



## ADRIAN PUBLIC SCHOOLS

*Tradition of Opportunities*  
Future of Possibilities

### **Agenda**

Regular Meeting  
Monday, February 26, 2024  
Prairie, 6:00 p.m.

#### **A. Call to Order**

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
5. Communications
  - a. Prairie Presentation

#### **B. Recommended Action**

1. Consent Agenda
  - a. Approval of February 12, 2024, Regular Minutes
  - b. Approval of February 12, 2024, Closed Session
  - c. New Hires
    - i. Jenica Busch, Paraprofessional
    - ii. Jessica Gueda, Head Start
2. Business Requiring Board Action
  - a. Approval of candidates for MASB Board of Directors
  - b. Acceptance of Donations
3. Business Requiring Future Board Action
  - a. First reading of the Head Start grant application
  - b. First reading of the Head Start Early Childhood Program's Self-Assessment Report for 2022-23
  - c. First reading of the Head Start Early Childhood Program's Self-Assessment Plan for 2023-24
  - d. First reading of the Head Start cost allocation plan

#### **C. Reports from Superintendent and Staff**

- a. Head Start monthly report- February
- b. Head Start annual report- 2022-23
- c. Portrait of a Graduate Update
- d. Prairie Leadership Transition

**D. Future Meetings and Business**

1. Board Committee Reports- Finance
2. Board Member Comments
3. Meeting Dates and Upcoming Events

February 27, 2024, Springbrook MS Pre-Festival Choir Concert  
Parent Information Series, Feb. 28<sup>th</sup>

March 8-9, 2024, AHS Balladiers Showcase

March 11, 2024, BOE Meeting, B100

March 12, 2024, AHS Jazz Festival

March 15, 2024, Junie B. Jones the Musical, presented by Alexander Drama Club

March 19, 2024, Kindergarten Roundup and Arts & Athletics Expo

April 18, 2024, The Addams Family, HS Musical

**E. Public Comment** ('Request to Participate Form' must be filled out and given to Angie Schaffer before Section D (Future Meetings and Business) on the agenda

**F. Closed Session**

**G. Adjournment**

**In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.**

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF  
EDUCATION, FEBRUARY 12, 2024, ADRIAN HIGH SCHOOL, B100

**MEETING CALLED TO  
ORDER**

President Ferguson called the meeting to order at 6:00 p.m.

The Pledge of Allegiance was recited.

**PLEDGE RECITED**

PRESENT: Trustees: Ballard, Baucher, Buku, Henagan, Marks, Solis-Gautz,  
and President Ferguson

ABSENT: Buku

Moved by Ballard, supported by Marks, that the Adrian Board of Education  
approve the agenda.

**AGENDA APPROVED**

Motion carried.

Trustee Henagan recited the District's mission statement as a reminder of the  
purpose and direction of the District.

**MISSION  
STATEMENT**

Josh Smith thanked the school board, especially Dr. Ballard, for supporting the  
Robotics program at Adrian High School. Mr. Smith informed the board that  
there are two competitions this year, March 1-3, 2024, and March 7-9, 2024.  
Four dedicated students have been building the robot, but up to as many as  
ten have helped.

**GOOD NEWS  
REPORT**

Superintendent Parker recognized the Outstanding Citizens for February. The  
trait was Determination. They were Easton Brownfield from Alexander,  
Angelina Harrison from Michener, Wyatt Miller from Lincoln, Elliana Dunning  
from Prairie, Greyson Butts from Springbrook, and Jaden Jankowski from the  
high school.

The District recognized the resignations of Kristina Kidney, Hayden Seegert,  
Alyssa Chupurdy, Amanda Perry-Rienstra, and the retirement of Chris  
Murray and Robin Perez.

**COMMUNICATIONS**

Moved by Baucher, supported by Ballard, that the Adrian Board of Education  
approve the consent agenda.

The consent agenda included the following items:

**CONSENT AGENDA**

- a. Approval of January 22, 2024, Regular Minutes
- b. Approval of January 22, 2024, Closed Session (hand out)
- c. Treasurer's Report ending January 31, 2024, with a balance  
of \$1,016,610.43
- d. New Hires-
  - i. Susan Fillinger, Food Service
  - ii. Christie Yoder, Head Start
  - iii. Darlene Stevens, Food Service

Motion carried.

Moved by Baucher, supported by Ballard, that the Adrian Board of Education approve updates to board policies at the recommendation of Thrun Policy Services.

**BOARD POLICY  
UPDATES**

Motion carried.

Moved by Ballard, supported by Marks, that the board accepts donations from the Patmos Family and the Raisin Valley Friends Church.

**DONATIONS**

Motion carried.

The board reviewed candidates for the MASB Board of Directors. There are five candidates, and the board will vote for one. Trustee Ballard has worked with Dale Wingerd at LCASB events. Dale is the incumbent.

**MASB**

Michelle Force provided a Fine Arts Update. Michele reviewed the Playbills Core Priorities, which include developing and nurturing student artists, improving current and future K-12 curriculum, activities, and programs, training and retaining highly skilled, content-specific professionals, providing current, safe, and well-maintained facilities, and building positive relationships with community-based entities. Pictures of different activities were shared.

**SUPERINTENDENT  
AND STAFF REPORTS**

Trustee Ballard shared that the Curriculum Committee had met and discussed the Facilities assessment, Curriculum Committee meetings for subgroups, review of Math assessments, Social Studies updates, and English 11 realignment.

**CURRICULUM  
COMMITTEE**

Trustee Marks shared that the Finance Committee had met and discussed budget amendments, the Operating Millage prep work, the transportation contract, virtual servers, and improvements to the baseball and softball fields.

**FINANCE  
COMMITTEE**

Trustee Henagan shared that she, Trustee Baucher, and Marks volunteered for the Reality Fair. "It was an amazing activity that helped students get a reality check on what life might look like post-high school. Students were given a salary based on their current GPA and then rotated through stations." Some stations were housing, entertainment, insurance, car, vacation, unexpected expenses, medical, pet care, and banking.

**BOARD MEMBER  
COMMENT**

Jenny Engle from the Adrian Schools Educational Foundation shared that the Maple Blues Blast would be on February 24<sup>th</sup> from 7-10 p.m. in the high school gym. This year's theme is a luau. Tickets are still available; if you are interested, contact the office.

**PUBLIC COMMENT**

Moved by Ballard, supported by Baucher, that the Adrian Board of Education convene to a closed session at 6:50 p.m. under the Open Meetings Act 8(1)(c) for collective bargaining.

**CLOSED SESSION**

*ROLL CALL VOTE:*

Yeas: Ballard, Baucher, Henagan, Marks, Solis-Gautz, and Ferguson

Nays: none

Motion carried.

President Ferguson declared the board back in Open Session at 6:54 p.m.

**OPEN SESSION**

Moved by Baucher, supported by Ballard, that the board approve the agreement with AFSCME. Nikki Culley explained that Head Start groups have been working with the U of M to implement a program for pregnant and post-partum moms. The U of M received a grant and provided a stipend to the employees who completed the training and implemented the program.

**AFSCME**

Motion carried.

Moved by Baucher, supported by Marks, that the meeting be adjourned at 6:55 p.m.

**ADJOURNMENT**

Motion carried.

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Beth Ferguson, President

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Mike Ballard, Secretary ProTem

## **EXECUTIVE SUMMARY**

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nikki Culley

### **PURPOSE:**

To recommend hiring a paraprofessional for Prairie Elementary School.

### **EXPLANATION:**

Deb Agnew and her interview team recommend Jennica Bush as a special education paraprofessional for Prairie Elementary School. She has seven (7) years of caregiver experience.

### **RECOMMENDATION:**

The HR Director recommends hiring Jennica Bush as the paraprofessional at Michener Elementary School, effective February 26, 2024.

## **EXECUTIVE SUMMARY**

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nikki Culley

### **PURPOSE**

To recommend the hiring of a Teacher's Assistant for Head Start.

### **EXPLANATION:**

Mary Bruggenwirth and her interview team recommend Jessica Gueda as a Head Start Teacher's Assistant. Jessica has eight (8) years of experience working as a lead teacher at a preschool.

### **RECOMMENDATION:**

The HR Director recommends hiring Jessica Gueda as a full-time Teacher's Assistant for Head Start, effective February 23, 2024.

# EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

To approve nominations for a member of the Board of Directors for the Michigan Association of School Boards.

**EXPLANATION:**

The voting is now open for the MASB Region 7 Board of Directors. The board needs to vote for one candidate. The candidates are Sharon Lee, Ypsilanti Community Schools, Michael McVey, Saline Area Schools, Jack Temsey, Eaton RESA, Mary Vincent, Monroe Public Schools, Dale Winger, and Clinton Community Schools.

**RECOMMENDATION:**

The President of the Adrian Board of Education recommends that the board approve one candidate for the MASB Board of Directors.



## Region 7 (Three-Year Term)



### Sharon Lee

**Ypsilanti Community Schools, Washtenaw County**

**Time served  
on this board:**

**9** years

**Offices held:**

President, Vice  
President, and  
Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Advocacy Specialty

Data Specialty

### Election Statement:

As a candidate for the MASB Board of Directors, my commitment to education is evident through my nine years of dedicated service on the Ypsilanti Community Schools Board of Education, where I currently hold the position of Vice President. My extensive experience in educational governance has provided me with valuable insights into the challenges and opportunities facing our schools.

I am deeply involved in the Michigan Association of School Boards, participating in various board subcommittees and actively engaging with the community at district events. My volunteer work at Joyful Treats Community Development Corp., led by Ms. Khadija Wallace, underscores my commitment to serving the broader community. By distributing food to the Ypsilanti Community and surrounding areas,

I contribute to the well-being of our residents beyond the realm of education.

Student safety is a top priority for me. I am proud of our collective effort to empower teachers, administrators, and staff through training programs such as A.L.I.C.E., Threat Assessment and Mental Health First Aid. Ensuring a secure environment for our students is crucial, and I am committed to fostering a culture that prioritizes their well-being.

