

**LIVONIA PUBLIC SCHOOLS
BOARD OF EDUCATION**

**Committee of the Whole Meeting
May 11, 2026 - 6:30 PM
Board Room
15125 Farmington Road
Livonia, Michigan 48154**

AGENDA

- I. AUDIENCE COMMUNICATIONS**
- II. COMMITTEE OF THE WHOLE**
Burton, Chair; Acosta; Bradford; Frank; Jarvis; Johnson; MacFarland
 - A. Notification of Communications Recognition** **2**
S. Jenkins
- III. OPERATIONS COMMITTEE**
Johnson, Chair; Bradford; MacFarland
 - A. Copy Paper Order 2026-2027** **3**
W. Green
- IV. DIVISION OF INSTRUCTION COMMITTEE**
Bradford, Chair; Acosta; MacFarland
 - A. Middle School Swim Update** **6**
K. Etue
 - B. Social Studies Textbook Recommendation** **7**
T. O'Brien
 - C. 35M Grant Purchase** **19**
T. O'Brien
- V. FINANCE COMMITTEE**
Acosta, Chair; Bradford; Jarvis
 - A. 2026-2027 Wayne RESA Budget** **20**
A. Smith
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A. Smith
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Frank, Chair; Jarvis; Johnson
 - A. Board Policy CGC - Individual Employment Contracts** **39**
A. Smith
- VII. HUMAN RESOURCES COMMITTEE**
MacFarland, Chair; Frank; Johnson
 - A. Superintendent Search Timeline and Michigan Leadership Institute**
D. MacFarland
- VIII. LEGISLATIVE COMMITTEE**
Jarvis, Chair; Acosta; Frank



15125 FARMINGTON RD. LIVONIA, MI 48154

**MEMO FROM:
COMMUNICATIONS**

734-744-2522 | COMMUNICATIONS@LIVONIAPUBLICSCHOOLS.ORG

Date: May 8, 2026

To: Board of Education and Superintendent Oquist

From: Stacy Jenkins

Re: Committee of the Whole – May 11, 2026

This memo is to request a Committee of the Whole agenda item for May 11, 2026 during which I will provide the following preview of the Communications portion of the regular meeting agenda for May 26, 2026.

- Recognition of National Merit Scholarship Finalists
- Recognition of Livonia Figure Skating State Championships

Thank you for your consideration.



Date: May 11, 2026

To: Andrea Oquist, Superintendent

From: William Green, Assistant Superintendent of Operations and District Services

Re: Purchase of Copy Paper

I am requesting authorization to purchase photocopy paper for the 2026–2027 school year. This item will be presented for discussion and approval at the Committee of the Whole meeting on Monday, May 11, 2026.

Background

Photocopy paper is an annual district purchase obtained through the Wayne County paper supply contract, a county-wide competitive bid process.

For the 2025–2026 school year, the district purchased:

- White 8.5" x 11" copy paper at **\$30.59 per carton**
- Pastel 8.5" x 11" copy paper at **\$59.65 per carton**

Both items were supplied by Contract Paper Group.

Recommendation

Per Mr. Lau's recommendation letter, I recommend awarding the purchase of copy paper for the 2026–2027 school year to Contract Paper Group, Inc. at the following pricing:

- 4,500 cartons – 8.5" x 11" White Paper @ \$31.20 per carton
- 30 cartons – 8.5" x 11" Pastel Paper @ \$58.50 per carton
- 40 cartons – 11" x 17" White Paper @ \$48.20 per carton

Total Cost: \$144,083

Funding Source: General Fund

Attachments

c: Board of Education

WG/AS



Livonia Public Schools

Facilities and Operations

Date: April 13, 2026
To: William Green, Assistant Superintendent of District Services
From: Harry C. Lau, Administrator of Facilities and Operations
Re: Recommendation - Award District Copy Paper to Contract Paper Group

I am recommending and seeking approval to purchase copy paper for the Livonia Public School District from Contract Paper Group, Inc. (CPG) for the 2026-27 school year. CPG holds the Wayne RESA copy paper bid for the 2026-27 school year. Contract Paper Group has served LPS and Wayne County School Districts well for the last several years and has delivered quality products and services. The paper bid is as follows:

Size	LBS	Brightness	Colors	Cartons	Price/Carton
8.5 x 11	20 #	92 Bright	White Domestic	4500	\$31.20
8.5 x 11	20 #	n/a	Pastels	30	\$58.50
11 x 17	20 #	92 Bright	White	40	\$48.20

The total cost of all copy paper in this purchase is \$144,083.00. This will be paid for out of the general fund.

Thank you for your consideration.

Cc: A. Sutton



Livonia Public Schools

Secondary Programs

Date: May 11, 2026
To: Andrea Oquist, Superintendent
From: Kevin Etue, Director of Secondary Programs
SUBJ: Middle School Swim Update

This memorandum serves as a formal recommendation to establish a Middle School Swim Program for each of our three middle schools (Emerson, Frost, and Holmes) beginning in the 2026–2027 school year. Based on extensive survey data and feedback from students, families, staff, and community members, there is clear and compelling interest in adding this program to the district’s athletic offerings. The number of swim teams will be determined by the number of students who register for the swim team.

The middle school swim program will utilize our high school swimming pools. The costs associated with the middle school program include coaching stipends, swim equipment, and swim officials for swim meets. Student athletes will be responsible for the purchase of their own swimsuits and swim caps.

I am requesting this item be on the Committee of the Whole Meeting Agenda for May 11, 2026.



Livonia Public Schools

Academic Services

Date: May 7, 2026

To: Andrea Oquist, Superintendent

From: Theresa O'Brien, Chief Academic Officer

Subject: Seventh and Eighth Grade Social Studies Textbook Recommendation

I would like to request to be placed on the Division of Instruction Committee agenda for the May 11, 2026, Board of Education Committee of the Whole meeting with a recommendation to purchase new textbook resources for seventh and eighth grades:

National Geographic World History: Great Civilization – Ancient Through Modern Times 2025, from Cengage Learning, 10650 Toebben Drive, Independence Kentucky 4105 for \$135,177.40 for seventh grade social studies. This includes student print materials and digital access for 6 years. Teacher guides and professional development will be provided at no cost.

History Alive! US History Through Industrialization(Third Edition) 2025, from TCI Teachers Curriculum Institute, 3790 El Camino Real #1224, Palo Alto, CA 94306 for \$93,890.00 for eighth grade social studies. This includes student print materials and digital access for 6 years. Teacher guides, Placards and professional development will be provided at no cost.

The funds for this purchase will be from the secondary textbook budget.

Thank you for your consideration of this request.

