



ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Agenda

Regular Meeting
Monday, January 22, 2024
6:00 p.m.

A. Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
 - a. Board Appreciation
5. Communications
 - a. Head Start
 - b. Resignation of Angelina Disheaux, Food Service
 - c. Retirement of Kelly Armstrong, Teacher
 - d. Retirement of Ted Hanosh, Teacher

B. Recommended Action

1. Consent Agenda
 - a. Approval of January 08, 2024, Regular Minutes
 - b. Approval of January 08, 2024, Organizational Minutes
 - c. Treasurer's Report ending December 31, 2023
 - d. New Hires
 - i. Lynn B, School Nurse
 - ii. Kathleen Renner, Head Start
 - iii. Amber Peña, Teacher
2. Business Requiring Board Action
 - a. Approval/reconfirmation of LEA plan for ESSER III and mode of instruction
 - i. Public comment
 - b. Acceptance of Donations
3. Business Requiring Future Board Action
 - a. First reading to review board policy updates
 - i. 4108 Union Activity and Representation
 - ii. 4207 Third Party Contracting of Non-Instructional Support Services
 - iii. 4402-R Placement
 - iv. 4403-R Performance Evaluation
 - v. 4404 Performance Based Compensation
 - vi. 4405-R Reduction in Force and Recall
 - vii. 4407 Discipline
 - viii. 4408 Termination
 - vix. 4409-R Non-Renewal

xi. 4504 Performance-Based Compensation (Administrator)

b. First reading to review virtual servers

C. Reports from Superintendent and Staff

a. JROTC

D. Future Meetings and Business

1. Board Committee Reports, Finance, Curriculum, Personnel
2. Board Member Comments
3. Meeting Dates and Upcoming Events
 - Facilities Plan, January 23, 2024, 5:00, B100
 - Lesson Plan, January 31, 2024, 5:30 p.m.
 - Parent Information Series, Jan. 30th and Feb. 28th
 - MS Musical, Seussical Jr. Feb. 1 & 2, 7:00 and 2:00 on the 3rd, PAC
 - Cultural Awareness Session, February 17th & 24th

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

1. AEA negotiations

G. Tentative Action

H. 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.

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Angelina Disheaux.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Angelina has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge the retirement of Angelina Disheaux effective January 26, 2024.

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker

PURPOSE:

The retirement of Ted Hanosh.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Ted has submitted his retirement from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge the retirement of Ted Hanosh effective June 1, 2024.

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker

PURPOSE:

The retirement of Kelly Armstrong.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Kelly has submitted her retirement from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge the retirement of Kelly Armstrong effective June 1, 2024.

MINUTES OF THE ORGANIZATIONAL MEETING OF THE ADRIAN BOARD OF EDUCATION, MONDAY, JANUARY 8, 2024, ADRIAN HIGH SCHOOL, B100, 785 RIVERSIDE AVENUE, ADRIAN, MI 49221

The organizational meeting of the Adrian Board of Education was called to order by Anige Schaffer at 6:00 p.m.

MEETING CALLED TO ORDER

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

ABSENT: None

The Pledge of Allegiance was recited.

PLEDGE RECITED

Trustee Baucher nominated Trustee Ferguson as President of the Board for 2024. Moved by Trustee Baucher, supported by Trustee Buku, that the nominations be closed and that a unanimous ballot for Trustee Ferguson to act as President of the Board for 2024 be approved. Motion carried.

TRUSTEE FERGUSON APPOINTED PRESIDENT FOR 2024

Trustee Ferguson was named President of the Board of Education for 2024, and she assumes the chair.

Trustee Ballard nominated Trustee Baucher as Vice President of the Board for 2024. Moved by Trustee Ballard, supported by Trustee Buku, that nominations be closed and that a unanimous ballot for Trustee Baucher to act as Vice President of the Board for 2024 be approved. Motion carried.

TRUSTEE BAUCHER APPOINTED VICE PRESIDENT FOR 2024

Trustee Baucher was named Vice President of the Board of Education for 2024.

Trustee Ballard nominated Trustee Buku as Secretary of the Board for 2024. Moved by Trustee Ballard, supported by Trustee Solis-Gautz, that nominations be closed and that a unanimous ballot for Trustee Buku to act as Secretary of the Board for 2024 be approved. Motion carried.

TRUSTEE BUKU APPOINTED AS SECRETARY FOR 2024

Trustee Buku was named Secretary of the Board of Education for 2024.

Moved by Vice President Baucher, supported by Trustee Marks, that Trustee Ballard be named the Temporary Secretary in the absence of the secretary for 2024. Motion carried.

TRUSTEE BALLARD APPOINTED AS TEMPORARY SECRETARY

Moved by Ballard, supported by Buku, that the Board approve the Superintendent or Designee to be authorized to enter into contracts on behalf of the District up to the State of Michigan's competitive bid threshold and adopt the following resolution:

CONTRACTS

WHEREAS school boards are required by Sections 1221, 1222, and 1223 of the School Code of 1986, as amended, Adrian Public Schools, City of Adrian, Lenawee County, Michigan, does hereby designate Huntington Bank, Premier Bank, The Michigan Class Pool, and Michigan Liquid Asset Fund Plus as the depositories for all public monies, including taxes

ADOPTION OF RESOLUTION

collected, subject to the provisions of law. The Board of Education directs its Treasurer to deposit all public monies as determined at the Annual Organizational Meeting or as modified at a subsequent meeting. Motion carried.

Moved by Baucher, supported by Ballard, that the Adrian Board of Education approve the attached listed accounts to be established for the 2024 calendar year, that those named be authorized to sign the checks for the accounts indicated, and that The Michigan Class Pool, Huntington Bank, Premier, and Michigan Liquid Asset Fund Plus be named depositories for all District money. Motion carried.

Moved by Marks, supported by Ballard, that the Assistant Superintendent of Curriculum and Instruction and/or the Superintendent be authorized to apply for grants on behalf of the District. Motion carried.

Moved by Baucher, supported by Marks, that the Superintendent and/or the Assistant Superintendent of Curriculum and Instruction be authorized to sign Federal Project Applications and reports. Motion carried.

Moved by Ballard, supported by Buku, that Thrun Law Firm of East Lansing, Michigan, be retained as legal counsel for the 2024 calendar year and that a retainer fee be paid. Motion carried.

Moved by Buku, supported by Baucher, that the regular meetings of the Board of Education of Adrian Public Schools, Lenawee County, Michigan, will be held on the second and fourth Monday of each month, with dates for 2024 as attached. No further formal notice of such meetings shall be required to be given to the members of said Board.

Regular meetings shall be held at 785 Riverside Avenue, Adrian, Michigan, at 6:00 p.m. or at the time or place designated by the President of the Board of Education. Motion carried.

President Ferguson made the following appointments to Standing Board Committees per Board Policy 2505:

Finance Committee: Marks and Buku
Curriculum Committee: Ballard and Henagan
Personnel Committee: Baucher and Solis-Gautz

It is the understanding of the Board that the Standing Board Committees may change with the appointment of a new board member.

Moved by Ballard, supported by Marks, that the Standing Board Committees be approved as recommended. Motion carried.

Moved by Ballard, supported by Marks, that Trustee Ballard be named as the representative to the Lenawee County Association of School Boards and the Head Start Policy Council and that the Business Manager be named Treasurer. Motion carried.

**APPROVAL OF
BANK
ACCOUNTS**

**APPROVAL TO
APPLY FOR
GRANTS**

**APPROVAL TO
SIGN FEDERAL
APPLICATIONS &
REPORTS**

**APPT. OF
ATTORNEYS**

**SETTING OF
MEETING DATES**

**APPROVAL OF
STANDING
COMMITTEES**

**APPROVAL OF
LCASB AND HS
REPRESENTATIVES**

Moved by Baucher, supported by Solis-Gautz, that the Adrian Board of Education direct its secretary to publish the resolution establishing the date, time, and place of regular monthly Board meetings and the Board of Education telephone number. Motion carried.

**PUBLICATION OF
MEETING DATES**

There being no further business, a motion was made by Solis-Gautz, supported by Buku, that the meeting be adjourned.

Motion carried.

The meeting adjourned at 6:09 p.m.

**MEETING
ADJOURNED**

Beth Ferguson, President

Michael Buku Secretary

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF
EDUCATION, JANUARY 8, 2024, ADRIAN HIGH SCHOOL, B100

**MEETING CALLED TO
ORDER**

President Ferguson called the meeting to order at 6:10 p.m.

The Pledge of Allegiance was recited.

PLEDGE RECITED

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

ABSENT: none

Moved by Ballard, supported by Solis-Gautz, that the Adrian Board of
Education approve the agenda.

AGENDA APPROVED

Motion carried.

President Ferguson recited the District's mission statement as a reminder of
the purpose and direction of the District.

**MISSION
STATEMENT**

Superintendent Parker recognized Springbrook Middle School and Adrian
High School for their successful Career Fairs. Julia Ely shared with the board
about the fair held for 7th graders on October 7th. Employers came to share
about their field. Every fifteen minutes, the students rotated. Some professions
were physical therapy, nursing, law, tree services, machinery, electrical,
engineering, chiropractic, and dog training. Stefanie Pickford shared that the
10th-grade students also had an opportunity to experience a Career Fair. "The
students enjoyed the diversity of career options. It is hard to get 10th graders
to talk about anything, but we are hearing stories now, so I believe we
connected with students," stated Pickford.

**GOOD NEWS
REPORT**

The District recognized the resignations of Elissa Mihm.

COMMUNICATIONS

Moved by Ballard, supported by Solis-Gautz, that the Adrian Board of
Education approve the consent agenda.

The consent agenda included the following items:

CONSENT AGENDA

- a. Approval of December 11, 2023, Regular Minutes
- b. Approval of December 11, 2023, Closed Session (hand out)
- c. Treasurer's report ending November 30, 2023, with a
balance of \$1,296,755.84.
- d. New Hires-
 - i. Luke Kenney, Assistant Director Community Rec.
 - ii. Mercedes Swisher, Head Start
 - iii. Elijah Terrill, Food Service
 - iv. Megan Boring, Head Start
 - v. Rosemary Orozco, Head Start

Motion carried.

Moved by Baucher, supported by Solis-Gautz, that the board approve the resolution and ballot language for the operating millage renewal proposal.

**OPERATING
MILLAGE RENEWAL**

Motion carried.

There was a recommendation from Superintendent Parker that the board consider renaming the baseball field from Cliff Nelson Field to Nelson Field. Mr. Paker would like to honor the work and dedication of Cliff, Doug, and Dane. Each of these individuals has made a significant contribution to the District. Per Board Policy 3302.01 Naming Facilities, the board must review and discuss the naming in at least two open meetings over two months.

