

ALLEN PARK PUBLIC SCHOOLS

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ALLEN PARK BOARD OF EDUCATION REGULAR MEETING MINUTES • MARCH 11, 2019 ALLEN PARK HIGH SCHOOL

DRAFT ☐

APPROVED ☒

The regular meeting of the Allen Park Board of Education was held on Monday, March 11, 2019, at Allen Park High School, Large Group Instruction Room, 18401 Champaign, Allen Park, Michigan.

Regular meeting called to order/Solicitation of Comment Cards – 7:02 p.m.

Pledge of Allegiance

Roll Call/Present: Klein, Loyd, MacDonald, Miller, Sheppard

Absent: Moynihan, Warren

19-024	<p>Motion by Loyd, supported by MacDonald, that the consent agenda items be approved as presented:</p> <ul style="list-style-type: none">a. Approval of March 11 agendab. Approval of February 11 meeting minutesc. Approval of registers: 2/14/2019=\$93,996.77, 2/15/2019=\$2,059.77, 2/28/2019=\$332,600.49, 3/1/2019=\$169,459.09, 3/7/2019=\$1,205.00d. Approval of wire transfers: 2/6/2019 thru 3/6/2019=\$1,294,427.54 <p>Yeas: Klein, Loyd, MacDonald, Miller, Sheppard Nays: None Absent: Moynihan, Warren</p> <p>Motion carried.</p>
	President's Communications: None at this time.
	Reading of Communications: None at this time.
	Citizens' Comments (pertaining to agenda): None at this time.
	<p><i>"In the Spotlight" – Student Presentation</i></p> <ul style="list-style-type: none">▪ <i>APHS Student Representative: Colton Caswell</i> <p>Colton, Class of 2021 Secretary, shared class and club activities that include: Senior Class has planned a spring break trip to Punta Cana, Junior Class has booked the Roostertail in Detroit for prom and is holding a Dearborn Ham fundraiser, and Freshman Class is planning a spring bottle drive. The ASD Club is selling Autism Awareness t-shirts with celebratory plans for April 17, Link Crew is sending leaders to 5th grade camp to serve as camp counselors and is also selecting next year's Link Leaders, and the World Language Club is fundraising for a trip to France and Spain. The Student Council is proudly planning activities and decorations for the upcoming State Conference they are hosting for approximately 2,000 student council members across the State, and Colton shared accolades for Mrs. Sharon Gabon, advisor.</p> <ul style="list-style-type: none">▪ <i>APMS Student Representative: Morgan Ulin</i> <p>Morgan shared highlights at APMS, which included a spring dance on Thursday, Spirit Week March 25-29, Shoe Drive for Project Eliminate, blanket collection for abused animals and collection of items for Hurricane Relief victims. March is Reading Month kicked off with a door decorating contest. A delegation of APMS students participated in the Model UN Conference and the following students received individual accolades: Elizabeth Antrassian: Verbal Commendation, Gabrielle Simpson: Honorable Mention, Alivia Bedient: Outstanding Delegate, Erica Linn: Best Delegate – congrats to all!</p> <ul style="list-style-type: none">▪ <i>APCS Student Representative: Kasia Osendorf, Diego Villalobos</i> <p>Kasia and Diego invited all to attend the Student Art Exhibit at the WCCC Downriver Camus opening on March 28. The students also shared that APCS students have selected "masquerade" as the theme for this year's prom and announced a Paint & Punch prom fundraiser – a live paint session with an instructor – on April 10. Lastly, the students shared that Mr. Barry (Teacher) assisted students with writing a resume, culminating the project with mock interviews led by Mr. Barry, Ms. Calvillo and Mr. Laura!</p>
	<p><i>Collaborative Art Experience Presentation – Ms. Rachel Trapani & Students</i></p> <p>Ms. Rachel Trapani, Elementary Art Teacher, shared a collaborative art experience that involved APHS music students playing music while kindergarteners paint – a Kandinsky study of music, rhythm, lines and</p>

	<p>shapes. Ms. Trapani thanked Ms. Kristi Kruger (APHS Music Teacher) for her willingness to participate, as well as APHS students: Rachel Wisniewski (flute), Abbey Michalak (clarinet), Rachel Cronkhite (saxophone), Ellie Jackson (trumpet) and Chris Tomalka (keyboard/bells). Kindergartens Mina Yako and Addelyn Madrigal assisted in presenting a gift of appreciation to the APHS students!</p>
	<p><i>Special Education Department Presentation – Dr. Matthew Sokol</i></p> <p>Dr. Sokol provided an overview of Special Education staffing, trend data, student growth percentile data for students with disabilities, as well as information regarding Medicaid billing. It was reported that the graduation rate for students with disabilities was 83.78% for the 2015-16 school year and 86.11% for the 2016-17 school year, exceeding the 80% target set by the State of Michigan.</p>
	<p>Board Member Warren arrived at 7:28 p.m.</p>
19-025	<p><i>Personnel:</i></p> <p>A. Employments/Services – <i>to be approved en masse</i></p> <p>Motion by Sheppard, supported by MacDonald, that the recommendations for employment and services be approved by the Board for the individuals listed:</p> <ul style="list-style-type: none"> ▪ Andy Green – Freshman Baseball Coach/APHS – Effective 3/12/2019 ▪ Shawn Justice – Freshman Baseball Coach/APHS – Effective 3/12/2019 <p>Yeas: Klein, Loyd, MacDonald, Miller, Sheppard, Warren Nays: None Absent: Moynihan</p> <p>Motion carried.</p> <p>B. Resignations/Retirements:</p> <p>The following resignations/retirements have been received and accepted:</p> <ul style="list-style-type: none"> ▪ Sandy Bennett – Social Worker/Arno-Bennie – Retirement Effective 6/30/2019 ▪ Barbara Chuby – Reading Specialist/Arno – Retirement Effective 6/30/2019 ▪ Jennifer Dalton Antioch – Teacher/Bennie-Arno – Retirement Effective 6/30/2019 ▪ Mary Kay Fraser – Teacher/Bennie – Retirement Effective 6/30/2019 ▪ Cathy Gorski – Reading Specialist/Lindemann – Retirement Effective 6/30/2019 ▪ Katelyn Liberati – Preschool Assistant Teacher/Lindemann – Resignation Effective 3/19/2019 ▪ Richard Oakley – Teacher/APMS – Retirement Effective 6/30/2019 ▪ Jessica Rimsa – Teacher/Lindemann – Resignation Effective 6/30/2019 ▪ Richard Slate – Freshman Baseball Coach/APHS – Resignation Effective 2/20/2019 ▪ Maria Stasiw – Teacher/APMS – Retirement Effective 6/30/2019
19-026	<p><i>Graduation Requirements – Beacon Day Treatment Program</i></p> <p>As briefly mentioned in the January 11th board update, Dr. Sokol had provided preliminary information from Beacon Day Treatment. Beacon Day Treatment is a K-12 separate facility for students with severe emotional impairments located within Southgate Community Schools. This program accepts students from all 17 Dearborn/Downriver school districts, including APPS. Allen Park currently has 6 high school level students attending the program.</p> <p>For many years, Beacon Day Treatment was able to provide programming to meet each individual districts' unique graduation requirements beyond the requirements of the Michigan Merit Curriculum (18 credits). Once these requirements were met, the student would graduate with a diploma from their resident district. Unfortunately, due to loss of funding, Beacon is no longer able to provide this kind of programming.</p> <p>Going forward, Beacon will continue to provide high school level students programming to fulfill the requirements of the Michigan Merit Curriculum, but it will be the responsibility of the resident district to address the additional requirements beyond the Michigan Merit Curriculum.</p> <p>Resident districts have 2 options available:</p> <p>Option #1 – The resident district agrees to allow the student the opportunity to obtain a resident district high school diploma upon earning credits as required by the Michigan Merit Curriculum (18 credits) – This option requires Board approval.</p> <p>Option #2 – The resident district agrees to provide the opportunity for the student to earn any additional credits beyond what Beacon offers in order to meet the resident district's graduation requirements for a high school diploma based on the Michigan Merit Curriculum. The resident district will develop and implement a</p>

	<p>plan for the student to earn these additional credits.</p> <p>Such plans may include online learning, or electing to have the student attend our high school to earn the credits not offered by Beacon Day Treatment. Credit requirement for APHS diploma is 22 credits. The 18 credits required by the Michigan Merit Curriculum include all core academic areas and are incorporated into Beacon's program which also includes a low student teacher ratio of 10:1, onsite psychologist, daily point system, calming room and major therapeutic involvement.</p> <p>Discussion ensued among members of the Board of Education and administration, which included the potential for a 'hybrid' plan that would include a review by the Director of Special Education in determining what is best for each student attending Beacon, on an individual basis prior to granting a diploma.</p> <p>Motion by Klein, that the Allen Park Board of Education allow high school level students attending Beacon Day Treatment in Southgate Community Schools the opportunity to obtain an Allen Park High School Diploma upon earning credits as required by the Michigan Merit Curriculum, at the recommendation of the Director of Special Education.</p> <p>Member Loyd amended the motion, supported by MacDonald, as follows: that the Allen Park Board of Education allow high school level students attending Beacon Day Treatment in Southgate Community Schools the opportunity to obtain an Allen Park <u>Community</u> School Diploma upon earning credits as required by the Michigan Merit Curriculum, at the recommendation of the Director of Special Education.</p> <p>Yeas: Loyd Nays: Klein, MacDonald, Miller, Sheppard, Warren Absent: Moynihan</p> <p>Motion failed.</p> <p>Motion by Klein, supported by Miller, that the Allen Park Board of Education allow high school level students attending Beacon Day Treatment in Southgate Community Schools the opportunity to obtain an Allen Park High School Diploma upon earning credits as required by the Michigan Merit Curriculum, at the recommendation of the Director of Special Education.</p> <p>Yeas: Klein, Miller, Warren Nays: Loyd, MacDonald, Sheppard Absent: Moynihan</p> <p>Motion failed.</p>
19-027	<p><i>Limited Schools of Choice Option for 2019-20</i></p> <p>Motion by Loyd, supported by Sheppard, that the Board of Education of the Allen Park Public Schools, exercising the option permitted by Section 105 of the School Aid Act of 1979, as amended by Public Act 300 of 1996, will accept applications of non-resident students in Kindergarten through 8th Grade from outside the District, who reside within the intermediate school district of which this district is a constituent district, for limited open enrollment in Allen Park Public Schools for the 2019-20 school year, in compliance with the statutory requirements of Section 105.</p> <p>Yeas: Klein, Loyd, MacDonald, Miller, Sheppard, Warren Nays: None Absent: Moynihan</p> <p>Motion carried.</p>
	<p><i>Michigan School Finance at the Crossroads: MSU Education Policy Report</i></p> <p>A comprehensive education policy report out of MSU was published in January 2019. The project was partially supported by MSU's Education Policy Program and the College of Education, with input from three of Michigan's most experienced school business officials: Robert Moore, Steve Ezikian and Paul Bodiya. Mr. Loyd (Board Member), Mrs. Tiffany Keith (Director of Finance) and Dr. John Tafelski (Director of Curriculum) provided a synopsis of the comprehensive report at this meeting; PowerPoint to be included along with meeting minutes.</p>
	<p><i>Superintendent's Report:</i></p> <ul style="list-style-type: none"> ▪ <i>Project Eliminate (City Wide Shoe Drive)</i> <p>The Kiwanis Club of Allen Park is holding a shoe drive from March 11 thru 28 – collection boxes are located in all Allen Park Public School Offices. We are working towards the worldwide elimination of maternal and neonatal tetanus, which kills one baby every 15 minutes. Every 5 pairs of shoes will save one baby.</p>