DATE: May 1, 2026

TO: Brian Jensen, Emerson Middle School
Shanan Wheeler, Frost Middle School
Kristyn Cousino, Holmes Middle School

FROM: Lindsay Rousseau, 7-12 ELA & Social Studies Curriculum Coordinator

SUBJECT: Textbook Recommendation for the seventh grade social studies (World History) and eighth grade social studies (United States History) courses

This memo recommends the adoption of the physical copy and digital platform licenses for *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times (Cengage)* for use in the seventh grade social studies (World History) course and the adoption of the physical copy and digital platform licenses for *History Alive! The United States Through Industrialism (TCI Publishing)* for use in the eighth grade social studies (United States History) course. The details below provide more information about the adoption process and information to support this recommendation.

Committee Members (Seventh Grade Social Studies)

Emerson: Melissa Warnick
Frost: Amy Hoffman
Holmes: Tia Sarandria

Committee Members (Eighth Grade Social Studies)

Emerson: Will Kramer
Frost: Dan Kozlowski
Holmes: John Strzempka

Recommended Materials for Adoption (Seventh Grade Social Studies) - Cost proposal is attached

- *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times, Cengage Publishing, Copyright 2025*
- *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times, Cengage Publishing* digital platform licenses/access

Recommended Materials for Adoption (Eighth Grade Social Studies) - Cost Proposal is attached

- *History Alive! The United States Through Industrialism (Third Edition), TCI Publishing, Copyright 2025*
- *History Alive! The United States Through Industrialism (Third Edition)* digital platform licenses/access

Summary of Course(s)

The seventh grade social studies course (*World History*) focuses on early world history and geography with a deliberate focus on content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. By introducing students to the “invisible” tools historians use to create historical accounts, the course deepens students’ historical habits of mind and builds their social and content literacy. Students investigate human history from the beginning until around 1500, where they explore significant changes in each era through a chronological organization. Students learn about the earliest humans and explore early migration and settlement patterns. In studying the origins of farming and its impact upon emerging human cultures, students analyze evidence from the fields of archaeology and anthropology and employ a wide range of data sources including artifacts, photographs, and geographic information. Students examine how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas.

Summary of Course(s) cont.

The eighth grade social studies course (United States History) focuses on the time period from 1763 to 1880; Emphasis is placed on political themes, major events, and individuals who have contributed to shaping our nation into the country it is today. Students are required to use a variety of resources and means to acquire, process, and communicate information, which will include the analysis and application of primary sources, such as original documents and objects which were created at the time under study, as well as secondary sources, such as accounts or interpretations of events created by someone without first-hand experience. Examining primary sources gives students a powerful sense of history and the complexity of the past; Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills. Students will emerge with an improved civic competency and the knowledge to improve our democratic way of life.

Overview

The current textbook used in both of the middle school social studies courses is National Geographic's World History and American History textbooks/resources, which has a copyright of 2018. As National Geographic was one of the first publishers to provide digital licenses for an online platform that housed instructional and assessment materials for teacher and student use, they have made many updates to their online platform in the eight years since our initial adoption of their materials, as have the other major K-12 publishing companies. While National Geographic's materials still align well with the seventh grade Michigan state standards and with student and teacher needs, the eighth grade members of the committee said that, through their examination of other publishers' materials, there was a publisher who now, in 2026, has done a better job with the eighth grade US History curriculum as it pertains to standard alignment and learning/assessment opportunities.

Evaluation Process

The committees each created their shared vision for the course, examined the textbooks and online platforms, completed a rubric for each text and online platform, checked the texts for standard alignment, used the materials to teach the priority standards in marking period three of the 2025-26 school year, and had their students evaluate the texts and online platforms after using them. The committee then came back together after the materials were piloted to discuss how the pilot went with staff and students for each text and online resource. The committee then used the student and staff data and feedback to make the determination for which of the piloted texts/resources to adopt.

Shared Vision

In LPS, the vision for our middle school social studies program is to help students understand how history and geography shape the world around them while developing the skills to think critically about the past and present. In grades seven and eight, students learn to ask meaningful questions, analyze information, and approach problems using the distinct perspectives of each discipline. They work with a range of primary and secondary sources to build and evaluate historical understanding, strengthening their ability to communicate ideas clearly and make sense of complex issues over time. Instruction is designed to be engaging and purposeful, with students consistently working toward clear learning goals and outcomes. Classrooms are designed to support growth and to encourage students to take academic risks and learn from mistakes through constructive, nonjudgmental feedback. Teaching and assessments are aligned to established state standards and are a balance of formative and summative tasks used to monitor progress and guide instruction. When students need additional support, targeted interventions and reteaching are used to ensure students can access the grade-level content and build the skills necessary for success. Through this approach, students will leave middle school with a stronger sense of civic responsibility and the knowledge and skills needed to participate meaningfully in a democratic society.

Evaluation Criteria

We evaluated the textbooks using a rubric with the following criteria:

- Alignment to the C3 Framework, Inquiry Arc, and the College Board standards and topics
- Balance of skill development, conceptual understanding, and applicable tasks
- Reflect the needs and diversity of LPS students
- Offer reteaching and extensions opportunities
- Discourse, engagement, critical thinking
- Assessment (formative and summative)
- Digital platform

Textbooks/Resources Considered (Seventh Grade World History)

- *My World Interactive: World History Early Ages*, Savvas Publishing, Copyright 2021
- *World History: Voices and Perspectives*, McGraw-Hill Publishing, Copyright 2023
- *History Alive! The World Through 1750 (Third Edition)*, TCI Publishing, Copyright 2023
- *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times*, Cengage Publishing, Copyright 2025
- *World Civilizations*, HMH Publishing, Copyright 2018

Textbooks/Resources Considered (Eighth Grade US History)

- *My World Interactive: American History*, Savvas Publishing, Copyright 2021
- *United States History: Voices and Perspectives*, McGraw-Hill Publishing, Copyright 2023
- *History Alive! The United States Through Industrialism (Third Edition)*, TCI Publishing, Copyright 2023
- *National Geographic United States History: American Stories - Beginnings to 1877*, Cengage Publishing, Copyright 2025
- *United States History*, HMH Publishing, Copyright 2018

Independent Evaluation

The seventh grade committee of three teachers and the eighth grade committee of three teachers each began by looking at the textbook options and the additional supplemental and online resources listed above. Each committee member for both committees individually completed a horizontal trace summary form, which had them document their overall reactions to the textbooks and online platforms, their areas of concern related to each publisher and its horizontal trace to the standards, and any/all adaptations that teachers would need to make to the materials to increase their usability with all students. The last step of the horizontal trace summary process was for the committee members to rank each textbook/resource based on whether or not the text and materials matched our vision for middle school social studies. Each of the committee's members then came together to talk through their documentation of the horizontal trace to see where commonalities arose between the members. Through this process, the committees used their horizontal trace documentation and discussion and narrowed down the five possible resources to two, which were the materials they piloted with their students during the third marking period of the 2025-26 school year. The textbooks/resources that were piloted with seventh grade students were *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times* (Cengage) and *World History: Voices and Perspectives* (McGraw-Hill); the textbooks/resources that were piloted with eighth grade students were *United States History: Voices and Perspectives* (McGraw-Hill) and *History Alive! The United States Through Industrialism (Third Edition)* (TCI).

