



## ADRIAN PUBLIC SCHOOLS

*Tradition of Opportunities*  
Future of Possibilities

### **Agenda**

Regular Meeting  
Monday, June 27, 2022  
6:00 p.m. B100

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

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
5. Communications
  - a. Resignation of Kelly Bacus, Teacher
  - b. Resignation of Kaylee Williams, Head Start

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

1. Consent Agenda
  - a. Approval of June 13, 2022, Regular Minutes
  - b. Treasurer's Report ending May 31, 2022
2. Business Requiring Board Action
  - a. Approval to renew MASB membership
  - b. Approval of Superintendent goals
  - c. Approval of the 2022 graduates
  - d. Approval of employee termination
  - e. Approval to transfer money to capital projects and technology fund for Head Start work
  - f. Approval to transfer money to capital projects and technology fund for Alexander playground
  - g. Approval of an individual contract for the hall monitor
  - h. Approval of 2021-22 budget amendments
  - i. Approval of 2022-23 budget
  - j. Acceptance of Donations
3. Business Requiring Future Board Action
  - a. First reading to review Science book purchase
  - b. First reading to renew NWEA MAP Growth assessments
  - c. First reading of Aramark Contract amendment

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

- a. Return to Learn Goals
- b. Head Start monthly report

**D. Future Meetings and Business**

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

July 25, 2022

**E. Public Comment**

**F. Closed Session**

**G. Adjournment**

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

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Nate Parker

## **PURPOSE:**

The resignation of Kaylee Williams.

## **EXPLANATION:**

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Kaylee has submitted her resignation from Adrian Public Schools effective June 30, 2022.

## **RECOMMENDATION:**

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Kaylee Williams effective June 30, 2022.

# EXECUTIVE SUMMARY

---

**DATE:** June 27, 2022

**CONTACT PERSON:** Nate Parker

## **PURPOSE:**

The resignation of Kelly Bacus.

## **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 resignation from Adrian Public Schools effective June 15, 2022.

## **RECOMMENDATION:**

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Kelly Bacus effective June 15, 2022.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF EDUCATION, JUNE 13, 2022, ADRIAN HIGH SCHOOL B100.

**MEETING CALLED TO ORDER**

The meeting of the Adrian Board of Education was called to order by President Ferguson at 6:00 p.m.

Pledge of Allegiance was recited.

**PLEDGE RECITED**

PRESENT: President Ferguson, Trustees: Ballard, Baucher, Henagan, and Marks

ABSENT: Trustees: Buku and Flores

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

**AGENDA APPROVED**

Motion carried by a 5-0 vote.

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

**MISSION STATEMENT**

Superintendent Parker recognized Jonah Shananaquet as one of five county students that earned a Welding certificate from Jackson College and a Certified Production Technician certification. He had to pass four assessments in the areas of safety, quality control, manufacturing process, and maintenance.

**GOOD NEWS REPORTS**

Superintendent Parker also recognized Katelyn Iott. She earned the 2022 Breaking Traditions Award(1 of 25 for the state) for her accomplishments in a career that is nontraditional for her gender. She was enrolled in Machining and CAM.

Superintendent Parker asked Mrs. Kaiser to talk about the Equations Students.

The District recognized the resignations of Andrea Gallatin, Amanda Perry-Rienstra, and Nolan Peterson and the retirements of Marc Comstock and Betty Bundy.

**COMMUNICATIONS**

A public hearing was held for the 2022-23 budget. The tax levy must be a part of the presentation and the district cannot legally adopt a deficit budget. The budgeting factors for 2022-23 are the foundation grant, local taxes, non-homestead, and enrollment. The state has not released the per-pupil amount yet. The District used an increase of \$400 per pupil for budgeting purposes and a decrease in enrollment of 40 pupils. The fund balance includes an increase of \$157,291. Federal money continues to be higher this year and salaries and benefits continue to be the District's highest expense. The District will have major renovations over the 2022-23 school year. The renovations are estimated at \$4,145,950. Final budget amendments for the 2021-22 school year will be presented at the June 27<sup>th</sup> meeting. Vice President Baucher commented, "This was reviewed by the Finance Committee earlier today."

**BUDGET HEARING**

Moved by Vice President Baucher, supported by Trustee Ballard, that the Adrian Board of Education approve the consent agenda. **CONSENT AGENDA**

The consent agenda included the following items:

- a. Approval of Minutes from May 23, 2022, Regular Meeting
- b. Approval of Minutes from May 23, 2022, Closed Session (hand out)
- c. Approval of Hire- Josh Marcum and Jody Lawrence, Teachers and Rana Kanafani, Head Start

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Marks, that the Adrian Board of Education approve the request to transfer \$30,323 from the general fund to the capital projects and technology fund for the athletic van. **TRANSFER MONEY**

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Trustee Henagan, that the Adrian Board of Education approve membership in the Michigan High School Athletic Association. **MHSAA**

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Trustee Marks, that the Adrian Board of Education approve the Head Start merit pay resolution for 2021-22. Mary Bruggenwirth told the board. "The program has some additional funds and we would like to use it for merit pay. This would be consistent with what the District has done with other employee groups." Vice President Baucher asked, "Has this gone to the policy council? We want to be consistent in our practices." Mary responded, "Yes, earlier in the year." **HEAD START MERIT PAY**