	<ul style="list-style-type: none"> ▪ <i>March is Reading Month!</i> Elementary buildings are celebrating Reading Month with a wide variety of activities such as, DEAR silent reading time; unplugged night – unplug from electronic devices for one evening and play a board game, read together or make dinner together; Bingo for Books; Book Exchange and hosting guest readers. ▪ <i>APHS Drama Club Spring Musical – The Little Mermaid</i> Tickets are available online now! (info on website) Treat your entire family to an enjoyable evening or matinee. Performances are: March 15 thru 17 and March 22-23. ▪ <i>World Down Syndrome Day – March 21</i> Schools throughout APPS are celebrating World Down Syndrome Day by wearing crazy socks or crazy hats, with staff and students donating \$1. Daily announcements during the week will include 'facts' about Down Syndrome. Proceeds will benefit the district's CI program and Special Olympics. (Note: 3-21 signifies the triplication of the 21st chromosome which causes Down Syndrome) ▪ <i>APHS Professional Interview Day – March 27</i> APHS is hosting its 12th annual Professional Interview Day on March 27. Organizers are looking for volunteers to help with the event. If you know of a friend or family member who would be interested in providing interview experiences for our juniors, please refer them to APHS or the district website for more information.
	<p><i>Citizen's Comments:</i></p> <ul style="list-style-type: none"> ▪ Michelle Calvillo (School Social Worker) reiterated her passion about (Beacon Day Treatment) students being allowed to graduate with the 18 credits defined by the State (Michigan Merit Curriculum) on a case by case basis. Ms. Calvillo shared her personal experience as a former student of APCS. In terms of concerns expressed for 'watering down' a diploma, she again emphasized the importance of a case by case basis – the program, and students, are not a 'one size fits all,' and further shared that electives are more relevant to being 'on the job' - we learn by doing, relative to internship programs. ▪ Sandy Bennett (School Social Worker) thanked Mr. Darga and the Board of Education for bringing back APHS students as 5th grade camp cabin leaders. Mrs. Bennett also shared appreciation with APHS teachers for supporting the change and working with APHS students on assignments and tests they may miss while chaperoning 5th grade camp. Lastly, Mrs. Bennett mentioned that over the course of her career, she has had only 4-5 students on her caseload referred to the Beacon Day Treatment program and asked members of the Board of Education to keep that in mind. ▪ Debbie Liveoak (Parent) expressed concern regarding outstanding educators who are leaving the district. ▪ Maureen Klein (Bennie Teacher) read a prepared letter on behalf of colleagues, Alyse Ferrante, Eileen Housley, Samantha Yesh, Angelina Astalos, Mary Kay Fraser, Julie Manor, Kristie Lauth and Valerie Pretko, acknowledging the positive impact early intervention has on students. Additionally, the letter addressed the need to support students who have experienced trauma in their lives, with a request to begin to investigate how we can provide additional mental health resources at the elementary level. ▪ Brian Liveoak (Parent) requested information regarding the salary for the Director of Human Resources and APHS Assistant Principal/Athletic Director. Mr. Liveoak also requested policy/protocols for emergency early dismissal, citing an incident at APHS back in September 2018. (Written response will be provided to Mr. Liveoak per request) ▪ Donald Liveoak (Student) requested information related to Elementary Jazz Band, 4th Grade Band and scheduling at APHS. (Written response will be provided to Donald per request) ▪ Erica Maytko (Special Education Teacher) shared that Allen Park students are referred to the Beacon Day Treatment program because the district could not provide services for them on-site; IEPs developed for these students are for a reason. ▪ Dana Brown (School Social Worker) shared that there is a level system at Beacon Day Treatment. In order for a student to return to their home district, even part-time, the student has to be on the 'highest step' – meaning exhibiting appropriate self-regulation, not visiting the center, no meltdowns. Ms. Brown expressed concern for how district would support general education elective teachers. ▪ Barbra Pushman (Arno Teacher) emphasized the importance of smaller class size and requested that be kept in mind during the Schools of Choice acceptance period. ▪ Jeni Sauve (Parent) requested that a link be shared with the informative school finance report presented this evening. (The complete report, as well as the PowerPoint shared will be incorporated with meeting minutes - Michigan School Finance at the Crossroads: MSU Education Policy Report)

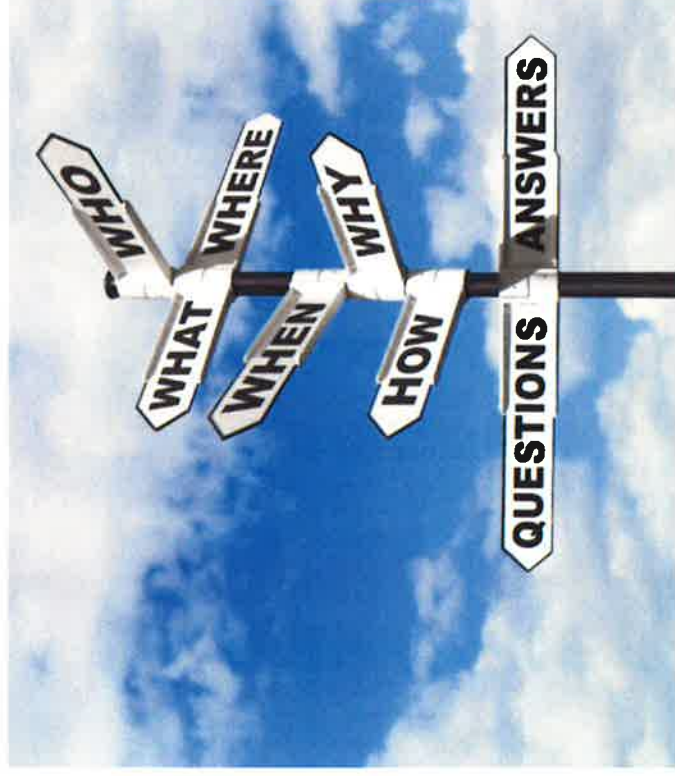
	<ul style="list-style-type: none"> ▪ Laura Luecke (Parent) requested rationale for the amendment made to the "Beacon Day Treatment" Graduation Requirement motion granting a diploma from APCS, rather than APHS.
	<p><i>Reports of Officers:</i></p> <ul style="list-style-type: none"> ▪ Mr. Loyd thanked everyone for attending the meeting. ▪ Dr. Warren apologized for her tardiness; she was teaching a class this evening and very sorry to miss Ms. Trapani's presentation – art is a joy in the lives of her children, and she appreciates all Ms. Trapani does for her students! Dr. Warren also encouraged meeting attendees to participate in the upcoming APHS Professional Interview Day and see how amazing our students are! Dr. Warren enjoyed the letter written by Mrs. Maureen Klein and Bennie colleagues and offered to serve on a sub-committee, Mr. Klein also added that he is interested in serving. Dr. Warren applauded the APHS Varsity Cheer Team on 2nd Place in State Championship and APHS Girls Basketball winning League Champions. Dr. Warren is excited for the upcoming APHS Drama Club musical, <i>The Little Mermaid</i>, and in closing thanked Ms. Erin Woods and Ms. Colleen Byrne, Elementary Media Specialists, for organizing the amazing reading opportunities for guest readers during the month of March. ▪ Mrs. Sheppard reminded everyone about the AP Kiwanis Club shoe drive – Project Eliminate – working towards the worldwide elimination of maternal and neonatal tetanus. Shoes are being collected in all school offices. Mrs. Sheppard also shared that her decision in the "Beacon Day Treatment Graduation Requirement" was based on timing, given the fact that the Beacon program was facing budget reductions and also shared a personal experience. ▪ Mrs. MacDonald congratulated Ms. Trapani, Ms. Kruger and APHS music students on the outstanding Kandinsky art lesson for Kindergarteners. Mrs. MacDonald echoed Dr. Warren's comments adding that as a grandmother, she enjoys seeing the kids' artwork online and appreciates the efforts of district art teachers. Mrs. MacDonald also mentioned that she will visit the Beacon Day Treatment program to learn more. ▪ Mr. Miller thanked Ms. Trapani, sharing that she is an asset to the district. Mr. Miller also expressed appreciation to the district's Social Work Team. He also thanked Mrs. Keith, Dr. Tafelski and Mr. Loyd for their efforts in providing a synopsis presentation of the <i>Michigan School Finance at the Crossroads: MSU Education Policy Report</i> and also thanked Dr. Sokol for the outstanding Special Education presentation. Lastly, kudos to Mrs. Kelly Klug, APHS Drama Club Advisor, for her extraordinary efforts working with our drama students, creating amazing productions and bringing the summer elementary reading program to APPS.
19-028	Motion by MacDonald, supported by Warren, that the meeting adjourn at 9:33 p.m.

Respectfully Submitted,



 Julia Sheppard, Secretary

Michigan School Finance At the Crossroads



Over the last 15 years the **adequacy of Michigan's school funding** has seriously **eroded**.

1. After **adjusting for inflation**, total K-12 education funding declined by **30 percent** between 2002 and 2015.
2. During the **Proposal A** period the foundation allowance has been **declining by nearly 40 percent**.
3. Proposal A devoted **little attention** to addressing the **added costs of educating students with added needs**. While the number of at-risk students has increased significantly, inflation-adjusted at-risk funding per at-risk student has plunged by over **60 percent** since 2001.
4. **Michigan** ranks **dead last** among states in total education revenue growth since the passage of Proposal A.
5. After adjusting for inflation, Michigan's education revenue in 2015 was only 82 percent of the state's 1995 revenue. **No other state is close to a decline of this magnitude**. In 48 states, 2015 education revenue was higher. ...Michigan's real per-pupil revenues declined by 15 percent over this same period, **ranking 48th among the 50 states**.
6. Highlights from Governor Whitmer's proposal
7. Adequacy v. Equity

Proposal A Comes to Michigan...

- Proposal A was passed in 1994
 - Purpose: Lower property taxes and narrow the revenue gaps across MI school districts.
- For nearly 8 years after its passage, Proposal A brought improvements to basic funding adequacy in Michigan, while falling short on adjusting revenues to match key additional costs faced by local school districts. As a result, over the last 10-15 years Michigan's school funding has seriously eroded.
- While school districts can raise additional revenue for capital improvements/facilities, **they cannot raise local revenue** to support instruction or other operational costs.

Proposal A cont'd...

- Before 1994 MI school districts heavily relied on local property taxes to fund schools. More than 60% funding came from local property taxes. **A mill is \$1 for every \$1000 of taxable value. (Taxable value is APPROXIMATELY 50% of market value)**
- The average millage rate before proposal A was 34 mills for home and business owners. Michigan property taxes were among the highest in the nation.
- Prior to 1994 the state funded the MI Public School Employee Retirement System (MPERS) and has since been shifted to the responsibility of the school districts.
- Local school districts annual contribution to the pension system is calculated as a percentage of their payroll, and the rate increased from 14.56% in 1995-96 to over 25% by 2015-16. Currently Allen Park is paying 26.18%.