One of the pressing issues we face is youth homelessness. Research has highlighted the alarming rates of homelessness among young adults, a situation that demands our immediate attention. While Ypsilanti Community Schools has commendable programs addressing this concern, I believe that a collaborative, all-encompassing approach is necessary. I am determined to work towards expanding and enhancing initiatives to support homeless youth, ensuring they have the resources and opportunities they need to break free from the cycle of homelessness.

In seeking a position on the MASB Board of Directors, my goal is to leverage my experience, passion, and dedication to effect positive change in education. I believe in the power of collaboration and aim to bring diverse perspectives to the table to address the multifaceted challenges our schools face. I am committed to making informed decisions that benefit all stakeholders, with a focus on student success, safety and well-being. Your vote for me is a vote for a stronger, more inclusive education system that prepares our youth for a brighter future. Together, let's build a foundation for excellence in education and ensure that no student is left behind.



## Region 7 (Three-Year Term)



### Michael McVey

**Saline Area Schools, Washtenaw County**

**Time served  
on this board:**

**7** years

**Offices held:**

President, Vice  
President, and  
Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

### Election Statement:

It has been my honor to have spent over 40 years serving students, teachers, schools and educational organizations. I have gained a wealth of experience that has served me well during my service as a trustee.

I began my career in the classroom as an ELA and Special Education teacher. I also taught ESL for a year in Japan. After authoring a book for teachers and parents, "Meeting the Internet Challenge," I shifted gears to help train teachers at The University of Arizona. I earned a doctorate in Education and trained to be a school administrator.

That career path was altered when I became a professor of Teacher Education at Eastern Michigan University. In that role, I earned a reputation for my ability to explain policy issues and plan strategically. Most recently, I have been working with faculty and students as we manage both the disruption and the potential of AI in our classrooms.

Seven years ago, I sought a seat on our local school board because I wanted to be part of an engaged board focused on the needs of our students and the community. I was pleased to discover that the solid expertise of MASB was there to assist us as we worked through our district's challenges.

Since I was elected trustee for Saline Area Schools, I have served as that board's Secretary, Vice President and President. I was also the Washtenaw Association of School Boards president.

From my first day as a trustee, I embraced MASB's CBA program and was recently notified that I will receive the President's Award this spring. I am honored by that recognition.

MASB takes principled stances on current educational issues and provides much-needed guidance about legislative initiatives. I recently began serving on the Governmental Relations Committee and have enjoyed our vigorous debates in service of the districts we serve.

MASB has offered clear guidance, excellent legal support and superb trustee development. For those (and other) reasons, I am proud to run for a seat on its Board of Directors and to represent Region 7. Service on the Board of Directors would provide me an excellent opportunity to help MASB stay the course and continue providing such excellent support to newly elected and long-serving trustees.



## Region 7 (Three-Year Term)



### Jack Temsey

Eaton RESA, Eaton County

**Time served  
on this board :**

**7** years

**Offices held:**

President, Vice  
President, Secretary  
and Treasurer

**Time served on  
another board :**

**8** years

Pottersville  
Public Schools

**Offices held:**

Secretary and  
Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

Advocacy Specialty

Data Specialty

### Election Statement:

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize this voice to ensure we can offer our children the education they deserve, regardless of the struggles we face behind the scenes. We need to direct this voice to those that create legislation we feel will adversely affect public education and remember to offer praise to those that show us favor and offer to help. I believe the voice of our boards and communities can make a difference.

I have strived to become the best board member I can be. The way I have tried to accomplish this is to become certified through the MASB's CBA program. I have gained a wealth of knowledge by attending classes, conferences and other various events as well as networking with board members from around the state.

Public education is as diverse as our country. There are no single fix-all solutions that work for every school district. I feel bringing the voice of small communities and small districts to the forefront is important. I would like to continue advocating to provide adequate and equitable funding for ALL districts. Adequate funding is sufficient funding to provide basic schooling. Equitable funding is based on fairness.

I have served the Pottersville Public Schools Board of Education for eight years. During this time, I served on the Policy, Community Relations and Technology Committees, as well as Secretary and Treasurer of the board. I have been an Eaton RESA Trustee for seven years, serving on the Building and Grounds and Finance and Audit Committees as well as Secretary, Vice President and Treasurer. I am currently serving again as President.

Additionally, I have served MASB as a member of the Curriculum and Instruction Committee, Government Relations Committee plus served as its Vice Chairman. I just concluded my term on the Resolutions and Bylaws committee as its Vice Chairman and am currently serving again on the Government Relations Committee.

I would be honored to serve on the MASB Board of Directors, to represent you, our Region, and our students plus bring your voices to the table to further benefit the future for public education.

## Region 7 (Three-Year Term)



### Mary Vincent

**Monroe Public Schools, Monroe County**

**Time served  
on this board:**

**2** years

**Offices held:**

Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Advocacy Specialty

Data Specialty

### Election Statement:

#### BACKGROUND:

I earned my bachelor's degree in K-12 music education and my master's degree in K-12 administration and educational leadership. I was a public-school music teacher in southeast Michigan for 16 years – I have taught all grade levels, Y5 - 12, and a variety of content areas including general music, band, entrepreneurship and technology. My years of service have given me insights into the changing needs of our students, the new realities in our classrooms, and the important roles teachers, support staff and administrators play in the lives of our students and our community.

I serve on the Monroe Public Schools Board of Education and I am entering my second year as board secretary. I enjoy learning and I take every opportunity to educate myself about effective governance and how to be an effective board member. Since May 2023, I have earned an Award of Merit, Data Specialty, Advocacy Specialty and I am a member of the MASB Resolutions and Bylaws Committee.

#### PERSPECTIVES ON EDUCATION:

I believe our institutions are compelled to provide educational experiences and environments where all students and families are valued and supported. It is my belief that curricula and learning opportunities must provide high-quality content that reflects the people, the histories and the experiences of the communities we serve. I believe children are more than test scores and that school districts, along with community partners, need to prioritize individual student growth and well-being above summarized standardized test data.

#### WHY I WISH TO SERVE ON THE BOARD OF DIRECTORS:

One of my main goals as a board member is to advocate for our students and families by amplifying the voices of our school community members. I view the opportunity to serve on the MASB Board of Directors to continue this work on a larger scale. Region 7 embodies complex diversity, and my goal is to express the distinct needs represented in our districts at the MASB board table.

There is significant potential to increase MASB organizational engagement in southeastern Michigan. Increased association engagement will have a ripple effect. Increased MASB participation leads to increased board member development which leads to more effective governance which leads to positive trends in district outcomes. I believe serving on the Board of Directors will provide the needed stimulus to initiate conversations surrounding MASB opportunities while strengthening the network connecting our area school boards.



## Region 7 (Three-Year Term)



**Dale Wingerd** INCUMBENT

**Clinton Community Schools, Lenawee County**

**Time served  
on this board:**

**17** years

**Offices held:**

President and  
Secretary

**Time served on  
another board:**

**2** years  
Lenawee ISD

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

### Election Statement:

I would like to continue serving on the MASB Board of Directors for Region 7. Education is important to me. Serving as a director, I have continued to expand my knowledge as well as serving the learners of the great state of Michigan. I feel you never have enough knowledge; continued learning is important.

I have served on several committees through my two terms with MASB. If I am reelected, I will continue to provide guidance to the learners of this great state of Michigan.

# EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

To accept donations from Community Members.

**EXPLANATION:**

The Maple Fans Club donated \$8,804 for the concrete at the baseball field.  
Nathan and Stacy Parker donated \$300 to the baseball/softball seating project.

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education accept these donations and thank them for their support.

## EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker  
Mary Bruggenwirth

### **PURPOSE:**

First reading of the Early Head Start and Head Start grant application for the 2024-2025 program year.

### **EXPLANATION:**

Every year, the program must apply for the funds to operate our Head Start Early Childhood program. The Early Head Start and Head Start funds application is due by April 1st. The total funds available is \$4,497,431 to provide services for Adrian Public Schools and Lenawee County for the 2024-2025 program year. The breakdown of funds is:

<b>Funding Type</b>	<b>Head Start</b>	<b>Early Head Start</b>
Program Operations	\$3,011,078	\$1,431,576
Training and Technical Assistance	\$33,744	\$21,033
<b>Total Funding</b>		<b>\$ 4,497,431</b>
<b>Program</b>	<b>Head Start</b>	<b>Early Head Start</b>
Federal Funded Enrollment	185	64

Relevant program information and community data were used to develop a program design that serves the needs of Adrian Public Schools and Lenawee County. Funding for this application will provide services for 185 Head Start preschool children and 64 Early Head Start infants, toddlers, and pregnant women.

The Head Start Policy Council reviewed and approved our grant application for the 2024-2025 program year at their February 19, 2024 meeting.

### **RECOMMENDATION:**

The Superintendent and the Head Start Director recommend that the Adrian Board of Education review the Early Head Start and Head Start grant application for the 2024-2025 program year for approval at the next Board meeting.

## EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker  
Mary Bruggenwirth

### **PURPOSE:**

First reading of the Head Start Early Childhood Program's Self-Assessment Report for 2022-2023.

### **EXPLANATION:**

The Head Start Performance Standards, in 45 CFR § 1302.102(b)(2)(i-iii), require that:

*A program must effectively oversee progress towards program goals on an ongoing basis and annually must:*

*(iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.*

The self-assessment for 2022-2023 was conducted in June, 2023 and a report identifying strengths, areas of concern, and recommendations were generated. The program has developed a response to the issues that were identified in the report. This response includes steps for improvement, a completion date, staff responsible, and our method for documenting completion.

Policy Council reviewed and approved the Self-Assessment Report for 2022-2023 at their November 20, 2023 meeting.

### **RECOMMENDATION:**

It is the recommendation of the Superintendent and the Head Start Director that the Adrian Board of Education review Head Start 2022-2023 Self Assessment Report for approval at the next Board meeting.



