences

3X more likely to be killed by police than white people.

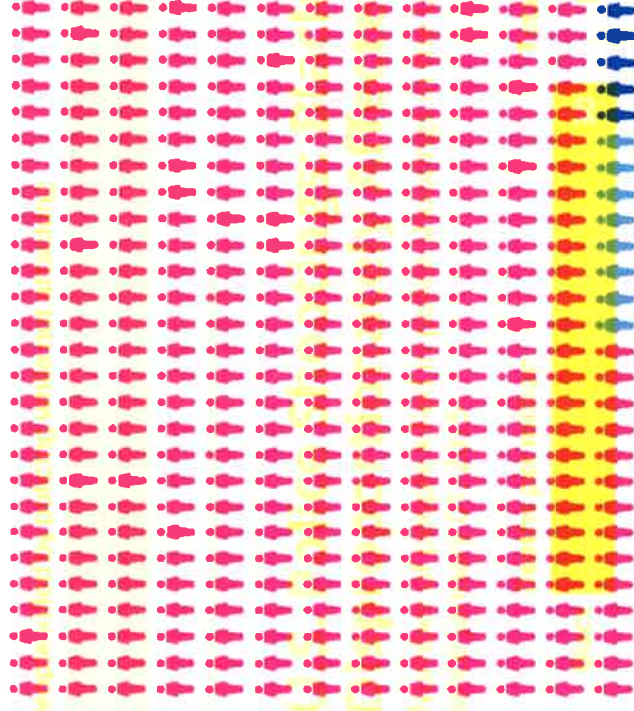


Police Killings per 1 million population

Black White

99%

of cases in 2015 have **not** resulted in any officer(s) involved being convicted of a crime.



■ No Criminal Charges ■ Officer(s) Charged ■ Officer(s) Convicted

CONSEQUENCES OF IMPLICIT RACIAL BIAS

The Color of Criminal Justice



- ❑ Racial profiling: The practice of targeting individuals for differential treatment or suspecting individuals of unlawful or unethical behavior based solely on the individual's perceived race or ethnicity (Rudd, Introduction to racial profiling survey, 2012)
- ❑ Research suggests that all-White juries are more likely to convict non-White defendants than White defendants for the same crime (Cole, 1999).
- ❑ Research shows that defendants who kill White victims are much more likely to receive the death penalty than those who kill Black victims (Baldis, 1990).
- ❑ Research suggests that defendants with more Afro-centric facial features (regardless of race) receive longer sentences for the same crimes than defendants with fewer Afro-centric facial features (Blair, et al., 2004).
- ❑ Research on "shooter bias" (also called the "shooter effect") suggests that, in simulation tests, a White person requires less decision time to shoot an unarmed Black man than to shoot an armed White man and that Whites will shoot African Americans more frequently (Correll, Park, Judd, and Wittenbrink, 2002; Greenwald, Oakes, and Hoffman, 2002, Payne, 2006).

"EVERY WOMAN SHOULD USE THIS MARVELOUS BLEACHING CREAM"

NOW..

science shows you the way to
LIGHTEN and WHITEN your skin

Genuine
BLACK & WHITE BLEACHING CREAM



Colorism™

Colorism is : 1 a form of bias that is based primarily upon skin tone and hair type; 2 present in cultures all over the world; 3 occurs on an inter-group and intra-group basis; 4 an evil that must end.



"She's pretty for a dark-skinned girl... What is that supposed to mean?"

LUCKY BROWN
INSTANT BROWN BRIGHTENING CREAM 1 OZ.
REGISTERED BY JAMES MARRAS CO. CHICAGO, ILL.

HELENA RUBINSTEIN

THE SCIENCE OF BEAUTY

alamy stock photo

Busing and Segregation in Detroit

Joyce A. Baugh

The Detroit School Busing Case

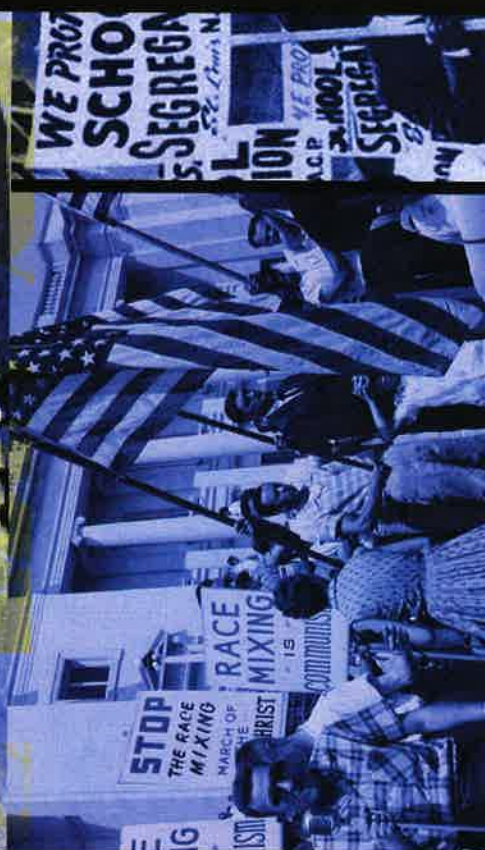
Milliken v. Bradley and the Controversy over Desegregation



Since the passage of Brown V. Board of Education, White families have participated in a mass exodus from metropolitan school districts to avoid school and neighborhood integration.



Many white parents didn't care and said that they would risk jail before letting their child be bused to a black school.