Revenue source	Prior to reform	Proposal A (at passage)	Proposal A (current)
Sales tax	60% of proceeds from the 4% rate	60% from the 4% rate plus all of the 2% increase	60% from the 4% rate plus all of the 2% increase
Income tax		14.4% of revenue from 4.4% rate (down from 4.6%)	28.4% of total revenue from 4.25% rate
Real estate transfer tax (from selling a property)		All revenue from the 0.75% tax	All revenue from the 0.75% tax
Tobacco tax	\$0.02 of the \$0.25 tax per pack	63.4% of revenue from the \$0.75 tax per pack	41.2% of revenue from \$2.00 tax per pack plus 32% tax on wholesale price for other products
Lottery	Net revenue	Net revenue	Net revenue
State education tax on all property		6 mills	6 mills
Homestead property tax	34 mills (average)	0 mills Except hold-harmless districts	0 mills Except hold-harmless districts
Non-homestead property tax	34 mills (average)	18 mills	18 mills

**The Gap Between the Minimum and Maximum
Foundation Allowance has been Reduced by
80% Over Last 25 Years**

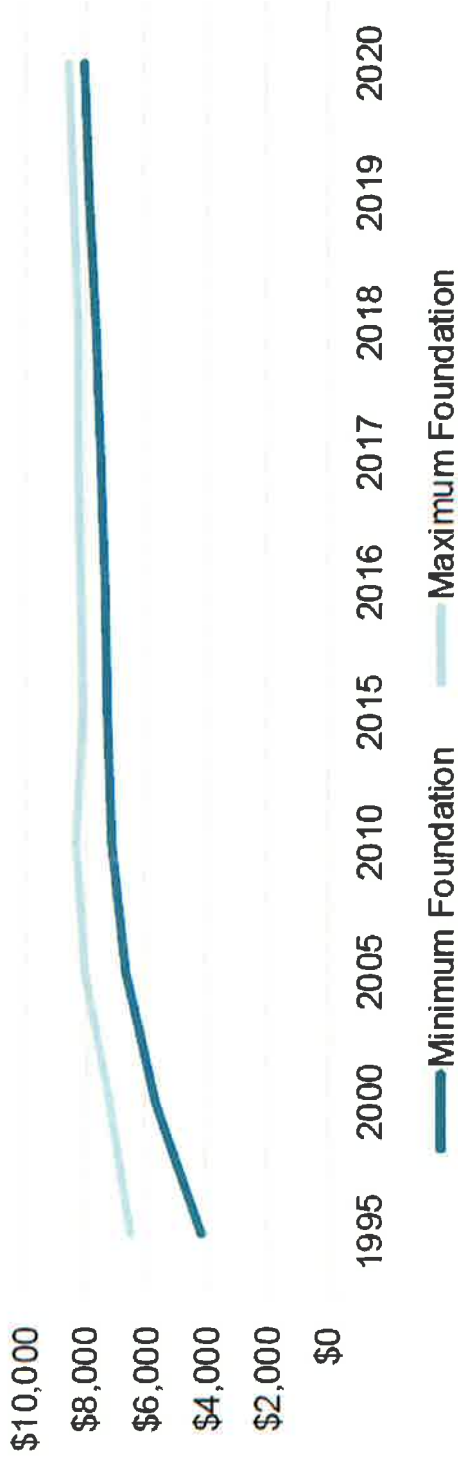
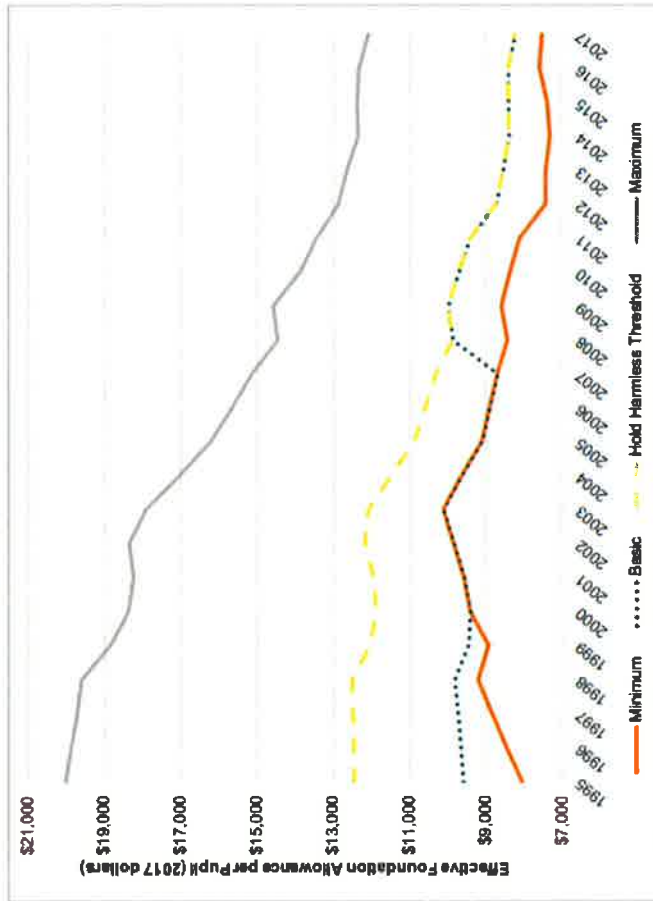


Figure 4 shows this decline in the real value of foundation grants over time. The decline is clearly greatest for the high-revenue, hold-harmless districts. The vertical distance between the trend lines for the "hold-harmless threshold" and the "maximum" foundation represents revenue from local hold-harmless millages. Michigan's highest-revenue districts have experienced a nearly uninterrupted drop in their foundation grants' value over the entire Proposal A period. The maximum foundation fell by 39.8 percent between 1994 and 2017.

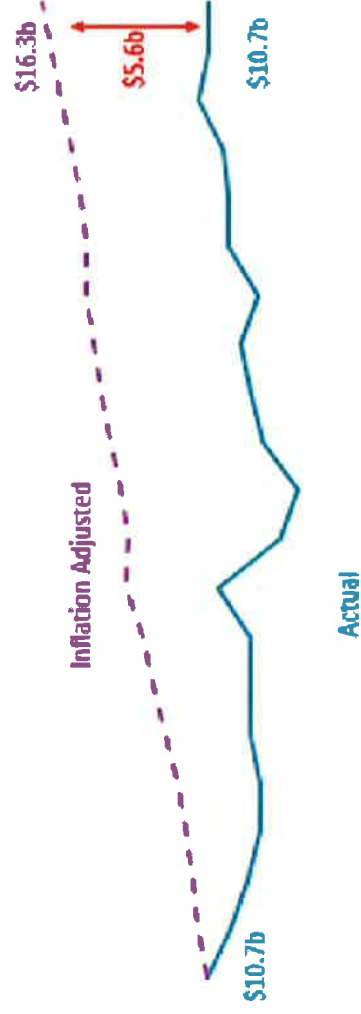
Nevertheless, most districts' inflation-adjusted foundation allowances increased in the early years under Proposal A. Since 2003, however, the basic foundation allowance has fallen by 18.5 percent, while the minimum foundation declined by 25.6 percent.

Figure 4. Michigan Foundation Allowances, 1995-2017



Source: Michigan Department of Education, "State Aid Foundation Allowance Parameters."

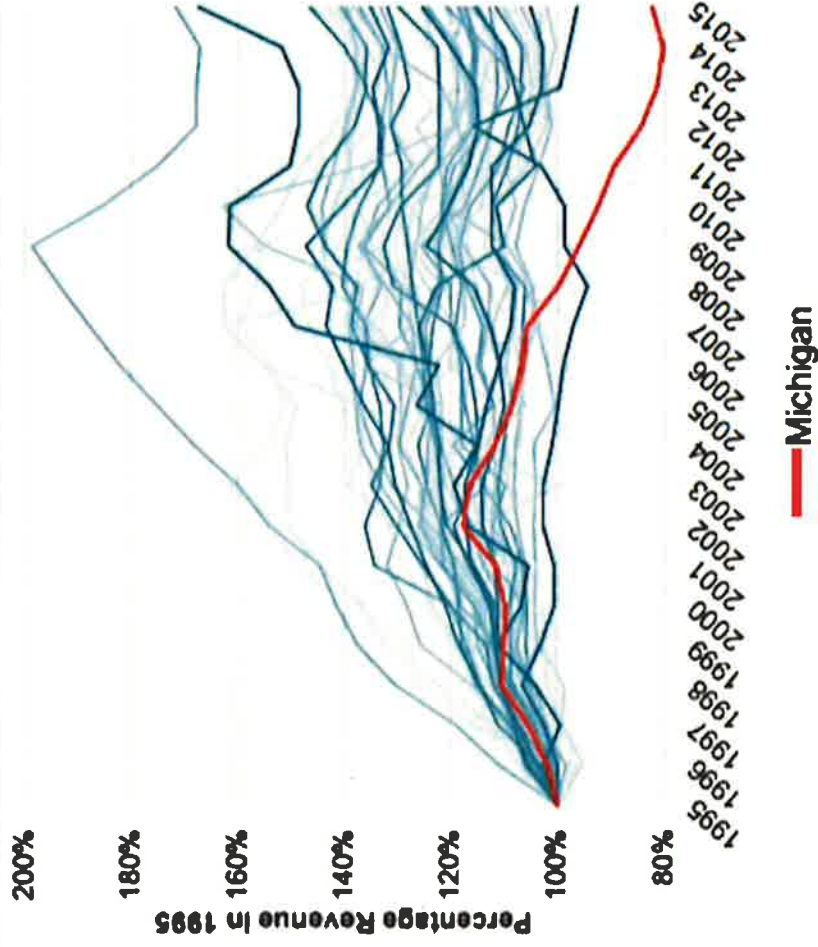
Michigan's General Fund would be more than \$5 billion higher if it had merely kept up with inflation since 2000



Average Annual Inflation = 2.1%

FY 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
est est

Figure 6. Inflation Adjusted Total K-12 Education Revenue as Percentage of 1995 Revenue, 50 States



Source: National Center for Education Statistics, F-33 Common Core of Data.

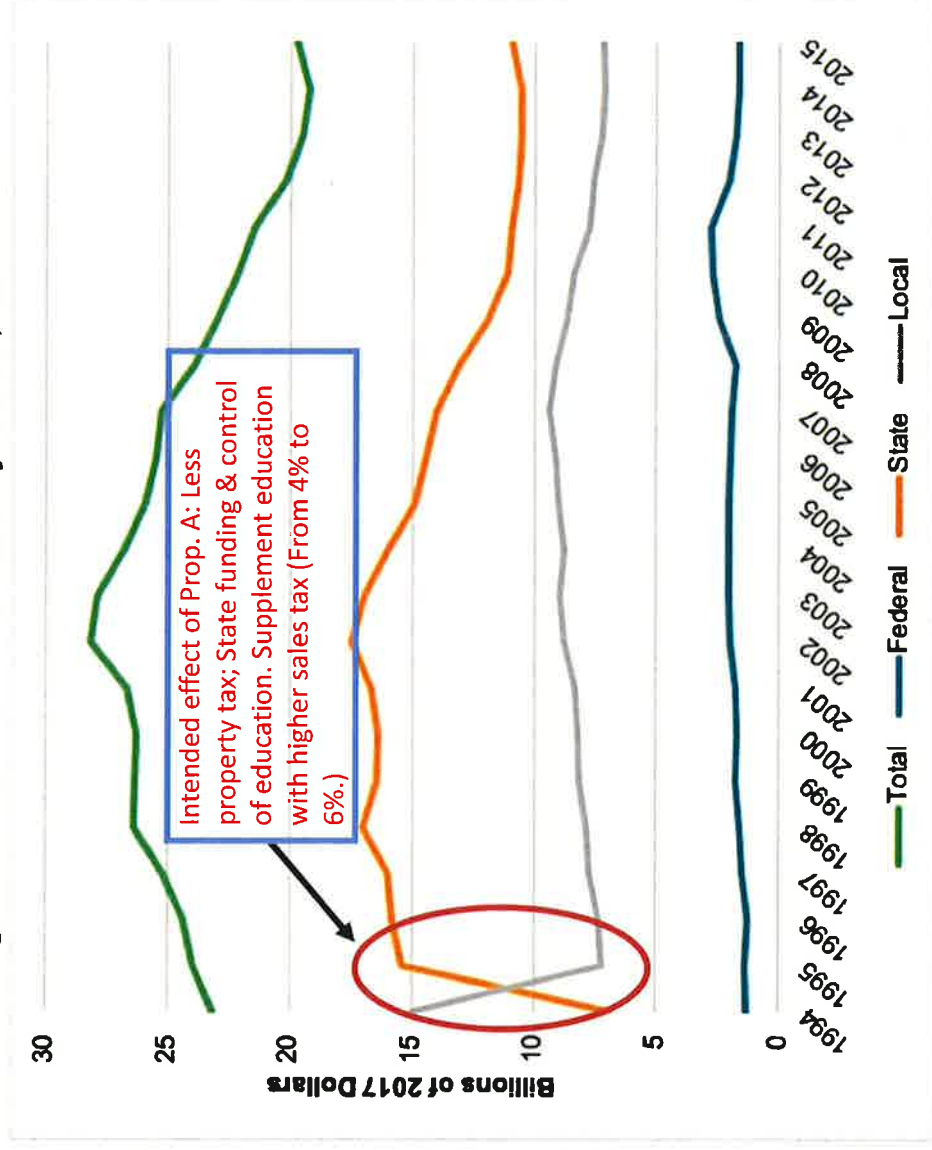
Figure 6 shows **total education revenue for each state**, adjusted for inflation, as a percentage of that state’s education revenue in 1995.

Between 1995 and 2015, Michigan was **dead last** in education revenue growth—50th out of 50 states.