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Henagan, that the Adrian Board of Education approve the recommendation of the Hanover Insurance group. **INSURANCE RECOMMENDATION**

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Trustee Marks, that the Adrian Board of Education approve the EduStaff three-year contract extension. **EDUSTAFF**

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Vice President Baucher, that the Adrian Board of Education approve the resolution establishing open seats to the Adrian Board of Education for the November 8<sup>th</sup> election. Trustee Henagan asked, "When is the filing date?" Superintendent Parker answered, "Sometime in July." Mrs. Schaffer informed Trustee Henagan that the date was listed on the school's web page. **OPEN SEATS FOR BOARD**

Motion carried by a 5-0 vote.

#### **LINCOLN PRINCIPAL**

Moved by Trustee Ballard, supported by Vice President Baucher, that the Adrian Board of Education approve Tiffany Yatzek to be hired as the Lincoln Elementary School Principal. Nine applicants were reviewed for the position. After interviews were conducted the field was narrowed down to two. Mrs. Yatzek is currently a Special Education teacher at Milan Schools. Superintendent Parker commented, "Tiffany has served on Milan's PBIS team, school improvement committees, and curriculum improvement committees. She also served as the Interim Principal of the K-2 building. We are excited to have Tiffany join our team and all the experience she brings with her."

Trustee Ballard commented, "I served on the interview committee and it was tough. Mrs. Yatzek is a very positive person and I am happy she is joining us."

Motion carried by a 5-0 vote.

#### **DONATIONS**

Moved by Trustee Henagan, supported by Vice President Baucher, that the Adrian Board of Education accept donations from Amer1can Credit Union, Rising & Associates, Lenawee Community Foundation, and James and Joy Marvin.

Motion carried by a 5-0 vote.

First reading to review membership to the MASB for the 2022-23 school year, was held. This is to authorize payment of membership dues. The dues are based on the district's fall count.

#### **MASB**

First reading to review the request to transfer up to \$100,000 to the capital projects and technology fund on behalf of Head Start, was held. Kathy Westfall explained that several projects need to be completed at Drager Early Education Center. The projects include remodeling of Drager room 314, remodeling of Drager room 210, sealcoat and stripe the parking lot, and repairs and updates for the portable at Hudson Head Start which the District owns. The repairs will not be completed by June 30<sup>th</sup>. Trustee Henagan asked, "How often do we need to redo parking lots? It doesn't seem like it has been that long since we did that one." Kathy Westfall responded, "Every other year is what is recommended, but realistically we should do it every three years. I am not sure that Drager will get done this year, due to the high number of other projects being completed this year."

#### **TRANSFER MONEY**

First reading to review the six goals for Superintendent Parker, were discussed. Trustee Ballard commented, "We haven't had a strategic plan in about six years. It is good to have a team-building effort with one. It is a process to get a new look at problems and proposed solutions. I am excited."

#### **SUPERINTENDENT GOALS**

Chad O'Brien presented the board with the idea of hiring a Strength and Conditioning Coordinator. We have had a partnership with Mission Sports and they have been great. There has been no lack of commitment on their

#### **REPORTS FROM SUPERINTENDENT AND STAFF**

part. The athletic advisory committee believes that it is time for a District employee to be responsible for this program. The coaches and athletes have not “bought-in” to the program. The District does not have the ability to adjust or modify the program. This position would allow the individual to build relationships with the students during the day. “I believe it is the right thing to do for our athletes,” commented O’Brien.

Annie Howard presented on behalf of the Arts Advisory Committee. Annie gave a breakdown of the process for developing the Arts “playbill”. There was a survey that was sent out, a committee was developed, a presentation of points of pride and concern, and a brainstorming session with pros, cons, barriers, and concerns. Then an analysis was done of the strengths, weaknesses, opportunities, and threats. This helped to create a list of core priorities and action steps. Then COVID brought everything to a stop. The committee is now reviewing and editing core priorities and action steps. The first core priority is a commitment to developing and nurturing student artists through the principles of Maple Pride and committed to positive and proactive communication and marketing of district events, programs, opportunities, and successes. Other priorities include a commitment to reviewing and improving current and future K-12 curricula, recruiting, training, and retaining highly skilled content-specific professional staff, commitment to safe and well-equipped facilities, and to build a positive relationship with community-based art organizations, higher education institutions, local businesses, and government while teaming their support to advance student opportunities both in and out of school.

Vice President Baucher commented that the Finance Committee had met and discussed the Fine Arts Coordinator position, the Strength and Conditioning Coordinator position, and the 2022-23 budget.

**FINANCE  
COMMITTEE**

Trustee Henagan commented that the Personnel Committee had met and discussed the principals, assistant principals, elementary principal position, and the open special education positions. They also talked about the Fine Arts Coordinator position and the Strength and Conditioning Coordinator position along with the cost involved in each of these positions. On a personal note, Trustee Henagan shared that her husband is going through some medical issues.