Milliken v. Bradley (1974)

Sharply limited the power of Federal courts to order busing across school district lines simply to achieve a particular racial balance (i.e. City –Suburbs)

Case involved 53 school districts in Detroit and its mostly white suburbs and the issue of “**white flight**”

5-4 Split decision - bitterly divided – opinion authored by Chief Justice Burger

• Courts needed to find *de jure* collusion between districts to segregate to order cross-district busing

• Busing students to hit particular numerical racial targets in schools or classrooms is not a valid reason in itself for busing

• Judges are not qualified to assume duties of regional school superintendents or of the legislature in forcing consolidation of school systems

• The scope of the remedy must be determined by the nature of the Constitutional violation

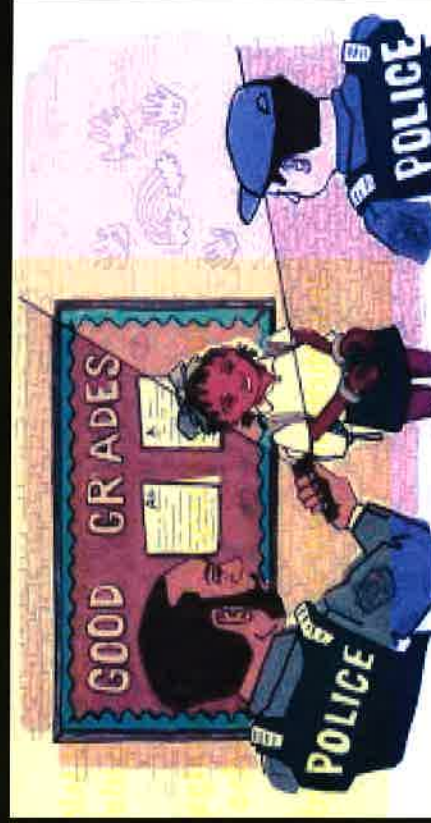
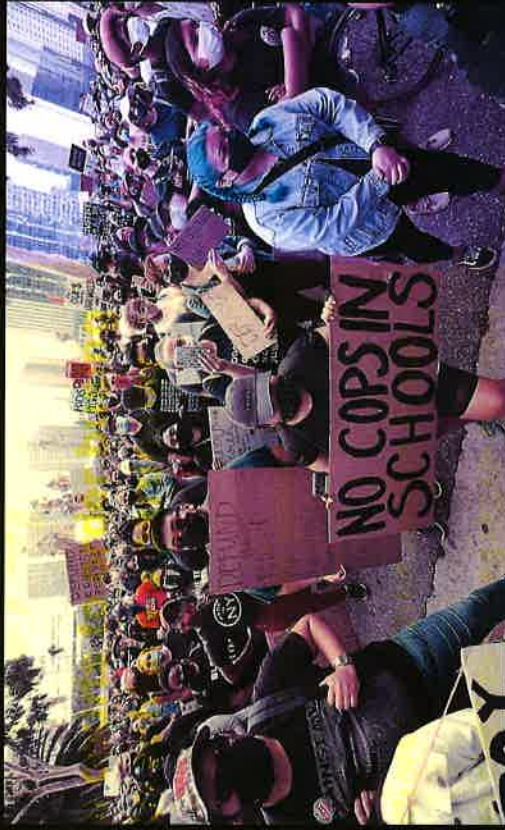
The Effects of Increased Policing in Schools

Students of color are more likely to attend schools that employ school police officers, but no school counselors



Black Students are **3 times more likely** to attend a school with more security staff than mental health personnel.

Source: 2013-2014 Civil Rights Data Collection, "A First Look: Key Data Highlights on Equity and Opportunity Gaps in Our Nation's Public Schools." U.S. Department of Education Office for Civil Rights. (June 7, 2016).





“Broken windows”
theory:
signs of disorder like
broken windows, litter,
and graffiti induce
other types of
disorder and
petty
crime

Disproportionate School Discipline



To the real question, How does it
feel to be a problem? I answer
seldom a word.

— *W. E. B. Du Bois* —

NOTES

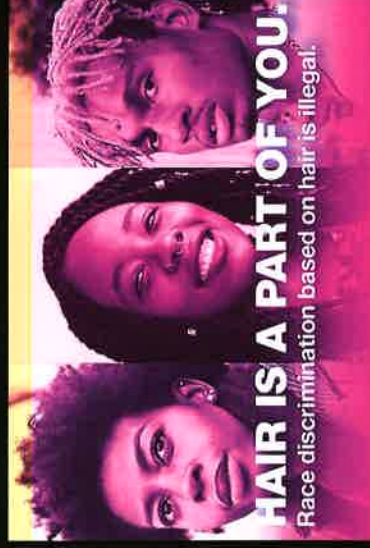
Youth of color are at risk, and in many places, they have become identified as problems to their nation, to their local environments, to their own respective communities, and to themselves" (Collins, 2004).

Noguera stated that the "hostile and non-supportive feelings that African Americans experience in schools merit an examination into structural and cultural explanations of how identity is constructed within racial and gender terms" (Howard, 2008, p. 973).

Hair & Head Wrap Discrimination in Schools



The Criminalization of Durags: California High School Students Stage Mass Walkout Over Policy Banning Durags