Michigan’s slide in K-12 education funding is all the more striking because it occurred simultaneously with the state’s establishment of **strict curricular and achievement standards for children**.

But while most other states have **accompanied increased outcome expectations with increased resources to meet them**, Michigan policymakers have **reduced resources**.

Figure 2. Total School Revenue by Source, 1994–2015



Source: National Center for Education Statistics, F-33 Common Core of Data.

Figure 2 displays the trend in total real revenue for Michigan public schools since the passage of Proposal A.

From 1994 to 2002 total revenue increased by 21 percent to 28.1 billion (in 2017 dollars). But since 2002 total revenue has been on a downward trajectory, falling to \$19.7 billion by 2015, a 30 percent decline.

Figure 2 also shows that state funding, which fell by 38 percent between 2002 and 2015, was primarily responsible for the fall in total real revenues. Seventy-four percent of the total revenue decline from 2002 to 2015 was due to declining state revenues.

Why has education funding declined?

1. The state's allocation of School Aid Fund revenues to activities other than K-12 education has contributed to the problem, but the **fundamental cause is the state's declining tax effort.**
2. Among states, **Michigan's funding of special education services is unusually stingy,** and this hurts both special education and regular education students.
3. Michigan's **approach to school facility finance guarantees unequal opportunities** for students and unequal burdens for taxpayers.
4. Michigan's school choice policies have increased the schooling options for many students, but features of the **state's financial arrangements for choice promote inefficiency.**

Figure 1. Revenue Sources for School Aid Fund, FY 2018

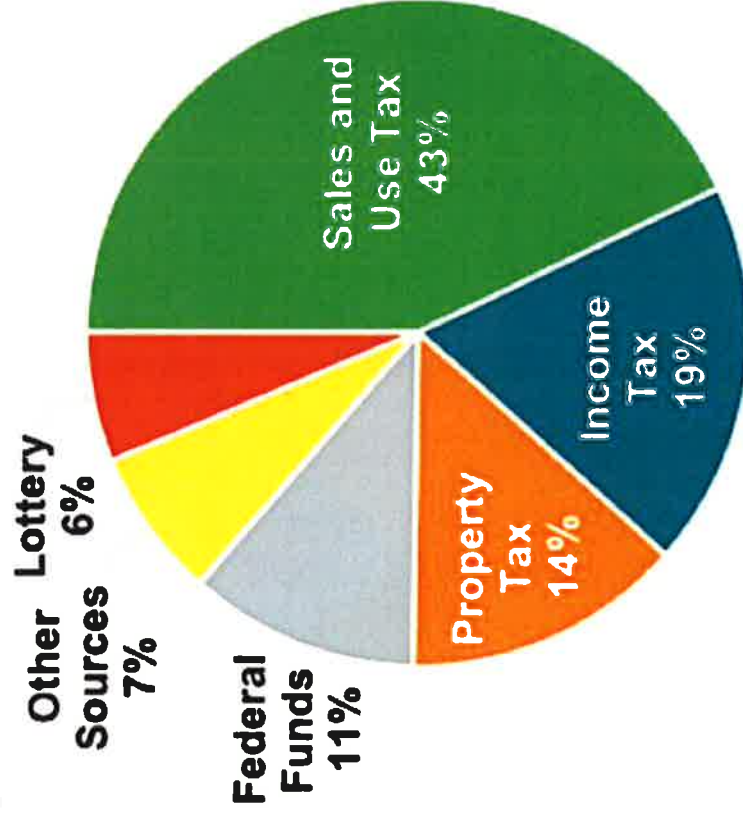
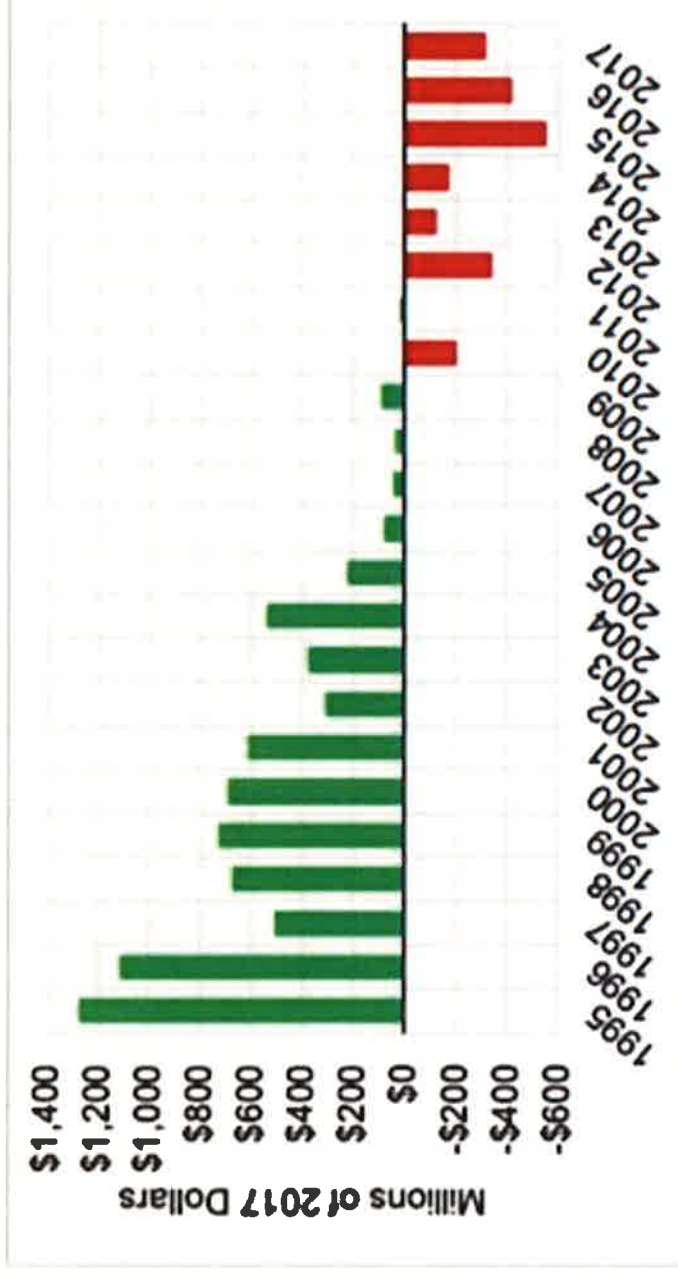


Figure 1 shows that sales, income, and property taxes currently account for about 75 percent of School Aid Fund (SAF) revenues, with the largest share (43 percent) from the sales tax.

Approximately 11–12 percent of SAF revenues come from the federal government.

Figure 7. Net Transfers from General Fund to the School Aid Fund, 1995–2017

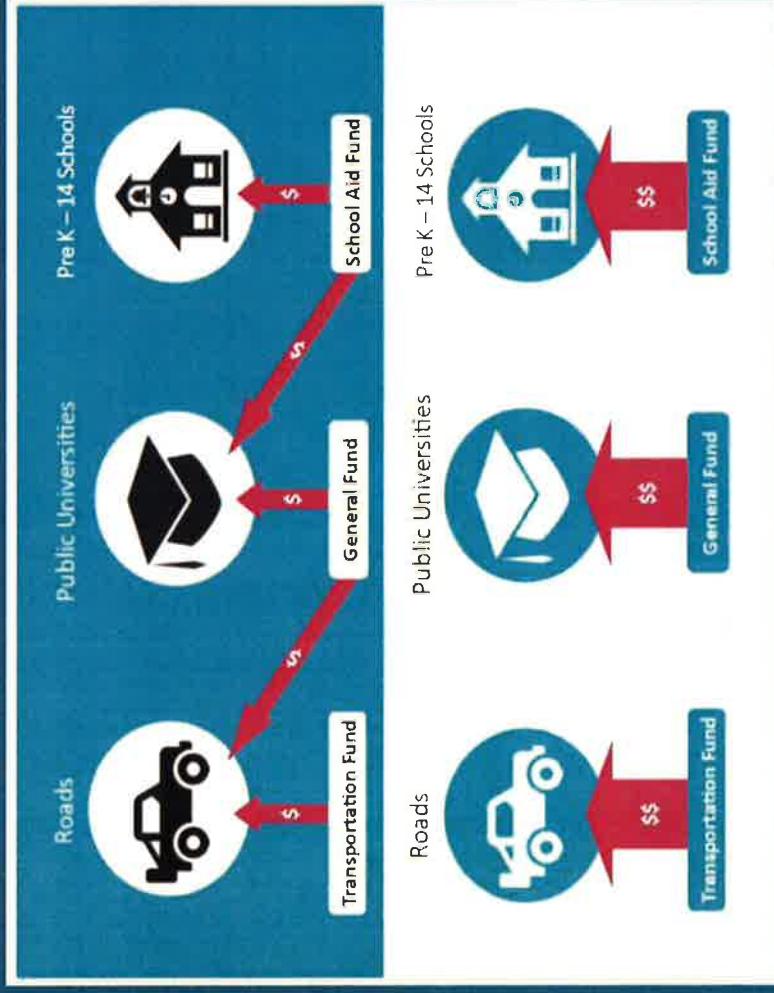


Source: Michigan House and Senate Fiscal Agencies

But while most other states have accompanied increased outcome expectations with increased resources to meet them, Michigan policymakers have reduced resources.

For some time now, state officials have relied on the School Aid Fund as a slush fund in state budgeting.

Current Shell Game



Future Fiscal Responsibility

LONG-TERM BALANCE

- Returns funding to intended purposes:
 - Roads are funded by constitutionally dedicated restricted funds.
 - Public universities funded 100% by General Fund.
 - \$500m School Aid Fund returned to K-12 schools for needed investments.

Highlights

The Governor's recommended budget includes several key investments:

- ♦ **\$507 million in investment for a new, restructured weighted funding model** that includes a base per-pupil amount plus additional funding for students with more costly educational needs:
- ♦ **\$235 million to increase base per-pupil funding** to \$8,051 for districts at the minimum (a \$180 per pupil increase) and \$8,529 for districts at the maximum (a \$120 per pupil increase). This reduces the gap between the highest and lowest funded districts to \$478 per pupil.
- ♦ **\$120 million to increase state reimbursements for special education services by 4 percentage points.** This brings total state funding for special education services to \$1.1 billion, which will help districts address the wide variety of needs for special education students, which range from academic supports to one-on-one specialists.
- ♦ **\$102 million to provide an estimated \$894 per at-risk or economically disadvantaged pupil** (11 percent of the state minimum foundation allowance). This brings total funding for this purpose to \$619 million. Economically disadvantaged students tend to have lower academic success rates. The recommended funding will allow districts to provide additional instructional supports like tutoring and non-instructional supports like counseling to improve academic outcomes for these students.
- ♦ **\$50 million to provide an estimated \$487 per career and technical education pupil** (6 percent of the state minimum foundation allowance). This brings total funding for this purpose to \$55 million and will help support the higher costs of materials, equipment, and staff for career and technical education courses.

Adequacy

- NWEA compared to Nation, but we aren't funded like the nation
- Students can be designated 31a by meeting one of the following categories:
 - Economically disadvantaged
 - English learner
 - Chronically absent as defined and reported to the Center for Educational Performance and Information (CEPI)
 - Victim of child abuse or neglect
 - Pregnant teenager or teenage parent
 - Family history of school failure, incarceration, or substance abuse
 - Immigrant who has immigrated within the immediately preceding 3 years
 - Did not complete high school in four years and is still in school
 - Did not achieve proficiency on the English Language Arts (ELA), mathematics, science, or social studies State summative assessments
 - At risk of not meeting the LEA's core academic curricular objectives in ELA or mathematics based on local assessments
- This year, we received approximately \$1,000,000 for reading coaches, counselors, social workers, intervention programming, and audio systems for classrooms.