Evaluation Rubric Outcome

The results of the middle school social studies committee-created rubric showed *National Geographic World History: Great Civilizations - Ancient Through Early Modern Times* to be the frontrunner of the resources that were piloted in the seventh grade social studies classrooms and showed *History Alive! The United States Through Industrialism (Third Edition)* to be the frontrunner of the resources that were piloted in the eighth grade social studies classrooms. Both resources are visually-engaging, well-organized, and written at a level that is appropriate for middle school students, which allows for strong access to content for the students without overwhelming them. Both resources are clearly aligned to priority standards and include instructional supports that help students build understanding, think critically, and engage in inquiry. Additionally, each resource provides a range of assessment options that allow teachers to check for student understanding in different ways and at varying rigor levels. The teacher materials in both resources are thorough and practical, offering guidance, strategies for differentiation, and supporting resources that can be implemented with a wide range of learners. Overall, both resources reflect a consistent focus on student engagement, skill development, and alignment to instructional goals.

Student Response (Seventh Grade World History)

After having students review the texts as to the usability of each of the resources, how each resource helped them understand the social studies content, and the students' overall learning experience with each resource, the seventh grade students showed a high favorability for the Cengage resources over the McGraw-Hill resources. Over 75% of the students said that the materials were easy to understand and use, helped them understand the course content, supported in-class learning, and could be used independently if they were absent. Students particularly valued the clear organization, readability, and digital features such as read-aloud tools, highlighting, and visuals, which supported comprehension. Students also mentioned that the materials encouraged collaboration and discussion. Based on this student feedback, the Cengage resource provides a strong, accessible foundation for student learning and is well-suited to support instruction in seventh grade social studies.

Student Response (Eighth Grade United States History)

After having students review the texts as to the usability of each of the resources, how each resource helped them understand the social studies content, and the students' overall learning experience with each resource, the eighth grade students showed a high favorability for the TCI resources over the McGraw-Hill resources. Over 75% of students reported strong understanding of the content, the ability to use the materials independently, and overall effectiveness for classroom learning. Students gave high praise for the clarity of the TCI text, the interactive features in the online platform, such as simulations and activities, and the availability of digital tools and said all of these features helped increase their enjoyment of learning about US history. Based on this student feedback, the TCI resource effectively supports student understanding and engagement and is well-suited to meet the needs of students and support instruction in eighth grade social studies.

Professional Development Needs (Seventh Grade World History)

- Online platform training/review in August 2026 for all seventh grade social studies teachers to learn about what's included in the new/updated features and how teachers will access them
- Time as a district committee in August 2026 to navigate the updated online platform to find the materials that align with their district PLT- chosen priority standards
- Time as a district committee in August 2026 to revise the Year-at-a-Glance curriculum map so that it aligns with the updated Cengage resource

Professional Development Needs (Eighth Grade US History)

- Online platform training in August 2026 for all eighth grade social studies teachers to learn about what's available in the online platform and how to access it
- Time as a district team in August 2026 to navigate the online platform to find the materials that align with their district PLT-chosen priority standards
- Time as a district team to revise the Year-at-a-Glance curriculum map so that it aligns with the new TCI resource

For additional information on the adoption recommendation, contact Lindsay Rousseau at x42594.

CC
Theresa O'Brien
Kevin Etue
MS Social Studies Department Chairs

A note regarding the discrepancy in the number of digital licenses requested/needed each year for the next six years:

A six-year adoption for both the seventh grade and the eighth grade social studies textbooks/digital licenses is being requested because there is a significant financial savings in purchasing a six-year adoption over an adoption of a shorter duration of time.

The caveat to this is with the 150 digital licenses needed for the MACAT students. Because the MACAT students rotate every other year as to whether they are learning the seventh or the eighth grade standards/content, and because the publishing companies cannot “pause” the licenses during the duration of an adoption, those 150 licenses, if purchased with a six-year adoption, would sit - unused - every other year. In the interest of being fiscally responsible, I am requesting that the 150 licenses needed for the MACAT students only be purchased before the fall of the year in which those licenses will be used. Please see below:

- MACAT students will be studying and learning about the **seventh grade (World History)** social studies standards/content during the **2027-28, 2029-30, and 2031-32** school years. Because of this, between July 1st and the start of each of these three school years, the person in the role of the 7-12th Grade ELA & Social Studies Curriculum Coordinator will need to contact Cengage Publishing and request a one-year quote for 150 digital licenses for that particular school year to give the MACAT students and teachers access to the seventh grade curriculum and resources.
- MACAT students will be studying and learning about the **eighth grade (US History)** social studies standards/content during the **2026-27, 2028-29, and 2030-31** school years. Because of this, Between July 1st and the start of each of these three school years, the person in the role of the 7-12th Grade ELA & Social Studies Curriculum Coordinator will need to contact TCI Publishing and request a one-year quote for 150 digital licenses for that particular school year to give the MACAT students and teachers access to the eighth grade curriculum and resources.

Created Date 4/28/2026
Expiration Date 10/30/2026

Quote Number 00147108

Prepared By:
Stefanie Morris-Doucette
stefanie.morris@cengage.com

Presented To:
Lindsay Rousseau
7346792187
lroussea@livoniapublicschools.org

Bill To:
LIVONIA PUBLIC SCHOOL DISTRICT

Ship To:
LIVONIA PUBLIC SCHOOL DISTRICT
15125 FARMINGTON RD
LIVONIA, Michigan 48154
United States

Product	ISBN	Quantity	Sales Price	Discount (Percentage)	Total Price
K-12 Product Training	9781337466196	1.00	USD 3,150.00	100.00%	USD 0.00
National Geographic Learning World History Great Civilizations Ancient Through Early Modern Times, 2nd Edition, Teachers Edition	9798214359441	9.00	USD 230.00	100.00%	USD 0.00
National Geographic World History Great Civilizations: Ancient Through Early Modern Time, 2nd Edition, Essential Package (Student Edition + Digital) 6 Years	9798214640389	360.00	USD 153.00		USD 55,080.00
National Geographic World History Great Civilizations: Ancient Through Early Modern Time, 2nd Edition, Explore (6-year access)	9798214359571	545.00	USD 122.00		USD 66,490.00

Sub Total USD 126,790.00
Total Price USD 121,570.00
Processing Fee USD 7,607.40
Grand Total USD 129,177.40
Total Savings USD 10,291.60

Accept Quote

Order Creation Link <https://cengageorg.my.site.com/Service/s/k12-order?orderId=00147108>

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at <https://cengage.widen.net/s/glsqhrqfbd/ngl-online-sales-terms--jan-2025> (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments

Processing Fee – Similar to a handling fee for print products, the Processing Fee covers the costs of safely and efficiently onboarding K-12 students into our digital product whether through rostering, LMS integration, Google Classroom integration, self-registration or code-delivery. Specifically, the fee covers the careful handling of data to ensure privacy and accuracy along with the updating and handling of onboarding systems.