**RENAMING OF THE
BASEBALL FIELD**

President Ferguson asked, "How would you like to receive input from the community?" Superintendent Parker replied, "The District will have social media posts and media coverage about the naming. Anyone who wants to share their thoughts about it can contact me."

Superintendent Parker told the board that Clark Construction had looked at all of our facilities and made recommendations about future projects. After that, Superintendent Parker, Business Manager Dan Peña, and Maintenance Director Brandon Garland reviewed the recommendations and prioritized the list. On January 23rd and February 7th, the District will host a Facilities Assessment Forum.

**SUPERINTENDENT
AND STAFF REPORTS**

The District will be hosting two Parent Information Series; on January 30th, Human Trafficking will be the topic, and on February 28th, the Parent Series will be about becoming Debt-free.

Trustee Henagan shared that she is excited about the two upcoming Cultural Awareness Sessions the District will provide. "We have talked about the need for these discussions, and I am excited for the opportunity," said Henagan.

**BOARD MEMBER
COMMENT**

Trustee Buku invited everyone to the Maple Blues Blast. The event will be held at Adrian High School on February 24th, and the theme will be Hawaiian Luau.

Sheri Powers thanked the board for their dedication and commitment to the District. Each board member received a token of appreciation.

PUBLIC COMMENT

Moved by Solis-Gautz, supported by Ferguson, that the meeting be adjourned at 6:35 p.m.

ADJOURNMENT

Motion carried.

Beth Ferguson, President

Mike Buku, Secretary

**ADRIAN PUBLIC SCHOOLS
FINANCIAL REPORT
FOR THE YEAR TO DATE PERIOD
DECEMBER 31, 2023
STATEMENT OF REVENUES, EXPENDITURES AND
CURRENT BUDGET POSITION**

		BUDGET ADOPTED 11/27/2023	Y.T.D. ACTUAL	CURRENT BUDGET POSITION
REVENUES				
100	Local Sources	\$ 5,696,913	\$ 3,072,080	\$ 5,696,913
300	State Sources	30,423,257	9,162,883	30,423,257
400	Federal Sources	6,788,827	1,634,486	6,788,827
500	Incoming Transfers	1,850,872	583,690	1,850,872
TOTAL		<u>\$ 44,759,869</u>	<u>\$ 14,453,140</u>	<u>\$ 44,759,869</u>
EXPENDITURES				
INSTRUCTION				
110	Basic Program	\$ 18,102,767	\$ 6,039,708	\$ 18,102,767
120	Added Needs	7,695,434	2,039,761	7,695,434
130	Adult & Continuing Education	193,766	56,995	193,766
SUPPORT SERVICES				
210	Pupil	3,354,039	1,293,799	3,354,039
220	Instructional Staff	2,893,942	1,006,829	2,893,942
230	General Administration	550,852	325,695	550,852
240	School Administration	2,411,350	1,140,372	2,411,350
250	Business	1,013,378	482,086	1,013,378
260	Plant & Operations	3,795,362	2,024,803	3,795,362
270	Pupil Transportation	1,490,942	527,882	1,490,942
280	Central Services	1,121,751	652,915	1,121,751
290	Other	1,341,070	21,155	1,341,070
300	Community Services	395,784	172,879	395,784
450	Prior Year Adj/Facilities Improvements	215,008	218,245	215,008
510	Debt Services	49,113	22,223	49,113
600	Outgoing Transfers	400,000	0	400,000
TOTAL		<u>\$ 45,024,558</u>	<u>\$ 16,025,346</u>	<u>\$ 45,024,558</u>
Excess Revenues over Expenditures		<u>\$ (264,689)</u>	-1,572,206	<u>\$ (264,689)</u>
Beginning Fund Balance			8,228,910	
Ending Fund Balance			<u>\$ 6,656,704</u>	

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a School Nurse for Adrian Public Schools.

EXPLANATION:

Derrick Richards and his interview team recommend Lynn Blocksom as the School Nurse for Adrian Public Schools. Lynn is a Registered Nurse with twelve (12) years of experience. Lynn graduated from Siena Heights University with a Bachelor of Science in Nursing.

RECOMMENDATION:

The HR Director recommends that Lynn Blocksom be hired as the School Nurse for Adrian Public Schools, effective January 29, 2024.

EXECUTIVE SUMMARY

DATE: January 22, 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 Kathleen Renner as a Head Start Teacher's Assistant. Kathleen has five (5) years of experience working as a lead teacher at a preschool.

RECOMMENDATION:

The HR Director recommends hiring Kathleen Renner as a full-time Teacher's Assistant for Head Start, effective January 22, 2024.

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend hiring an elementary teacher at Michener Elementary School.

EXPLANATION:

Ann Lacasse and her interview team recommend Amber Peña as a first-grade teacher at Michener Elementary School. Amber has a Master of Arts in Organizational Leadership from Siena Heights University.

RECOMMENDATION:

The HR Director recommends hiring Amber Peña as a teacher, effective for the 2023-2024 school year.

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker
Derrick Richards

PURPOSE:

To approve the amended Plan for Safe Return to In-Person Instruction and the use of ARP ESSER III funds.

EXPLANATION:

As required by the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021, any Local Education Agency (LEA) that receives funds must meet the following requirements.

- Develop a Plan to Safe Return to In-Person Instruction within 30 days of receipt of LEA allocation and posted on the website.
- A reservation of 20% of the allocation to address the academic impact of lost instructional time.
- Ensure Maintenance of Equity for High-Poverty Schools.
- Local Education Agency plan for using ARP ESSER Funds developed with meaningful consultation with stakeholders and public comment.

The attached document provides documentation to meet each of the requirements as prescribed.

This update includes an amended budget for all funds allocated to the District.

The District will continue in face-to-face instruction.

RECOMMENDATION:

The Superintendent Nate Parker and Assistant Superintendent Derrick Richards recommend that the Adrian Board of Education approve the amended Plan to Safe Return to In-Person Instruction.



Elementary and Secondary School Emergency Relief III (ESSER III)

Updated January 17, 2024



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Federal Requirement: Safe Return to In-Person Instruction and Continuity of Services within 30 days of receipt of LEA allocation.

The Safe Return to In-Person Instruction (Michigan requirement was COVID-19 Preparedness and Response Plan) located below, was approved by the Adrian Public Schools Board of Education on the following dates. Since this plan was approved and allowed open comment since the passage of the ARP, this requirement has been met.

- August 10, 2020
- September 14, 2020
- October 12, 2020
- November 9, 2020
- December 14, 2020
- January 11, 2021
- February 8, 2021
- March 8, 2021
- April 12, 2021
- May 10, 2021
- June 14, 2021



Federal Requirement: Safe Return to In-Person Instruction and Continuity of Services must be updated within six months.

Adrian Public Schools Safe Return to In-Person Instruction Plan

Updated January 24, 2024

Name of District: Adrian Public Schools

Address of District: 785 Riverside Ave, Suite #1

District Code Number: 46010

Web Address of the District: www.adrianmaples.org

Name of Intermediate School District: Lenawee Intermediate School District

Adrian Public Schools (APS) operates educational programs and provides educational services on behalf of, Head Start, Great Start Readiness Program, K-12, and Adult Education. APS operated programs will support student engagement and learning through a variety of educational opportunities on the availability of equipment, materials, and internet service, as well as the individual skills and abilities of the student. Each APS program/classroom will develop a program/classroom specific learning plan (course overview) that provides and allows for both electronic and non-electronic means of instruction, learning, and engagement.

The program/classroom specific course overviews will include and describe at least the following items: learning goals and student expectations; curriculum outline; online or other resources recommended or required; learning management systems utilized; and student engagement, assessment, and feedback strategies. The plan will also lay out a proposed schedule of how students will be expected to participate in group and/or individual learning activities. Program/classroom specific learning plans will be subject to change as needed at the discretion of the teacher and school administration.

For those students who have access to an internet-capable device and internet service, student learning and engagement will occur through the use of instructional videos, video conferencing, online lesson delivery, and online assignments and assessments. Connected students will be provided with educational activities through online learning management systems (Google Classroom, Michigan Virtual, etc.), which will provide students with targeted learning. Students will also be encouraged to participate in project-based learning activities that allow for independence, while still making progress toward program and individual learning objectives.



APS will make reasonable efforts to provide an internet-capable device and/or internet service hotspot to those students who do not have such. The device and/or internet hotspot will be made available on a temporary basis at no cost to the student/family for their use during periods of remote instruction/learning. Priority will be given to Free Lunch eligible, Reduced Lunch eligible, Disabled Students, and then General Education Students.

APS will provide Chromebooks to all students in Grades 6-12. Chromebooks will be provided to students based on need in Grades K-5.

For those students who do not have access to internet service, and for whom APS was unable to provide internet service due to such not being feasible under the circumstances, student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and teacher or school personnel. Written instructional materials will be distributed to parents/guardians either via mail or another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

APS staff will maintain frequent communication with APS students through both digital and written means (when a student does not have access to a device and/or internet service). These may include email, learning management systems, Google's Education Suite tools, video conferencing, and telephone. A priority has been placed on student engagement and connection with APS personnel as well as other students with a goal of supporting the whole-child through these challenging times.

APS will provide pencils, pens, crayons, markers, paper, and similar supplies to those students who do not have the materials that are necessary to actively participate in their program/classroom's learning plan.

APS's individual course overviews will be provided to each student and family in their home language. Parents and students will be provided with opportunities to provide both formal and informal feedback to teachers as well as school administrators throughout the course of the school year through surveys or other input opportunities. Feedback provided to the District will be used to further shape and refine the classroom/program course overview to ensure maximum effectiveness for all students.

APS will rely on the Michigan Department of Education and other external organizations and entities for the provision of high-quality digital and other resources that can aid in delivering remote learning to students. APS will also maintain regular contact with and monitor the actions of other school districts within the region and state to collect information and ideas about instructional and student engagement and feedback best practices that could be incorporated into APS's classroom/program learning plans.



Face coverings Protocols

APS will support staff and student's discretion on whether to wear a face covering and those who choose not to, with the exception of staff and or students that test positive with COVID-19. APS will follow all MDHHS Requirements.

Hygiene Protocols

Hand sanitizer will also be made available in each classroom, laboratory, meeting room, and office at APS. Furthermore, hand sanitizer will be made available on each APS school bus and must be applied to each student, family member, staff member, and contracted service provider upon entering the school bus. Restrooms and classrooms with sinks will be locations where students should wash their hands.

APS students and staff will be strongly encouraged to engage in frequent handwashing with soap and water. All students will receive training on how to properly wash their hands following the United States Centers for Disease Control and Prevention (CDC) guidelines and signage will be placed throughout APS buildings encouraging frequent handwashing. All APS building restrooms will display signage that strongly encourages handwashing with soap and water and for at least 20 seconds pursuant to CDC guidance.