**PERSONNEL  
COMMITTEE**

**BOARD MEMBER  
COMMENTS**

Trustee Ballard commented, “A lot has been accomplished in recent months. We need to recognize that. And everything that has been accomplished has been all about the kids. I am convinced that all of the candidates we have interviewed were all about kids.”

Trustee Henagan shared, “Congratulations to Mr. Parker. He has gotten off on the right foot. He has put together a new staff and he has accomplished what was in his transition plan. His transition plan was detailed, well-executed, and he is committed to the position. Nice Job!” “If I am not at every event or as present as I have been in the past it is not because I am not as dedicated as I was before. It is just I need to be more available for my husband, at times. He is undergoing some medical issues. I still enjoy this position and will fulfill my duties,” shared Henagan.

Vice President Baucher spoke about the hiring process for the superintendent. "The board heard many comments surrounding the question of; Why are we hiring a new superintendent mid-year? I have to give credit to former Superintendent Behnke regarding this. It was deliberate and I believe strategic. But see where we are? Look how we are set up for next year to start? Can you imagine what this would look like if we wouldn't have hired a superintendent until July 1<sup>st</sup>?" Baucher also spoke about graduation. "If you have never been to an alternative/adult education graduation you really should attend one. The speaker this year could relate to what these students were going through to achieve graduation. She personified what they had to face. Alternative/adult education is an avenue for that path. The path to graduation and it is all about kids.

There being no further business, a motion was made by Vice President Baucher, supported by Trustee Marks, that the meeting be adjourned.

**ADJOURNMENT**

Motion carried by a 5-0 vote.

The meeting adjourned at 7:07 p.m.

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Beth Ferguson, President

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Mike Ballard, Secretary Pro-Tem

**ADRIAN PUBLIC SCHOOLS  
FINANCIAL REPORT  
FOR THE YEAR TO DATE PERIOD  
MAY 31, 2022  
STATEMENT OF REVENUES, EXPENDITURES AND  
CURRENT BUDGET POSITION**

| <b>REVENUES</b>     |  | <b>BUDGET<br/>ADOPTED<br/>3/28/2022</b> | <b>Y.T.D.<br/>ACTUAL</b> | <b>CURRENT<br/>BUDGET<br/>POSITION</b> |
|---------------------|--|---|--------------------------|--|
| 100                 | Local Sources                          | \$ 5,058,973                            | \$ 4,611,456             | \$ 5,058,973                           |
| 300                 | State Sources                          | 25,464,634                              | 18,861,101               | 25,464,634                             |
| 400                 | Federal Sources                        | 7,751,794                               | 3,293,012                | 7,751,794                              |
| 500                 | Incoming Transfers                     | 2,035,784                               | 1,720,841                | 2,035,784                              |
|                     | <b>TOTAL</b>                           | <b>\$ 40,311,185</b>                    | <b>\$ 28,486,410</b>     | <b>\$ 40,311,185</b>                   |
| <b>EXPENDITURES</b> |  |   |                          |  |
| INSTRUCTION         |  |   |                          |  |
| 110                 | Basic Program                          | \$ 17,646,582                           | \$ 13,305,050            | \$ 17,646,582                          |
| 120                 | Added Needs                            | 5,551,836                               | 4,251,295                | 5,551,836                              |
| 130                 | Adult & Continuing Education           | 153,003                                 | 95,523                   | 153,003                                |
| SUPPORT SERVICES    |  |   |                          |  |
| 210                 | Pupil                                  | 3,006,883                               | 2,498,914                | 3,006,883                              |
| 220                 | Instructional Staff                    | 2,027,593                               | 1,511,304                | 2,027,593                              |
| 230                 | General Administration                 | 867,991                                 | 780,076                  | 867,991                                |
| 240                 | School Administration                  | 2,251,203                               | 2,018,624                | 2,251,203                              |
| 250                 | Business                               | 1,167,491                               | 689,692                  | 1,167,491                              |
| 260                 | Plant & Operations                     | 3,297,548                               | 2,817,687                | 3,297,548                              |
| 270                 | Pupil Transportation                   | 1,336,116                               | 1,029,240                | 1,336,116                              |
| 280                 | Central Services                       | 638,215                                 | 581,052                  | 638,215                                |
| 290                 | Other                                  | 1,121,390                               | 548,147                  | 1,121,390                              |
| 300                 | Community Services                     | 380,984                                 | 274,931                  | 380,984                                |
| 450                 | Prior Year Adj/Facilities Improvements | 597,325                                 | 699,385                  | 597,325                                |
| 600                 | Outgoing Transfers                     | 200,000                                 | 426,854                  | 200,000                                |
|                     | <b>TOTAL</b>                           | <b>\$ 40,244,160</b>                    | <b>\$ 31,527,775</b>     | <b>\$ 40,244,160</b>                   |
|                     | Excess Revenues over Expenditures      | \$ 67,025                               | -3,041,365               | \$ 67,025                              |
|                     | Beginning Fund Balance                 |   | 7,570,055                |  |
|                     | Ending Fund Balance                    |   | <u>\$ 4,528,690</u>      |  |

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

To approve the annual membership dues for MASB.