# **Adrian Public Schools Head Start Early Childhood Programs**

## **Self-Assessment Report**

**2022-2023**

### **Section I. Introduction**

#### **Program Description**

Adrian Public Schools Head Start and Early Head Start serves pregnant women and children birth to five through center-based and home-based options. Adrian Public Schools has held the Head Start grant since 1965 and the program serves Lenawee County. Classrooms are located at Drager Early Education Center, as well as local elementary buildings. The program has a strong tie to its local community. Total enrollment for the 2022 program year was 194; 141 Head Start and 53 Early Head Start.

#### **Program Goals**

The Adrian Public Schools Head Start program has identified broad program and school readiness goals for its five year project period. For this year's self-assessment, areas for improvement fell under the following goals:
<ul style="list-style-type: none"><li>• Program provides services and support to inspire and empower children, families, and staff to take ownership of developing and improving individual and community health.</li><li>• Program establishes vibrant community relationships to support long term positive community impact.</li></ul>



#### **Context for Self-Assessment**

Prior to this year's self-assessment, the Adrian Public Schools leadership team began by reviewing program goals and ongoing monitor data. We have been tracking progress towards our goals and objectives on a quarterly process. This year we looked at progress and determined if objectives needed to be revised.

In addition, we asked for input from the staff through written communication and verbal responses at a Program Zoom meeting.

Policy Council Approval:  
BOE Approval:

## **Section II. Methodology**

### **Design and Team Members**

Based upon our ongoing monitoring summaries, and with input from the Policy Council, leadership team members, and staff, we identified the following items for focus groups to discuss:

Health and Nutrition:

- How can we provide a better variety of food at breakfast and lunch time?

Eligibility, Recruitment, Selection, Enrollment and Attendance:

- How can we ensure home visits are completed in a timely manner?
- How can we strengthen our attendance tracking?
- Do our classroom hours align with family needs?
- How can we improve our recruitment efforts?

Based on the questions to consider, we established a self-assessment team. We invited members of the governing board, policy council, and staff to participate in the team. The following staff participated in the focus groups.

- Director
- Early Learning Manager
- Family Engagement Manager
- Fiscal Operations Manager
- Health and Nutrition Manager
- Parent Educator
- Early Childhood Mentor Coach
- ERSEA Assistant
- Family Advocate

### **Timeframe**

August 2021 – June 2022

Quarterly leadership team meetings to discuss ongoing data monitoring and program goals.

May 2022 – June 2022

Survey staff for input.

June 2022

Recruitment of self-assessment team members. Focus groups meet.

Policy Council Approval:

BOE Approval:

August 2022

Meeting with the Policy Council and Board of Education liaison to review last year's Self-Assessment, and present this year's key focus areas. Obtained approval.

October 10, 2022

Meeting with the Board of Education to review last year's Self-Assessment, and present this year's key focus areas.

October 24, 2022

Meeting with the Board of Education to discuss plan. Obtained approval.

August 2022 – June 2023

Quarterly leadership team meetings to discuss focus areas, explore systemic issues, and examine progress on goals.

July 2023 – September 2023

Development of self-assessment report, including sharing and obtaining approval from the Board of Education and the Policy Council.

## **Data Collection Tools**

The following forms of documentation were used during the self-assessment process:

- Community assessment
- Summaries of self-assessment key insights
- Nutrition menus
- Veggie Mobile schedule
- ERSEA procedures
- Attendance reports
- Classroom options form
- Recruitment signup sheets

## **Section III. Key Insights**

### **Program Strengths**

- Flexibility of the program to allow employees to work from home when needed.
- Updates and new materials for the classrooms and playground.
- Return to in person services after the pandemic.

Policy Council Approval:

BOE Approval:

## Systemic Issues

- Need a better variety of the foods offered for breakfast and lunch, including more protein options.
- There are concerns about food scarcity when classrooms close due to COVID. Need to review options to provide food to families.
- Need to review the timeline for home visits and ensure we are working with the families schedules.
- Need to review attendance policies to ensure we are meeting average daily attendance requirements.
- Need to review classroom hours to ensure they meet family's needs.
- Revise recruitment procedures to encourage all staff to participate in recruitment vents.

## Progress in Meeting Our Goals and Objectives

*Goal 1: Program provides services and support to inspire and empower children, families, and staff to take ownership of developing and improving individual and community health.*

For this self-assessment, we specifically reviewed the nutrition component of our health goal. The Health and Nutrition manager worked with the school district, where we receive our breakfast and lunch from, to provide more protein options at breakfast. This included adding cream cheese or peanut butter to ready to serve items. We partnered with I-92 services to offer food bags to families over breaks and long weekends. We explored a new partnership with the Veggie Mobile, but at the time they were suffering from a staffing shortage and did not have the capacity to serve our site. Overall, we felt that we met the improvement goals created from the self-assessment focus groups for nutrition.

*Goal 2: Program establishes vibrant community relationships to support long term positive community impact.*

This self-assessment specifically reviewed ERSEA practices. Notes in Child Plus were reviewed regularly to hold staff accountable for following the Initial Home Visit timeline. Attendance reviews were completed accurately and efficiently by staff. Families who were not reaching average daily attendance requirements received resources and support from their family advocate. Classroom hours were reviewed to make sure they aligned with school hours for the building they were in. Recruitment was added to every job description to highlight the importance of staff participation. Recruitment events were paid, so that staff did not have to volunteer their time. We felt that we met the improvement goals created from the self-assessment focus groups for ERSEA.

Policy Council Approval:  
BOE Approval:

## EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker  
Mary Bruggenwirth

### **PURPOSE:**

First reading of the Head Start Early Childhood Program's Self-Assessment Plan for 2023-2024.

### **EXPLANATION:**

The Self-Assessment is essential to both the short-term and long-term success of our program. A plan for the self-assessment has been developed based on the procedures that are in the Self-Assessment Policy.

An effective self-assessment process will include many different representatives of the Head Start community. Indeed, the Head Start Act 642(c)(1)(E)(ii) and 642(c)(2)(A) require both the Governing Board and the Policy Council to be involved, and in addition, the Policy Council must ensure that parents actively contribute to the process. Furthermore, it is important to seek the involvement of program staff and other community organizations that serve Head Start or other low-income families with young children.

Policy Council reviewed and approved the Self-Assessment Plan for 2023-2024 at their November 20, 2023 meeting.

### **RECOMMENDATION:**

It is the recommendation of the Superintendent and the Head Start Director that the Adrian Board of Education review Head Start 2023-2024 Self Assessment Plan for approval at the next Board meeting.

APS Head Start Self Assessment Plan 2023-2024
Program Strengths
Specific study bins More families met their family outcome goal this year Staff support Flexibility of the program to allow employees to work from home when needed Providing employees with equipment to successfully complete their job Average daily attendance percentages increased for both HS and EHS from prior year Hiring new staff to fill multiple vacancies Families loved end of school year picnic and spirit week Children loved lessons with food and science experiments Children loved lessons with food and science experiments

PC Approval: November 20, 2023

Board Approval:

**APS Head Start Self Assessment Plan 2023-2024**

**Health and Nutrition**

**Team: Christine Scott, Hollie Johnson, Grace Halliwill, Tammy Hunt, Renee Jackson, Becky Koser, Tabitha Linden, Sue Marks**

**Laura Turner, Sara Williams, Kelly Bredeson, Mary Bruggenwirth, Rana Kanafani**

Area to be improved	Steps for Improvement	Staff Responsible
Timeliness of WBC	Parents need information sooner regarding deadlines & requirements	Health & Nutrition Manager (HNM)/Family Engagement Manager(FEM)
	Confusion on who contacts the parent: update policies.	HNM
	Redefine how we collect physicals	HNM/FEM
	Health Zoom meetings or take home bags	HNM

Timeliness of Dental	Educate parents on importance of services	HNM/HNA
	Update provider lists	HNM/HNA
	Health Zoom meetings or take home bags	HNM/HNA
	Partner with dental students for presentations	HNM/HNA

Not enough/better food	Supplement the food	HNM
	Meet with district & kitchen staff to address needing more food or better selection	HNM

APS Head Start Self Assessment Plan 2023-2024		
Education & Mental Health and Disabilities		
Team: Christine Scott, Hollie Johnson, Kelly Bredeson, Mary Bruggenwirth, Sara Williams, Kyra Tapp		
Area to be improved	Steps for Improvement	Staff Responsible
Behavior Support	Partnership with Family Medical Center	ELM, MHDC, Director
	Consistency with Teachers	ELM, ELA
	Early Learning Support Team	ELM, MDHC
	Classroom consistency (visuals, etc.)	MHDC, ELM, ELA
	Pyramid Model approach and training	ELM, MHDC, ECMC, ELA



APS Head Start Self Assessment Plan 2023-2024		
ERSEA		
Team: Christine Scott, Hollie Johnson, Kyra Tapp, Sue Marks, Sara Williams, Mary Bruggenwirth, Rana Kanafani		
Area to be improved	Steps for Improvement	Staff Responsible
Attendance Process	Better training for new FA's	FEM
	Clarify responsibilities for teachers	FEM/ELM
	Consistency between the role of FA and Teachers	FEM
	Script or checklist to use when speaking to parents	FEM

APS Head Start Self Assessment Plan 2023-2024		
Program Management		
Team: Sue Marks, Sara Williams, Tabitha Linden, Tammy Hunt, Kyra Tapp, Grace Halliwill, Lauar Turner		
Christine Scott, Hollie Johnson, Mary Bruggenwirth		
Area to be improved	Steps for Improvement	Staff Responsible
Communication	Continue Program Zoom Meetings	Director
	Continue to utilize exit interview process	Leadership
	Update class option list and phone extensions	Leadership
	Policy and procedure updates on Google Drive	Leadership

## EXECUTIVE SUMMARY

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**DATE:** February 26, 2024

**CONTACT PERSON:** Nate Parker  
Mary Bruggenwirth

**PURPOSE:**

First reading of the Head Start Early Childhood Program's Cost Allocation Plan.

**EXPLANATION:**

The purpose of this Cost Allocation Plan is to summarize, in writing, the methods and procedures that our program uses to allocate costs to cost centers. The Cost Allocation Plan is based on the direct allocation method. This method treats all costs as direct costs except general administration and general expenses.