Cleaning Protocols

APS custodial department will develop a schedule that requires custodial staff to engage in regular cleaning and disinfecting of frequently touched surfaces within APS buildings. These include, but are not limited to, light switches, doors, benches, and bathrooms. Cleaning and disinfecting of these areas will occur at least once every four hours using an EPA-approved disinfectant.

APS staff members and contracted service providers will be encouraged to engage in frequent cleaning and disinfecting of their work areas using an EPA-approved disinfectant.

All APS employees performing cleaning will be issued proper personal protective equipment (PPE), such as vinyl gloves, facemasks, and/or face shields as may be recommended by the CDC. Trash in district buildings will be collected daily and disposed of properly by someone wearing vinyl gloves.



Athletics

APS will align Athletic programs to the approved Michigan High School Athletic Association (MHSAA) guidelines.

Screening Protocols

APS will provide educational materials to all students and parents/guardians regarding COVID-19 common symptoms and the importance of self-monitoring and consulting a healthcare provider at the first sign of any symptoms. Parents/guardians will also be asked to sign a COVID-19 Screening Agreement that was developed in partnership with the Lenawee County Health Department indicating that they will conduct a daily COVID-19 screening and that they will not send their child to school if the screening process detects any possibility that the child may have COVID-19 and/or that the child may have been exposed to COVID-19. COVID-19 symptoms include, but are not necessarily limited to, fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea. Parents/guardians and/or students (depending on age and appropriateness) will be asked to inquire of their children as to how they are feeling and also to take their temperature prior to sending them to school each day. Any child who has a temperature of 100.4 degrees or higher, or who reports any other symptom(s) of COVID-19, must be kept home from school and medical attention should be sought. Parents/guardians should report to the school that the student will not be attending school due to the presence of COVID-19 symptoms and should share those symptoms with the school.

APS students, staff members and contracted service providers must self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure. Pursuant to CDC guidelines, students, staff members, or contracted service providers who show symptoms of COVID-19 while at school or work will immediately be separated from other individuals (quarantined), and sent home.. APS has identified locations in each of its buildings/schools where a student and/or staff member can be quarantined temporarily until they are able to leave the campus if they are demonstrating any symptoms of COVID-19. The District has also identified individuals in each building/school who can care for a COVID-19 symptomatic student or staff member until that individual is able to leave the campus.

APS will follow all MDHHS Requirements.



Testing Protocols

If a student, staff member, or contracted service provider tests positive for COVID-19, APS will work with the Lenawee County Health Department to provide notice to all individuals with whom the COVID-19 positive individual may have interacted from two days prior to when the COVID-19 positive person became symptomatic.

APS will follow all MDHHS Requirements.

When Students will be Sent Home

Students and staff should not go to school or any school related activities or sports if they are having symptoms of COVID-19 OR if they are waiting for their COVID-19 test results. If students have the following symptoms at school, they will be sent home.

Symptoms that exclude child from school:

- Fever of 101.4 or greater
- New onset cough/worsening cough
- Loss of taste or smell
- Extreme fatigue (feeling tired/weakness)
- Student is waiting for their COVID-19 Test Results

These symptoms are subject to change

Students and staff who test positive for COVID-19 and/or displays COVID-19 symptoms (without an alternate diagnosis or negative COVID-19 test) should isolate regardless of vaccination status:

- Isolate at home for the first 5 days (starting with the day after symptoms began or day after test was taken for those without symptoms); and
- If symptoms have improved or no symptoms developed, return to normal activities, with the recommendation of wearing a well-fitted mask, for the next 5 days to protect others. AND
- If an individual has a fever, stay home until fever free for a period of 24 hours without the use of fever reducing medications before returning to normal activities while wearing a well fitted mask, until the 10-day period is complete. OR • Isolate at home for 10 days if unwilling/unable to wear a mask.

APS will follow all MDHHS Requirements.



Link to the approved Plan posted on the District/PSA/nonpublic school website:
<https://www.adrianmaples.org/district/transparency-reporting.php>

Requirement: LEA Plan for Use of ARP ESSER III Funds

LEA Plan of Use Narrative Questions

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

The District plans to continue funding a Nurse position to help implement necessary mitigation and prevention strategies across the District. Additionally, the District will continue to support the purchase of COVID testing materials, PPE, cleaning solution, and stipends if necessary to increase cleaning and screening across the District.

The District will continue to have programming for students for face-to-face education. In the 2020-2021 school year, the district had over 1,000 students that participated in virtual education rather than face-to-face education. In the 2021-2022 school year, the District has an estimated 25 students that are participating in virtual education rather than face to face. To provide learning opportunities for face-to-face education, the District continued to screen students, put in place additional cleaning, and follow CDC guidelines on quarantining students.

In connection with the CDC reopening schools, the District continues to communicate the value of vaccines, mask-wearing, distancing students staff, screening students daily, and improving ventilation across the district,

The District also has allocated funds to provide additional desks needed in classrooms to create more spacing between students.

Currently the school does not have any masking requirements or any other major restrictions for face to face learning.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

The District will reserve funds to implement a summer school program for students in grades K-12, after school tutoring, and or enrichment programs.

Summer School programs will take place during the summer of 2022 and 2023 following the conclusion of the school year. The summer school program will generally run an estimated 3-4 weeks of time. Staffing



and student need will ultimately drive the size and scope of the summer school program.

Summer school will also take place during the 2024 summer for students in a similar fashion as previously described.



Tutoring programs will take place across all levels with an emphasis at Springbrook and the High School multiple days per week. During the afterschool tutoring programming, students will be able to be supported in receiving homework help and instructional support.

Evidence-based interventions will also be put in place K-12 with the implementation of interventionists in the area of Mathematics and ELA/Reading. This will include staff members providing Tier II and Tier III instruction in small groups at the elementary level and at the Secondary Level, this will include courses such as Math 180, Read 180, and or Foundational English and Foundational Mathematics. Students will receive instruction at their level supported by the NWEA assessment in planning for instruction and support. Other electronic programs will also support students to receive remediation.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The district will spend the remaining funds by updating the HVAC systems at Alexander Elementary, Lincoln Elementary, and Adrian High School. Additional supports will be put in place for students experiencing homelessness by continuing the increase in Homeless Liaison support which was initially increased for 2021-2022 through the use of ESSER II funds. The District will also increase Mental Health supports by 1 FTE. In addition, the District will implement an ESL Graduation Coach to provide additional support for students that qualify for ESL. The District will also allocate funds to continue the K-12 1 to 1 initiative to ensure that all students have access to technology in school as well as outside of school. The District will also partially fund a full-time nurse out of the ESSER III funds to continue to help test students, educate teachers and the community, and work closely with the local Health Department.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Interventions that are put in place will be targeted to students who were disproportionately impacted by the COVID-19 pandemic including students from low-income, ESL learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students. When interventionists create their caseloads for providing Tier II and Tier III interventions, the building will be asked to rank students from highest need to provide interventions to students that need it the most. This will also include students who were virtual for a period of time while the other students were receiving face-to-face instruction. In addition, the ESL teachers and Homeless/Foster Liaison will work with the interventionist and building principal to ensure they know which students in their caseload need additional support. In addition to academic support, the District will support mental health therapists to students K-12 through the use of ESSER funds and 31a at-risk funds that are supported at the state level.



Program Description Questions

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The ESSER III Funds will be used to provide a Nurse to help guide the District in the response to COVID 19. The Nurse has led the district in the quarantining procedures, making classroom adjustments, on-demand testing to reduce the spread, and working with building principals to limit the COVID 19 exposure. In addition, the funds will be used to purchase PPE, testing materials, and additional cleaning and screening.

How will the use of ESSER III Funds promote equity?

The ESSER funds will promote equity by improving air quality across the district by updating the HVAC systems in three buildings all of which are Title I eligible schools. Additionally, there will be focus on ensuring students have a personal computer device, access to interventionist across K-12, and a focus on our ESL and Homeless populations.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students



The ESSER III funds will be used to provide interventions to students from low-income families, English Language Learners, and students experiencing homeless/foster care. Each building examine its student population that was disproportionately impacted by COVID-19, whether that is due to being virtual or other environmental circumstances. Increase emphasis will be to enroll these students in Tier II and Tier III supports.

Federal Requirement: Meaningful Consultation with Stakeholders

Meeting Schedule through Zoom or Google Meet

- November 9 at 4:00 P.M. - Association Presidents
- November 16 at 5:00 P.M. - ESL and Special Education
- November 16 at 6:00 P.M. - Community Members
- November 22 at 2:00 P.M - Homeless Meeting

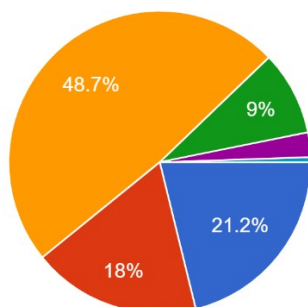
Video Presentation with Survey

- November 2 sent to all teachers and staff in the District
- November 5 sent to the full community
- Nov-Dec shared in staff meetings, through teacher's classroom social media and other outlets.
- November 11 sent to students

Total of 189 Survey Responses as of December 1, 2021

Please Identify your stakeholder group

189 responses

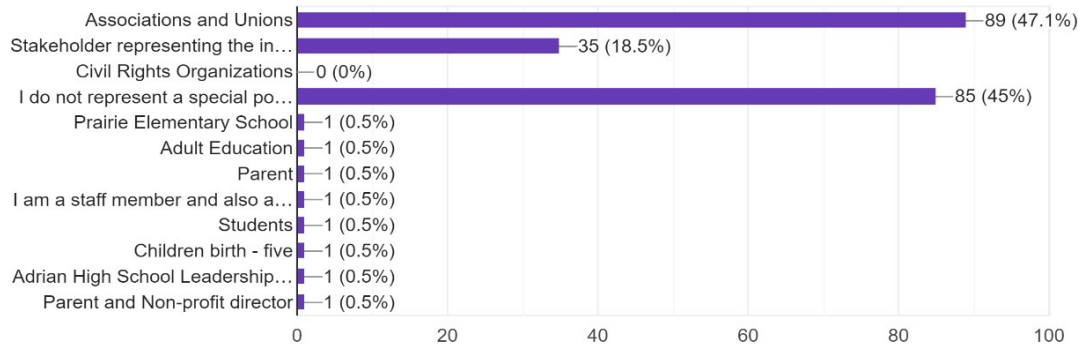


- Adrian Public Schools Student
- Adrian Public Schools Parent/Guardian
- Adrian Public Schools Teacher
- Adrian Public Schools Staff Member
- Adrian Public Schools Administrator
- Adrian Public Schools Community Member