Created Date 4/20/2026
Expiration Date 10/29/2027

Quote Number 00145438

Prepared By:
Stefanie Morris-Doucette
stefanie.morris@cengage.com

Presented To:
Lindsay Rousseau
7346792187
lroussea@livoniapublicschools.org

Bill To:
LIVONIA PUBLIC SCHOOL DISTRICT

Ship To:
LIVONIA PUBLIC SCHOOL DISTRICT
15125 FARMINGTON RD
LIVONIA, Michigan 48154
United States

Product	ISBN	Quantity	Sales Price	Total Price
National Geographic World History Great Civilizations: Ancient Through Early Modern Time, 2nd Edition, Explore (1-year access)	9798214359526	150.00	USD 36.00	USD 5,400.00

Sub Total USD 5,400.00
Total Price USD 5,400.00
Processing Fee USD 540.00
Grand Total USD 5,940.00
Total Savings USD 0.00

Accept Quote

Order Creation Link <https://cengageorg.my.site.com/Service/s/k12-order?orderId=00145438>

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase. Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at <https://cengage.widen.net/s/qisghrqfot/ngl-online-sales-terms--jan-2025> (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments

Processing Fee – Similar to a handling fee for print products, the Processing Fee covers the costs of safely and efficiently onboarding K-12 students into our digital product whether through rostering, LMS integration, Google Classroom integration, self-registration or code-delivery. Specifically, the fee covers the careful handling of data to ensure privacy and accuracy along with the updating and handling of onboarding

systems.



Quote #: 00043801
 Date: 2026-04-20
 Expires On: 6/16/2026
 Prepared By: Matt Moorman
 Email: mmoorman@teachtci.com
 Phone: (800) 497-6138 ext 126

Quote for:
 Livonia Public Schools
 Lindsay Rousseau
 lroussea@livoniapublicschools.org

Ship to:
 Lindsay Rousseau
 Livonia Public Schools
 15125 Farmington Rd
 Livonia, MI 48154
 Ship to district warehouse

Holmes Middle School 16200 Newburgh Rd Livonia, MI 48154

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
TB-1518-6	HA! US Through Industrialism: Student Bundle (6 Yrs)	Bundle English	\$111.00	\$111.00	80	\$8,880.00
Holmes Middle School Shipping:			\$444.00	Holmes Middle School		\$8,880.00
TOTAL:						

Frost Middle School 14041 Stark Rd Livonia, MI 48154

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
TB-1518-6	HA! US Through Industrialism: Student Bundle (6 Yrs)	Bundle English	\$111.00	\$111.00	80	\$8,880.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	\$149.00	\$0.00	1	\$0.00
145-7	HA! US Through Industrialism: Placards	Print English	\$149.00	\$0.00	1	\$0.00
Frost Middle School Shipping:			\$444.00	Frost Middle School		\$8,880.00
TOTAL:						

Emerson Middle School 29100 W Chicago St Livonia, MI 48150

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
TB-1518-6	HA! US Through Industrialism: Student Bundle (6 Yrs)	Bundle English	\$111.00	\$111.00	40	\$4,440.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	\$149.00	\$0.00	1	\$0.00
145-7	HA! US Through Industrialism: Placards	Print English	\$149.00	\$0.00	1	\$0.00
Emerson Middle School Shipping:			\$222.00	Emerson Middle School		\$4,440.00
TOTAL:						

District Office

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
MS-SS-SL-06	Middle School (6-8) Social Studies: Student License (6 Yrs)	Digital	\$92.00	\$92.00	715	\$65,780.00
MS-SS-SL-01	Middle School (6-8) Social Studies: Student License (1 Yr)	Digital	\$32.00	\$32.00	150	\$4,800.00
MS-SS-TL-06	Middle School (6-8) Social Studies: Teacher License (6 Yrs)	Digital	\$1,840.00	\$0.00	11	\$0.00

MACAT

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
District Office Shipping:			\$0.00	District Office TOTAL:		\$70,580.00

SUBTOTAL:	\$92,780.00
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Shipping (5%) \$1,110.00

Grand Total	\$93,890.00
--------------------	--------------------

Gratis

Gratis offer and/or customer pricing are valid for this quote only and contingent upon purchase order total matching or exceeding the quote total. Gratis items must be included on your purchase order.

Gratis Total \$20,836.00

Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>.

How to Order

Please include a copy of this quote with your purchase order to expedite your order and ensure you receive the pricing quoted above. Adjustments cannot be made after the order has been fulfilled. Place orders online at <https://shop.teachtci.com> or send using one of the following options:

- Email: info@teachtci.com
- Fax: 800-343-6828
- Address: 3790 El Camino Real #1224, Palo Alto CA 94306
- If paying by check, send payment to PO Box 6004, Whittier CA 90607

Download a copy of TCI's W-9 at <https://www.teachtci.com/w9>

License Contact

Set-up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

Shipping

Shipping and handling fees do not apply to teacher and student license-only products.

Print Subscriptions

If your order includes multi-year subscriptions to print materials, you must receive delivery of the full annual quantity for the duration of your subscription. Any adjustments below the annual quantity cannot be used as a credit for future year shipments. Changes that exceed the original annual quantity must be accompanied by a new purchase order.

Student Journal Bundles

If your order contains fewer than 20 multi-year student journal bundles for any program, journals for the entire duration of the bundle will be shipped to you upfront.

Sales Tax

If applicable, sales tax will be assessed when your order is processed. Actual amount will be calculated and added to the invoice based on the delivery address.



Livonia Public Schools

Academic Services

Date: May 7, 2026

To: Andrea Oquist, Superintendent

From: Theresa O'Brien, Chief Academic Officer

RE: Purchase of Additional HMH Materials Through 35m Grant

I would like to request to be placed on the Curriculum Committee agenda for the May 11, Board of Education Committee of the Whole meeting with a recommendation to purchase additional literacy materials using the 35m Grant. Last year, we applied for and were awarded 1.1 million dollars and purchased over \$700,000 worth of curriculum materials from Houghton Mifflin-Harcourt, a State approved Tier I textbook that we use at the fifth and sixth grades. We used the grant to purchase student journals, digital access, and assessments. We also purchased small group instruction books for K-5 classrooms.

The grant is still open, and we have additional funds that can be spent. We would like to purchase \$129,616.38 worth of materials from Houghton Mifflin-Harcourt. This purchase would include sets of texts for the curriculum updates at Webster Elementary and digital access to Writable for third and fourth grades.

Thank you for your consideration of this request.