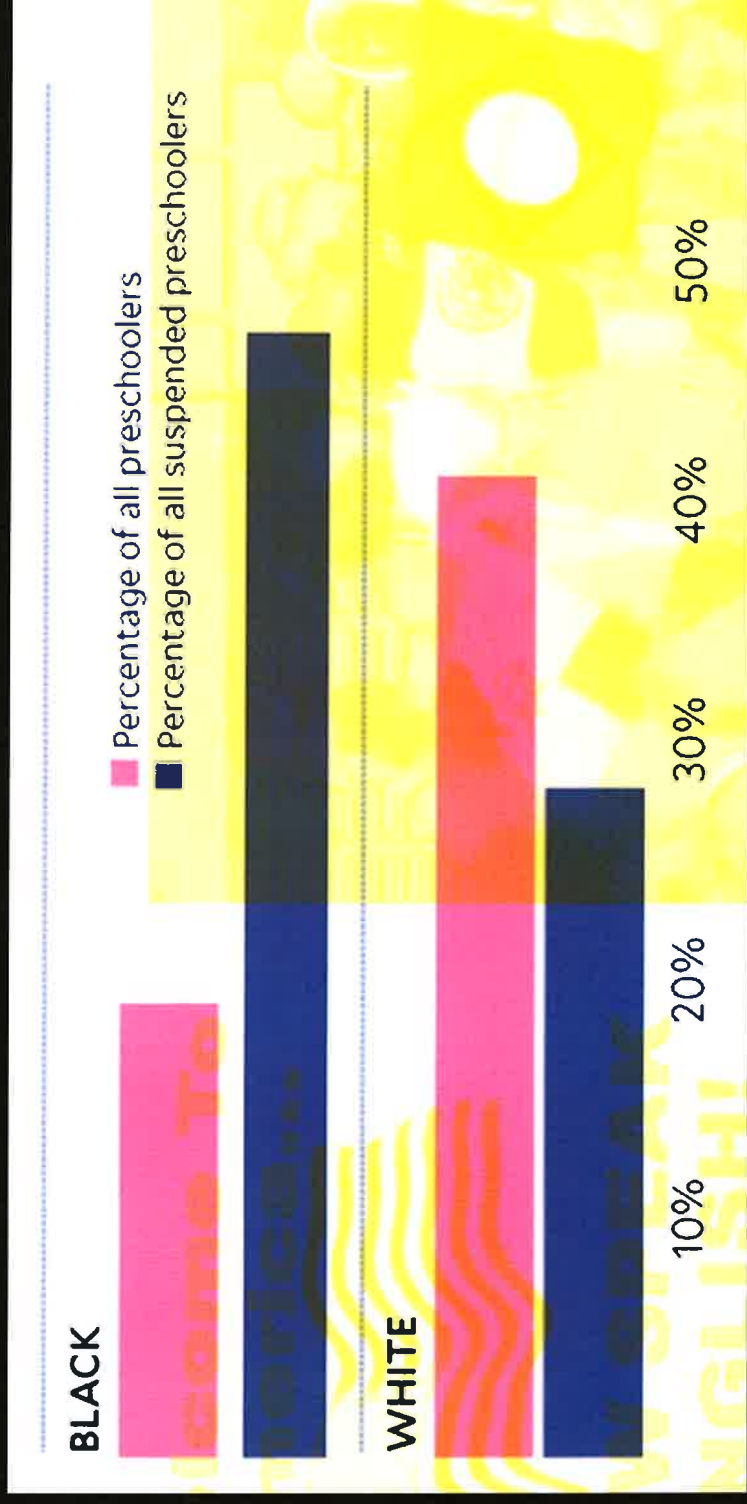


Native Language Discrimination in Schools

Students Walk Out After Teacher Orders: Speak 'American'



Implicit Bias Starts Early and Has Devastating Effects



Public Preschool Students



FIGURE 18: There Are Large Racial/Ethnic and Gender Disparities among Students with Similar Levels of Social and Academic Advantages, *Middle Grades*

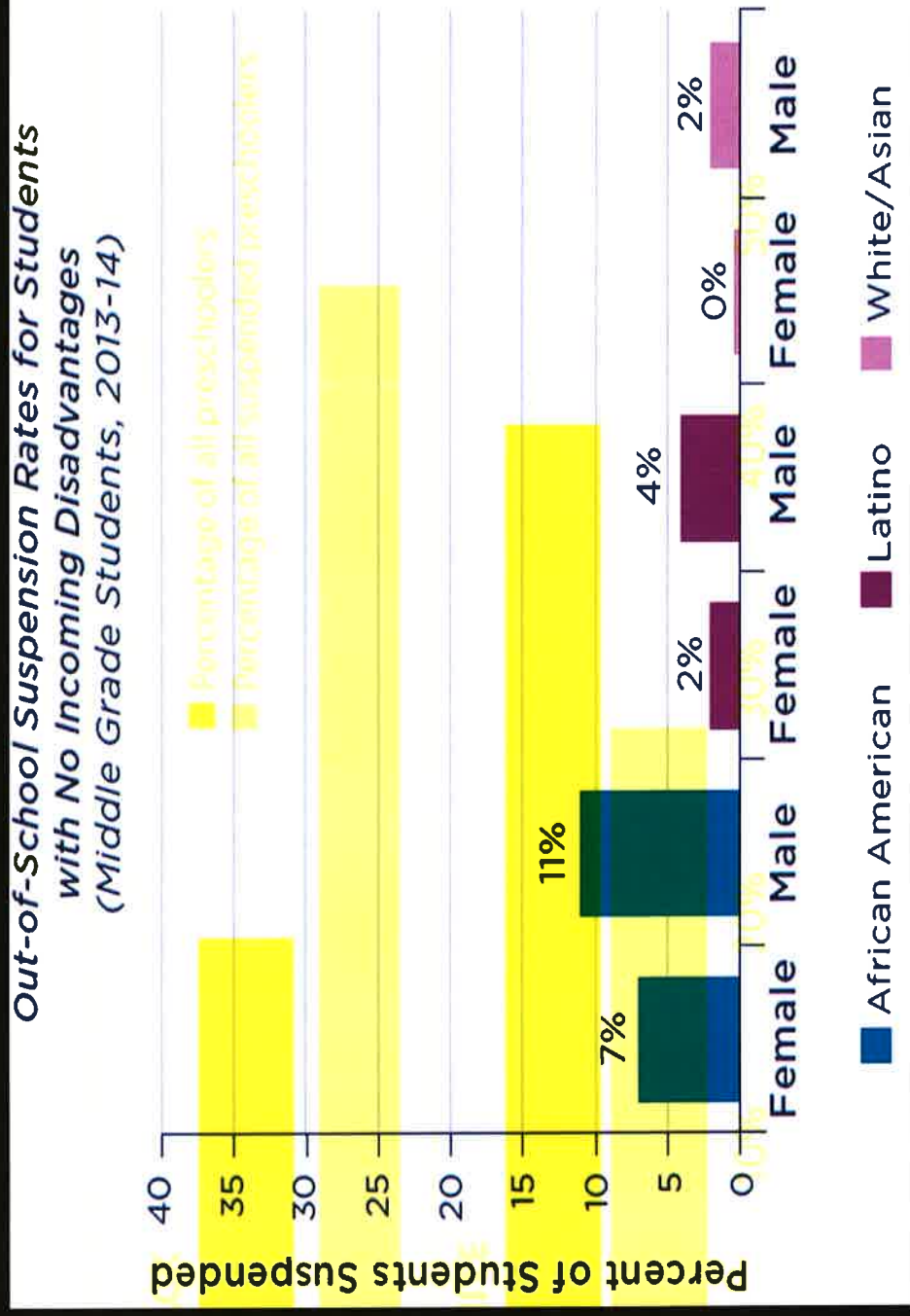


FIGURE 17: Students from More Vulnerable Backgrounds Are More Likely to Be Suspended than Other Students, Middle Grades