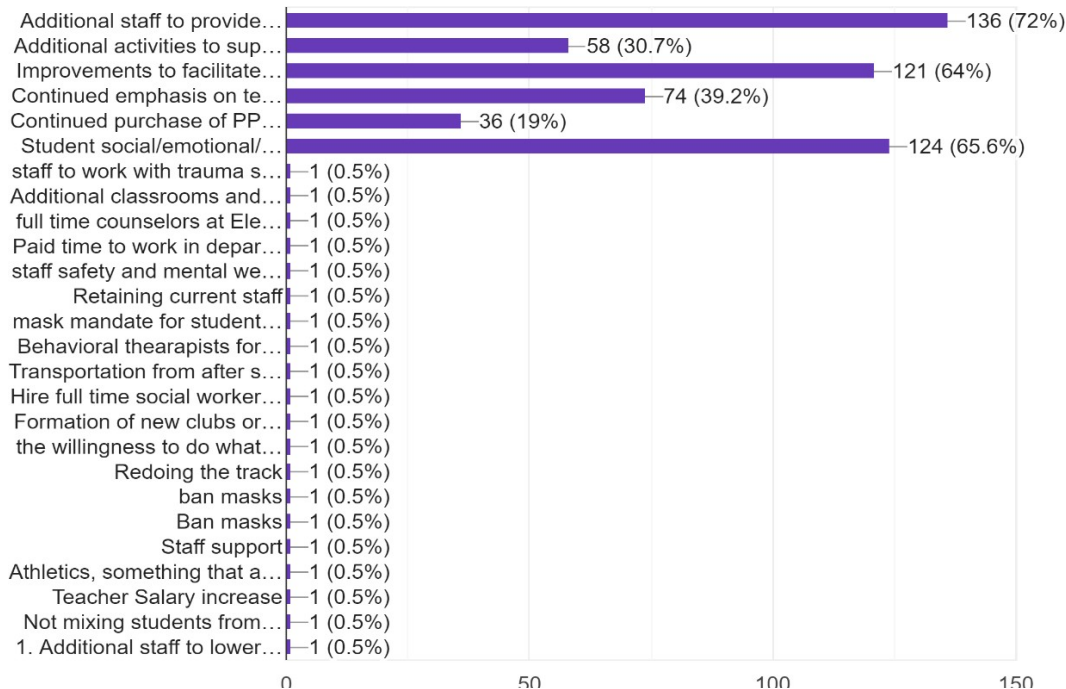
Select all of the following populations that you may represent or have connections to. * Please select at least 1 option.

189 responses



Please select 3 areas below that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic. *Please select 3 options

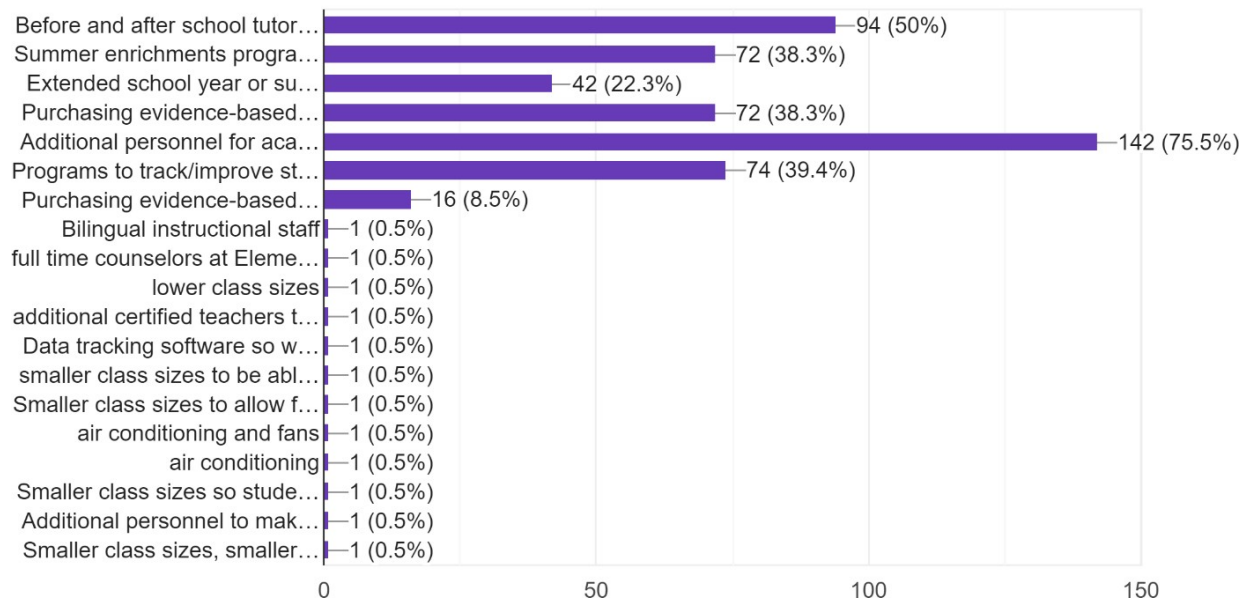
189 responses





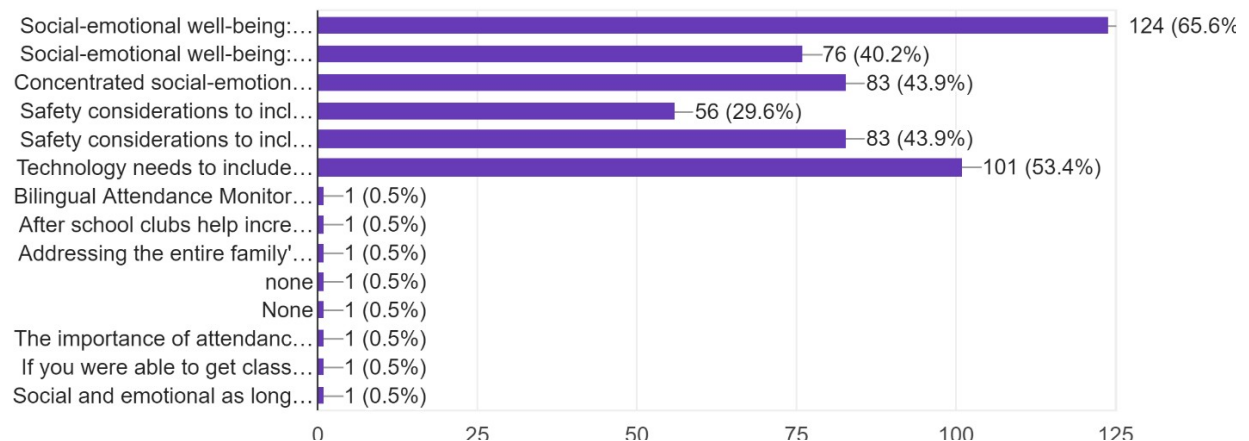
A minimum of 20% of ESSER III funding is required to be used to address academic learning loss.
Which interventions below do you believe will be...he Unique Needs of Low-Income Children/Students

188 responses



In addition to addressing academic learning loss, which areas below do you believe will best address our students' needs as they resume in-person instruction? *Please select up to 3 options.

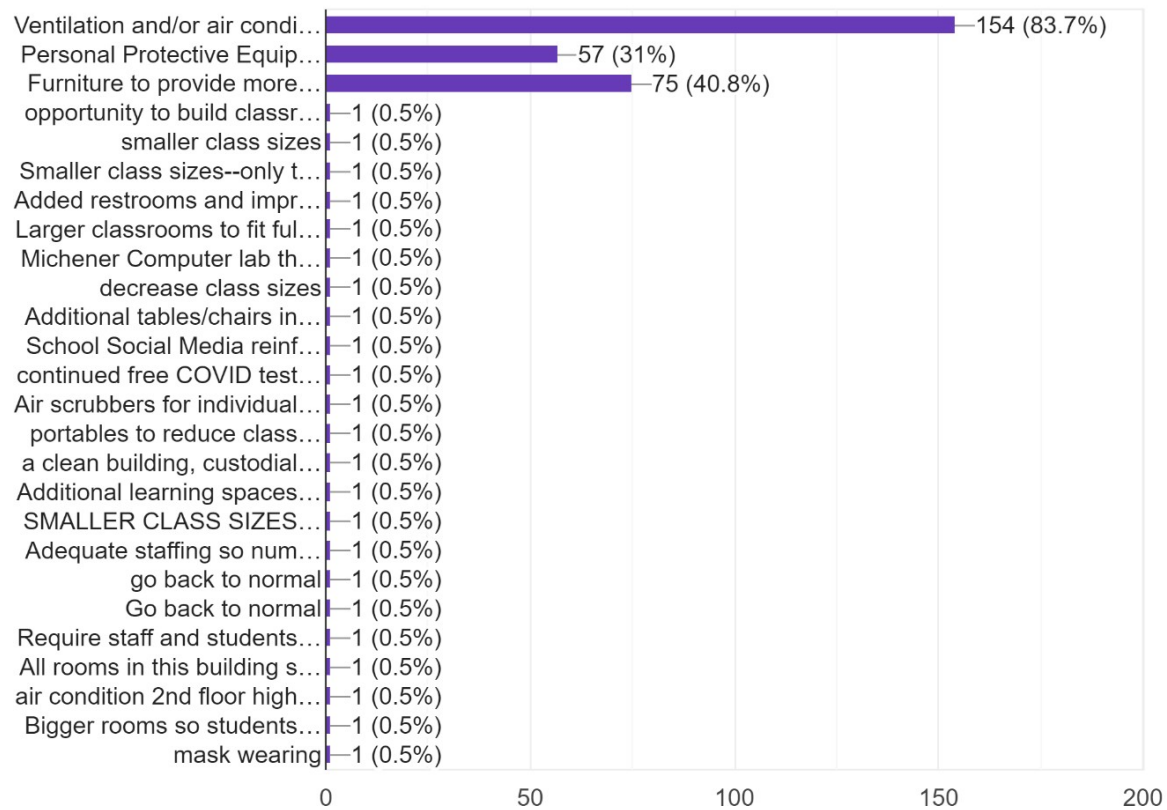
189 responses





Please select any school facility repairs and/or improvements as well as other strategies that you deem necessary to reduce the risk of COVID-19 virus... including the improvement of indoor air quality.

184 responses



34 Total Additional Narrative Responses were also submitted.



ARP/ESSER III Input Form

Adrian Public Schools is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024.

APS is seeking feedback from all district and community stakeholders to help determine how the district should best utilize these resources to address unfinished learning and ongoing COVID-19 recovery. Your responses will help us to finalize the major areas of need for which we will use "ESSER III" funding.