**EXPLANATION:**

Each year the Board needs to approve participation in the Michigan Association of School Boards and authorize the payment of membership dues. Dues are based on the district's fall count (including adult education students). The 2022-23 fee will be \$5,722.

**RECOMMENDATION:**

It is the recommendation of the Superintendent that the Adrian Board of Education renew the membership to MASB for the 2022-23 school year.

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Beth Ferguson

**PURPOSE:**

To approve the Superintendent Goals for 2022-23.

**EXPLANATION:**

As part of the Superintendent's contract, there is an expectation that they will complete various school year goals designed to advance the District. These goals will be evaluated at the end of the 2022-23 school year. Goals will be paid out at a maximum of \$10,800.

The Superintendent will provide a written self-evaluation and attach supporting evidence for the completion of each goal area.

**RECOMMENDATION:**

It is the recommendation of the Board President that the Superintendent be assigned the attached 6 goals for the 2022-23 school year.

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Nate Parker

## **PURPOSE:**

Approval of the 2022 graduates from Adrian High School and Adrian Community Education Center.

## **EXPLANATION:**

Each year the Adrian Board of Education approves the list of graduates who have met District and state requirements so that a formal listing may be kept with the Board minutes for future reference.

## **RECOMMENDATION:**

It is the recommendation of the Superintendent that the Adrian Board of Education approve the Graduating Class of 2022.

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Nikki Culley

**PURPOSE:**

To approve the termination of Brandon Cherry

**EXPLANATION:**

Per the Adrian Educational Support Personnel Association (AESPA) collective bargaining agreement, if at any time during the employee's probationary period the employee's work performance is unsatisfactory the employee may be dismissed by the Board without appeal/cause. Due to excessive absences and no communication to Human Resources, we are requesting termination for Brandon Cherry.

**RECOMMENDATION:**

It is the recommendation of the Human Resources Director that the Adrian Board of Education approve the termination of Brandon Cherry.

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

### **PURPOSE**

To approve the request to transfer up to \$100,000 from the general fund to the capital projects and technology fund for Head Start projects.

### **EXPLANATION:**

There are several projects that Head Start needs to complete at the Drager Early Education Center and the portable classroom in Hudson:

- Remodel of Drager 314 (former media center) to function as a multi-purpose training room, including an elevated presentation area and technology upgrades.
- Remodel of Drager 210 (formerly used by BGC) to meet requirements of a Head Start classroom, including the addition of a restroom and repainting.
- Sealcoat and restripe Drager parking lot and repair broken concrete curbs.
- Repairs and updates needed for the portable Head Start classroom at Hudson Elementary, including flooring, kitchen & bathroom components, and entry doors.

These projects won't be completed by June 30<sup>th</sup>. The recommendation is to transfer the funds to the Capital Projects and Technology Fund, for completion over the next several months.

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### **RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the request to transfer up to \$100,000 to the capital projects and technology fund on behalf of Head Start.

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

### **PURPOSE**

To approve the request to transfer \$107,751 from the general fund to the capital projects and technology fund for the Alexander playground equipment purchase.

### **EXPLANATION:**

Originally, the playground equipment was due to be delivered in mid-June. This was pushed back to mid-August. Administration would like to transfer \$21,921 from general fund and \$85,830 from donations received by Alexander to the capital projects and technology fund. Additionally, the District would like approval to transfer any additional donations received by June 30<sup>th</sup>.

### **RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the request to transfer \$107,751, plus any additional donations received by June 30<sup>th</sup>, to the capital projects and technology fund on behalf of the Alexander Elementary playground equipment purchase.

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

### **PURPOSE**

To approve the individual contract for the Hall Monitor.

### **EXPLANATION:**

It is recommended that the Hall Monitor be paid \$22 per hour. Our current Hall Monitor, Todd Bailey, is a retired military police officer, and has proven to be a valuable asset to the District.

### **RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent that the Board approve the individual contract for the Hall Monitor, Todd Bailey, for the 2022-23 school year, at a rate of \$22 per hour.

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

**PURPOSE:** To approve the amendments for the 2021 - 2022 General Fund Budget.

**EXPLANATION:**

Public Act 621, the Uniform Budgeting and Accounting Act, requires that when Administration becomes aware of revenue or expenditure changes that would significantly increase the total approved budget or any of the line items within the approved budget, a resolution for amendment reflecting those increases and decreases must be taken to its Board for adoption.

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the amended budget as presented and adopt the attached resolution.