Livonia Public Schools

Finance Office

Date: May 8, 2026

To: Andrea Oquist, Superintendent

From: Alison Smith, Chief Financial Officer

Re: Wayne RESA Budget

Per Michigan Compiled Law (380.624), intermediate school boards shall have their proposed budget reviewed by its constituent district each year. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget. If an intermediate school board receives any specific objections or proposed changes, the intermediate school board shall consider the proposed budget changes.

We would like to discuss the 2026-27 Wayne County RESA Proposed Budget at the Finance Committee meeting on Monday, May 11, 2026. Attached is the Wayne County RESA proposed budget, a Q&A, and a resolution that we will ask the Board of Education to adopt at the May 26, 2026, Regular Board meeting.

Please let me know if you have any questions. Thank you.

AS/kv

Attachments

c: Board of Education



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE

WAYNE RESA

Preliminary Budget

2026-2027

Comments

From Wayne RESA Superintendent, Daveda J. Colbert, Ph.D.

April 30, 2026

Dear Superintendents and Board of Education Members:

This budget package reflects the projected financial profile of the Wayne County Regional Educational Service Agency's operations for fiscal year 2026-27. This information was presented to the Wayne RESA Board of Education on April 15, 2026, for review and discussion. A hearing for constituent districts will be held at the May 20, 2026, Wayne RESA Board of Education meeting. The budget is also being presented for formal approval at the June 10, 2026, meeting of the Board.

As one of the 56 intermediate school districts in the State of Michigan, Wayne RESA works closely with each of our 33 local school districts to ensure that our programs and services positively impact teaching and learning. We are connecting with, and directing our services, resources and leadership to Wayne County districts and schools with the goal of making these services relevant, cost effective, and focused on improving student achievement. Additionally, it is imperative that we continue to assist in targeting, maximizing, and distributing critical resources and to provide cost saving opportunities through collaboration, support, and economies of scale. Wayne RESA's support and expertise provided to local districts leads to clean audits, quicker resolution of issues, uninterrupted local services during periods of employee transition, and process improvements that help districts' operations run smoother, freeing up valuable time to keep the focus on improving instruction for our students.

The attached budget document provides a high level of information for your review. Additional detail is available on our website at www.resa.net under "About", then "Miscellaneous Reports". Answers to many of the questions we are asked can be found in the FAQ document also posted to the report page of our website. The Wayne RESA General Fund continues to have a positive fund balance and the Wayne RESA Board of Education has taken the position that we will manage the use of our fund balance to assure stability in our services from year to year, while optimizing vital services to support our districts.

Your questions or points of interest regarding this proposed budget are invited and should be directed to Drew McMechan, Assistant Superintendent of Financial Services at (734) 334-1564 or at mcmecha@resa.net

Of course, you are always encouraged to contact me directly if you have any additional questions or comments about any aspect of Wayne RESA.

Sincerely,



Daveda J. Colbert, Ph.D.
Superintendent



Foreword



Wayne RESA is a regional educational service agency that provides a wide variety of services to children, families and communities. We coordinate many of our programs with Wayne County's 33 public school districts and 96 public school academies. We also provide services to local and intermediate school districts in other parts of the state.

The services Wayne RESA provides range from curriculum consulting, leadership and content coaching, and staff development, to helping districts maximize technology in the classroom and in their business and administrative operations. Wayne RESA's services save taxpayers millions of dollars annually and enable districts to concentrate more time, money, and energy on the direct education of students.

With a projected budget of over \$845 million, Wayne RESA's budget includes **more than \$731 million that is distributed to local districts and agencies**

to cover the costs related to special education, Medicaid, the enhancement millage, and other special projects and grant-funded initiatives.

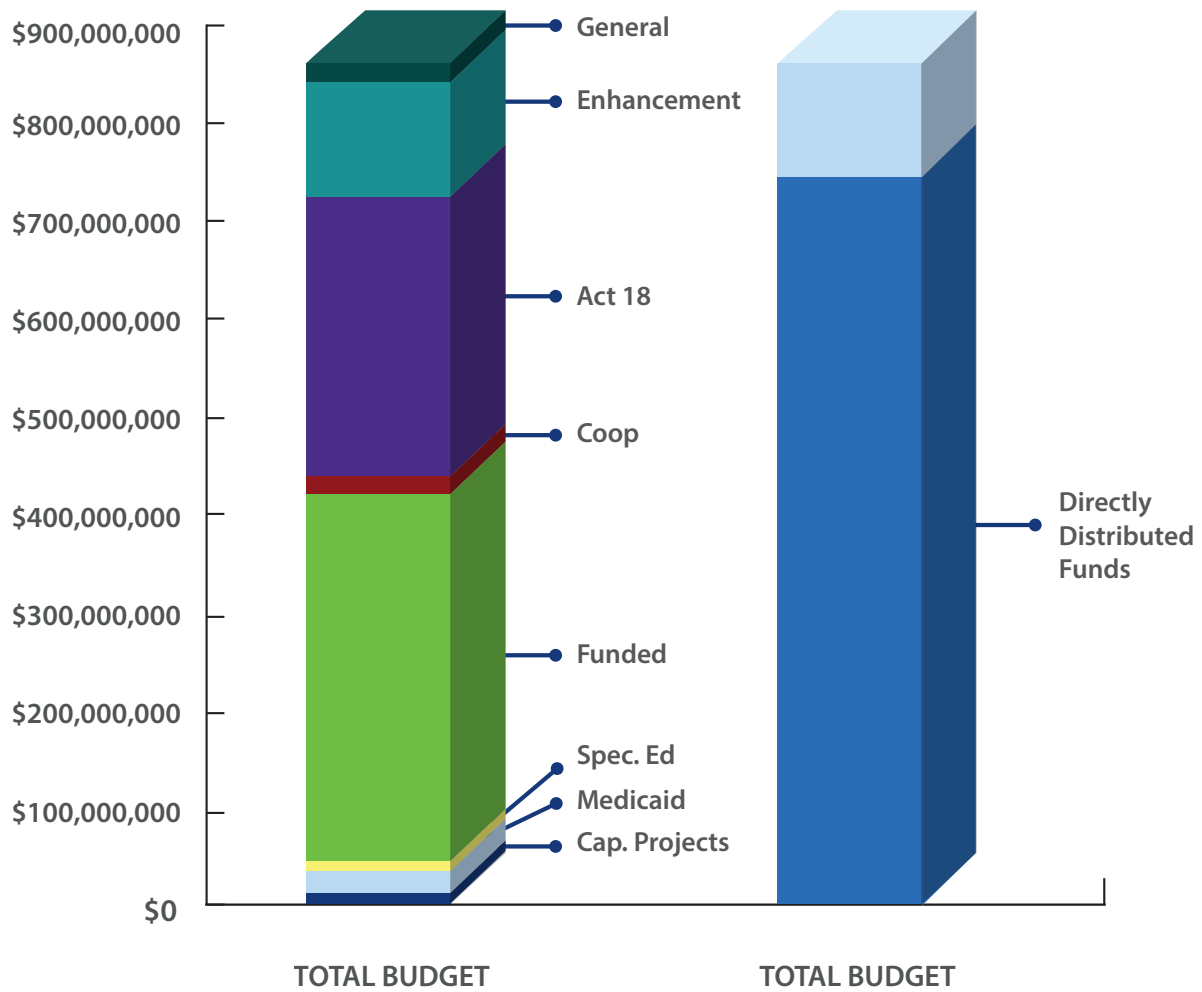
The Preliminary Budget reflects the expected revenues and planned expenditures for the 2026-2027 fiscal year. While projections are as precise as available information will permit, it is anticipated that adjustments will be necessary during the coming year.