The Head Start Early Childhood Program's Policy Council Bylaws indicate that "*budget planning for program expenditures, including policies for reimbursement and participation in Head Start Policy Council activities*" will be approved by the Head Start Policy Council and then submitted to the Board of Education for approval.

The Head Start Policy Council approved the Cost Allocation Plan on February 19, 2024.

**RECOMMENDATION:**

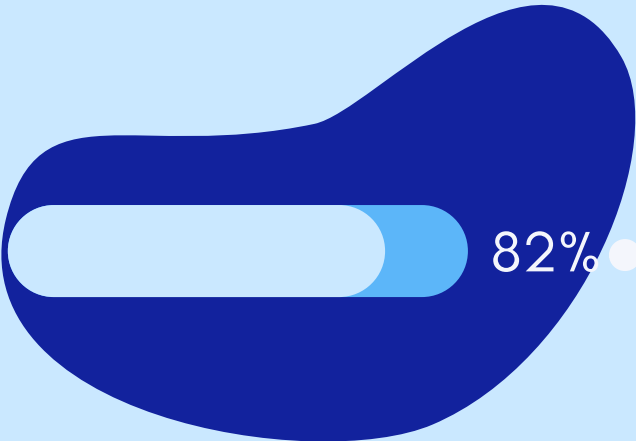
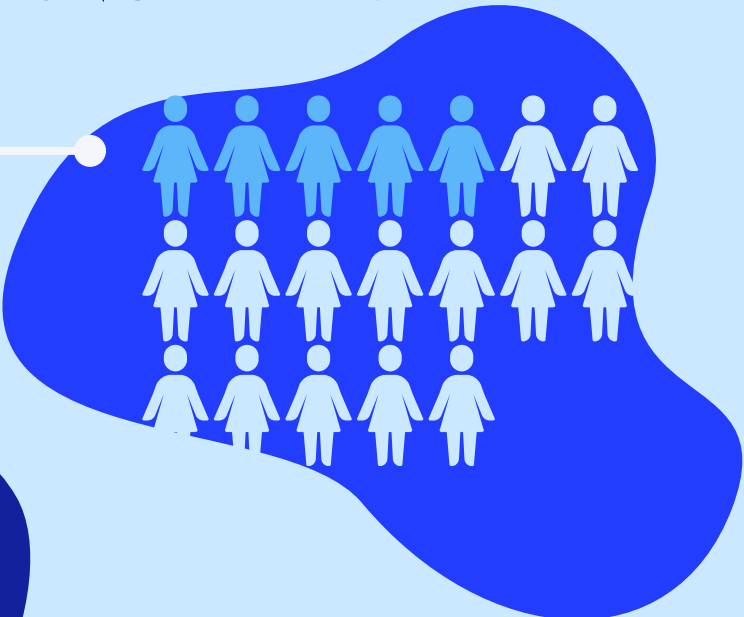
It is the recommendation of the Superintendent and the Head Start Director that the Adrian Board of Education review the Head Start Early Childhood Program's Cost Allocation Plan for approval at the next Board meeting.

Adrian Public Schools  
Head Start

FEBRUARY 2024 BOARD OF EDUCATION  
& POLICY COUNCIL REPORT

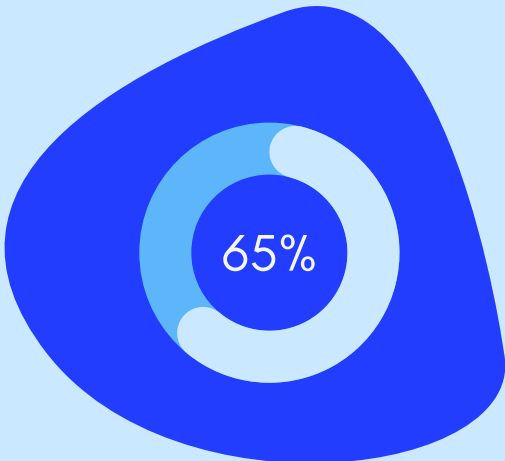
STAFF VACANCIES

2 Teachers  
3 Teacher Assistants

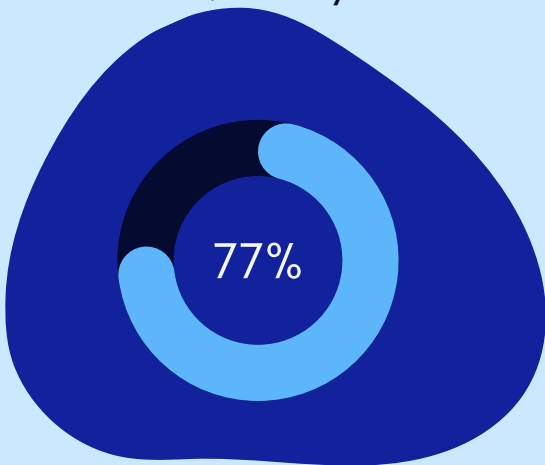


Average Attendance

Attendance trends: Doctor, dentist or WIC appointment, illness, parent chooses to keep child home, family issue



EHS Enrollment  
42/64 enrolled.  
Additional 2 accepted.

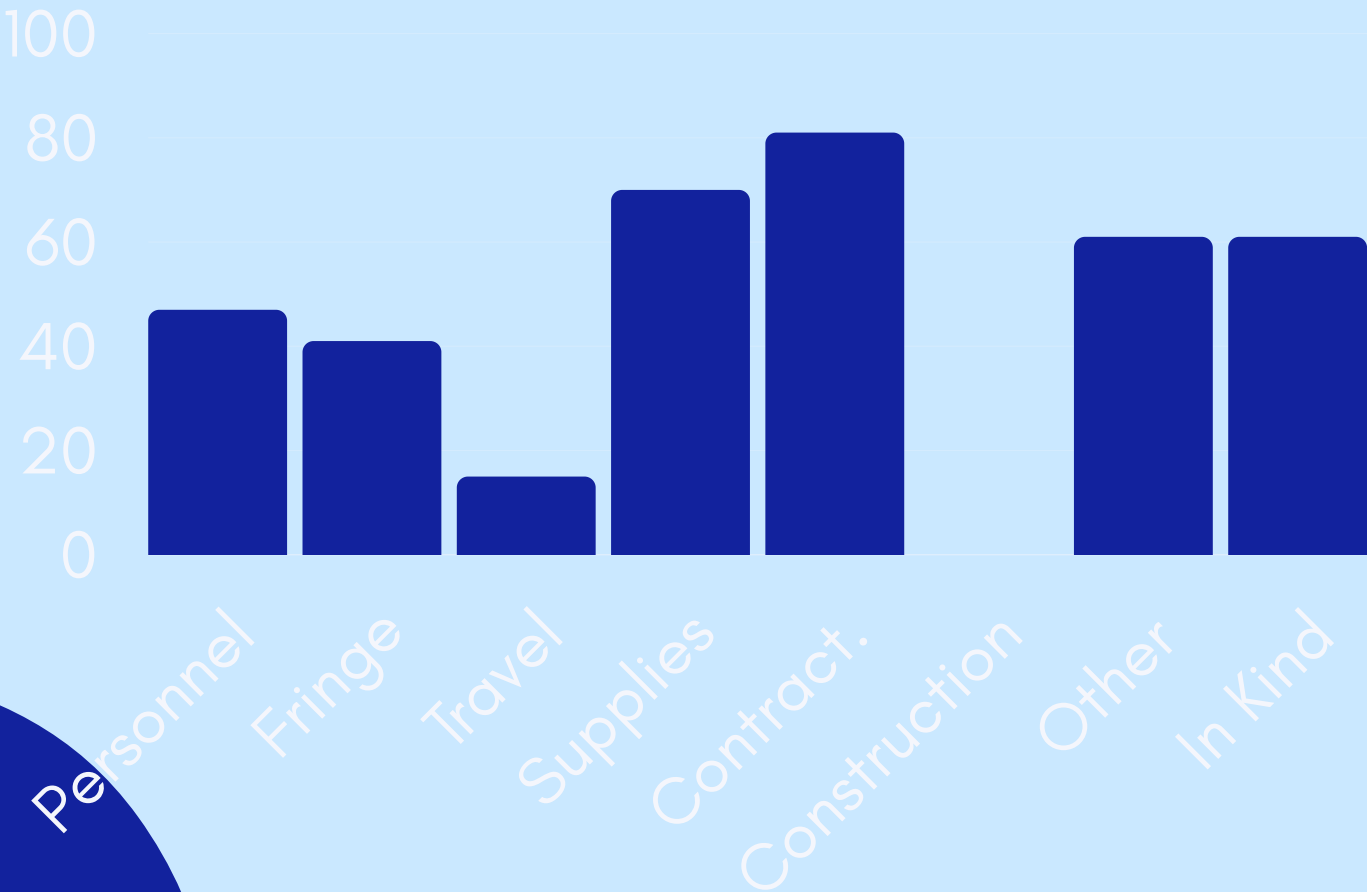


HS Enrollment  
1143/185 enrolled. Additional 12 accepted.

Recruitment Activities:  
WLEN Radio Ad, community networking, application dates, Facebook postings.

BUDGET REPORTS

Early Head Start and Head Start Budget Report; supplies and contractual show more spent because of blanket POs for items such as lawn care, snow removal, diapers, etc.



# Head Start Report

## February 2024

---

### **Facility Management and Human Resources**

- Facilities
  - No updates
- Human Resources:
  - Vacancies:
    - Teacher Assistant: 3 (Drager)
    - EHS Teacher
    - Michener Lead Teacher
  - Hiring recommendations for:
    - Behavior Support Coach

### **Fiscal Monitoring**

- The January budget report is attached; no concerns at this time.
- In Kind is on target to meet our goal!
- CACFP December reimbursement = \$2,546.40; January = \$3,712.19.

### **Education and School Readiness**

- Starting Points for new staff 2/9
  - Child Plus
- Coaching
  - EHS HB: 2
  - EHS CB: 4
  - HS CB: 15
  - 21Total
- Conscious Discipline training 2/23
- The second round of CLASS observations will begin. These will be completed by the Early Learning Mentor Coach.