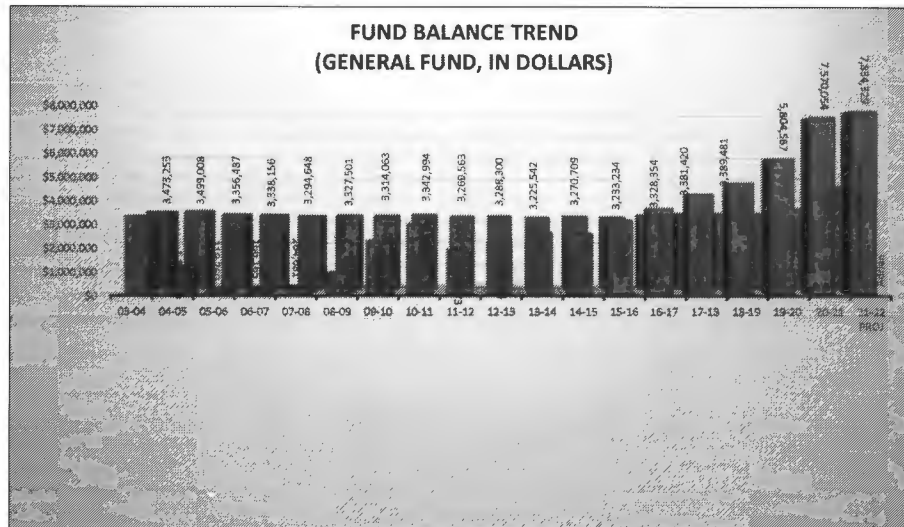
## ADRIAN PUBLIC SCHOOLS

*Tradition of Opportunities*  
Future of Possibilities

### Budget Amendments 2021 - 2022 June 27, 2022

### Budget Recap

|                                     | 2021-22<br>Amended<br>Budget | 2021-22<br>Proposed<br>Budget | 2022-23<br>Proposed<br>Budget |
|-------------------------------------|------------------------------|-------------------------------|-------------------------------|
| Total Revenues                      | \$40,311,185                 | \$46,953,519                  | \$44,122,831                  |
| Total Expenditures                  | \$40,244,160                 | \$46,689,245                  | \$44,077,395                  |
| Excess Revenues/Expenditures        | \$67,025                     | \$264,274                     | \$45,436                      |
| Beginning Fund Balance, July 1      | \$7,570,055                  | \$7,570,055                   | \$7,834,329                   |
| <b>Ending Fund Balance, June 30</b> | <b>\$7,637,080</b>           | <b>\$7,834,329</b>            | <b>\$7,879,765</b>            |



*Note: The district's auditors recommend a range of 10 to 15% fund balance with a minimum of 10%; if the district achieves 15% fund balance, the need to borrow will be eliminated. The District ended 2020-21 at 19.8%. 2021-22 Projections are at 16.7% due to the large amount of federal grant funds.*

## Budgeting Factors

As presented for amendment

|                                     |            |
|-------------------------------------|------------|
| Foundation Amount                   | \$8,700    |
| Local Taxes                         | 18 Mills   |
| Blended Count – March Budget Amend. | 2,753      |
| Blended Count – June Budget Amend.  | 2,751      |
| Revenue Change                      | (\$17,400) |

## Revenue changes

|   |           |                         |
|---|-----------|-------------------------|
| <b>Local:</b>   |           |                         |
| Property Taxes (off set in Foundation Allow.)                             | \$        | (122,029)               |
| Contributions (Offset in Expenditures)                                    |           | 49,910                  |
| USAC Funding (Offset in Expenditures)                                     |           | 63,408                  |
| Miscellaneous   |           | 46,160                  |
| <b>State Aid:</b>   |           |                         |
| Foundation Allowance (Property Tax Changes)                               |           | 111,302                 |
| Categorical (31a and state grants which are offset by change in expenses) |           | 207,477                 |
| LISD:   |           | 59,181                  |
| Federal Programs:   |           | 6,224,410               |
| All others  |           | 2,515                   |
| <b>Total</b>  | <b>\$</b> | <b><u>6,642,334</u></b> |

## Revenue Recap

|                                 |                  |                      |                      |
|---------------------------------|------------------|----------------------|----------------------|
| <b>Local:</b>                   |                  |                      |                      |
| Taxes                           | \$ 4,415,965     |                      | 9.4%                 |
| Other Transactions              | <u>680,457</u>   |                      | <u>1.4%</u>          |
| <b>Total Local Revenues</b>     |                  | <b>\$ 5,096,422</b>  | <b><u>10.9%</u></b>  |
| <b>State:</b>                   |                  |                      |                      |
| Foundation Grant                | \$ 19,520,527    |                      | 41.6%                |
| Categorical                     | <u>6,262,885</u> |                      | <u>13.3%</u>         |
| <b>Total State Revenues</b>     |                  | <b>\$ 25,783,412</b> | <b>54.9%</b>         |
| <b>Total Federal</b>            |                  | <b>\$ 13,976,204</b> | <b>29.8%</b>         |
| <b>Other Transactions:</b>      |                  |                      |                      |
| LISD Reimbursements             | \$ 1,973,341     |                      | 4.2%                 |
| Other                           | <u>124,140</u>   |                      | <u>0.3%</u>          |
| <b>Total Other Transactions</b> |                  | <b>\$ 2,097,481</b>  | <b><u>4.5%</u></b>   |
| <b>Total Revenues</b>           |                  | <b>\$ 46,953,519</b> | <b><u>100.0%</u></b> |