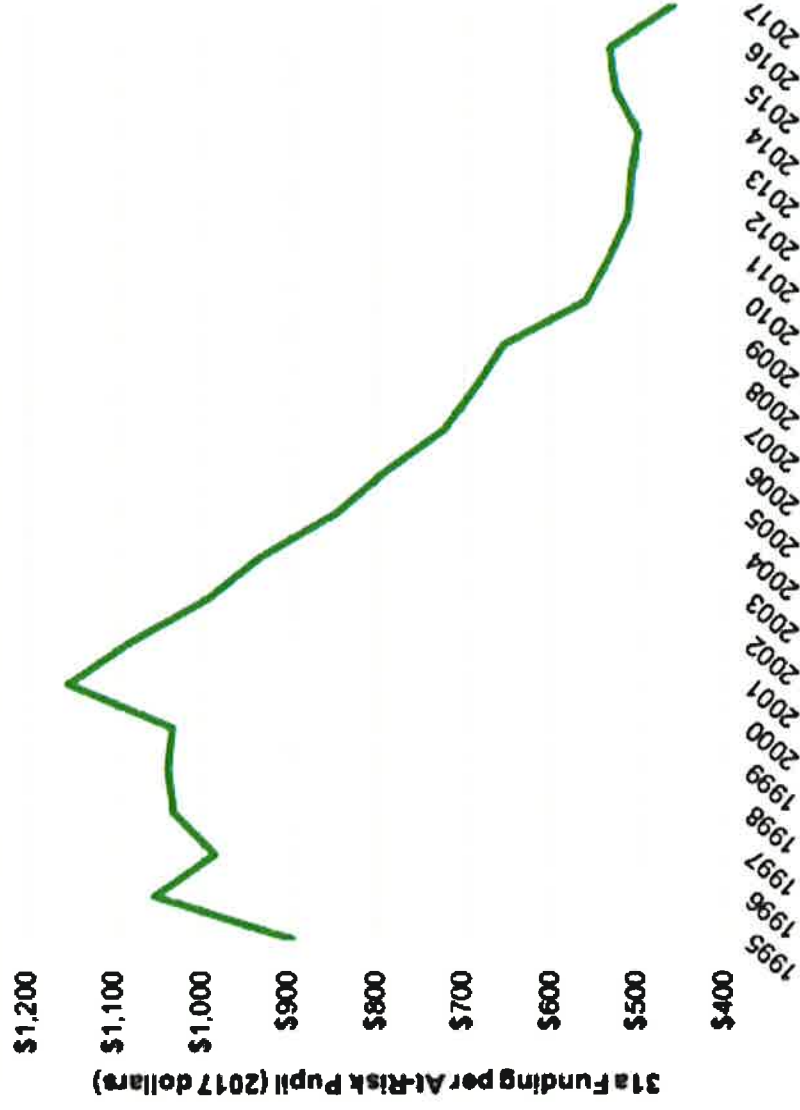
Variance in Local Property Tax Funding

Table 1 illustrates the fundamental inequity of local property tax funding, using a set of Michigan school districts. The table shows the amount of revenue that each district would generate if it levied 34 mills on its actual 2016–17 taxable value per pupil.⁴ For example, by levying 34 mills on its tax base, Bloomfield Hills would generate over \$20,000 per pupil to spend on its schools, while Godfrey-Lee would generate only \$1,680. Several small Michigan districts have higher per-pupil tax bases than Bloomfield Hills.

Table 1. Unequal Local Property Wealth and Revenue Capacity, 2016–17

District	County	Taxable value per pupil	Millage rate (MI average in 1994)	Local property tax revenue/pupil
Northport	Leelanau	\$2,672,416	34.0	\$90,862
Covert	Van Buren	1,956,102	34.0	66,507
Bloomfield Hills	Oakland	601,371	34.0	20,447
Harper Woods	Wayne	62,354	34.0	2,120
Bendle	Genesee	56,165	34.0	1,909
Godfrey-Lee	Kent	49,436	34.0	1,680

Figure 5. At-Risk Funding per At-Risk Pupil, 1994–2017



Source: Michigan Department of Education.

*The state's at-risk definition includes students who are from low-income families or families with histories of incarceration or substance abuse, who are victims of child abuse, or who are teenage parents

Figure 5 shows Michigan's at-risk funding per at-risk student from 1994 to 2017 in **2017 dollars**.

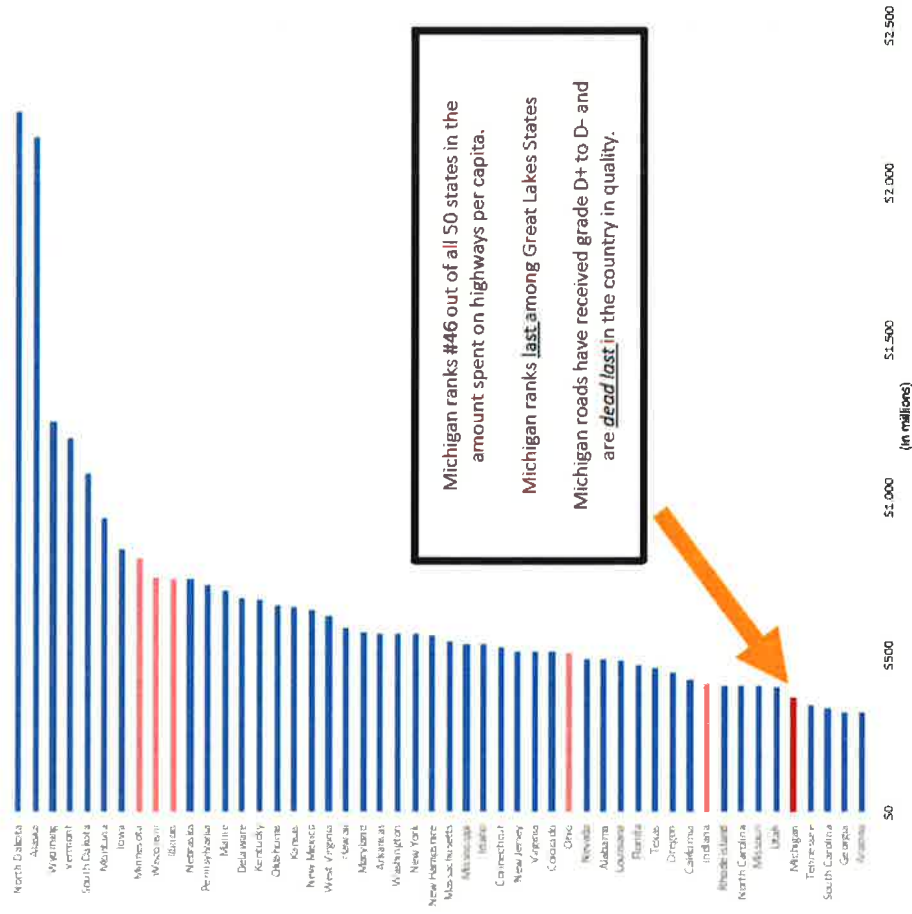
The number of at-risk students* has increased from 490,050 in 1995 to 676,483 in 2017.

Nearly half of Michigan students are now classified as at-risk. In AP 1446 are labeled as at-risk

Meanwhile, funding per at-risk student has plunged by over 60 percent from its peak in 2001.

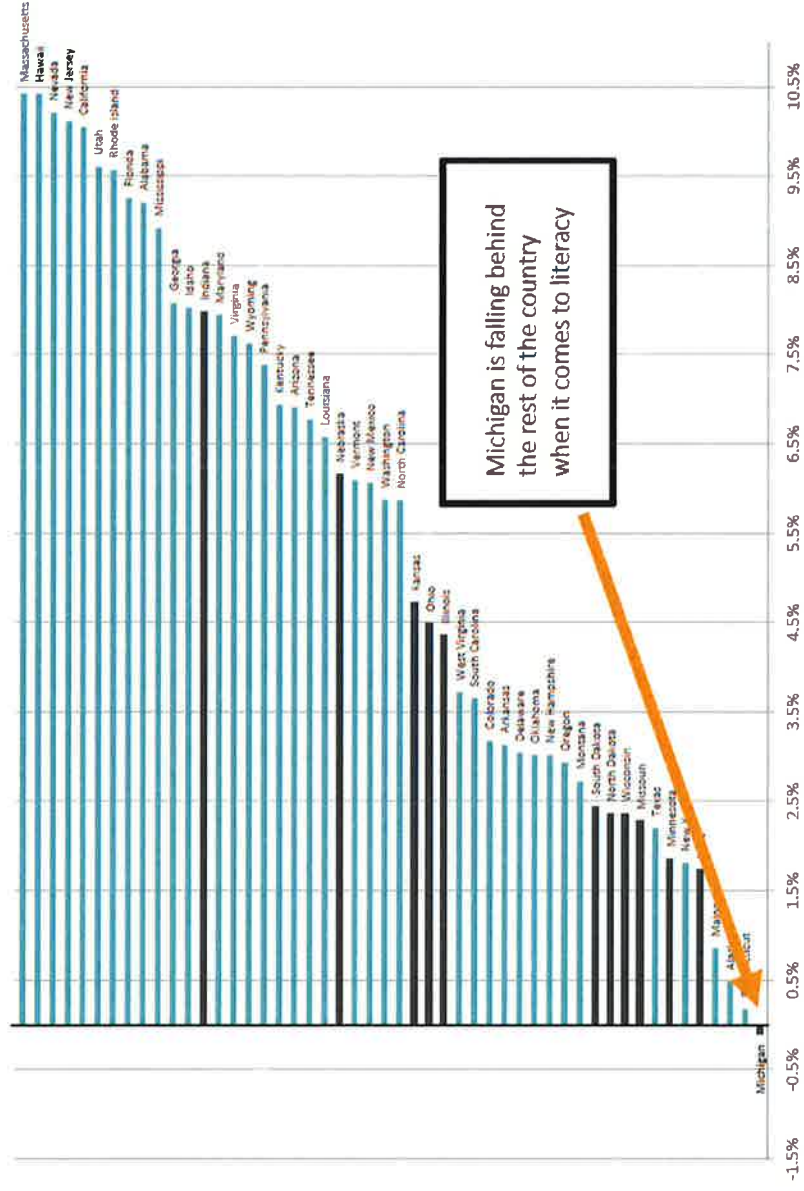
This does not reflect serious concern by state policymakers for the needs of Michigan's most vulnerable students.

FY 2015 Per Capita State and Local Expenditures on Highways



MICHIGAN RANKS IN THE BOTTOM 5 IN INFRASTRUCTURE INVESTMENT

4th Grade Reading Proficiency Change National Assessment of Educational Progress (NAEP) Percent Proficient Improvement 2003 - 2017



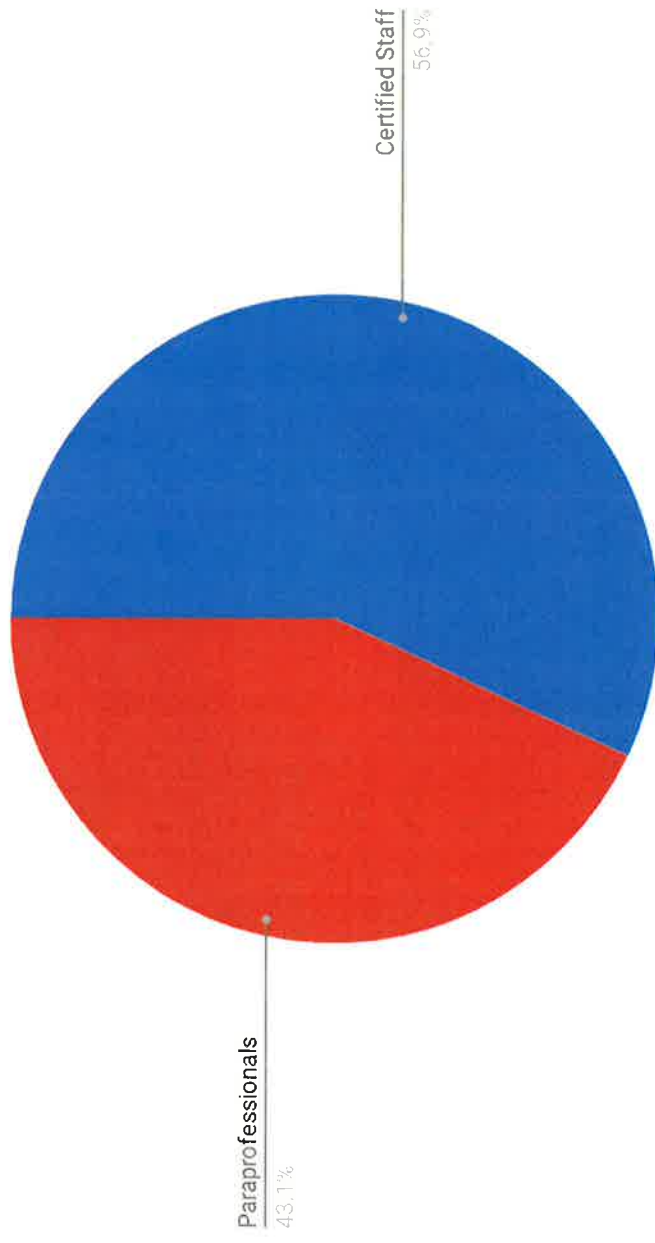


Your Special Ed. Department!