The Preliminary Budget provides a comprehensive financial profile of all of the funds of Wayne RESA, as well as supplementary information to promote a more complete understanding of WRESA's financial structure.

Each of the individual funds includes a brief description of their purpose, and in the case of the General Operating Fund and the Cooperative Fund, are followed by links to detailed budgets for each cost center.

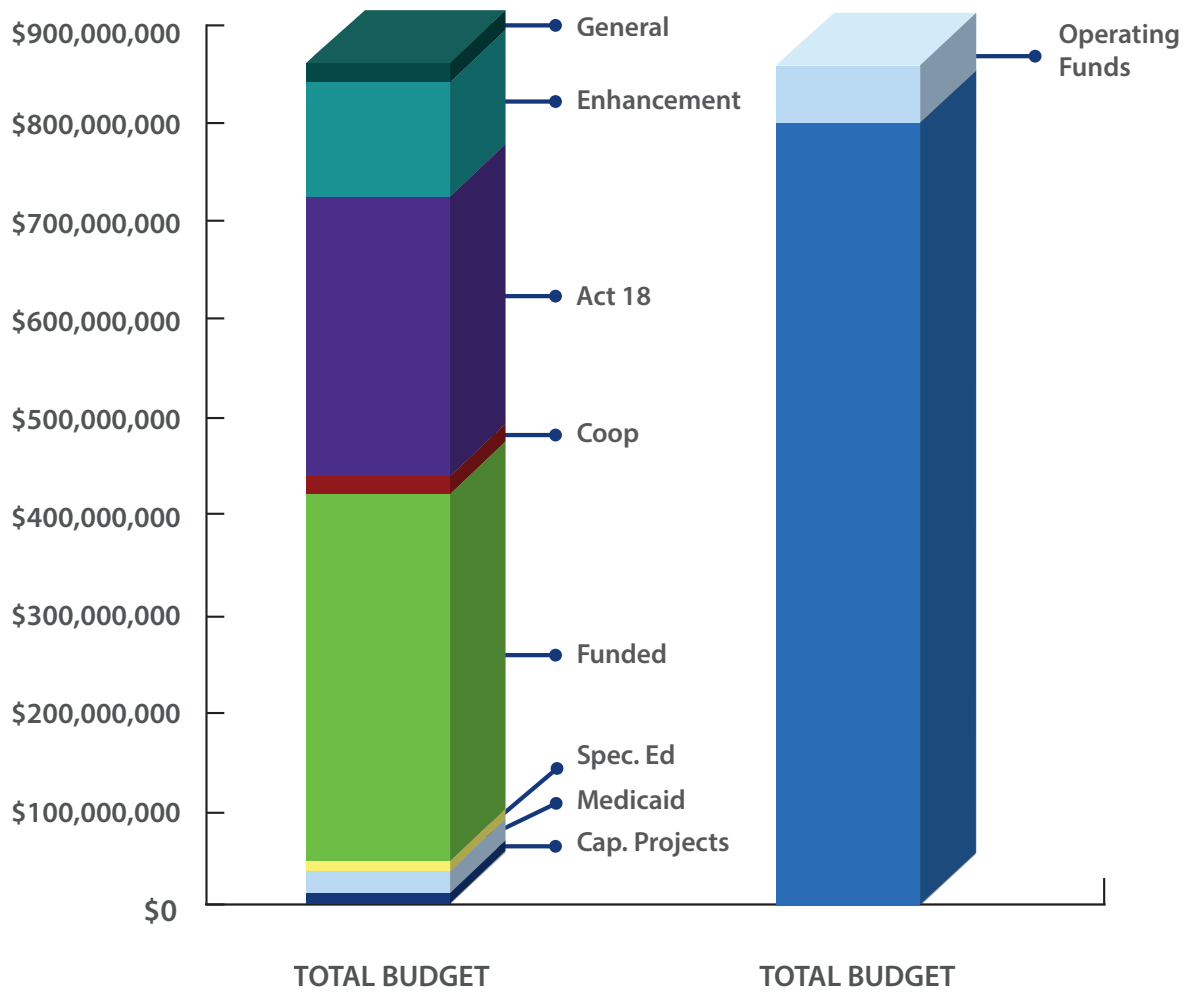
Wayne RESA 2026-27 Budget

Wayne RESA's total budget across all funds is over \$845 million. Of this, \$731 million is directly distributed to schools.



Wayne RESA 2026-27 Budget

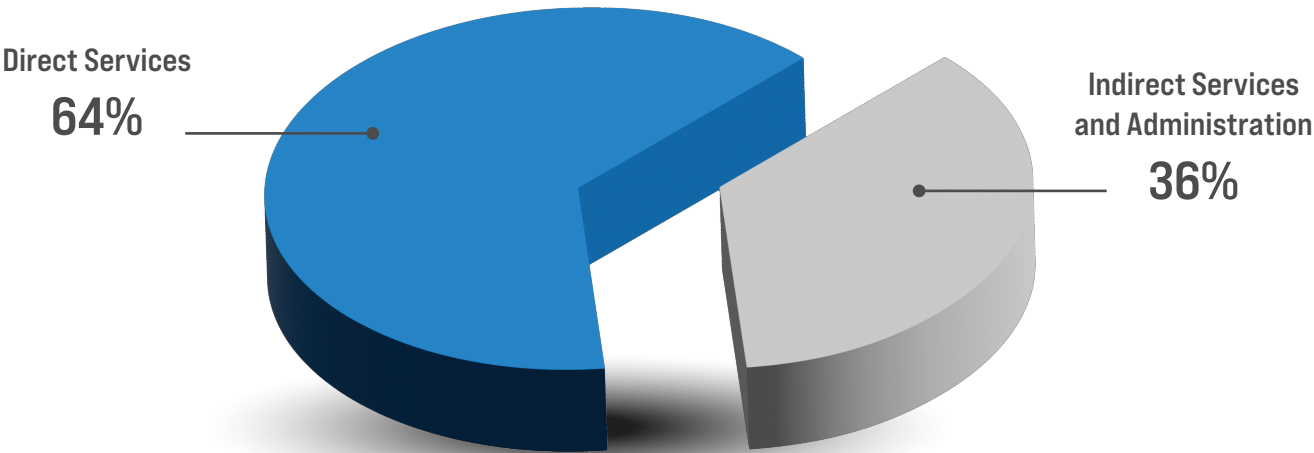
Wayne RESA's Operating Funds, the General, Cooperative, Special Education Operating, and Capital Projects Funds, represent 7% of all the Agency's expenditures.