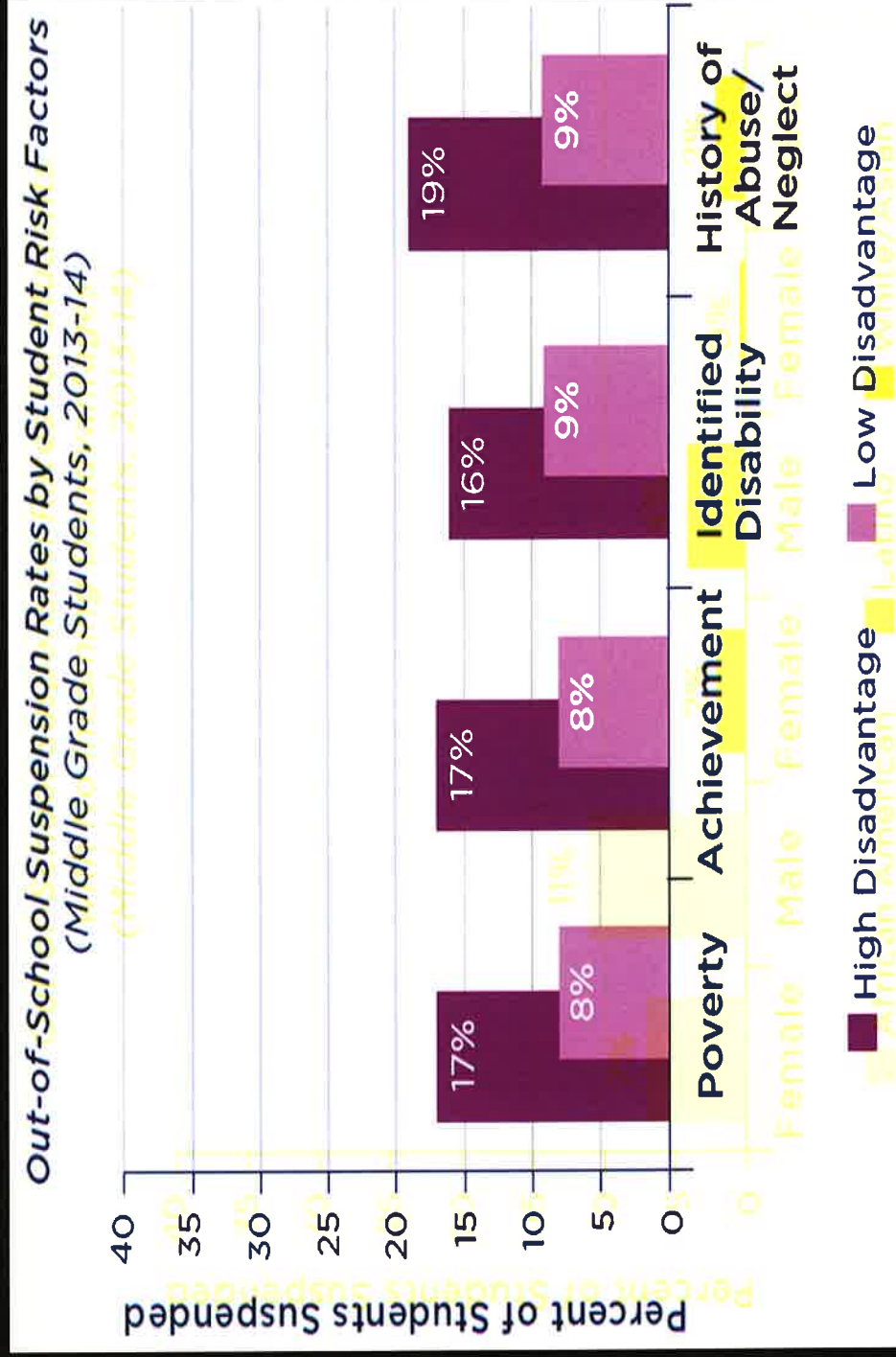


FIGURE 2: Students from More Vulnerable Backgrounds Are More Likely to Be Suspended than Other Students, *High School*