## Expense Changes

|  |                     |
|--|---------------------|
| Salaries/Benefits (Excluding State & Federal programs) | \$ (152,450)        |
| State and Federal Programs                             | 6,317,497           |
| Contributions  | 53,246              |
| Utilities  | 35,075              |
| Facilities (Excluding Payroll)                         | 112,728             |
| Tuition - Dual Enrollment                              | 33,020              |
| Net of Others  | 45,969              |
| <b>Total Expense Changes</b>                           | <b>\$ 6,445,085</b> |

## Expenditures by Category

| Description   | 2021-22<br>Amended   |             | 2021-22<br>Proposed  |             | Change        |                  |
|---|----------------------|-------------|----------------------|-------------|---------------|------------------|
|   | Budget               | %           | Budget               | %           | %             | Student          |
| Salaries - Total  | \$ 17,312,938        | 43.0%       | \$ 18,213,492        | 39.0%       | 6.20%         | \$6,621          |
| Benefits - Total  | 13,034,772           | 32.4%       | 13,498,222           | 28.9%       | 3.56%         | \$4,907          |
| Teaching Supplies   | 521,006              | 1.3%        | 506,466              | 1.1%        | -2.79%        | \$184            |
| Office Supplies   | 96,631               | 0.2%        | 89,847               | 0.2%        | -6.96%        | \$33             |
| Other Expenditures  | 1,633,285            | 4.1%        | 2,049,328            | 4.4%        | 25.47%        | \$745            |
| Utilities   | 667,243              | 1.6%        | 692,318              | 1.5%        | 5.34%         | \$252            |
| Telephone   | 32,962               | 0.1%        | 33,450               | 0.1%        | 1.48%         | \$12             |
| Equipment & Furniture   | 363,377              | 0.9%        | 632,073              | 1.4%        | 78.87%        | \$230            |
| Insurance   | 196,787              | 0.5%        | 186,739              | 0.4%        | -5.11%        | \$68             |
| Contracted Services (Aramark<br>Contract included)              | 1,772,312            | 4.4%        | 1,767,168            | 3.8%        | -0.29%        | \$642            |
| Contracted Services - Other                                     | 2,023,138            | 5.0%        | 2,127,916            | 4.6%        | 5.18%         | \$774            |
| Travel & Conference, In-Service<br>(Predominantly Grant Funded) | 233,412              | 0.6%        | 229,783              | 0.5%        | -1.55%        | \$84             |
| Transportation  | 1,286,413            | 3.2%        | 1,294,966            | 2.8%        | 0.74%         | \$471            |
| Operations  | 736,378              | 1.8%        | 848,100              | 1.8%        | 15.17%        | \$308            |
| Contracted Early Retirement                                     | 193,800              | 0.5%        | 209,781              | 0.4%        | 8.25%         | \$76             |
| Technology  | 161,806              | 0.4%        | 163,647              | 0.4%        | 1.14%         | \$69             |
| Building Renovations  |                      |             | 4,145,960            | 8.9%        |               | \$1,607          |
| <b>TOTAL</b>  | <b>\$ 40,244,160</b> | <b>100%</b> | <b>\$ 46,689,246</b> | <b>100%</b> | <b>16.01%</b> | <b>\$ 16,972</b> |

## **SUMMARY OF THE MAJOR CHANGES FOR 2021-22 AMENDMENTS**

Revenues and Expenditures went up significantly, but of those totals, \$6,224,410 was due to federal funding that was previously unallocated for. The change in revenues over expenditures from the amended budget to the proposed amendment is an increase of \$197,249; the major reasons are highlighted below:

- Increase in ISD funding of \$59,181
- Savings in salary and benefits (non grant funded) - \$152,450

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

**PURPOSE:**

To approve the 2022-2023 budget.

**EXPLANATION:**

A budget hearing was held for the 2022-2023 proposed budget on June 13, 2022. The 2022-2023 budget includes an increase in fund balance. The state has not finalized the School Aid Budget; at this time, the budget includes an increase of \$400 per pupil. The increase in the Aramark contract was incorporated into this budget, which changed the budget from the original presented at the budget hearing.

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the 2022-2023 budget resolutions.

# EXECUTIVE SUMMARY

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**DATE:** June 27, 2022

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

To accept donations from Community Members.

**EXPLANATION:**

The following donations were given:

Kelli and Chad Schefka donated \$250 to the Alexander playground.

Chad and Shanan Henline donated \$250 to the Alexander playground.

Jeff and Elizabeth Rising donated \$1210 to Lincoln Drama Club

Wagley Family donated \$500 to the Boys Swim team

Maple Fans Club Donated

- \$3,000 to Powerlifting

- \$100 to Girls Tennis

- \$100 to Boys Soccer

- \$100 to Girls Soccer

- \$60 to Softball

- \$235 to Boys track

- \$235 to Girls track

**RECOMMENDATION:**

It is the recommendation of the Superintendent that the Adrian Board of Education accept these donations and thank our donors for their support.

## **EXECUTIVE SUMMARY**

---

**DATE:** June 27, 2022

**CONTACT PERSON:** Derrick Richards

### **PURPOSE:**

To review the purchase of Inspire Physical Science Earth Textbooks from McGraw-Hill.