Budget by Service Area

Wayne RESA's Operating Expenditures are further divided into both indirect services and direct services to districts. Indirect services and administration costs account for approximately 36% of costs, while direct services to districts make up the remaining 64%.

Wayne RESA 2026-27 Operating Funds Budget by Service Area



General Fund

The **General Fund Operating Budget** is established to record and report all financial transactions of the Agency except those required by law to be entered in other funds.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$32,551,918	\$23,769,458
Revenues		
Local Sources	\$10,470,800	\$9,876,000
State Sources	15,777,440	15,510,300
Incoming Transfers – Other Governmental Agencies	374,000	374,000
Incoming Transfers – Other Funds	1,050,000	1,050,000
Total Revenues	\$27,672,240	\$26,810,300
Expenditures		
Salaries	\$7,817,700	\$8,052,100
Employee Benefits	4,831,900	4,951,800
Purchased Services	4,667,600	4,667,600
Supplies and Materials	670,700	670,700
Capital Outlay	844,200	844,200
Other Expenses	172,200	172,200
Outgoing Transfers – Other Governmental	461,200	452,000
Other Funds	16,989,200	12,589,200
Total Expenditures	36,454,700	32,399,800
Ending Fund Balance	\$23,769,458	\$18,179,958

See the [General Fund Program details](#).

Enhancement Millage Fund

The Wayne County schools **enhancement millage** was re-approved by voters in November of 2024 to levy approximately two mills on all properties within the school districts in Wayne County. This millage is fully distributed as collected to the 33 school districts of Wayne County and eligible Public School Academies. It can be used for all allowable school expenditures.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$0	\$0
Revenues		
Local Sources	\$108,017,000	\$113,377,900
State Sources	1,130,000	1,596,900
Incoming Transfers – Other Governmental Agencies	0	0
Incoming Transfers – Other Funds	0	0
Total Revenues	\$109,147,000	\$114,974,800
Expenditures		
Salaries	\$0	\$0
Employee Benefits	0	0
Purchased Services	0	0
Supplies and Materials	0	0
Capital Outlay	0	0
Other Expenses	0	0
Outgoing Transfers – Other Governmental	109,147,000	114,974,800
Other Funds	0	0
Total Expenditures	\$109,147,000	\$114,974,800
Ending Fund Balance	\$0	\$0

Act 18 Fund

Act 18 monies are collected and distributed by WRESA primarily to reimburse center program operating districts for allowable added costs. In 2002 an additional 1.5 mill was approved by voters increasing the total authorized millage to 3.5 mill. Act 18 monies are completely segregated from all other WRESA accounts and are distributed according to a county-wide plan recommended by constituent districts and approved by the WRESA Board of Education.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$280,785,223	\$220,181,323
Revenues		
Local Sources	\$192,523,100	\$197,894,000
State Sources	47,073,600	47,442,600
Incoming Transfers – Other Governmental Agencies	500,000	509,100
Incoming Transfers – Other Funds	7,000,000	7,000,000
Total Revenues	\$247,096,700	\$252,845,700
Expenditures		
Salaries	\$54,300	\$55,900
Employee Benefits	65,500	67,400
Purchased Services	1,583,500	1,583,500
Supplies and Materials	384,400	384,400
Capital Outlay	17,600,000	4,000,000
Other Expenses	2,500	2,500
Outgoing Transfers – Other Governmental	275,306,600	275,363,600
Other Funds	12,703,800	10,618,970
Total Expenditures	\$307,700,600	\$292,076,240
Ending Fund Balance	\$220,181,323	\$180,950,783

Cooperative Education Fund

The **Cooperative Education Fund** is established to record and report the revenues and expenditures derived from providing services to local districts, agencies and public school academies. Revenues are comprised of user fees and subsidies from the General Operating Fund. Included in this fund are the activities included in Administrative and Instructional Technology Services, Illuminate Assessment Project, Print Services, Production Services, District Field Services, and Consolidated Services.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$4,057,540	\$2,698,740
Revenues		
Local Sources	\$122,200	\$122,200
Incoming Transfers – Other Governmental Agencies	9,143,000	9,492,900
Incoming Transfers – Other Funds	6,934,000	6,934,000
Total Revenues	\$16,199,200	\$16,549,100
Expenditures		
Salaries	\$6,857,500	\$7,063,200
Employee Benefits	4,351,400	4,465,000
Purchased Services	5,079,000	5,079,000
Supplies and Materials	725,000	725,500
Capital Outlay	327,100	327,100
Other Expenses	214,200	214,200
Outgoing Transfers – Other Governmental	0	0
Other Funds	3,300	3,300
Total Expenditures	\$17,558,000	\$17,877,300
Ending Fund Balance	\$2,698,740	\$1,370,540

See the [Cooperative Fund details](#).

Funded Projects Fund

The **Funded Projects Fund Operating Budget** is established to record and report all financial transactions of a combination of grants and initiatives that support General Education and Special Education activities.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$0	\$0
Revenues		
Local Sources	\$6,477,852	\$4,639,536
State Sources	234,957,847	247,248,306
Federal Sources	145,971,178	120,607,811
Incoming Transfers – Other Governmental Agencies	2,002,884	3,573,013
Incoming Transfers – Other Funds	1,159,737	0
Total Revenues	\$390,569,498	\$376,068,666
Expenditures		
Salaries	\$17,542,471	\$15,612,264
Employee Benefits	11,465,547	10,644,111
Purchased Services	17,802,390	21,000,670
Supplies and Materials	5,438,809	3,253,895
Capital Outlay	5,000	5,000
Other Expenses	48,391	44,806
Outgoing Transfers – Other Governmental	330,804,045	318,940,358
Other Funds	7,462,845	6,567,562
Total Expenditures	\$390,569,498	\$376,068,666
Ending Fund Balance	\$0	\$0

Special Education Fund

The **Special Education Services Fund** provides consultant and staff development support for constituent districts to foster free and appropriate special education services for the eligible students with disabilities in Wayne County. The fund also includes the distribution of state and other funds to the Michigan School for the Deaf and certain other residential programs that serve Wayne County students.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$0	\$0
Revenues		
Local Sources	0	0
State Sources	\$1,578,460	\$1,578,460
Federal Sources	0	0
Incoming Transfers – Other Governmental Agencies	0	0
Incoming Transfers – Other Funds	11,003,840	8,918,940
Total Revenues	\$12,582,300	\$10,497,400
Expenditures		
Salaries	\$2,508,300	\$2,583,600
Employee Benefits	1,621,000	1,662,100
Purchased Services	6,900,700	4,700,700
Supplies and Materials	66,800	66,800
Capital Outlay	646,000	646,000
Other Expenses	29,800	29,800
Outgoing Transfers – Other Governmental	518,400	518,400
Other Funds	291,300	290,000
Total Expenditures	\$12,582,300	\$10,497,400
Ending Fund Balance	\$0	\$0