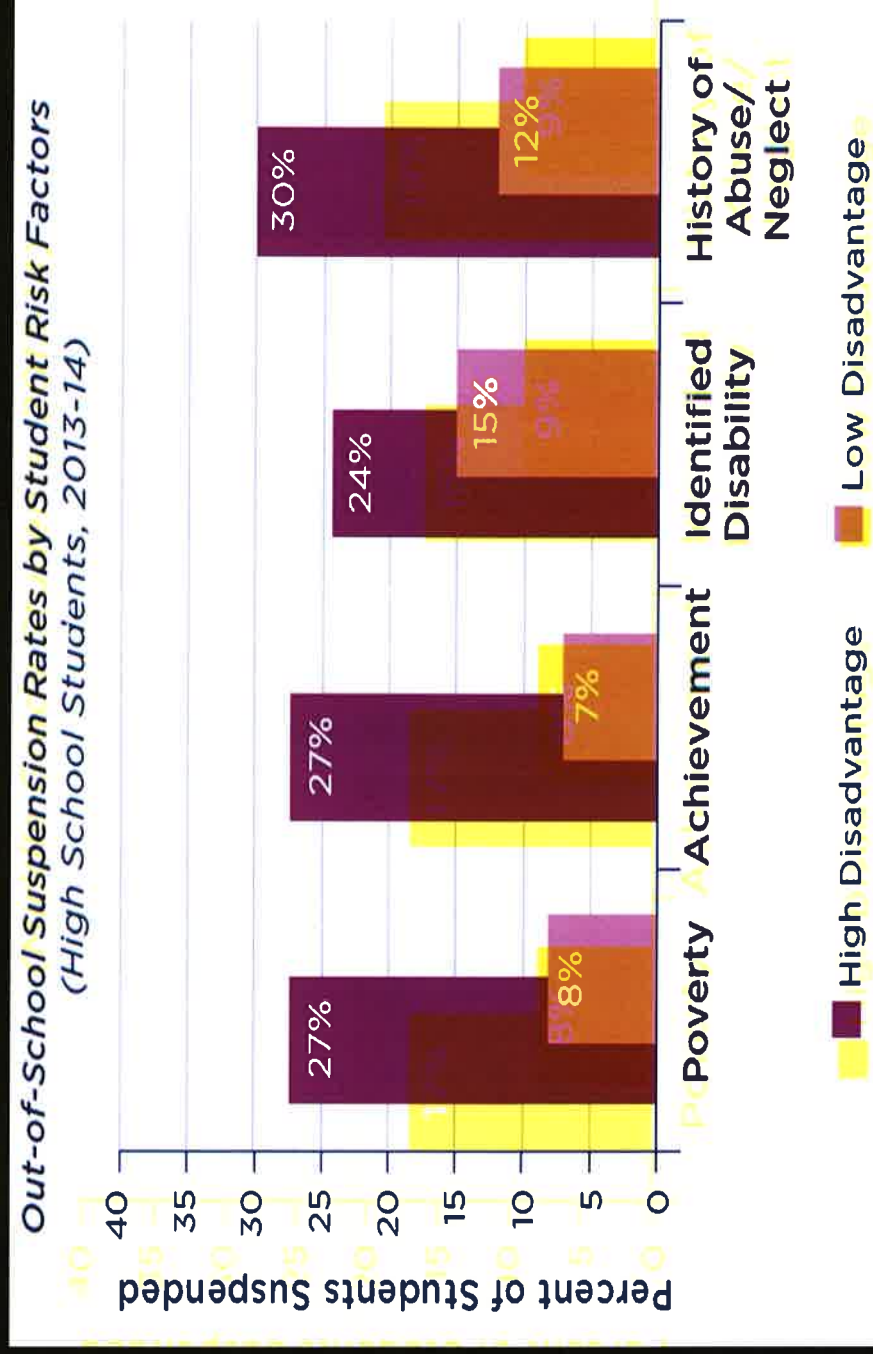
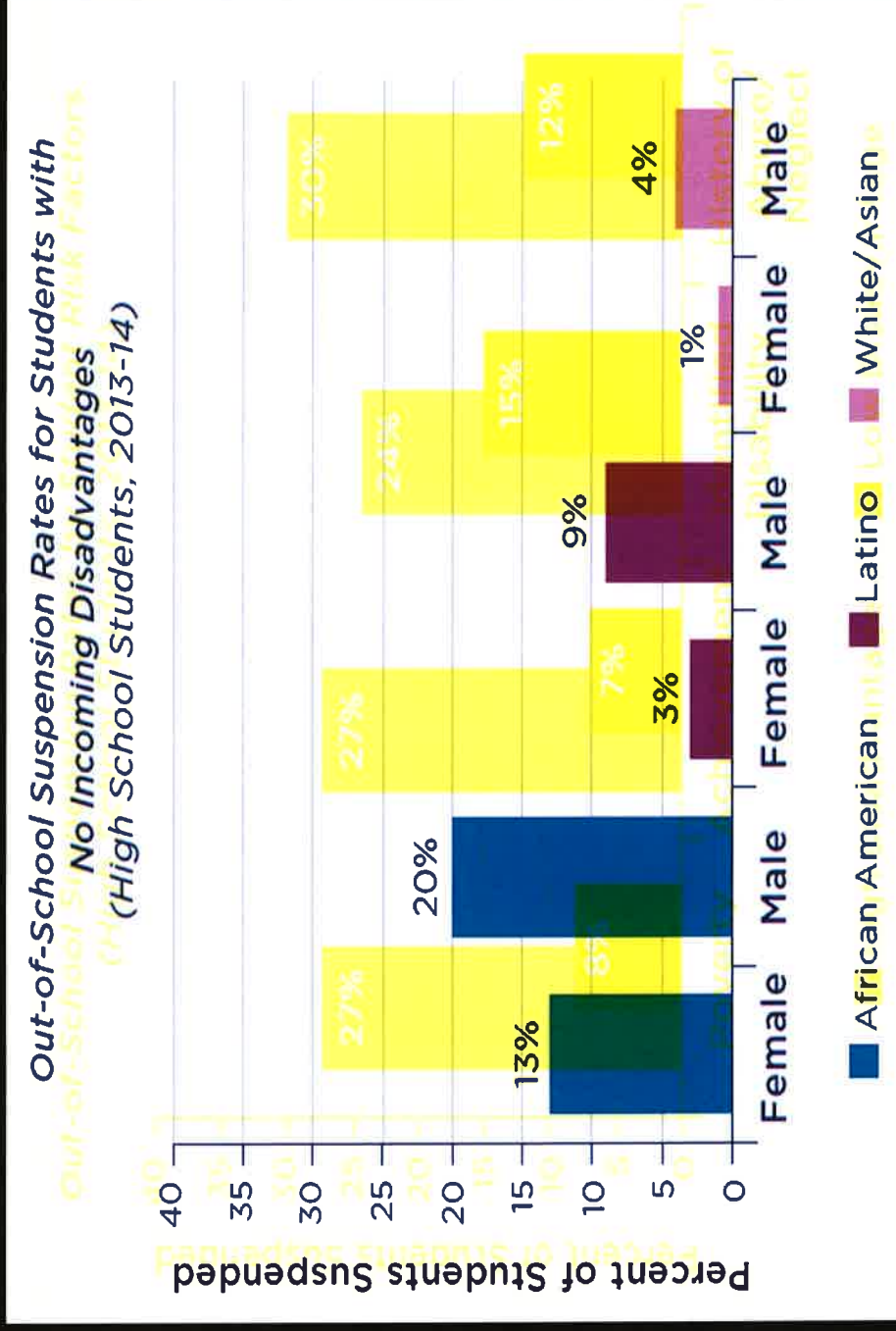


FIGURE 3: There Are Large Racial/Ethnic and Gender Disparities among Students with Similar Levels of Social and Academic Advantages, High School



ARE OUR CHILDREN BEING PUSHED INTO PRISON?

THE PIPELINE TO PRISON: THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

40%

OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.

70%

OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.

3.5X

BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.

2X

BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

68%

OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA**.

FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

50%

OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.

30%

OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES.

25%

OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER TURNING 18.

50%

OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER TURNING 18.