### **EXPLANATION:**

This proposal is to purchase 75 Physical Science Earth textbooks and digital resources from McGraw-Hill. The total package will include a physical textbook and online resources. The purchase of these materials will replace the current textbook which was published in 2010.

Throughout the 2021-2022 school year, the Department of Curriculum and Instruction and the Secondary Science Committee co-chaired by Josh Smith, who is also one of the teachers for the course, reviewed multiple textbooks and resources. In the end, the committee came to a unanimous decision to recommend moving forward with the McGraw Hill textbook.

The total cost for the materials is \$6,972.38 and is budgeted in the 2022-2023 District Curriculum budget.

### **RECOMMENDATION:**

It is the recommendation of the Superintendent and Director of Curriculum and Instruction that the Adrian Board of Education review the purchase of McGraw-Hill Physical Science with Earth textbook package, for approval at the next board meeting.

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Derrick Richards

### **PURPOSE:**

To review the NWEA MAP Growth K-12 assessments.

### **EXPLANATION:**

This proposal is to renew with NWEA to provide the MAP Growth K-12 Assessment that the District has been using since the 2010-2011 school year to measure academic growth in Mathematics and English Language Arts. The data from this assessment is used to do the following but not limited to:

- Plan Tier I instruction for all students in a classroom.
- Place students in advance enrichment courses as well as intervention courses.
- Provide a learning plan for students to specific standards to reach academic goals.
- Provide growth data for teacher evaluations.

The total cost for the materials is \$30,000 and is budgeted in the 2022-2023 District Curriculum budget.

### **RECOMMENDATION:**

It is the recommendation of the Superintendent and Director of Curriculum and Instruction that the Adrian Board of Education approve the purchase of NWEA MAP Growth K-12 Assessments, at the next scheduled board meeting.

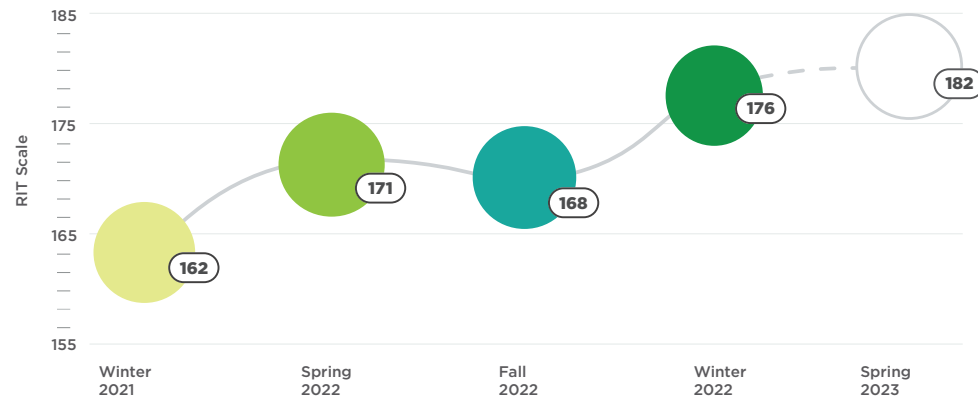


## Precisely measure achievement and growth

MAP® Growth™ is the standard-bearer for measuring achievement and growth in K–12 math, reading, language usage, and science. By dynamically adjusting to each student’s performance, MAP Growth creates a personalized assessment experience that accurately measures achievement—whether a student performs on, above, or below grade level. Timely, easy-to-use reports provide rich context to make instructional and operational decisions with confidence.

## Growth over time

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



## Reach more students with superior coverage

MAP Growth offers more subject and grade coverage than any other interim assessment. Support emerging bilingual students with select assessments in Spanish.

|                                | MATHEMATICS  | READING | LANGUAGE USAGE | SCIENCE      |
|--------------------------------|--|---------|----------------|--------------|
| ENGLISH                        | K–12   | K–12    | 2–12           | 2–12         |
| SPANISH                        | K–12   | K–8     |                |              |
| COURSE SPECIFIC (ENGLISH ONLY) | Algebra I & II, Geometry, Integrated math 1, 2 & 3 |         |                | Life science |

## INTERIM ASSESSMENT FOR GROWTH

Serving more than 13 million students

## GRADE-LEVEL COVERAGE

### K–12

Subject dependent

## SUBJECTS

Math\*

Reading

Language usage

Science\*

\*Course-specific tests available

## TEST TIME

### 45–55 minutes

Untimed

## FREQUENCY



## GRADE-LEVEL INDEPENDENCE

Measures achievement of every student, whether on, above, or below grade level—even if standards change

## STANDARDS ALIGNMENT

State standards

Common Core

Next Generation Science Standards (NGSS)\*

AERO

## ACCESSIBILITY

Refreshable braille (Grades 2–12)

Keyboard navigation

Screen reader (JAWS) compatible (Grades 2–12)

Magnification

Color contrast adjustment

Test & item aids (Grades 2–12)

Universal Design for Learning (UDL)

Text-to-Speech (Grades 2–12)