### **Disability Services and Mental Health**

- Disability Enrollment:
  - Total: 32%
  - HS: 15.7%
  - EHS: 16.3%
- Mental Health:
  - Child Consultation: 17 events in 6 classrooms.
  - Staff Wellness Consultation: 10 events.

- Family Medical Center School-Based Clinics have been established at Drager and Hudson locations at this time. Behavioral Health Therapists are placed by Family Medical Center at these locations and provide services for Head Start and Early Head Start students if parents request.
- There are currently 29 active participants in the Moms and Kids Feeling Better Together program.

### **Family Engagement**

- Parent Committee Meeting
  - Next meeting is February 20th at 5:00pm via Zoom
- Resource Room
- Community Resource Fair
  - Save the date May 18th, 2024

### **Early Head Start Home-Based**

- Socialization Schedule
  - February 8th
  - February 22nd

### **Eligibility, Recruitment, Selection, Enrollment and Attendance**

#### Eligibility:

- No updates

#### Recruitment:

- Community networking and connections
- Radio Station Ads
- February application dates scheduled
- Facebook postings

#### Selection:

- Placement meetings are held weekly

#### Enrollment:

#### **January 2024**

EHS Home Base	Enrolled	Accepted	Vacancies
A (12)	0	0	12
D (12)	11	1	0

<b>Total ( 24)</b>	11	1	12
--------------------	----	---	----

- Parent Educator Vacancy has been filled. The Parent Educator will be completing the curriculum training in the beginning of February before a caseload can be assigned.

<b>EHS Center Base</b>	<b>Enrolled</b>	<b>Accepted</b>	<b>Vacancies</b>
<b>Drager 100 (8)</b>	8	0	0
<b>Drager 101 (8)</b>	7	1	0
<b>Drager 102 (8)</b>	8	0	0
<b>Drager 103 (8)</b>	8	0	0
<b>Total (32)</b>	31	1	0

<b>Head Start</b>	<b>Enrolled</b>	<b>Accepted</b>	<b>Vacancies</b>
<b>Addison (18)</b>	6	5	7
<b>Drager 200 (16)</b>	16	0	0
<b>Drager 201 (16)</b>	15	0	1
<b>Drager 202 (16)</b>	8	0	8
<b>Drager 203 (16)</b>	16	0	0
<b>Drager 204 (16)</b>	13	0	3
<b>Drager 206 (16)</b>	6	6	4
<b>Drager 210 (17)</b>	16	0	1
<b>Hudson (18)</b>	18	0	0
<b>Michener (18)</b>	15	1	2
<b>Prairie (18)</b>	14	0	4
<b>Total (185)</b>	143	12	31

## Attendance:

**January 2024**

	<b>Average Daily Attendance (ADA)</b>	<b>Absence Reasons</b>
<b>EHS Home Base</b>	92% (91% previous month)	Family issue, parent was not home, illness
<b>EHS Center Base</b>	83.17% (79% previous month)	Illness, doctor appointment, parent chooses to keep home, death in the family, no transportation, WIC appointment
<b>Head Start</b>	82% (83% previous month)	Unable to complete virtual services, illness, parent chooses to keep home, family issue, death in the family, doctor appointment, illness, no transportation, no physical, COVID related, dental appointment
<b>Total ADA</b>	86% (85% previous month)	Plan: FSW's will continue to contact families encourage and support families if needed, Remind families the importance of attendance, will be sending home information regarding the benefits of attendance

## **Health Services**

- Upcoming SOW at sites in March and April for 6 month dental assessments

## **EHS**

- Hearing: Center based-94%; Home Based-91%
- Vision: Center based-97%; Home Based-91%
- WBC/Physicals: Center based-72%; Home Based-36%
- Dental Exams: Center based- 50% Home Based- 91% (>1 year of age and/or 1st tooth eruption).
- Medical Home: Center based-100%; Home Based-100%
- Dental Home: Center based-81%; Home Based-91%



- Growth Assessment: Center based-100%; Home Based-100% (those children that are >2 years old).
- Lead Screening: Center based-100%; Home Based-100% (mix of results: readings from physicals and the questionnaire completed). Lead screening questionnaire completed at IHV. Children that are at risk are monitored by the HNM/HA and under the care of their PCP.
- Hgb/Hct Screening: Center based-100%; Home Based-100% (mix of results: from readings, WBC and the questionnaire completed)
- Immunizations: Center based--Drager-97% (combo of EHS/HS); Home Based-67%

## **HS**

- Hearing:-72%
- Vision:-75%
- Physicals:-81%
- Dental Exams:-75%
- Medical Home:-95%
- Dental Home:-75%
- Growth Assessment:-90%
- Lead Screening:-100%
- Hgb/Hct Screening:-100%
- Immunizations: Addison-100%, Drager-97%, Hudson-94%, Michener-92%, and Prairie-100%

## **Nutrition Services**

- Veggie Mobile has been unable to come to the Drager building the past few weeks due to the truck being in the shop for unplanned maintenance

## **Program Management**

- Change in Scope Application was approved at the end of December. Quality improvement updates are in process.
- OHS Communications:
  - Federal Reporting of Standard Forms 425 and 428 ACF-PI-OHS-24-01
- Received Funding Guidance Letter for 2024-2025 Continuation Grant
- Continuation Grant is due April 1, 2024
  - Policy Council presentation and approval: February 19th
  - Board of Education presentation and approval: February 26th and March 11th

# HEAD START and EARLY HEAD START BUDGET REPORT AS OF 1/31/2024

Approved Budget Category	Basic Grant	Training	Total	Expenditures	% Expended	% of Year	Difference
1 - Personnel	\$ 2,186,138.00	\$ -	\$ 2,186,138.00	\$ 1,028,006.38	47%	58%	-11%
2 - Fringe Benefits	\$ 1,659,650.00	\$ -	\$ 1,659,650.00	\$ 688,042.56	41%	58%	-17%
3 - Travel	\$ -	\$ 17,800.00	\$ 17,800.00	\$ 2,729.57	15%	58%	-43%
4 - Equipment	\$ -	\$ -	\$ -	\$ -			
5 - Supplies	\$ 139,566.00	\$ -	\$ 139,566.00	\$ 97,299.86	70%	58%	11%
6 - Contractual	\$ 190,854.00	\$ -	\$ 190,854.00	\$ 154,378.15	81%	58%	23%
7 - Construction	\$ -		\$ -	\$ -			
8 - Other	\$ 249,984.00	\$ 36,977.00	\$ 286,961.00	\$ 175,975.15	61%	58%	3%
Indirect Cost	\$ 16,462.00	\$ -	\$ 16,462.00	\$ -			
Total	\$ 4,442,654.00	\$ 54,777.00	\$ 4,497,431.00	\$ 2,146,431.67	48%	58%	-11%
Inkind	\$ 1,040,990.00		\$ 1,040,990.00	\$ 635,270.69	61%	58%	3%
Max. Allowable Admin. Cost	\$ 822,547.00	\$ 8,217.00	\$ 830,764.00	\$ 265,800.98	32%		

# ANNUAL Report 2022-2023



Adrian Public Schools  
Head Start Early  
Childhood Programs

517-263-2468

340 E. Church St  
Adrian, MI 49221

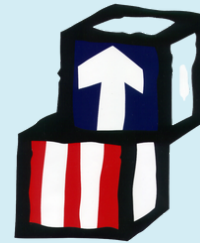
[www.adrianmaples.org](http://www.adrianmaples.org)

# Mission Statement

Adrian Public Schools: In partnership with our families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.



Head Start Early Childhood Programs: We work in partnership with children and families to create a foundation for success in school and life.



# Introduction



## HEAD START VALUES

COMPASSION

DIVERSITY

QUALITY

RELATIONSHIPS

RESPONSIBILITY



The Adrian Public Schools Head Start Early Childhood Programs believes that parents are the primary educators of children. The program encourages intellectual, cognitive, physical and emotional development by providing a nurturing and family focused environment for the children and families of Lenawee County.

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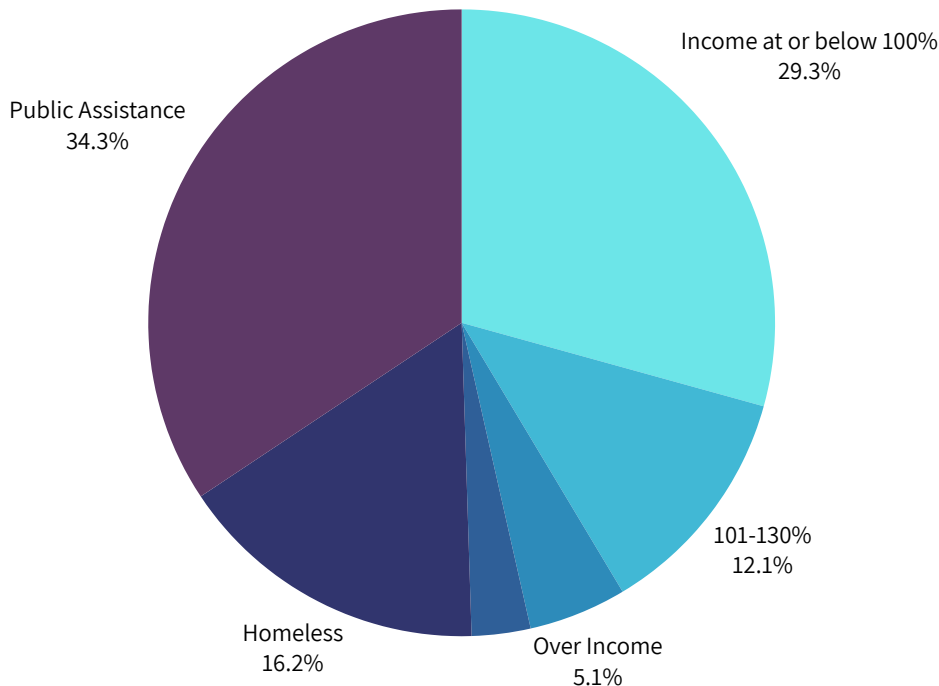
# 2022-2023 Head Start & Early Head Start Budget