March 2019

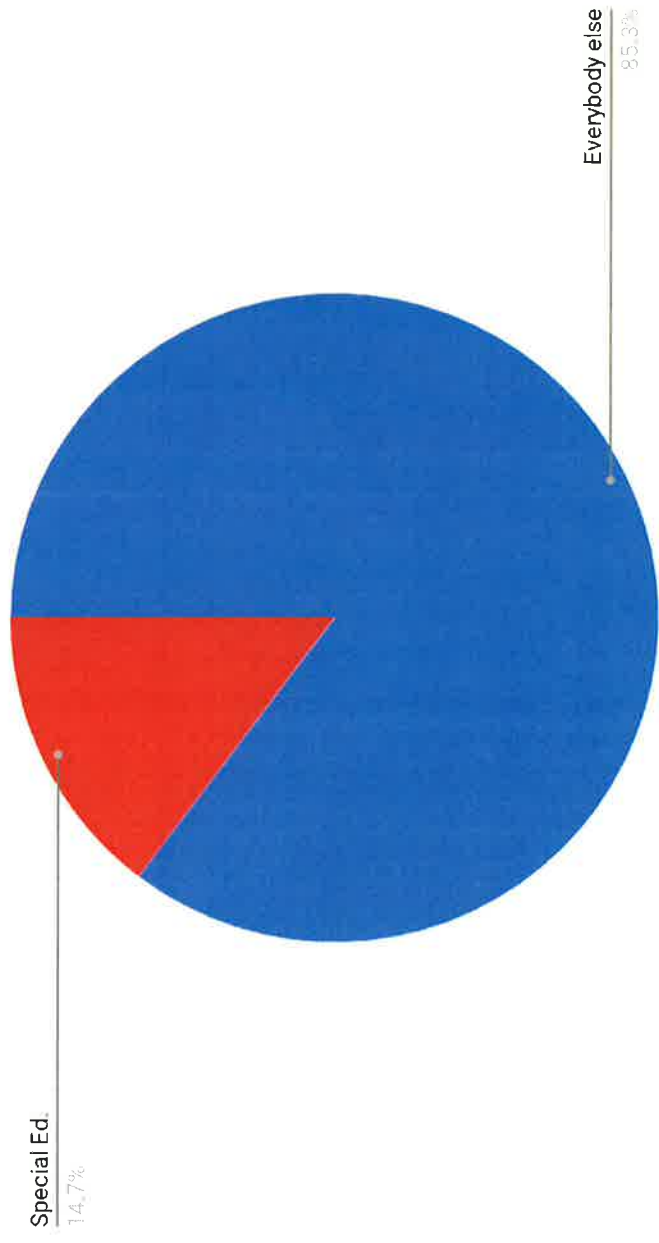
Who we are:

Special Education Staff: 65

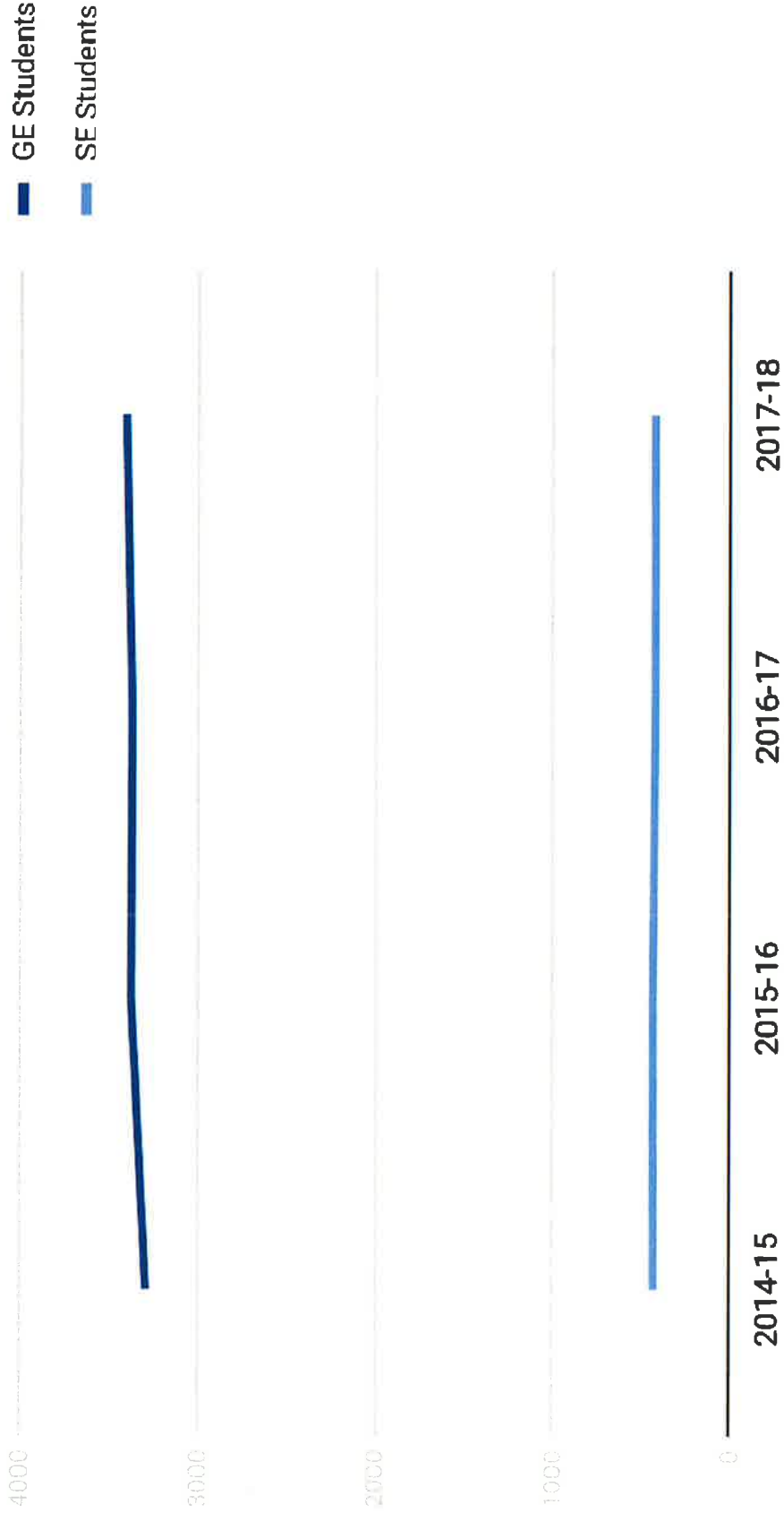


Allen Park Staffing

Allen Park Staffing

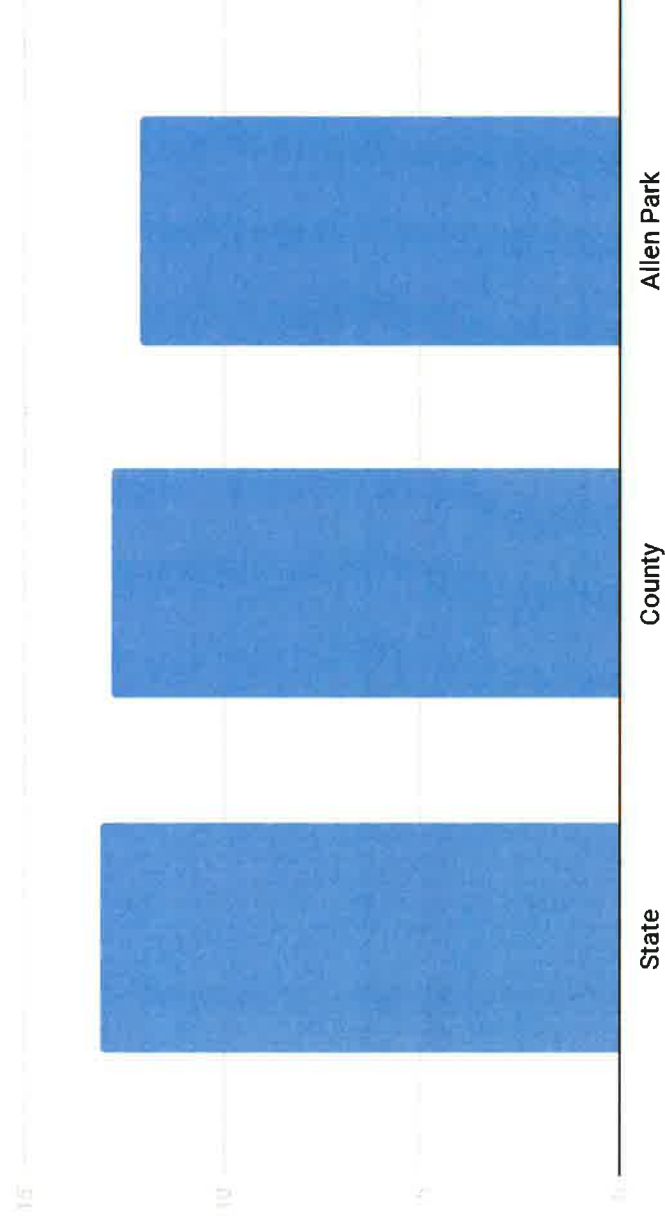


Allen Park Student Count Trend



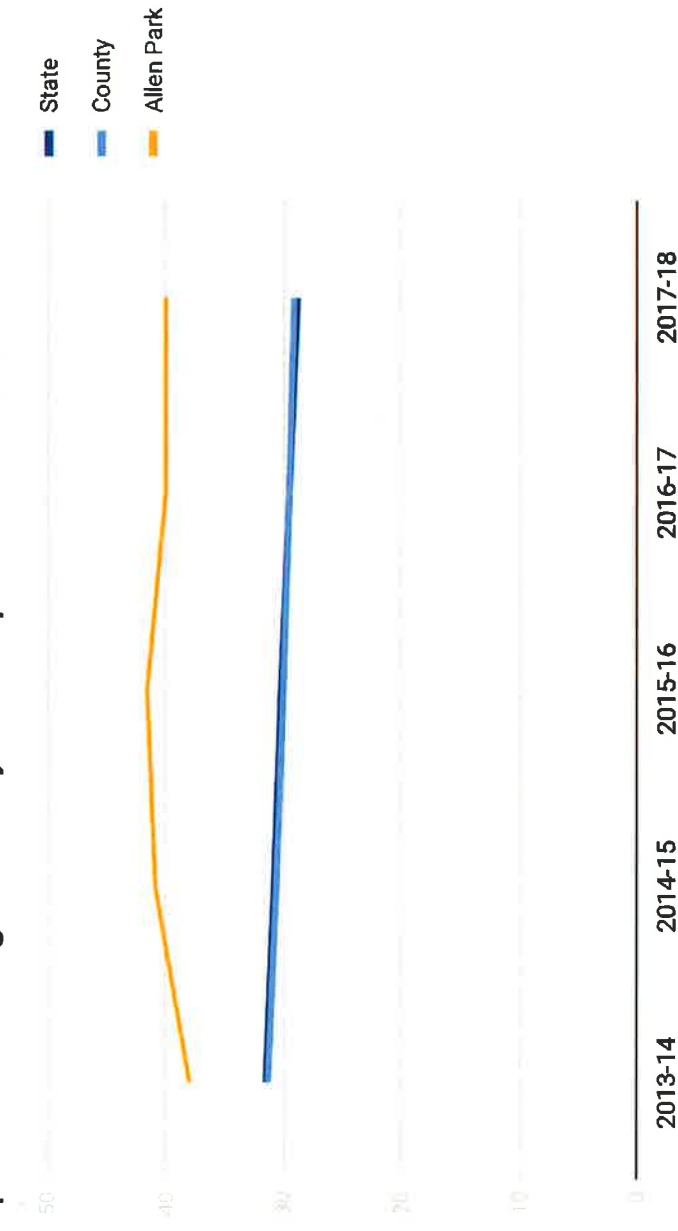
How do we stack up???