Please submit your feedback no later than November 21.. Our ability to submit a comprehensive plan depends to a significant degree on the information you provide through this survey. Thank you!

drichards@adrian.k12.mi.us [Switch account](#)



* Required

Email *

Your email

Last Name *

Your answer

First Name *

Your answer



Please Identify your stakeholder group *

- ☐ Adrian Public Schools Student
- ☐ Adrian Public Schools Parent/Guardian
- ☐ Adrian Public Schools Teacher
- ☐ Adrian Public Schools Staff Member
- ☐ Adrian Public Schools Administrator
- ☐ Adrian Public Schools Community Member

Select all of the following populations that you may represent or have connections to. * Please select at least 1 option. *

- ☐ Associations and Unions
- ☐ Stakeholder representing the interests of students with disabilities, English learners, migrant students, students experiencing homelessness, foster care placement, or incarceration
- ☐ Civil Rights Organizations
- ☐ I do not represent a special population, group, or organization
- ☐ Other: _____



Please select 3 areas below that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic. *Please select 3 options *

- ☐ Additional staff to provide support for academic learning loss
- ☐ Additional activities to support special populations such as students with disabilities, English Learners, and others
- ☐ Improvements to facilities to improve safety , such as heating/cooling systems and ventilation
- ☐ Continued emphasis on technology equipment and access
- ☐ Continued purchase of PPE and other safety practices
- ☐ Student social/emotional/mental well-being
- ☐ Other: _____

A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which interventions below do you believe will best address this area? *Please select up to 3 options. Activity to Address the Unique Needs of Low-Income Children/Students

- ☐ Before and after school tutoring programs
- ☐ Summer enrichments programs
- ☐ Extended school year or summer credit recovery programs
- ☐ Purchasing evidence-based instructional materials to aid in intervention efforts
- ☐ Additional personnel for academic interventions
- ☐ Programs to track/improve student attendance
- ☐ Other: _____



In addition to addressing academic learning loss, which areas below do you believe will best address our students' needs as they resume in-person instruction? *Please select up to 3 options.

- ☐ Social-emotional well-being: Counseling and social work activities for students
- ☐ Social-emotional well-being: Professional development for faculty and staff
- ☐ Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations
- ☐ Safety considerations to include continued access to personal protective equipment and other daily safety practices
- ☐ Safety considerations to include upgrades to district facilities
- ☐ Technology needs to include device upgrades, software programs, and hotspot access
- ☐ Other: _____

Please select any school facility repairs and/or improvements as well as other strategies that you deem necessary to reduce the risk of COVID-19 virus transmission and exposure to environmental health hazards, including the improvement of indoor air quality.

- ☐ Ventilation and/or air conditioning (HVAC)
- ☐ Personal Protective Equipment (PPE)
- ☐ Furniture to provide more student distancing
- ☐ Other: _____



If you have any other ideas not mentioned in the questions above, please feel free to comment here.

Your answer

Submit

Clear form

Presentation Materials



ESSER III Input Session

*Derrick Richards Director of Curriculum and Instruction
State and Federal Programs*



ESSER III

APS State and Federal Programs

Agenda

- Provide overview of ESSER III funding, guidelines, and requirements.
- Share Adrian Public Schools proposed planning process for spending funds.
- Gather input from stakeholders.



ESSER III

State and Federal Programs

Overview of Stimulus Funding Elementary and Secondary School Emergency Relief (ESSER)

Coronavirus Aid, Relief and Economics Security Act (CARES)

ESSER I

\$727,420

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

ESSER II

\$2,642,620

American Rescue Plan Act (ARP)

ESSER III

Estimated
\$5,939,171



ESSER III

State and Federal Programs

ESSER III Overview

APS is allocated an estimated \$5,939,171 in funding to use through September 2024. At least 20% of those funds must be used to address learning loss.

Allocation: \$5,939,171

- Two Thirds (2.9) now
- Additional third when U.S Dept of Education approves MDE plan.
- One Time Funds

Timeline

- 3/13/20 to 9/30/24
- Supplanting allowed with restrictions.
- Application is due December 15, 2021. Can be delayed as well as amended after.

Use: 20% on Learning Loss

- Evidence-based interventions (extended day/year, summer learning)
- Address academic and social-emotional impact on pandemic on specific populations.



ESSER III

State and Federal Programs

ESSER III Requirements

Written Plan

- Use of Funds Plan (contained within the grant application)
- An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.

Community Consultation

- Meaningful input from a wide variety of stakeholders.
 - Conduct meetings and provide surveys.



ESSER III

State and Federal Programs

ESSER III Allowable Activities

Below are some of the examples of the types of interventions and supports ESSER funds may be used for.

Academic Supports

- Summer Learning, after school and online learning.
- Assessments and curricular materials
- Educational Technology
- Support for student groups disproportionately impacted by COVID

Social-Emotional Supports

- Mental health services
- Family Engagement



ESSER III

State and Federal Programs

ESSER III Allowable Activities

Below are some of the examples of the types of interventions and supports ESSER funds may be used for.

Health and Safety

- Campus preparedness to mitigate COVID spread (PPE, Ventilation).
- Coordination with other agencies to prevent and respond to COVID.

Continuity of Services

- Maintain district services, including to employ existing staff.

For additional information of allowable activities please go to the following link:
https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf



ESSER III State and Federal Programs

ESSER III Planning Process

Working Group

- Provide input and review and initial application
- Hold regular meetings throughout the entire grant period
- Members may include:
 - Business: Purchasing, Facilities, Human Resources, Technology
 - Instruction: Curriculum, administration, Counseling, Homeless Liaison, Special Education, ESL, and Facilities.

Stakeholder Input

- Surveys
- Meetings with community, teachers, organizations
- Website for ongoing transparency and additional community input



ESSER III State and Federal Programs

ESSER III Budget Items in Consideration

General Areas	Examples	Guided Principals
Address Learning Loss	<ul style="list-style-type: none"> • Elementary and Secondary Math and English Language Arts Interventionist. 	<ul style="list-style-type: none"> • Students get the support that they need. • Student support to remediate and accelerate learning. • Improve equitable access to technology and learning tools.
Additional Learning Time	<ul style="list-style-type: none"> • Before/After School Tutoring and Summer School Learning 	
Student Supports	<ul style="list-style-type: none"> • Homeless Liaison • Nurse • Technology Specialist • Virtual Mentor 	
Technology Supports	<ul style="list-style-type: none"> • Chromebook/Hotspots, Google Suite, additional software to support distance learning. 	
Improvement of HVAC/Ventilation	<ul style="list-style-type: none"> • Improve HVAC at Alexander, Michener, and Adrian High School 	<ul style="list-style-type: none"> • Improve air quality
Health and Safety	<ul style="list-style-type: none"> • Nurse, PPE, Testing Materials, 	<ul style="list-style-type: none"> • Covid response and preparedness



Federal Requirement: Allocation of Funds

Initial Allocation Budget \$3,956,633

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$60,350	\$27,926					\$88,276
120	Instruction - Added Needs	\$701,702	\$486,952	\$18,353				\$1,207,007
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$30,906	\$20,292	\$60,211				\$111,409
220	Instructional Staff Services	\$31,389	\$30,144		\$20,000			\$81,533
230	Support Services – General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services – Other							\$0
310	Community Services – Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non–Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$824,347	\$565,314	\$78,564	\$25,000			\$1,493,225
450	Facilities Acquisition, Construction, and Improvements				\$21,734	\$2,441,660		\$2,463,394
	Indirect Costs \$ <input type="text" value="14.00"/>						\$14	\$14
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$824,347	\$565,314	\$78,564	\$46,734	\$2,441,660	\$14	\$3,956,633
	Total Allocation Amount (Estimated)							\$3,956,633



Full Allocation Budget of \$5,939,171

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$60,350	\$27,926	\$87,389				\$175,665
120	Instruction - Added Needs	\$772,040	\$544,789	\$18,353				\$1,335,182
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$30,906	\$20,292	\$81,550				\$132,748
220	Instructional Staff Services	\$31,389	\$30,144		\$20,000			\$81,533
230	Support Services - General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services - Other							\$0
310	Community Services - Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non-Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$894,685	\$623,151	\$187,292	\$25,000			\$1,730,128
450	Facilities Acquisition, Construction, and Improvements				\$21,734	\$4,145,950		\$4,167,684
	Indirect Costs \$ <input type="text" value="41,359.00"/>						\$41,359	\$41,359
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$894,685	\$623,151	\$187,292	\$46,734	\$4,145,950	\$41,359	\$5,939,171
	Total Allocation Amount							\$5,939,171

Amended Budget of \$5,939, 171



Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$51,915	\$20,658	\$87,508				\$160,081
120	Instruction - Added Needs	\$772,040	\$544,789	\$18,353				\$1,335,182
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$75,906	\$65,363					\$141,269
220	Instructional Staff Services	\$39,968	\$37,149		\$20,000			\$97,117
230	Support Services – General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services – Other							\$0
310	Community Services – Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non–Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$939,829	\$667,959	\$105,861	\$25,000			\$1,738,649
450	Facilities Acquisition, Construction, and Improvements				\$13,213	\$4,145,950		\$4,159,163
	Indirect Costs \$ 41,359.00						\$41,359	\$41,359
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$939,829	\$667,959	\$105,861	\$38,213	\$4,145,950	\$41,359	\$5,939,171
	Total Allocation Amount							\$5,939,171



Amended April 14, 2023

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$84,045	\$37,628	\$103,126	\$13,213			\$238,012
120	Instruction - Added Needs	\$759,644	\$465,347	\$18,353				\$1,243,344
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$73,927	\$48,148					\$122,075
220	Instructional Staff Services	\$130,010	\$123,402		\$20,000			\$273,412
230	Support Services – General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services – Other							\$0
310	Community Services – Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non–Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$1,047,626	\$674,525	\$121,479	\$38,213			\$1,881,843
450	Facilities Acquisition, Construction, and Improvements					\$4,014,115		\$4,014,115
	Indirect Costs \$ 43,213.00						\$43,213	\$43,213
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$1,047,626	\$674,525	\$121,479	\$38,213	\$4,014,115	\$43,213	\$5,939,171
	Total Allocation Amount							\$5,939,171



Current Budget as of January 17, 2024

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$82,501	\$38,274	\$38,248	\$12,870			\$171,893
120	Instruction - Added Needs	\$723,846	\$470,079	\$1				\$1,193,926
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$98,497	\$87,425					\$185,922
220	Instructional Staff Services	\$132,434	\$126,602	\$5,184	\$196,552			\$460,772
230	Support Services - General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance							\$0
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services - Other							\$0
310	Community Services - Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non-Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$1,037,278	\$722,380	\$43,433	\$209,422			\$2,012,513
450	Facilities Acquisition, Construction, and Improvements					\$3,883,445		\$3,883,445
	Indirect Costs \$ <input type="text" value="43,213.00"/>						\$43,213	\$43,213
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$1,037,278	\$722,380	\$43,433	\$209,422	\$3,883,445	\$43,213	\$5,939,171
	Total Allocation Amount							\$5,939,171

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker

PURPOSE:

To accept donations from Community Members.

EXPLANATION:

Gary and Cynthia Gary donated \$300 to the Turkey Drive.

Maple Fans Club donated \$1,600 to the Bowling team.

Alexander PTO donated \$15,000 to the upper playground for equipment and fo PBIS.