	Federal Share:			
		Operational Funds		\$4,109,184
		Training & Technical Assistance Funds		\$54,777
		Total Funds Received		\$4,163,961
	Non-Federal Share:			\$1,013,406
Budget Categories	Total Budget	% of Budget	Actual Expenses	% Actual
Personnel	\$ 2,012,375.00	48.33%	\$ 1,769,223.51	48.49%
Fringe Benefits	\$ 1,511,305.00	36.29%	\$ 1,230,845.85	33.73%
Travel	\$ 17,800.00	0.43%	\$ 17,800.00	0.49%
Supplies	\$ 96,572.00	2.32%	\$ 79,224.06	2.17%
Contractual	\$ 102,365.00	2.46%	\$ 104,396.61	2.86%
Other	\$ 408,398.00	9.81%	\$ 327,134.05	8.97%
Indirect Cost	\$ 15,146.00	0.36%	\$ 120,000.00	3.29%
Total	\$ 4,163,961.00	100.00%	\$ 3,648,624.08	87.62%
Non-Federal Share	\$ 1,013,406.00		\$ 843,444.57	83%

## 2022-2023 ARP Budget

Budget Categories	Total Budget	% of Budget	Actual Expenses	% Actual
Personnel	\$ 11,691.00	3.00%	\$ 11,691.02	3.35%
Fringe Benefits	\$ 6,103.00	1.56%	\$ 6,101.94	1.75%
Supplies	\$ 22,156.00	5.68%	\$ 22,055.18	6.32%
Other	\$ 350,109.00	89.76%	\$ 308,974.56	88.58%
Total	\$ 390,059.00	100.00%	\$ 348,822.70	89%

# Enrollment



1

## HEAD START

Head Start is funded to serve 246 preschool children in center based classrooms.

2

## EARLY HEAD START

Early Head Start serves 80 children: 32 slots for Center Base and 48 slots for Home Base.

## 2022-2023 Cumulative Enrollment:

Early Head Start Home Based: 32  
Early Head Start Center Based: 35  
Head Start: 183



# Demographics

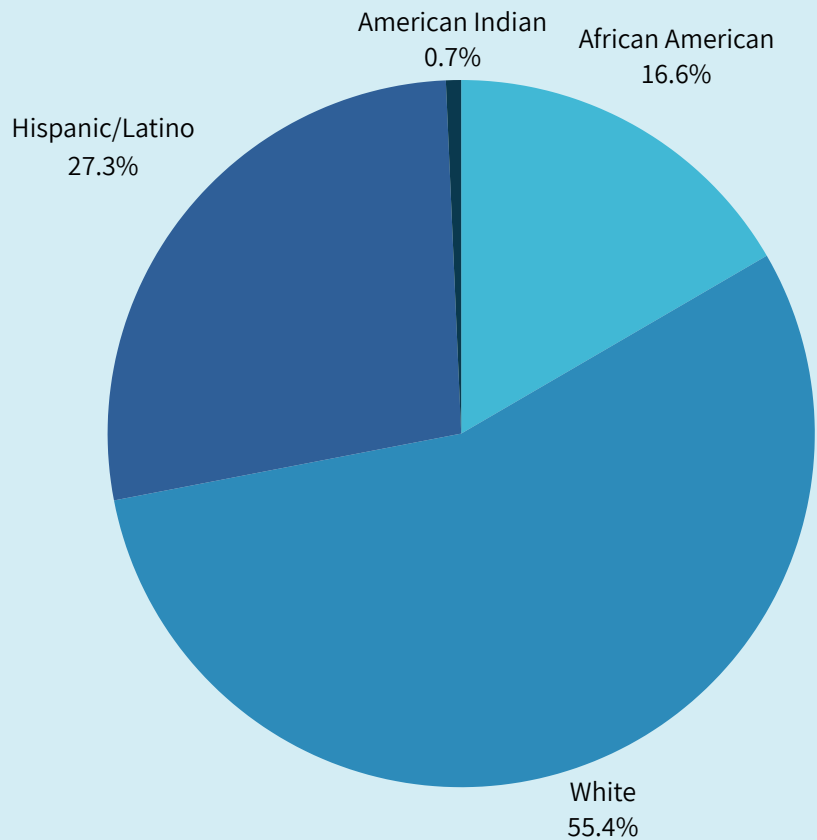
## Family Status

<b>Total number of families</b>	<b>232</b>
Of these, number of two-parent families	105
Of these, number of single parent families	127
Of these, parent described as: biological, adoptive or stepparent	217
Of these, parent described as: grandparent	9
Of these, parent described as: relative other than grandparent	2
Of these, parent described as: foster parent	3

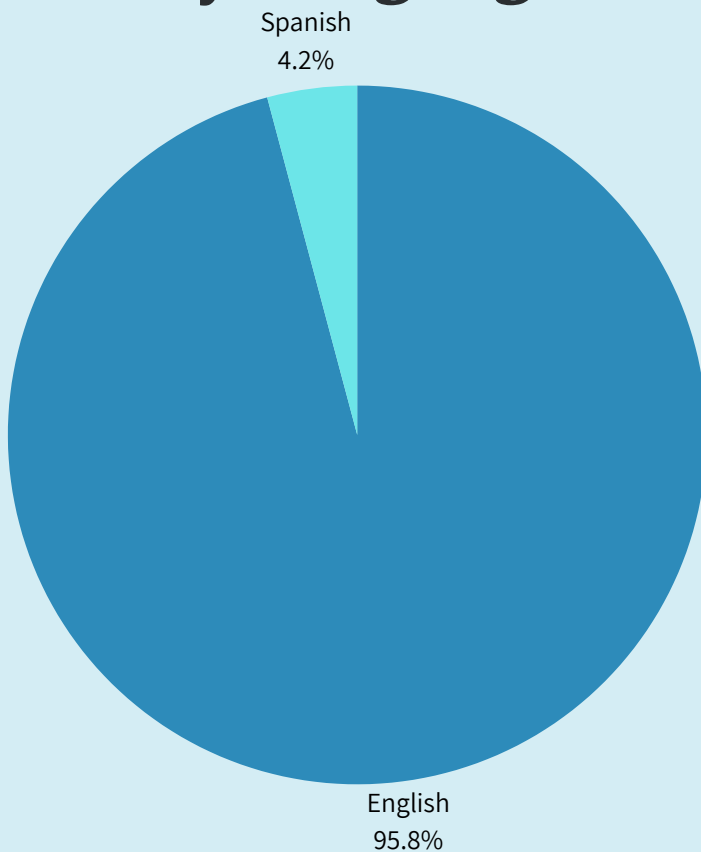


# Demographics

## Race & Ethnicity



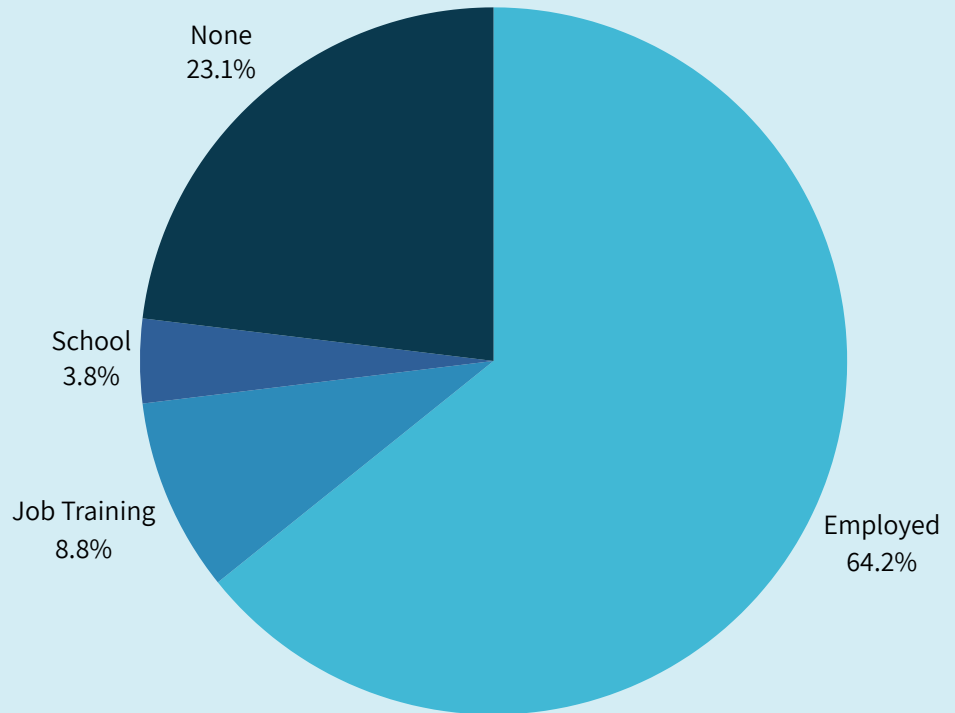
## Primary Language at Home



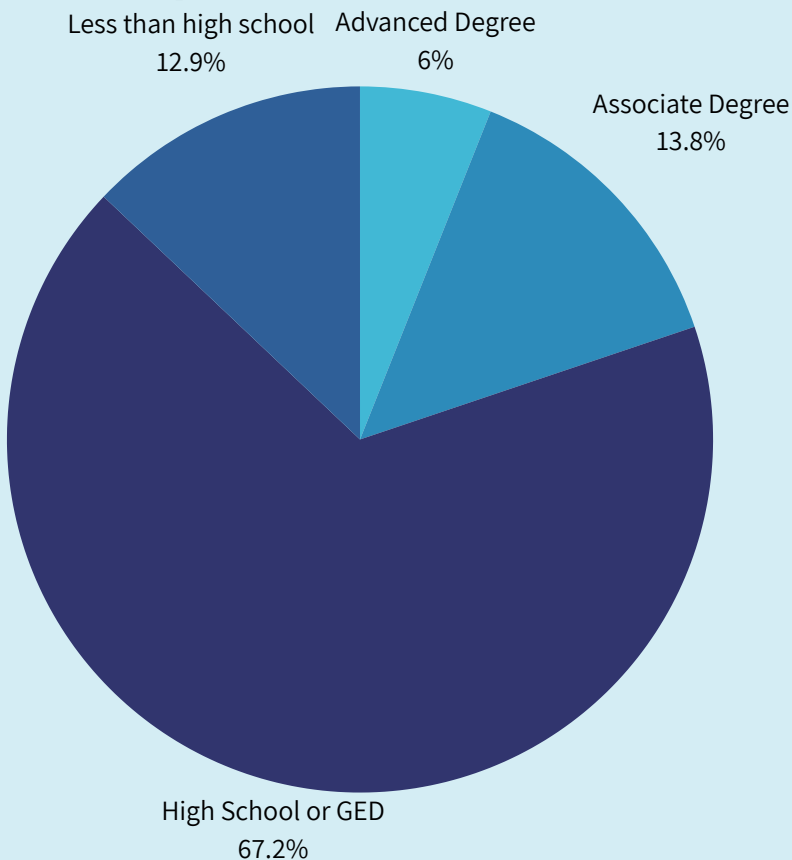
# Demographics

## Employment & School

Total number of families in which one or more parent is employed, in job training, attending school, or neither parent is employed, in job training or school.