2017-18 Special Ed. Head Count (%)



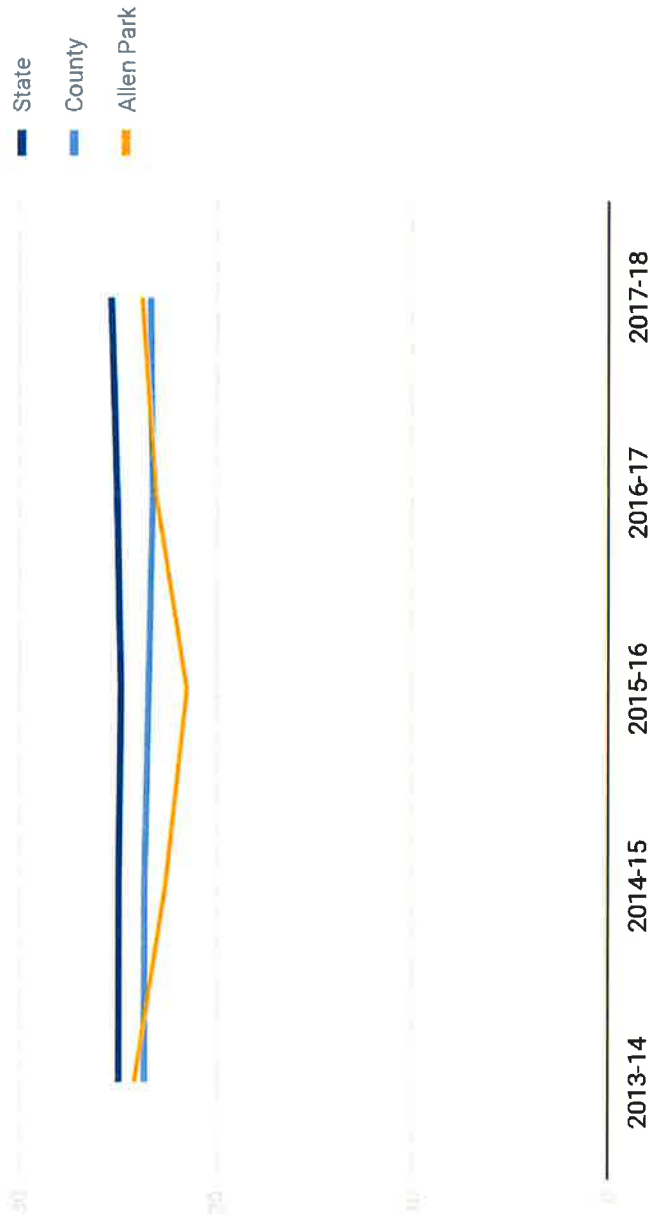
Specific Learning Disability

Specific Learning Disability - % of Special. Ed. Total



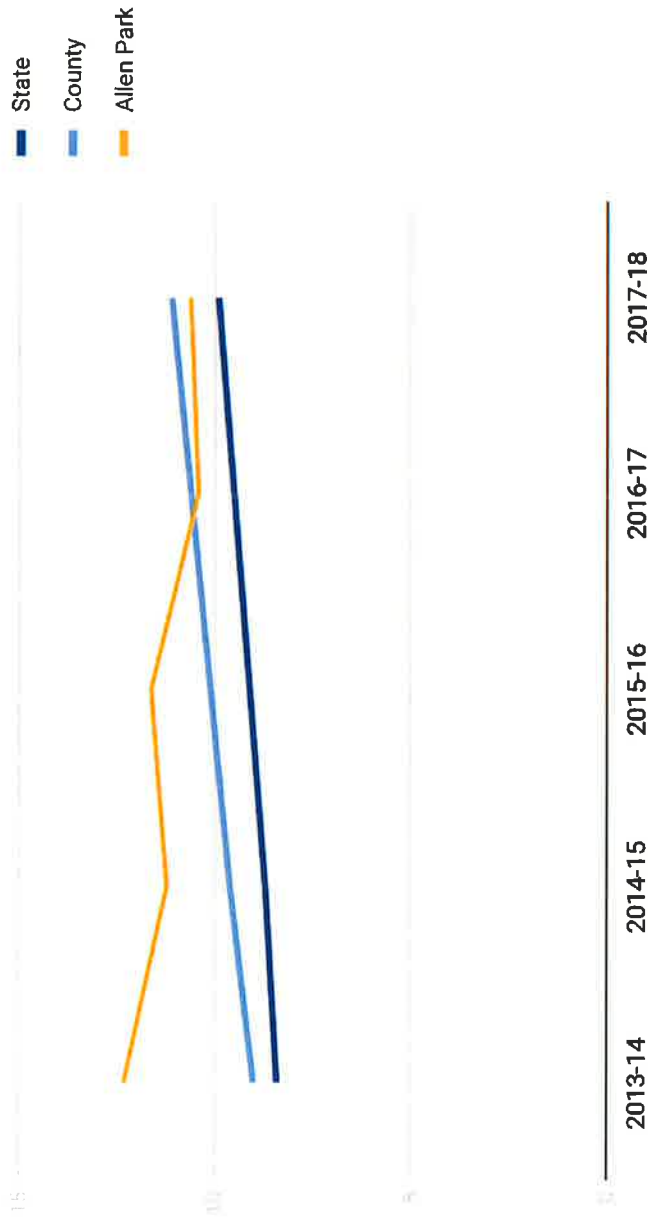
Speech & Language Impairment

Speech & Language Impaired - % of Special ed. Total



Autism Spectrum Disorder

Autism Spectrum Disorder - % of Special Ed. Total



Otherwise Health Impaired

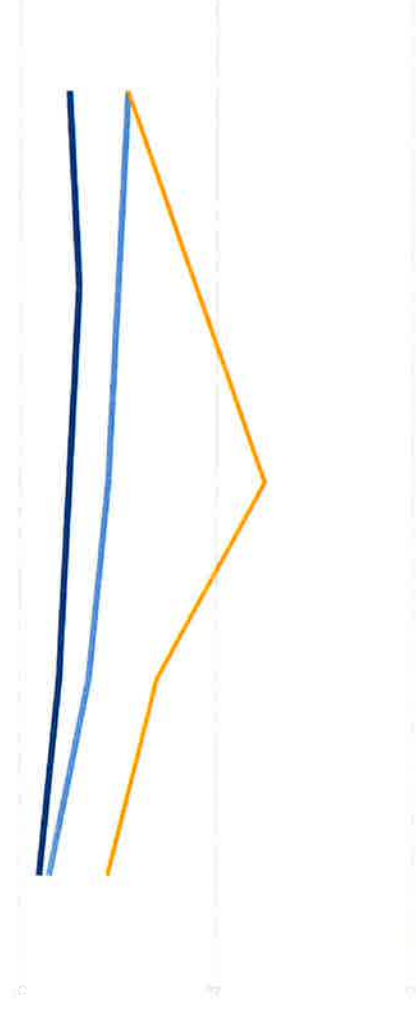
OHI - % of Special Ed. Total



Emotional Impairment

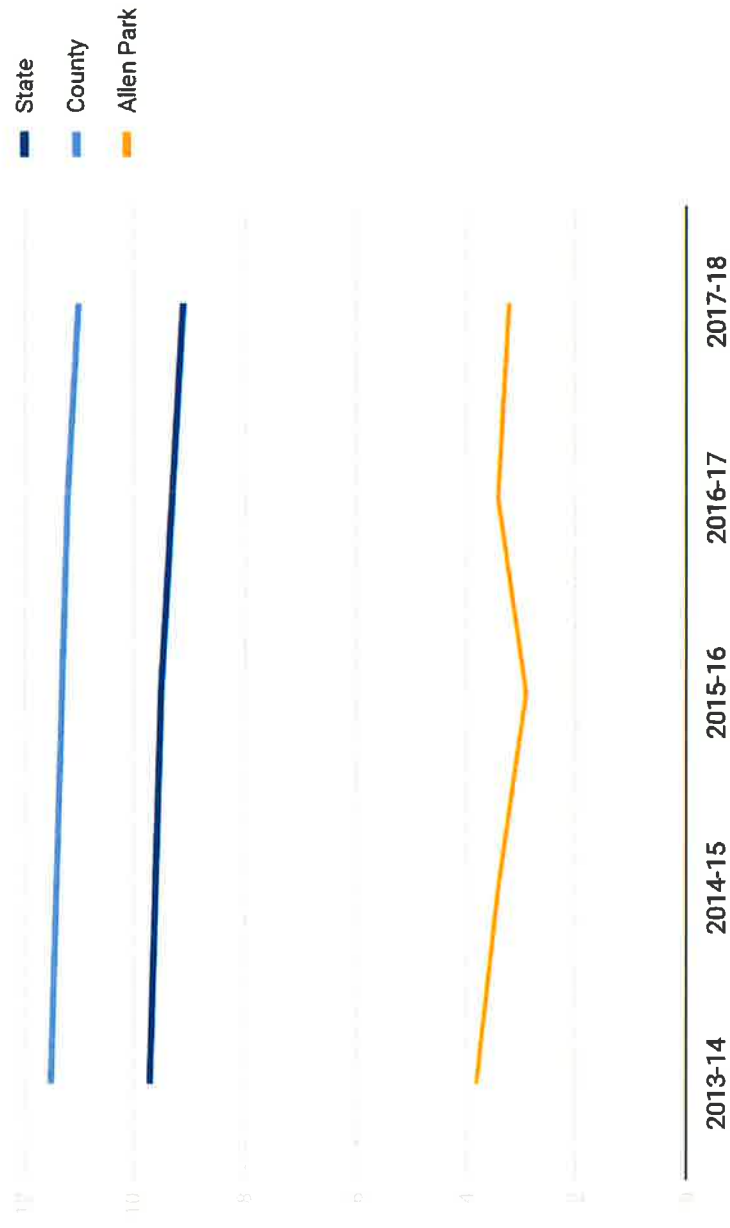
Emotional Impairment - % of Special Ed. Total