70%

OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

THE COLOR OF MASS INCARCERATION

BLACK OR LATINO

61%

VS

BLACK OR LATINO

30%

OF INCARCERATED POPULATION

OF U.S. POPULATION

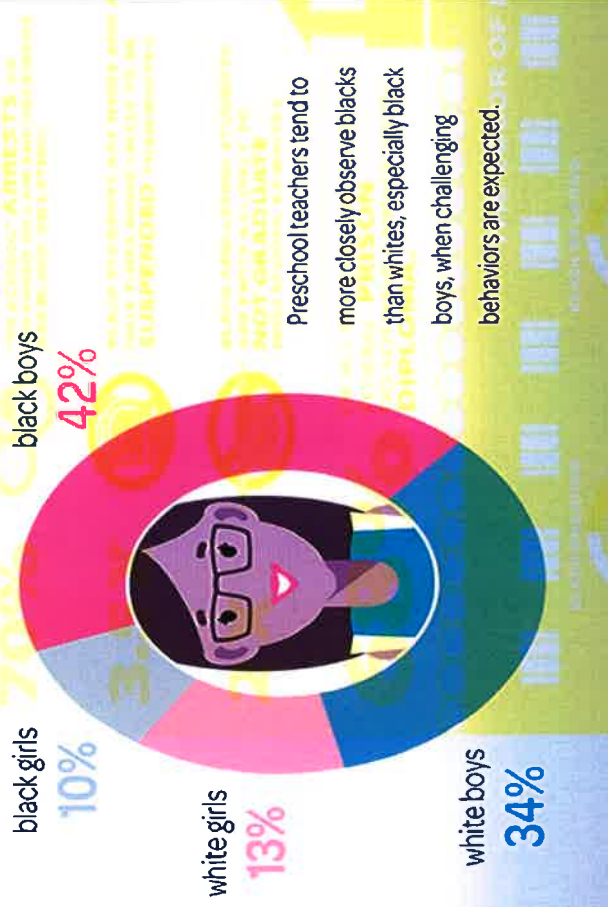
ONE OUT OF THREE AFRICAN-AMERICAN MALES WILL BE INCARCERATED IN HIS LIFETIME

ONE OUT OF SIX LATINO MALES WILL BE INCARCERATED IN HIS LIFETIME

© Community Coalition

Teacher Gaze and Implicit Bias

Track the eyes: Which students are teachers watching?



- ❑ A teacher may say—and explicitly believe—that he or she has equal expectations for all students, while in fact, implicit racial bias lowers expectations for students of color and stimulates subtle differences in the way the teacher behaves toward these students—less praise and recognition and more discipline, for example.
- ❑ A 2001 study conducted at seven integrated schools in southeastern Louisiana shows that White students were treated more favorably than Black students by their White female teachers (Casteel, 1998).
- ❑ These subtle differences, often driven by implicit racial bias, can affect a student's self-esteem, motivation and academic performance.

Special Education Referrals

- ❑ African American children represent only 17 percent of the school population but constitute more than 30 percent of the children in special education (Kunjufu, 2009).
- ❑ Only 27 percent of African American male special education students graduate from high school (Lewin, 2012)
- ❑ African American children are more likely than their peers with the same disability to be overrepresented in more restrictive settings, or underrepresented in the general education setting (Skiba, et al., 2000)
- ❑ Often, assignment to special education is the result of “cultural deficit thinking,” i.e., bias against the different language styles, appearance, and behavior of students of color.
- ❑ “Deficit thinking” pathologizes behavior that differs from White middle class norms and uses these differences to categorize a child as disabled (Abraham, et al., 2011)
- ❑ Black students with disabilities constituted 21 percent of the total, but 44 percent of those with disabilities who are subject to mechanical restraints, like being strapped down (Lewin, 2012)

I WON'T LEARN FROM YOU



Students actively engage in “willful not learning.” Kohl states that “actively not learning can require refusing to pay attention, acting dumb, scrambling one’s thoughts and overriding curiosity” (Kohl, p.1, 1994).



PHYSICAL VIOLENCE
DEMEANING
NEGATIVE MESSAGES
SOCIETY
POLITICAL VIOLENCE
DISMISSALS
LGBTQ
MARGINALIZED GROUP
RACISM
PREJUDICIAL
STRESSFUL
DISABLED
MICROAGGRESSIONS
VERBAL
SOCIAL VIOLENCE
DISCRIMINATION
UNINTENTIONAL
PEOPLE OF COLOR
INSULTS
SLIGHTS
WOC
CULTURAL APPROPRIATION
MINORITY
COVERT RACISM
PSYCHIC VIOLENCE
OPPRESSIVE ACTS
TARGET PERSONS

PBIS, Preventative De-Escalation and the Impact of ACEs and STS

Learning Objectives

- To develop classroom routines/best practices that set students up for success
- To learn the de-escalation strategies and positive behavior techniques for undesired behaviors. (Focused on PBIS Tier 2)
- To practice strategies learned in scenario based situations that Allen Park staff fits best for them
- To understand the trauma that adults bring with them to school and to create best practices to manage our own triggers

Topics Discussed

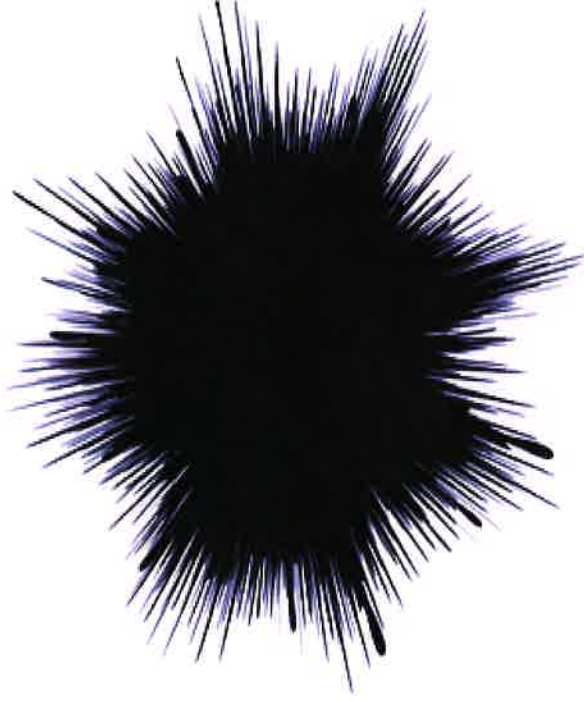
- Recap of Survival Brain, ACEs and Secondary Traumatic Stress due to COVID-19
- Preventative De-escalation
- Calming Strategies
- Role Plays
- Staff Time to talk