## Parent/Guardian Education



# Family Engagement



## PFCE FRAMEWORK

The Parent, Family and Community Framework is the foundation for our family assessment and guides our goal setting process. All areas of the PFCE Framework are included as we recognize this roadmap contributes to strong and health families, which in turn supports children being ready for school and life.



Families are encouraged to participate in our program in multiple ways, including: serving on the Policy Council or parent committee, attending events, and volunteering.

As an introduction to our program, families are invited to attend Welcome Days and Family Fun Nights. Events throughout the year are designed to promote family engagement while offering age appropriate activities.

---

# Family Services

Family service staff provide families with resources and assistance. The information below illustrates the number of families that received program service education to promote family outcomes.

Crisis  
Intervention -  
107

Housing - 5

Job Training - 6

Child Screening -  
110

Mental Health - 5

Parenting  
Curriculum - 35

Preventative  
Health- 30

Marriage  
Education - 11

Nutrition - 30

Postpartum - 13

Transitions - 58

# Health and Nutrition



Head Start Programs provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness.

Content areas that fall within the scope of Health Program Services:

Collaboration and communication with parents: Child progress and updates are provided at conferences, through letters and phone calls. This includes health service due dates.

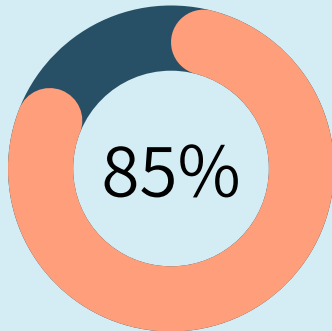
Child health status and care: Family advocates and Parent Educators work alongside families to support the child and family in maintaining current medical and dental providers.

Oral health practices: Children brush teeth in the classroom at least once daily. The program partners with Smiles on Wheels to provide on-site services.

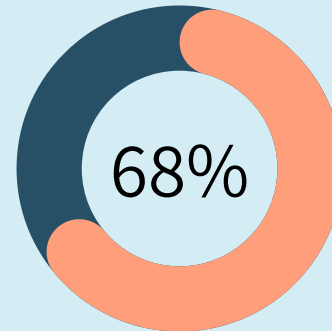
Child nutrition: Meals meet the minimum requirements of CACFP/USDA for portion sizes and nutrients. Meals are served family style.

Family support: Head Start staff, community partners, Health Services Advisory Committee, newsletters, and local provider resource guide.

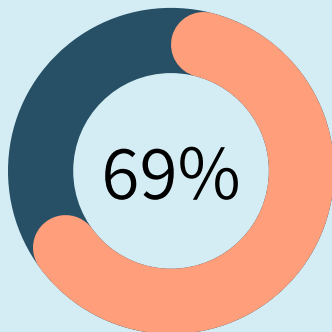
# Health & Nutrition – EHS



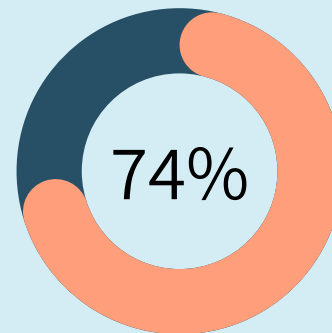
Early Head Start  
children with a  
medical home



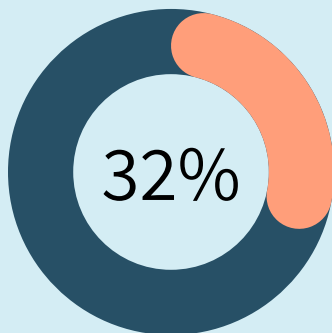
Early Head Start  
children with up to date  
well baby checks.



Early Head Start  
children with up to date  
immunizations.



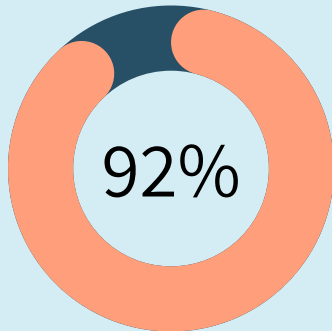
Early Head Start  
children with a dental  
home.



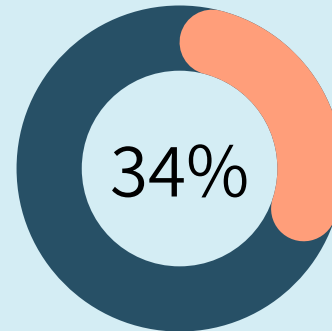
Early Head Start  
children with an up to  
date dental exam.



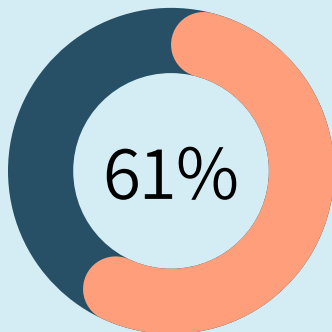
# Health & Nutrition – HS



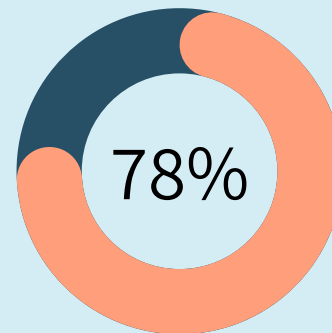
Head Start children  
with a medical  
home



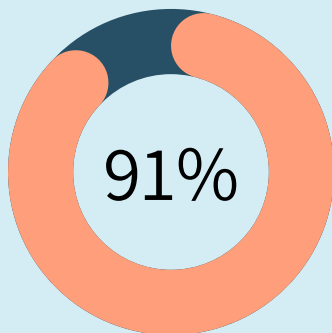
Head Start children  
with up to date well  
baby checks.



Head Start children  
with up to date  
immunizations.



Head Start children  
with a dental home.



Head Start children  
with an up to date  
dental exam.

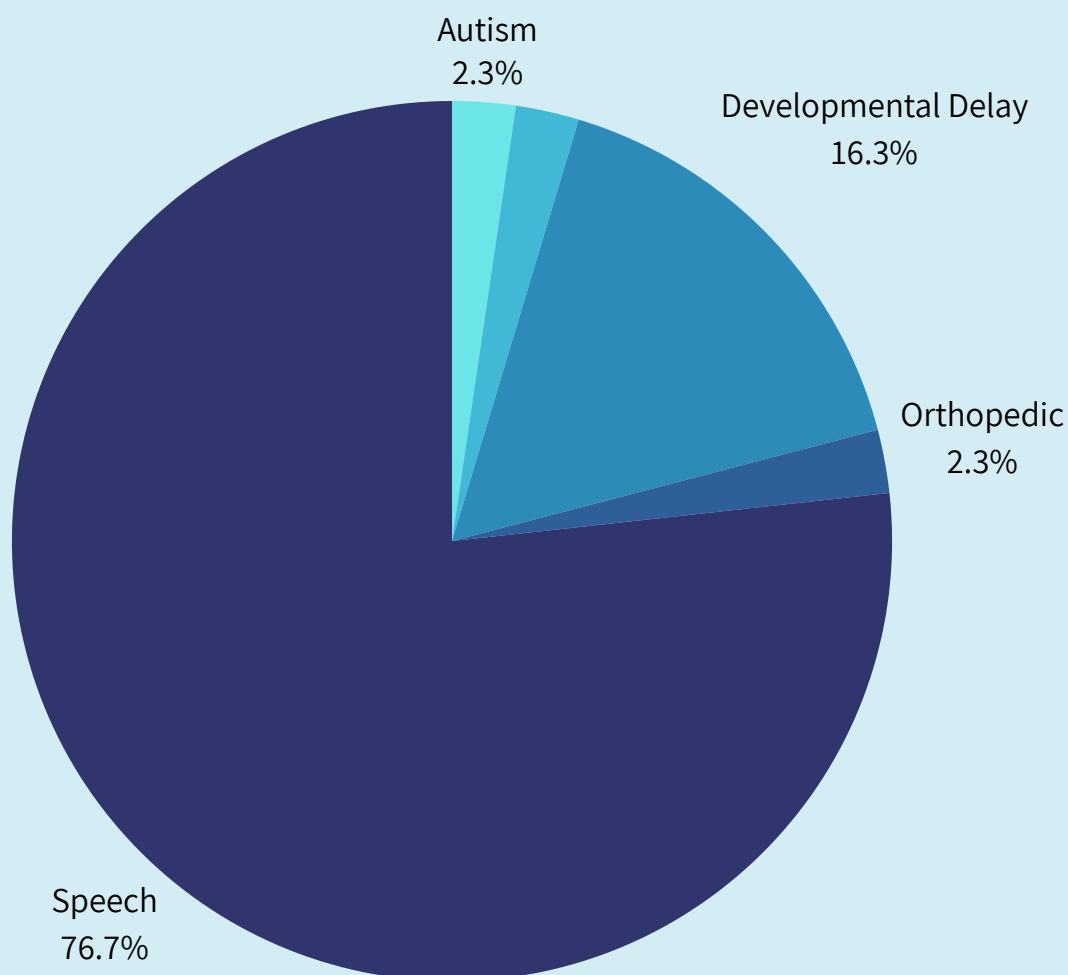
# Mental Health & Disabilities

During the 2022-2023 school year, the Mental Health and Disabilities Coordinator provided assistance through observation and consultation to 8 Early Head Start classroom teachers and home visitors. Mental Health Consultation was provided to 20 Head Start teachers.