State
County
Allen Park



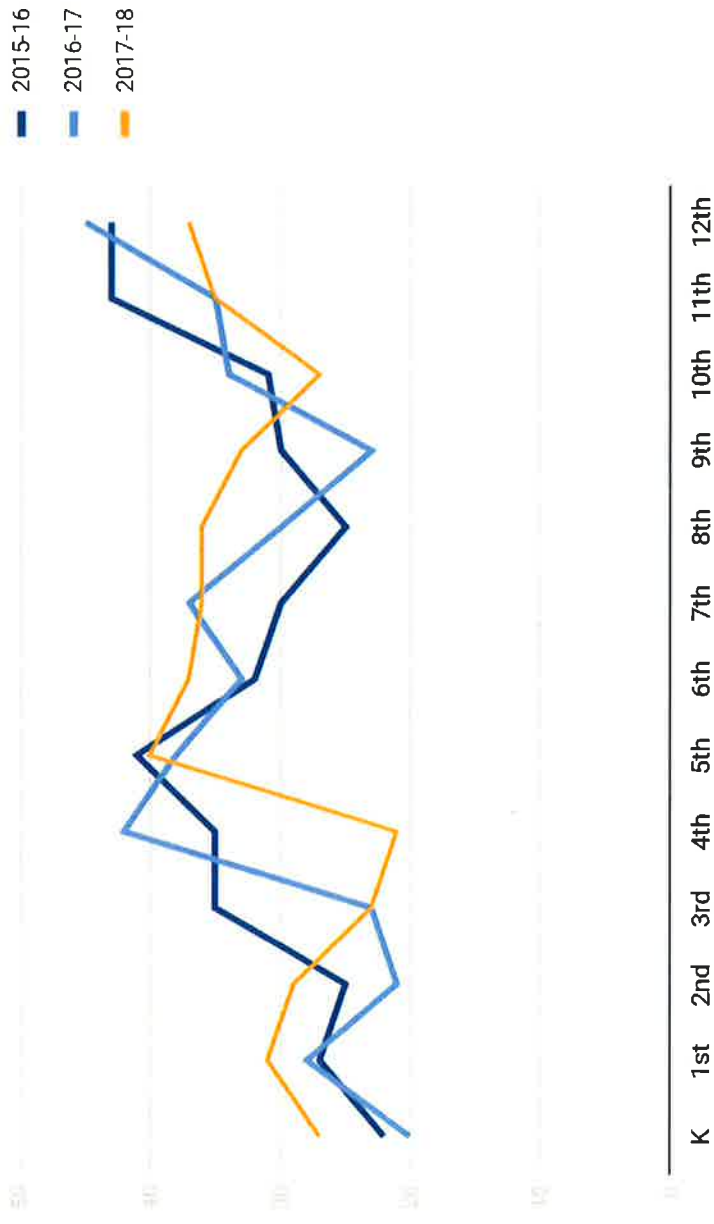
2013-14 2014-15 2015-16 2016-17 2017-18

Cognitive Impairment



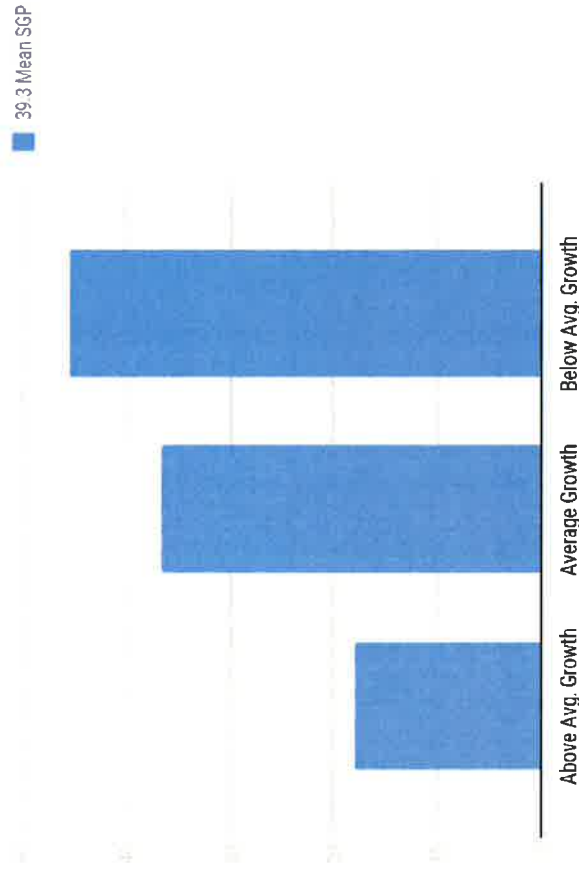
When are our kids identified???

Student Count (Disability ID) All Grade Comparison

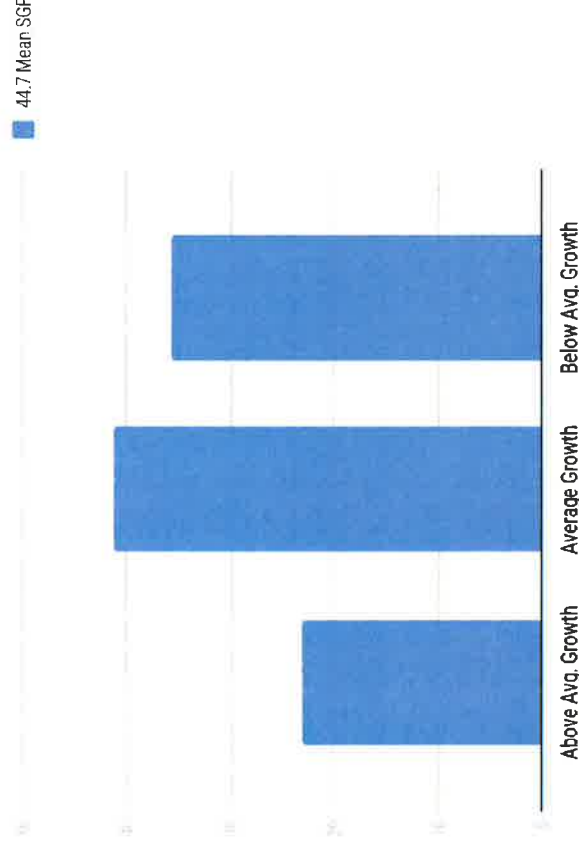


Student Growth Percentile (ELA) 2015-16

Students Without Disabilities

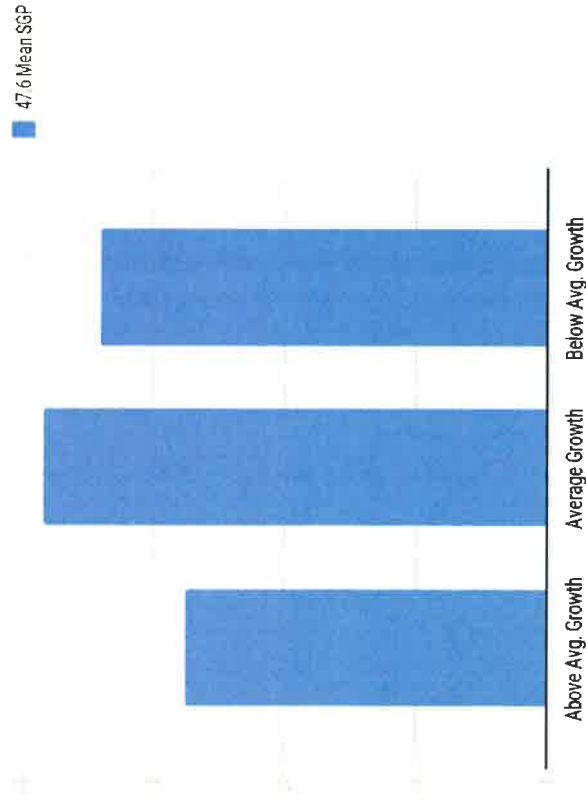


Students With Disabilities

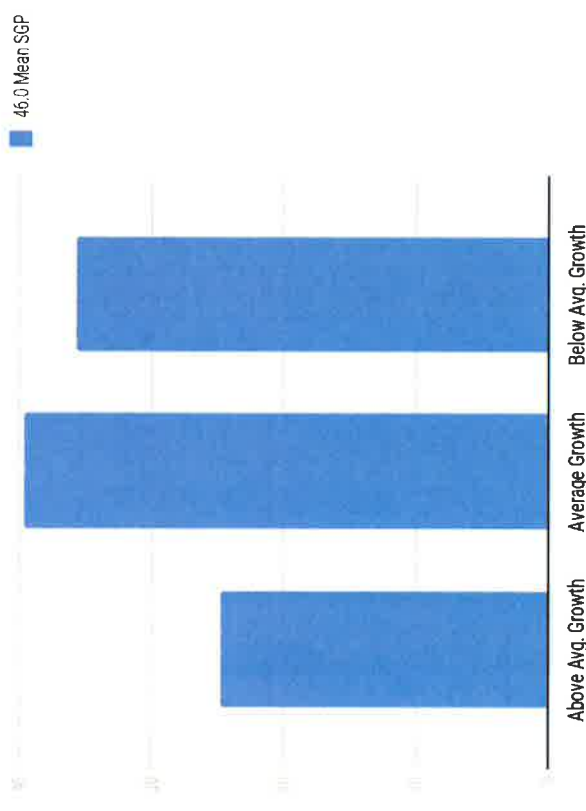


Student Growth Percentile (ELA) 2016-17

Students Without Disabilities

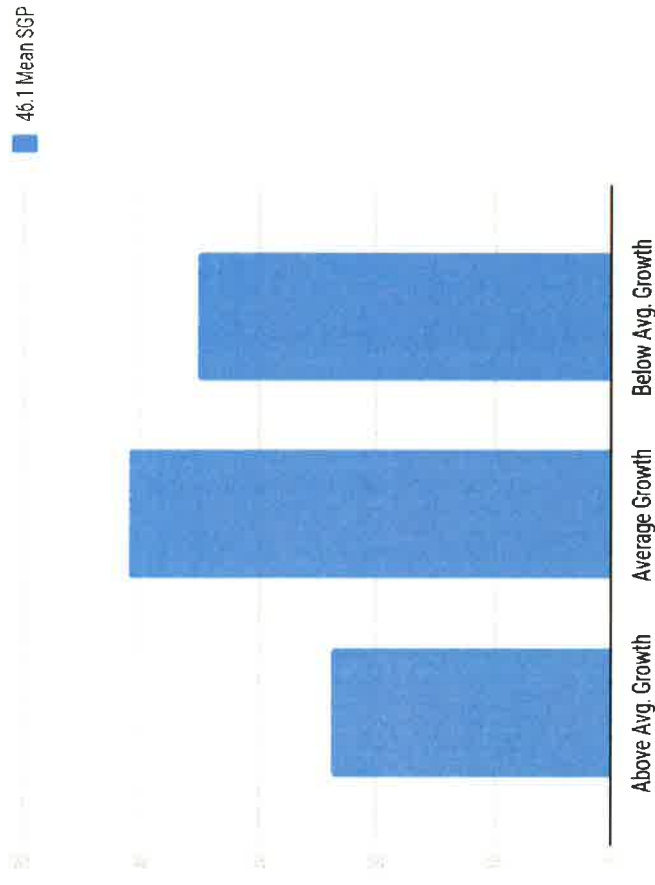


Students With Disabilities

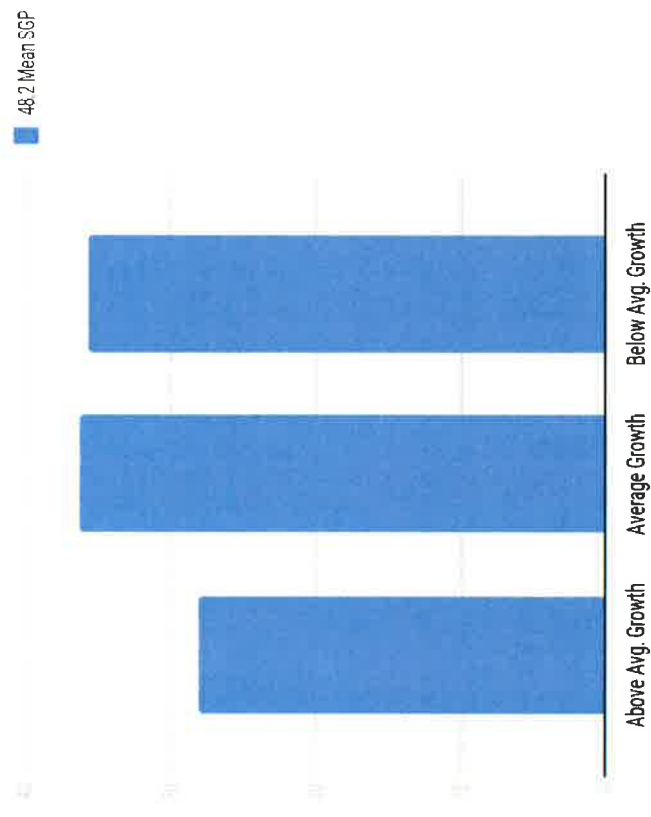


Student Growth Percentile (ELA) 2017-18

Students Without Disabilities



Students With Disabilities



Fun Fact:

Our staff generated
\$162,331.00 in revenue
via Medicaid billing during
the 2017-18 school year!!

Fun Fact #2

Our **graduation rate** for students with disabilities was **83.78%** for the 2015-16 school year and **86.11%** for the 2016-17 school year, exceeding the 80% target set by the State of Michigan!!!



THANK YOU!!!