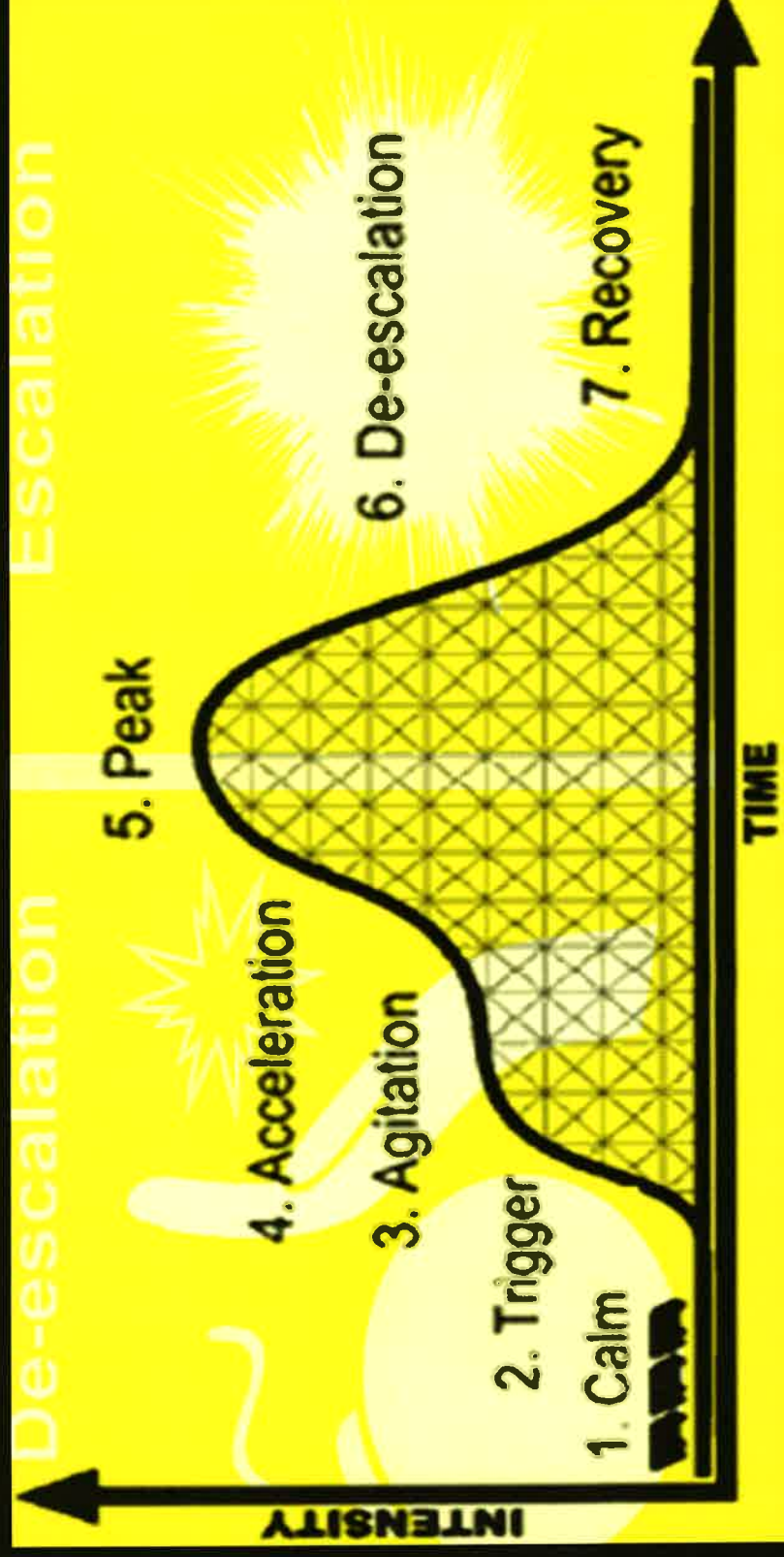
De-escalation



Escalation



Acting Out Cycle



*Managing behavior is all about what we
say and do!*
(Colvin, 2004)

Testimonial

"Hello!

I just wanted to reach out and say thank you for a fantastic presentation today. In the teaching profession, it is so easy to get caught up in the whirlwind of the endless work we have to do. Your presentation was the reminder I needed to step back, breathe for a moment, and take a new approach to how I handle situations in my classroom. You brought me a number of reminders that I truly needed, and you opened the door for me to have conversations with colleagues I typically would never see. I really appreciate your work!"

Thank you,

Lindsay Garza

The Rest of This Year

- Diversity PLC Work
- Support RAE: Racial Awareness and Equity Task Force

Future Recommendations

- Build a pipeline of educators of color.
- Create and share public examples of your district's support for diversity and equity.
- Partner with external organizations that promote diversity and equity.
- Encourage and support initiatives led by current teachers/students of color.
- Change curriculum to reflect what you desire not what you have.
- Demonstrate equitable practices in the treatment of students through a revised student code of conduct
- Hiring Asst. Supt for Equity and Innovation with adjoining team
- Change the community conversations/townhalls. Canvassing and grassroots efforts to build awareness and support

Local Governments Hiring Chief Diversity Officers to Lead Equity and Inclusion Work

- Over the last two years, Columbus, Ohio; Philadelphia; San Antonio, and Austin, Texas; Cedar Rapids, Iowa; Somerville, Worcester, and Boston, Massachusetts; and Nashville, Tennessee, are among the cities that have added these positions.
- Chief Equity Officers Helped Address Inequity During Two Pandemics (PD work helped to address a number of issues including staff health and understanding)

DEI in the Community

- Creation of the Division of Diversity, Equity & Inclusion in AP
- Formation of Core Team to work toward racial equity
- Development of a Racial Equity Action Plan
- Department by department analysis of instances of institutional or systemic racism
- Community teach-ins
- Creation of or support for the Civilian Oversight Board to police policies and practice
- Launch of a Racial Equity Impact Analysis
- Being bold and declaring racism a public health emergency
- Lead workshops for government officials in AP

Full-Time Equity & Innovation Position

Organizational Improvement

- Work alongside the Assistant Superintendent for Curriculum & Instruction as a member of the instructional rounds teams to ensure a culturally responsive anti-bias curriculum for the district
- Conduct equity audits to evaluate and refine EDI initiatives, document critical areas of growth and disseminate quarterly reports on progress towards goals.
- Develop EDI department and ensure partnerships with all departments of the District to maintain equitable practices throughout the system.
- Recommend and implement annual operating budget dedicated to EDI work in Allen Park schools and EDI community efforts.