RECOMMENDATION:

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

EXECUTIVE SUMMARY

DATE: January 22, 2024

CONTACT PERSON: Nate Parker

PURPOSE: To review changes to existing policies at the request of Thrun Policy Services.

EXPLANATION:

As part of our service with Thrun Policy Services, they will provide updates to their policies as needed. The eleven policy updates will bring these policies into compliance with new legislative changes to the PERA, SAA, RSC, and the TTA.

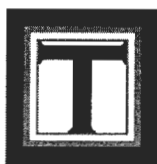
Attached are the policies with recommended updates.

Policies 4108, 4207, 4404, 4407, 4408, and 4504 will go into effect after the February 12th board meeting pending approval.

Policies 4402, 4403, 4405, 4409, and 44503 will not go into effect until July 1, 2024, pending board approval.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education review updates to these policies for approval at the next board meeting.



THRUN

LAW FIRM, P.C.

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Phone: (517) 484-8000 Fax: (517) 484-0041

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November 29, 2023

Re: 2023 Professional Staff Board Policy Update

Dear Thrun Policy Subscriber,

Thrun Law Firm, P.C. is updating eleven (11) Board Policies to bring them into compliance with new legislative changes to the Michigan Public Employment Relations Act ("PERA"), the State School Aid Act ("SSAA"), the Revised School Code ("RSC"), and the Teachers' Tenure Act ("TTA"). The updates are posted under today's date to a password-protected portion of the Thrun Law Firm website (www.ThrunLaw.com/Policy-Updates).

The updates and a brief summary are provided below:

- **Policy 4108 Union Activity and Representation:** These policy changes address PERA amendments that repealed a prohibition on the voluntary deduction of union dues, service fees, and contributions to political action committees from employee wages. The policy includes optional language concerning the charging of administrative fees. ✓
- **Policy 4207 Third-Party Contracting of Non-Instructional Support Services:** These policy changes address PERA amendments that removed third-party contracting of non-instructional support services and intergovernmental contracts from the prohibited bargaining subjects. ✓
- **Policy 4402-R Placement (formerly Assignment and Transfer):** These changes address PERA amendments making teacher placement decisions a mandatory bargaining subject and RSC Section 1248 amendments requiring clear and transparent procedures for teacher placement decisions. ✓
- **Policy 4403-R Performance Evaluation:** These changes address the PERA amendments making teacher evaluations a mandatory bargaining subject and RSC Section 1249 amendments regarding teacher evaluation. ✓
- **Policy 4404 Performance Based Compensation:** These changes address the repeal of RSC Section 1250 and amendment to SSAA Section 164h regarding teacher merit pay. ✓
- **Policy 4405-R Reduction in Force and Recall:** These changes address PERA amendments making teacher layoff and recall a mandatory bargaining subject and RSC Section 1248 amendments requiring clear and transparent procedures for teacher layoff and recall decisions. ✓
- **Policy 4407 Discipline:** These changes address PERA amendments that make teacher discipline a mandatory bargaining subject. ✓



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- **Policy 4408 Termination:** These changes are intended to address amendments to TTA. ✓
- **Policy 4409-R Non-Renewal:** These changes are intended to address the RSC Section 1249 amendments regarding amendments to TTA. ✓
- **Policy 4503-R Performance Evaluation (Administrator):** These changes are intended to address RSC Section 1249 and 1249b amendments regarding administrator evaluation. ✓
- **Policy 4504 Performance Based Compensation (Administrator):** These changes are intended to address the repeal of RSC Section 1250 and amendment to SSAA Section 164h regarding teacher merit pay. ✓

Public Act 115 of 2023 repealed the prohibition against bargaining (1) teacher placement; (2) teacher layoff and recall, (3) teacher and administrator evaluation, (4) teacher discharge and discipline, and (5) merit pay. Public Act 143 of 2023 removes third party contracting of non-instructional services as a prohibited subject. These laws will become effective February 13, 2024. PA 116 of 2023 amends Revised School Code ("RSC") Section 1248 regarding teacher placement and layoff/recall decisions. PA 224 of 2023 amends RSC Section 1249 teacher and administrator evaluations. These laws will become effective July 1, 2024. These changes should be implemented by February 13, 2024.

Notably, five of the Policy Updates listed above contain a "-R" to indicate that those "-Revised" policies are not to become effective until July 1, 2024. Accordingly, the current, respective Board policies in those five (5) sections (i.e., Policies 4402, 4403, 4405, 4409, and 4503) must also remain in place through June 30, 2024, and the "-Revised" policies will become effective on July 1, 2024. Therefore, the provided sample Board resolution to adopt the Policy Updates reflects this timeline for the "-R" policies. We recommend that districts maintain the "-R" designation within the policy file name and post the policy after adoption.

If you have questions about the Policy Updates or their implementation, please contact Lucas Savoie (LSavoie@ThrunLaw.com). As always, thank you for allowing us to be of service to your school.

Very truly yours,
THRUN LAW FIRM, P.C.

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4108 Union Activity and Representation

The District will not engage in any of the following:

- interfere with, restrain, or coerce employees in the exercise of their rights under the Public Employment Relations Act (PERA);
- discriminate in regard to hire, terms, or other conditions of employment based on membership or non-membership in a labor organization;
- discriminate against an employee because he/she has given testimony or instituted proceedings under PERA;
- initiate, create, dominate, contribute to, or interfere with the formation or administration of any labor organization; and
- use public school resources to assist a labor organization in collecting dues or service fees from wages of public school employees-, unless a collective bargaining agreement expressly permits dues or service fee deductions from wages. Upon the expiration of the collective bargaining agreement, the District is not obligated to collect labor organization dues or service fees. Unless prohibited by a collective bargaining agreement, the District may charge an administrative fee to the labor organization for collecting and processing dues and other deductions on the organization's behalf.

This Policy must be implemented consistent with Policy 1101.

An employee who is subject to an investigatory interview that may result in discipline or reasonably believes that an investigatory interview may result in discipline may bring to the investigatory meeting another employee, or a union representative, if the employee is in an exclusively represented bargaining unit. If the employee's union representative of choice is not immediately available, the investigatory meeting need not be delayed and may proceed with another representative present.

The District may permit a union representative to attend other meetings, but is not obligated to do so unless required by law or by an applicable collective bargaining agreement. District administration is not required to inform an employee of the right to union representation.

An employee is not entitled to have legal representation present at an employment-related meeting with District administration, unless the Superintendent or designee gives prior permission.

Legal authority: MCL 423.209, 423.210; Janus v AFSCME, Council 31, 138 S. Ct. 2448 (2018); NLRB v J Weingarten, Inc, 420 US 251 (1975)

Series 4000: District Employment

4200 Employee Conduct and Ethics

4207 Third-Party Contracting ~~of Non-Instructional Support Services~~

~~The Board may contract on a continuing or temporary basis with a third party as the Board determines necessary to provide specialized services.~~

~~The Board may contract with a third party for 1 or more non-instructional support services currently performed by a bargaining unit if the affected bargaining unit is given the opportunity to bid on the contract for those services on an equal basis as other bidders.~~

~~If a third party contractor is~~ This Policy must be implemented consistent with Policy 1101. Unless expressly prohibited by a collective bargaining agreement and to the maximum extent permitted by law, the Board or designee may contract with third parties as determined by the Board.

Any selected, ~~the~~ third-party contractor must fully comply with Policies 2202 and 4205(C).

Legal authority: MCL 423.215380.11a(3)(f)

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4402-R Assignment and Transfer Placement (Effective July 1, 2024)

~~The Superintendent or designee has authority to assign or transfer Professional Staff, and to add or remove duties and responsibilities.~~

This Policy must be implemented consistent with Policy 1101.

~~A. Teachers~~

A. Teacher as Defined by Revised School Code Section 1249

The appropriate placement of effective teachers is an essential component in promoting student academic growth, educational outcomes, and quality educational services. The Superintendent or designee may ~~assign, transfer, place, or fill vacant positions~~ make teacher placement decisions ~~at the Superintendent's or designee's~~ their discretion consistent with this Policy.

Placement includes but is not limited to, assignment, transfer, or the filling of a ~~vacant~~ position with current staff or newly hired teachers. For vacant positions see Paragraph C (Vacancy).

Placement does not include reduction in force or recall decisions governed by Policy 4405.

1. Teacher ~~Consistent with Revised School Code Section 1248,~~ teacher placement decisions ~~should~~ shall be based on the following clear and transparent factors:

1.a. Staffing the curriculum with the most effective, certified, and qualified teachers to instruct the applicable courses ~~and~~ grades, and school schedule.

2.b. ~~The teacher holding proper~~ Appropriate certification, approval, or authorization for all aspects of the assignment. The certification, approval, or authorization, as applicable, will be determined by ~~provisions of the~~ Revised School Code, MDE's Teacher Certification Code ~~and~~ MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations.

~~3. The teacher's qualifications, including:~~

c. Teacher placement decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 4403.

d. Teacher placement decisions will be guided by the following criteria:

- i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), and department(s).
- ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:
 - A) Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations; and
 - B) Based on documentation on file with the Superintendent's office.
 - 1) A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
 - 2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.
- iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:
 - ~~a.A)~~ Compliance with applicable state or federal or state regulationsregulatory standards, including foundations, grantsstandards established as a condition to receipt of foundation, grant, or categorical fundingrequirements;
 - ~~b.B)~~ Credentials needed for District, school, or program accreditation;
 - ~~c.C)~~ District-provided professional development, training, and relevant academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
 - D) priorRelevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
 - E) Disciplinary record, if any
 - F) Length of service in a grade level(s) or subject area(s);

~~d.G)~~ Recency of relevant and comparable teaching experience; and assignments;

~~H) other~~ Previous effectiveness ratings;

I) Attendance and punctuality;

J) Rapport with colleagues, parents, and students;

K) Ability to withstand the strain of teaching;

L) Compliance with state and federal law; and

~~e.M)~~ Other relevant factors as determined by the Superintendent or designee.

~~4. Additionally, teacher placement may be made based on teacher effectiveness, as determined through the teacher effectiveness criteria established in Revised School Code Section 1248 and Policy 4403.~~

~~e. Length of service may be considered as a tiebreaker if a teacher placement decision involves 2 or more teachers and all other factors distinguishing those teachers from each other are equal.~~

B. Placement of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

If a collective bargaining agreement or individual employment contract governs the Non-Teaching Professional's employment, the Superintendent or designee will ~~adhere to~~ comply with the applicable language on ~~assignment or transfer~~ placement.

If ~~no applicable~~ a collective bargaining agreement or individual employment contract ~~exists or if an existing collective bargaining agreement or individual employment contract agreement does not~~ address the ~~assignment or transfer~~ placement of Non-Teaching Professionals, the Superintendent or designee is authorized to ~~assign and transfer~~ place Non-Teaching Professionals at ~~the Superintendent's or designee's~~ their discretion, ~~in conformance with subsection A of this Policy.~~

C. Vacant Positions

G.1. Vacancies may be posted consistent with Policy 4205. The Superintendent or designee determines when a vacancy exists. Generally, a vacancy is an unassigned, open position or a newly created position which the District intends to permanently fill.