Medicaid Fund

The **Medicaid Fund** represents flow-through funding to the local districts of Wayne RESA for direct Medicaid-eligible services and Caring for Students programs. These programs have been made available through an agreement entered into by WRESA on behalf of the constituent districts to provide partial reimbursement for services to Medicaid-eligible special education students and eligible health and mental health services provided to general education students.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$0	\$0
Revenues		
Local Sources	\$28,449,300	\$28,849,300
Total Revenues	\$28,449,300	\$28,849,300
Expenditures		
Salaries	\$340,700	\$351,000
Employee Benefits	248,400	255,400
Purchased Services	43,800	43,800
Supplies and Materials	2,500	2,500
Capital Outlay	0	0
Other Expenses	900	900
Outgoing Transfers – Other Governmental	20,757,500	21,140,200
Other Funds	7,055,500	7,055,500
Total Expenditures	\$28,449,300	\$28,849,300
Ending Fund Balance	\$0	\$0

Capital Projects Fund

The **Capital Projects Fund** has been established by the Board of Education as a segregated group of accounts that are to be used for non-routine capital items. The Capital Projects Fund is funded through transfers from the General Operating Fund.

	2025-26 Approved Budget	2026-27 Proposed Budget
Beginning Fund Balance	\$1,921,791	\$620,091
Revenues		
Local Sources	\$20,000	\$20,000
Incoming Transfers – Other Funds	12,230,000	10,369,900
Total Revenues	\$12,250,000	\$10,389,900
Expenditures		
Purchased Services	\$233,900	\$233,900
Capital Outlay	13,317,800	10,146,100
Other Expenses	0	0
Total Expenditures	\$13,551,700	\$10,380,000
Ending Fund Balance	\$620,091	\$629,991



MODEL RESOLUTION FOR LOCAL DISTRICT VOTE ON WAYNE RESA BUDGET

Wayne County Regional Educational Service Agency (“Wayne RESA”)
2026-2027
General Fund Operating Budget
RESOLUTION

A _____ meeting of the Board of Education of the _____
School District was held at the _____ on _____, 2026 at _____.

Members present were: _____

The following preamble and resolution were offered by Member _____
and seconded by Member _____.

WHEREAS:

This Board received the Wayne RESA General Fund Operating Budget on or before May 1, 2026;
and

WHEREAS:

In accordance with Section 380.624 of the Revised School Code, this Board must now adopt a
resolution expressing its support or disapproval of the proposed Wayne RESA budget, and must
submit to the Wayne RESA Board any specific objections and/or proposed changes the Board may
have to the budget prior to June 1, 2026

THEREFORE, BE IT RESOLVED THAT:

Please check one of the following options:

The Wayne RESA General Fund Operating budget for the 2026-2027 school year be supported,
and that the Secretary of the Board is hereby directed to submit a copy of this resolution to the
Secretary of the Wayne RESA Board of Education, along with comments.

OR

The Wayne RESA General Fund Operating budget for the 2026-2027 school year be disapproved
(for reasons attached hereto), and that the Secretary of the Board is hereby directed to submit a
copy of this resolution to the Secretary of the Wayne RESA Board of Education, along with any
specific objections or proposed changes to the budget.

The undersigned duly qualified and acting Secretary of the Board of Education of
_____, Michigan hereby certifies that the foregoing is a true and complete copy of a
resolution adopted by the Board at a _____ meeting held on _____
2026, the original of which resolution is a part of the Board’s minutes, and further certifies that notice of the
meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Signed:

Secretary, Board of Education



Date: May 8, 2026

To: Andrea L. Oquist, Superintendent

From: Alison Smith, Chief Financial Officer

Re: Appointment of Auditor

I would like to continue our discussion on the appointment of an external audit firm for the district's 2025-2026 financial statements.

An annual external audit is an essential component of strong financial governance for a school district. The audit provides the Board of Education, taxpayers, employees, and the broader community with independent assurance that the district's financial statements are accurate and that public funds are being managed responsibly. External audits also help strengthen transparency and accountability by verifying compliance with state and federal regulations, grant requirements, and Board policies. In addition, the audit process can identify internal control weaknesses or operational inefficiencies, allowing district leadership to make improvements that reduce risk and promote sound fiscal stewardship. A clean audit opinion reinforces public trust and demonstrates the district's commitment to ethical and responsible financial management.

During the audit process, independent auditors perform a variety of procedures to evaluate the district's financial operations and reporting practices. Auditors review financial records, test transactions, examine supporting documentation, and assess the effectiveness of internal controls related to areas such as payroll, purchasing, cash handling, and federal grant compliance. They may interview district staff, review Board policies and meeting minutes, confirm account balances with financial institutions, and perform sampling procedures to verify the accuracy of revenues and expenditures. Auditors also evaluate compliance with applicable laws, accounting standards, and state reporting requirements before issuing an opinion on whether the district's financial statements are fairly presented in accordance with generally accepted accounting principles.

There is no board policy or law that requires the Board to formally vote on auditing services, as this is under the category of a professional service, but we have done so in the past and this step provides transparency to the community on our financial practices.

Please place this item on the agenda for the next Finance Committee meeting on Monday, May 11, 2026.



Livonia Public Schools

Finance Office

Date: May 8, 2026

To: Andrea Oquist, Superintendent

From: Alison Smith, Chief Financial Officer

Re: Board Policy CGC – Individual Employment Contracts

I would like to continue discussions with the Board of Education that began at the May 4th Study Session on establishing a new board policy that captures the Board's current practice of authorizing the Superintendent to develop, negotiate, and execute individual employment contracts for non-affiliated employees of the District.

If adopted, I recommend placement of the new Board Policy be placed in Section C- General School Administration following Board Policy CGB- Administrative Personnel Positions.

Please include this item on the May 11, 2026, Board Policy Committee meeting agenda. As always, please let me know if you have any questions.

Attachment

C: Board of Education

BOARD POLICY

CGC

GENERAL SCHOOL ADMINISTRATION INDIVIDUAL EMPLOYMENT CONTRACTS

JUNE 15, 2026

The Board of Education recognizes the need to establish clear and consistent employment terms for employees who are not covered by a collective bargaining agreement.

The Board hereby authorizes the Superintendent, or designee, to develop, negotiate, and execute individual employment contracts for non-affiliated employees on behalf of the District.

In exercising this authority, the Superintendent shall ensure that all such contracts:

- A. are consistent with established District compensation practices, benefit structures, and budgetary limitations;
- B. comply with all applicable Federal and State laws, regulations, and Board policies;
- C. include appropriate provisions regarding duties, compensation, work year, evaluation, and separation of employment.