Administrative Responsibilities

- Create and implement a 5-year strategic plan for EDI and serve as the District's leader for EDI goals, priorities, initiatives, engagement and outreach.
- Create and lead an Equity Task Force and other community engagement initiatives related to EDI work in the district.
- Develop and implement systems and procedures to address the unique needs of ethnically, culturally and linguistically-diverse students, parents, and families in AP.

Full-Time Equity & Innovation Position

Professional Growth and Development

- Design, organize and implement innovative professional learning opportunities for District, campus, program staff and the community with an emphasis on racial and equity awareness.
- Coach principals to develop and implement trauma informed and culturally responsive teaching and learning practices
- Research and identify external trends promoting EDI training and efficacy in the state of Michigan and across the country that help build the capacities of stakeholders in AP
- Attend professional conferences locally, regionally and nationally and present EDI work on behalf of the district and greater community

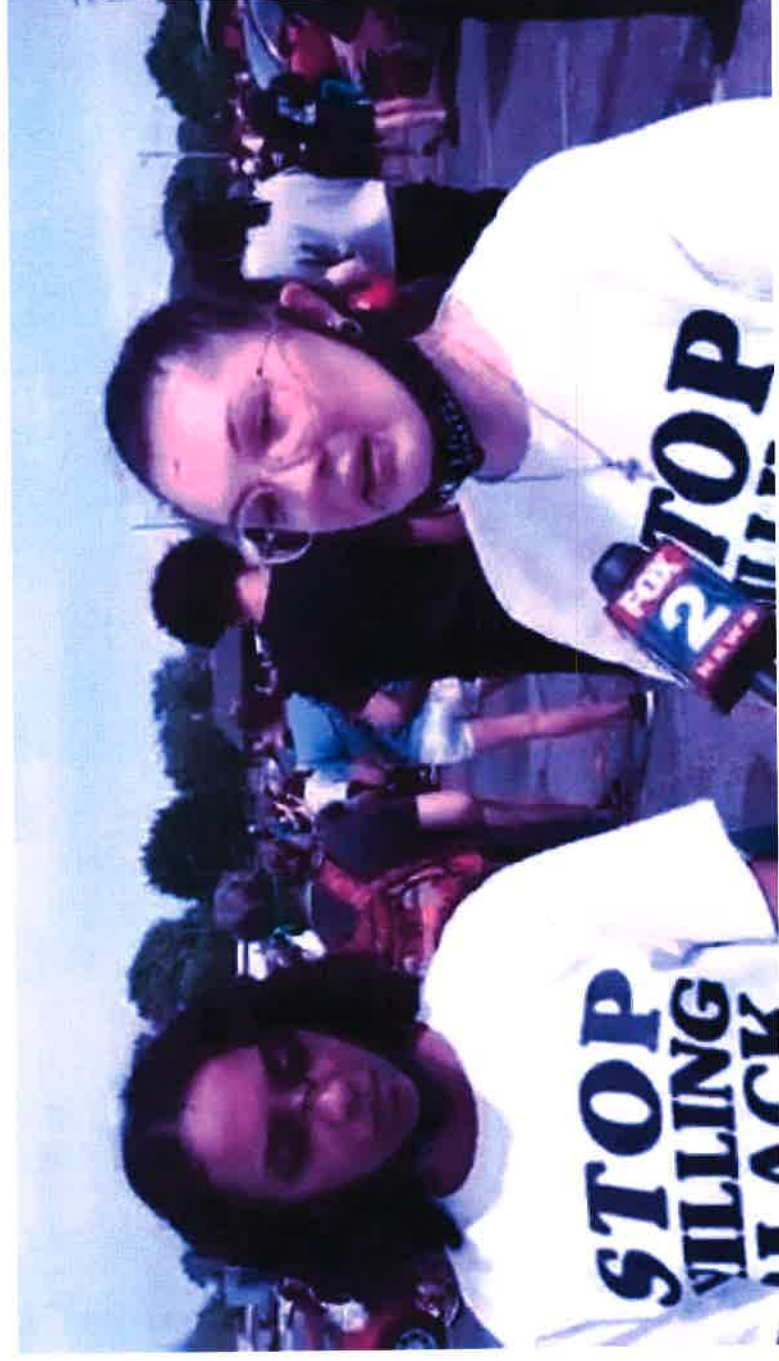
School/Community Relations

- Interface with community partners (police department, fire department, local government agencies, civic organizations and families) to create policies and practices that promote equity, diversity and inclusion in the Allen Park community as well as to build an infrastructure to help sustain said EDI work
- Lead and support highly visible community educational events and activities to foster a movement and awareness for cultural competency in terms of EDI

Talent & HR Support

- Support the District's employee recruitment plan to attract a more racially and ethnically diverse workforce and talent pool.
- Assist the HR department and central office team with ensuring the District's hiring practices are free of implicit bias in attracting, screening, and interviewing processes.
- Evaluate and help to facilitate the District's shift to a more inclusive culture that successfully attracts and retains a racially and ethnically diverse staff.
- Support the development of employee affinity groups to provide collegial support among individuals who share similar backgrounds and interests as a mechanism to increase the retention of staff and students.

Hundreds attend protest against police brutality marching from Lincoln Park to Allen Park



Important Notes From the Article

- "What we are trying to spread is love, peace and unity," said Cindy Michel, protest organizer.
- "I wanted to use my voice to organize something for Black people to be heard," said Tia Alvarado, protest organizer.
- "It's been incredible, it's been awesome, it's everything we hoped it would be," said Det. Jim Thorburn, Allen Park police.