2. Vacancies may be filled by a certified and qualified internal or external candidate consistent with this Policy. The Superintendent or designee has full

discretion to assign Professional Staff or contractors to cover employee absences consistent with business necessity and operational needs.

Legal authority: MCL 380.11a, 380.601a, 380.1248; ~~MCL 423.215(3)(j), 423.215(4),~~
380.1249

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4403-R Performance Evaluation (Effective July 1, 2024)

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249

Teachers will be evaluated pursuant to a performance evaluation system underconsistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. ~~an annual~~ a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - ~~a. individual performance as a majority factor, including student growth (predominant factor), pedagogical skills (teacher's knowledge of the subject area and ability to impart that knowledge and preparation), classroom management, and relationships with students, parents/guardians, and other teachers;~~
 - ~~b. student growth as required by law;~~
 - ~~c. attendance and discipline;~~
 - ~~d. significant, relevant accomplishments and contributions; and~~
 - ~~e. relevant special training other than required professional development or continuing education.~~
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) for with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers, for;

- b. teachers rated minimally effective or ineffective, during the 2023-24 school year;
- c. teachers rated needing support or developing; or
- 3.d. _____ at the evaluator's discretion ~~where~~when performance deficiencies are noted;
- ~~4. classroom observations with appropriate feedback;~~
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;
5. a mid-year progress report, if required by law; which aligns with the teacher's individualized development plan, includes specific performance goals developed by the evaluator, and any recommended training identified by the evaluator;
6. ~~an annual~~ a year-end performance evaluation numerical score ("year-end effectiveness score"), unless the person qualifies for a biennial evaluation, correlated to effectiveness ratings of rating, of effective, developing, or needing support;
- 6.7. ~~tenured teachers rated as~~ highly effective, ~~effective, minimally or~~ effective, or ineffective on the 3 most recent consecutive year-end evaluations may be evaluated triennially but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
- 7.10. a tool approved by MDE, a modified MDE tool ~~(if posting requirements are met)~~, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
- 8.11. website posting of required information for the evaluation tool;
- 9.12. training on the evaluation tool for teachers and evaluators as required by law; and
- 40.13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end ~~annual~~ evaluations, the teacher shall be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate ~~who is~~ subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals Not Subject to the Teachers' Tenure Act

For Non-Teaching Professionals without a teaching certificate who are not subject to the Teachers' Tenure Act, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

~~If the Non-Teaching Professional's employment is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the applicable language on evaluation.~~

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4404 Performance Based Compensation for Teachers

The Superintendent or designee ~~will~~ may implement a performance based compensation system for Professional Staff. ~~teachers pursuant to Revised School Code Section 1250 and State School Aid Act Section 164h. The system must include job performance and accomplishments as a significant factor and be based, at least in part, on student growth data as measured by assessments and other objective criteria for effective and highly effective professionals.~~ This Policy must be implemented consistent with Policy 1101.

~~All collective bargaining agreements addressing teachers must include a method of compensation that complies with this Policy.~~

~~The Superintendent or designee may implement a performance based compensation system for Non-Teaching Professionals.~~

Legal authority: MCL 380.11a ~~MCL 380.1249, 380.1250; MCL 388.1764h; MCL 423.215(3)(e)~~

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4405-R Reduction in Force and Recall (Effective July 1, 2024)

This Policy must be implemented consistent with Policy 1101.

A. Reduction in Force and Recall for Classroom Teachers

When making program and staffing decisions resulting in the elimination of a teaching position or the recall of a teacher to a vacant teaching position, the Board will retain the most effective classroom teachers who are certified and qualified to instruct courses within the applicable curriculum, academic levels, and departments. The Board has the exclusive right to determine the size of the teaching staff based on curricular, fiscal, and other operating conditions. To the extent that the determinations involve Revised School Code Section 1248 requirements, the clear and transparent procedures of this Policy will guide guides the implementation of that statute.

1. General Provisions

- a. The Superintendent ~~will be~~ is responsible, acting within the approved budget, for establishing the number and nature of teaching assignments to implement the approved curriculum. If the Superintendent determines that insufficient funds are budgeted for the existing teaching staff or that a reduction in teaching staff is necessary due to program ~~or~~ curricular, or other operational considerations, the Superintendent will recommend to the Board the teaching positions to be reduced.

~~b. If after a reduction of teachers, the Superintendent determines that the District's remaining programs and curriculum cannot be delivered through the existing teaching staff and that sufficient funds are budgeted to support an increase in the number of teachers, the Superintendent may recommend to the Board that teachers be added.~~

b. Reduction in force and recall decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 4403.

- c. Decisions about the reduction and recall of teachers will be guided by the following criteria:

- ~~i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), and department(s).~~

~~A) This Policy does not require the retention or recall of a probationary or tenured teacher whose most recent performance evaluation contains an overall rating of ineffective or minimally effective in~~

~~preference to any probationary or tenured teacher rated either effective or highly effective, as reflected in that teacher's most recent performance evaluation.~~

~~B)i.), and school schedule(s).~~ A probationary teacher rated as effective or highly effective on the teacher's most recent annual year-end performance evaluation is not subject to ~~being displaced~~displacement by a tenured teacher solely because the other teacher is tenured under the Teachers' Tenure Act.

ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:

A) Determined by ~~applicable statutes and regulations, including the Revised School Code, MDE's Teacher Certification Code, and MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations;~~ and

B) Based on documentation on file with the Superintendent's office.

1) A teacher must maintain ~~current and~~ valid certification, approval, or authorization, as applicable, and ~~will be~~is responsible for filing a copy of the ~~teaching~~ certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.

2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.

iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based ~~upon~~on documentation on file with the Superintendent's office, including:

A) Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;

B) ~~Compliance with applicable~~Credentials needed for District, school, or program accreditation ~~requirements;~~

C) ~~Professional~~District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;

~~D) Formal or specialized training in the subject area(s) or grade level(s); and~~

~~E) Prior teaching experience relevant to the instructional assignment and anticipated to contribute to the teacher's effectiveness, including:~~

~~1) Experience in a relevant building or department or at a relevant academic/grade level;~~

~~2) Experience teaching relevant instructional subjects;~~

~~D) Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;~~

~~E) Disciplinary record, if any;~~

~~F) Length of service in a grade level(s) or subject area(s);~~

~~3)G) Recency of relevant and comparable teaching assignments;~~

~~4)H) Previous effectiveness ratings;~~

~~5) Disciplinary record, if any~~

~~6)I) Attendance; and punctuality;~~

~~J) Rapport with colleagues, parents, and students;~~

~~K) Ability to withstand the strain of teaching;~~

~~L) Compliance with state and federal law; and~~

~~7)M) Other relevant factors as determined by the District Superintendent or designee.~~

iv. Teachers must provide the District with current information and documentation supporting the teacher's certification and qualifications.

A) Reduction and recall decisions will be based on the teacher's certification and qualifications in the District's records at the time of the decision.

B) A laid off teacher must maintain current contact information (address, phone, and email address) with the Superintendent's office.

C) Failure to maintain current contact information may negatively impact the teacher's recall.

v. Teacher reductions and recalls are by formal Board action.

vi. Before the Board authorizes a teacher reduction, the Superintendent or designee will notify, in writing, the affected teacher of an opportunity to respond, either in person or in writing, to the proposed reduction.

- vii. The Superintendent or designee will provide written notice of Board reduction in force or recall decisions to each affected teacher.
 - viii. A teacher's length of service with the District or tenure under the Teachers' Tenure Act will not be the ~~primary or determining~~sole factor in reduction in force and recall decisions.
- d. Teacher reduction in force decisions will be implemented by the following:
- i. If 1 or more teaching positions are to be reduced, the Superintendent will first identify the academic level(s) or department(s) affected by the reduction. Among those teachers who are certified, approved, or authorized and qualified to instruct the remaining curriculum within the affected academic level(s) or department(s), selection of a teacher(s) for reduction in force will be based on the ~~year-end effectiveness score identified~~factors set forth in this Policy ~~4403~~.
 - ii. Teachers within the affected academic level(s) or department(s) who are certified and qualified for the remaining positions ~~and who received the highest year-end effectiveness score will be retained. Teachers within the affected academic level(s) or department(s) with the lowest year-end effectiveness score will be laid off~~will be retained consistent with the factors set forth in this Policy.
 - iii. When a teaching position is identified for reduction and there exists a concurrently vacant teaching position for which the teacher in the position to be reduced is both certified and qualified, and the teacher has received an overall rating of at least effective on that teacher's most recent year-end performance evaluation, that teacher may be assigned to the vacant position consistent with Policy 4402 unless the Superintendent or designee determines that the District's educational interests would not be furthered by that assignment.
 - iv. If more than 1 teacher whose position has been identified for reduction is certified and qualified for a concurrently vacant teaching assignment, the ~~teacher with the highest year-end effectiveness score, if at least effective, will be given priority for the assignment~~Superintendent or designee will fill the vacancy consistent with Policy 4402, unless the Superintendent determines that the District's educational interests would not be furthered by that assignment.

v.

If the reduction or recall decision involves more than 1 teacher and multiple teachers ~~have the same year-end effectiveness score and all factors distinguishing those teachers from each other are equal~~, the Board may approve and implement a tiebreaker mechanism using a discrete part(s) of the evaluation system. For example, if the or recall decision involves more than one teacher and ~~multiple teachers have the same year-end effectiveness score used to determine each teacher's effectiveness rating~~all factors distinguishing those teachers from each other are equal, the teacher with the higher year-end effectiveness score reflected in the [insert Board preference] portion of the evaluation will have preference for reduction or recall, as applicable. If this year-end effectiveness score is also tied, seniority (as established by the most recent seniority list for the bargaining unit to which the tenured teachers belong or, if none exists, the District's records) will determine preference for reduction or recall.]

At least 30 calendar days' notice of reduction in force will be provided, absent extenuating circumstances.

2. Teacher Recall Process

- a. A teacher is eligible for recall under this Policy for 24 months from the date the District implemented the reduction in force.
- b. The Superintendent will first identify the academic level(s) or department(s) where a teaching vacancy exists.
- c. Before or in lieu of initiating the recall of a laid-off teacher, the Superintendent may reassign teachers to fill vacancies in accordance with Policy 4402.
- d. After or in lieu of any reassignment of existing teaching staff, the Superintendent may take either of the following actions to fill a vacancy:
 - i. Recall the laid-off teacher ~~with the highest overall effectiveness score on the teacher's most recent year-end evaluation under the performance evaluation system adopted by the Board and who is certified and qualified for the vacancy, provided the teacher was rated at least effective. If more than 1 laid-off teacher is certified and qualified for recall to a vacant teaching assignment, the Superintendent or designee will fill the vacancy consistent with Policy 4402; or~~
 - ii. Post the vacancy and consider all applicants if the Superintendent determines that:

A) the District's educational interests would not be furthered by recalling an otherwise eligible laid-off teacher who meets the certification and qualification standards for the position ~~and who received the highest overall effectiveness score on that teacher's most recent year-end evaluation, considering the factors in Policy 4402;~~ or

B) no teacher on layoff meets the certification and qualification requirements for the position as otherwise stated herein.