There were 3 Early Head Start children referred for a special education evaluation to determine eligibility and 8 children had an Individualized Family Service Plan (IFSP).

There were 8 Head Start children referred for an evaluation to determine eligibility and 35 children had an Individual Education Plan (IEP.)

## Diagnosed Primary Disabilities





# Kindergarten Readiness



The Adrian Public Schools Head Start Early Childhood Program promotes school readiness through the use of approved curriculums, parental input, observational based assessment tools, and many other resources.

During the 2022-2023 school year, staff participated in a 2.5 day Creative Curriculum training and a 1 day Conscious Discipline Training.

The Creative Curriculum combines teacher interactions, the learning environment, and family involvement to promote school readiness. Parental input regarding the curriculum was collected during Policy Council and Early Childhood Committee meetings.

The program utilizes Conscious Discipline as the social emotional curriculum. The program's Conscious Discipline implementation team supports the program to implement the curriculum with fidelity.

Lesson plans are created weekly to ensure they are based off of the children's needs. This allows for daily developmentally appropriate practices that are intentionally planned to develop skills that are important for success in kindergarten.

Teaching Strategies Gold, the assessment tool for Creative Curriculum, aligns with the Head Start Early Learning Outcomes Framework and gathers data on student progress in each of the nine domains.

# Kindergarten Readiness



The program implemented a three week Kindergarten Readiness camp in June 2023. The camp was offered to children who were transitioning to Kindergarten, or who were four years old and returning to preschool. The camp utilized the Creative Curriculum to promote school readiness.

## School Readiness Goals

### **Goal Domains:**

Approaches to Learning

Social and Emotional

Language and Literacy

Cognitive

Perceptual, Motor, and Physical Development

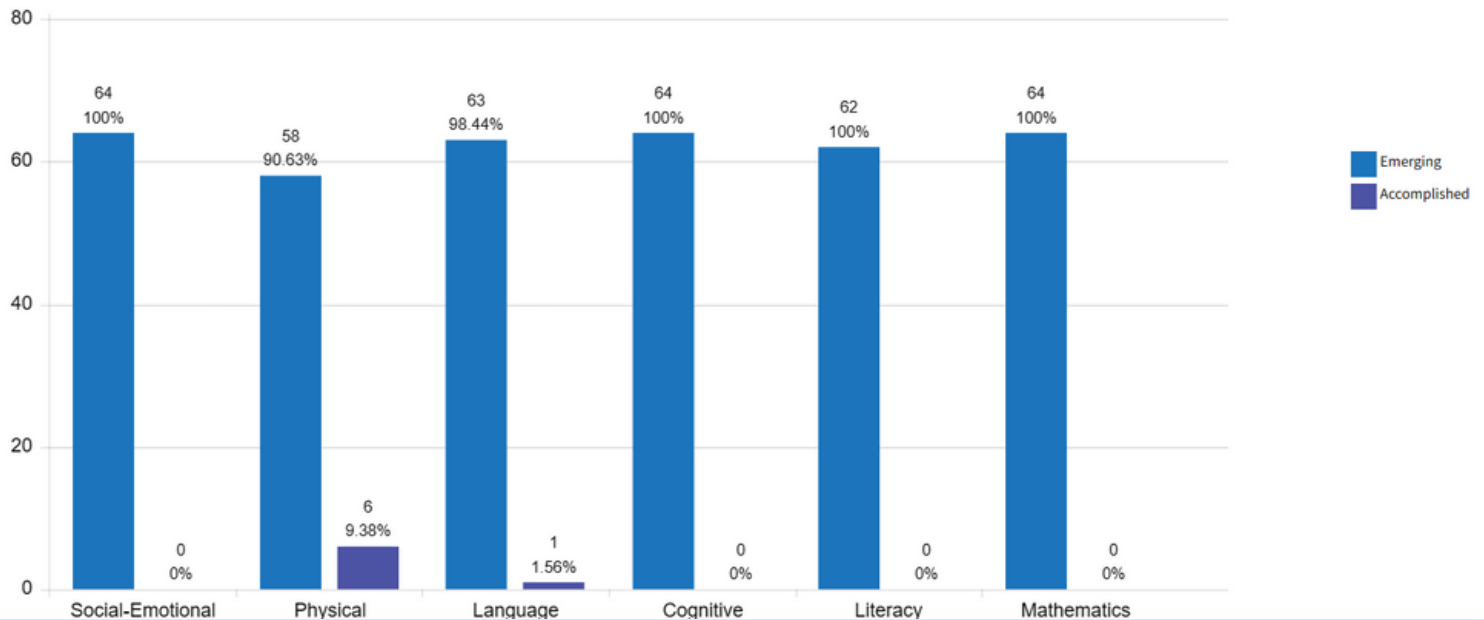
At a minimum, 50% of children will meet the widely held expectations for their age.



# Kindergarten Readiness

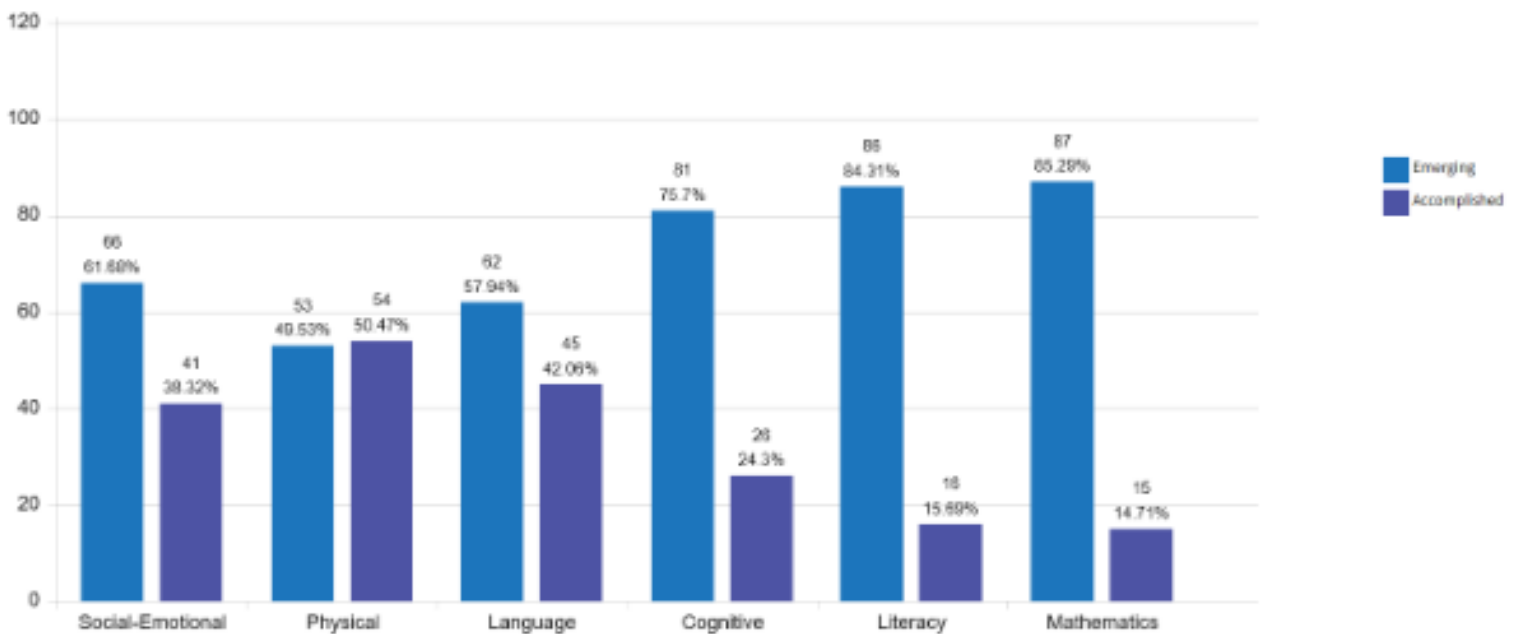
## - ADRIAN PUBLIC SCHOOL DISTRICT

### Fall - Kindergarten Readiness



## - ADRIAN PUBLIC SCHOOL DISTRICT

### Spring - Kindergarten Readiness



# Kindergarten Readiness



The snapshot on the previous page shows the data collected from Teaching Strategies Gold for all center-based classrooms during the 2022-2023 school year. The information shows the percentage of growth from fall to spring for children that accomplished each school readiness goal.

Social-Emotional: 38.32%

Physical: 41.09%

Language: 40.5%

Cognitive: 24.3%

Literacy: 15.69%

Mathematics: 14.71%

## Classroom Assessment Scoring System

The Classroom Assessment Scoring System (CLASS) is an observational tool that provides a common lense and language focused on what matters - the classroom interactions that boost student learning. Data from CLASS observations are used to support teacher's unique professional developmental needs, set school wide goals, and shape system wide reform at the local, state and national level.

The program utilizes a minimum program threshold for three domains that either match or exceed the federal standards.

Emotional Support: 6

Classroom Organization: 6

Instructional Support: 3

# Administrative Directory

Mary Bruggenwirth  
Director

Christine Scott  
Fiscal Operations  
Manager

Hollie Johnson  
Early Learning  
Manager

Kelly Bredeson  
Health and Nutrition  
Manager

Rana Kanafani  
Family Engagement  
Manager