- e. The Superintendent or designee will provide written notice of the Board's recall decision to any recalled teachers and will establish the time within which a teacher must accept recall to preserve the teacher's employment rights.
- f. A laid-off teacher who is offered an interview for a vacancy and who fails to appear at that interview forfeits all rights to recall and continued employment.
- g. A laid-off teacher who is recalled and fails to accept recall by the time designated in the recall notice, or who does not report for work by the deadline specified in the recall notice after filing a written acceptance of recall with the Superintendent, will forfeit all rights to recall and continued employment unless the Superintendent, in the Superintendent's sole discretion, has extended the time limit in writing.

If a collective bargaining agreement or individual employment contract governs reduction in force or recall, the Superintendent or designee will adhere to the applicable language.

B. Reduction in Force and Recall of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals governed by a collective bargaining agreement, the Superintendent will implement the collective bargaining agreement's standards and procedures that pertain to reduction in force or recall when recommending a reduction in force or recall to the Board.

If no collective bargaining agreement exists, or if an existing agreement does not address reduction in force or recall of Non-Teaching Professionals, the Superintendent will recommend a reduction in force or recall among Non-Teaching Professionals using the same standards and procedures as set forth in this Policy for teachers.

C. Unemployment Compensation

A teacher or Non-Teaching Professional who is laid off and who is paid unemployment compensation chargeable to the District during the summer immediately following a reduction in force and who is recalled on or before the beginning of the next school year will be paid according to an annual adjusted

salary rate such that the employee's unemployment compensation received plus the adjusted annual salary rate will be equal to the annual rate of salary the employee would have earned for the school year had the employee not been laid off.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1248, 380.1249, 380.1532; MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy must be implemented consistent with Policy 1101.

A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
 - a. Nonrenewal of a probationary teacher; or
 - b. Discharge of a probationary teacher.

The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of ~~other professionals~~Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a ~~Non-Teaching~~ Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

A.1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.

B.2. The Superintendent or designee will give the Professional Staff member verbal~~oral~~ or written notice of the allegation(s).

3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.

~~C.1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.~~

D.4. The Superintendent or designee will give verbal~~oral~~ or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).

~~E.1. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.~~

5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

F.6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.

G.7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:

1.a. the seriousness of the offense;

2.b. the Professional Staff member's prior disciplinary and employment record;

3.c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;

4.d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;

5.e. applicable federal or state law;

6.f. the Professional Staff member's acceptance of responsibility;

7.g. the likelihood of recurrence; and

8.h. any other factors the Superintendent or designee determine are relevant.

8. Disciplinary measures may include ~~verbal~~:

a. warning ~~(memorialized in writing), written~~;

b. reprimand~~;~~;

c. unpaid suspension~~;~~;

d. financial penalty~~;~~ or

e. discharge. ~~Nothing in this~~

H. ~~This~~ Policy ~~requires~~does not require that ~~the above~~ disciplinary measures be applied progressively or sequentially. The District ~~reserves the right to~~may apply appropriate disciplinary measure ~~it determines to be appropriate to a specific set of circumstances~~. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

~~I.9.~~ Discipline will be confirmed in writing ~~to the Professional Staff member~~ and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation ~~where it pertains to areas measured in the evaluation.~~

~~J.10.~~ The Superintendent or designee is authorized to impose discipline ~~with the exception of~~except for:

~~1.a.~~ _____ the discharge of a Professional Staff member; ~~and/or~~

~~2.b.~~ _____ the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

~~The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.~~

~~K.11.~~ A tenured teacher's salary may be escrowed after tenure charges are approved by the Board pursuant to Policy 4208.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; ~~MCL 423.215~~; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals

Unless otherwise provided by a collective bargaining agreement or individual employment contract: (1) a Non-Teaching Professional who is not subject to the Teachers’ Tenure Act is subject to 5 years of probationary service and may be non-renewed or terminated at-will by the Board; and (2) after 5 years, the non-probationary Non-Teaching

Professional may be terminated for any reason that is not arbitrary or capricious, subject to due process.]

The Superintendent or designee may recommend the termination of a Non-Teaching Professional to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4409-R Non-Renewal (Effective July 1, 2024)

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

A. Probationary Period

1. A probationary teacher rated ~~minimally—effective~~developing, or ~~ineffective~~needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher ~~who is serving a 5-year probationary period~~ must be rated effective (after July 1, 2024) or highly effective (before July 1, 2024) on the teacher’s 3 most recent year-end annual performance evaluations. ~~Under limited circumstances, a~~ and serve at least 4 full school years. A teacher’s probationary period may ~~be extended~~extend beyond 4 years.
- ~~2. A probationary teacher may obtain tenure in less than 5 years if the teacher has taught at the District for 4 years and received a highly effective evaluation rating for 3 consecutive years.~~
- ~~3.2.~~ For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period.
3. [REDACTED]
 - a. Non-Teaching Professionals who are not subject to the Teachers’ Tenure Act are subject to 5 years of probationary service and may be non-renewed or terminated at-will by the Board; and
 - 4.b. after 5 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.]

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers' Tenure Act. This Policy shall be implemented consistent with that statute.
 2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting when at which the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation ~~of non-renewal~~ and may include supporting documentation.
 3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
- D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
- E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4503-~~R~~ Performance Evaluation (Effective July 1, 2024)

Performance evaluations of Administrators are an essential element of providing quality educational services and measuring an employee's competency. This Policy does not alter the Board's authority or ability to terminate an Administrator's employment during the term of an individual employment contract or to non-renew an Administrator's contract at the end of the contract's term. This Policy must be implemented consistent with Policy 1101.

A. Building Level and Central Office Instructional Administrators

The Superintendent or designee will ensure that building level and central office Administrators who are regularly involved in instructional matters are evaluated consistent with a performance evaluation system under Revised School Code Sections 1249 and 1249b. This performance evaluation system will include, if appropriate, the following:

1. ~~a year-end~~ an annual evaluation process that meets statutory standards and is based on objective criteria;
- 4.2. ~~an~~ an annual evaluation by the Superintendent or designee, unless the Administrator qualifies for a biennial evaluation. This paragraph does not preclude more frequent Administrator evaluations as determined necessary by the Superintendent or designee;
- 2.3. ~~an~~ an individualized improvement plan if the Administrator is rated ~~minimally effective~~ developing or ~~ineffective~~ needing support or ~~whereif~~ performance deficiencies are noted;
- 3.4. ~~student growth and other assessment required data~~ or ~~authorized student learning objectives, as defined~~ by law Revised School Code Section 1249;
- 4.5. ~~an~~ an evaluation and feedback provided in writing with an overall effectiveness rating of ~~highly effective~~, ~~effective~~, ~~minimally effective~~ developing, or ~~ineffective~~ needing support;
- 5.6. ~~dismissal~~ of an Administrator rated ineffective or needing support on 3 consecutive ~~year-end~~ evaluations;
7. opportunity for an Administrator rated needing support to request a review consistent with Revised School Code 1249b;
8. a mentor for an Administrator for the first 3 years in which the Administrator is in a new administrative position;

9. a midyear progress report each year that the administrator is evaluated that includes specific performance goals for the remainder of the year and any recommended training identified by the evaluator;

10. for a building level administrator's evaluation, the evaluator will visit the school building where the administrator works, review the building level school administrator's school improvement plan, and observe classrooms with the administrator to collect evidence of school improvement plan strategies being implemented and the impact the school improvement plan has on learning;

6.11. an evaluation tool approved by the MDE, a modified ~~tool (if posting requirements are met)~~, MDE tool, or a local evaluation tool adopted in compliance with Revised School Code Sections 1249 and 1249b;

7.12. website posting of required information pertaining to the evaluation tool;

8.13. appropriate training for evaluators; and

9.14. other components that the Superintendent or designee deems relevant, important, or in the District's best interest.

B. Non-Instructional Administrators, Supervisors, and Directors

The Superintendent or designee may evaluate Non-Instructional Administrators, Supervisors, and Directors based on the appropriate evaluation instrument as determined by the Board and consistent with any applicable collective bargaining agreement or individual employment contract. An individual improvement plan may be implemented to remediate and enhance employee performance.

Legal authority: MCL 380.11a, 380.601a, 380.1249, 380.1249b

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4504 Performance Based Compensation for Administrators/Supervisors

The Superintendent or designee ~~will~~may implement a performance based compensation system for ~~building level and central office Administrators regularly involved in instructional matters pursuant to Revised School Code Section 1250 and State School Aid Act Section 164h. The system must include job performance and accomplishments as a significant factor in determining compensation and additional compensation and be based, at least in part, on student growth data as measured by assessments and other objective criteria for effective and highly effective professionals.~~

~~The Superintendent may recommend merit pay to the Board for non-instructional Administrators, Supervisors, and Directors. This Policy must be implemented consistent with Policy 1101.~~

~~Collective bargaining agreements and individual employment contracts covering administrative personnel regularly involved in instructional matters must include a method of compensation that complies with this Policy.~~

Legal authority: ~~MCL 380.1249b, 380.1250; MCL 388.1764h~~11a

Date adopted:

Date revised:

EXECUTIVE SUMMARY

DATE: Jan 22, 2024

CONTACT PERSON: Ryan Skeels
Dan Pena

PURPOSE:

To review the purchase of an updated Dell PowerStore and PowerEdge Array to replace the current Dell Unity and Hypervisor Array.

EXPLANATION:

The District's Dell Unity and HyperVisor Array need replacement due to their inability to update the current Operating Systems necessary to support its technological needs. A new PowerStore and PowerEdge Array will provide reliable technological operations for all Buildings and Departments across the District.

The District's virtual environment is where most of the servers operating the functions, including Active Directory, Printing, and Phone systems, are housed.

The District plans to purchase these devices through REMC, a cooperative purchasing program. Bidding is completed via the Cooperative, which follows Board Policy 3301-C (1)(d)-Purchasing and Procurement. Using Dell's APEX Flex on Demand solution, current pricing is \$3,310 monthly over a five-year term.

RECOMMENDATION:

The Technology Director and the Business Manager recommend that the Adrian Board of Education review the current quotes for Dell PowerStore and PowerEdge Array from Presidio, a member of the REMC Cooperative, for approval at the next scheduled Board meeting. This purchase will be paid for through the General Fund.