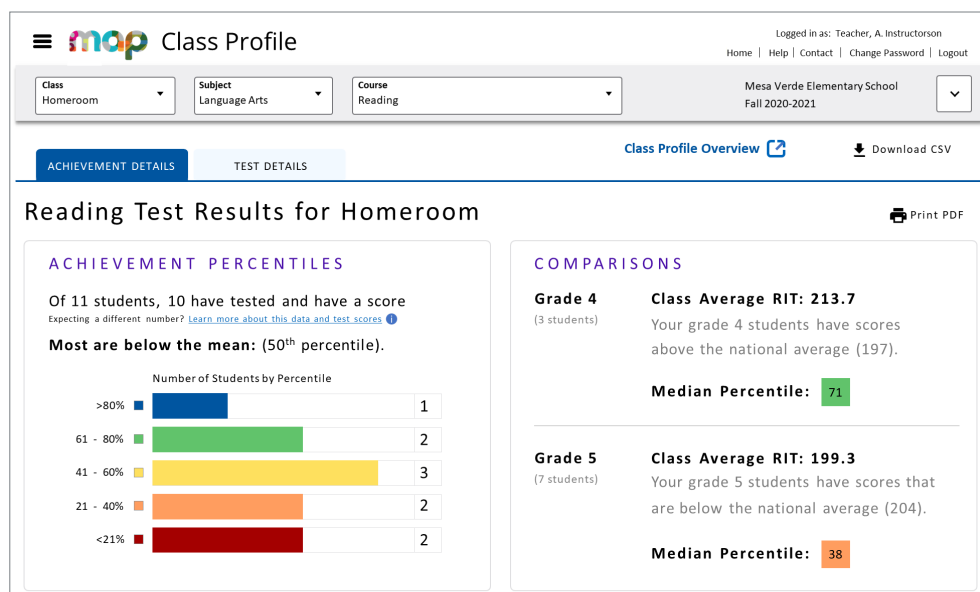
WCAG (Grades 2–12)

Alternative text descriptions for images (Grades 2–12)

\*Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it.

## Quickly find insights to inform key decisions

MAP Growth reports transform raw data into actionable insights to help educators develop instructional strategies to meet each classroom's unique needs. Higher-level reports give administrators a clear view of student performance and growth, making it easy to identify trends, spot potential problems, and plan for improvement.



## Connect to the widest selection of curriculum and instructional partners

MAP Growth connects to the largest set of curriculum and instructional content providers of any interim assessment, giving you the freedom to choose from more than 30 tools—including some you're already using—to find the right fit.



## NWEA professional learning

Activate MAP Growth with a robust, holistic slate of professional learning workshops. From interpreting data and goal setting to instructional applications and fostering a culture of growth, there are experiences for educators in every role and experience level.

Professional learning consultants are available for any setting—onsite, virtual, small group, or 1:1—built around your unique goals and local context.

- **Teachers and teacher leaders:** Interpret MAP Growth data to inform instruction and goal setting
- **Instructional coaches:** Refine skills to support teachers in instructional applications of MAP Growth data
- **School and district leaders:** Gain expertise in MAP Growth reports to foster a data-informed culture and set long-term goals

## KNOW SOONER WITH RAPID GUESSING NOTIFICATION

MAP Growth automatically identifies rapid guessing behavior, allowing the proctor to intervene and reengage students in the moment. Detailed reports provide further insight and help proctors and teachers determine who may need to retest.

## REMOTE TESTING READY

MAP Growth is available for onsite and remote testing. Millions of students have completed remote test sessions, with a multilevel analysis indicating the virtual format has little effect on student achievement.

## DRIVE GROWTH WITH A STRONG ACTIVATION PLAN

Designed to replicate best practices from our most successful partner schools and districts, our recommended MAP Growth activation plan helps educators tackle common instructional challenges.

This activation plan includes a comprehensive guided implementation process, professional learning experiences that hone assessment literacy and instructional planning, and data conversations with assessment experts that provide educators with an expert review of district-level data and suggested next steps.



## ABOUT NWEA

NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://nwea.org) to find out how NWEA can partner with you to help all kids learn.

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JUN22 | KAP9301 | MAPXX\_MKTG10170

## **EXECUTIVE SUMMARY**

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**DATE:** June 27, 2022

**CONTACT PERSON:** Kathy Westfall

### **PURPOSE**

Review of the Aramark contract amendment.

### **EXPLANATION:**

The District contracted with Aramark in July of 2014. The original contract was for five years. The next amendment was for three years, which expires June 30, 2022.

The attached proposed amendment includes a wage adjustment for each of the first three years, in an attempt to bring the starting wage up to a level more in line with market rate. This should help with attracting and retaining staff. With a five year renewal, years four and five will continue with a CPI increase, but the language will include a cap of 3%. The first year increase is 14.7%.

This contract also includes supplies such as cleaning products, floor finish, floor stripper and vacuum bags, that Aramark purchases on behalf of the District. Current inflation rates have caused a 10% increase in supply costs that Aramark has experienced.

Lastly, the amendment also include equipment upgrades, which are amortized over the five year extension.

The 2022-23 proposal of \$903,563 includes the following amounts which aren't general fund: Head Start \$41,361, Boys & Girls Club \$20,628, and Comstock \$7,357.

### **RECOMMENDATION:**

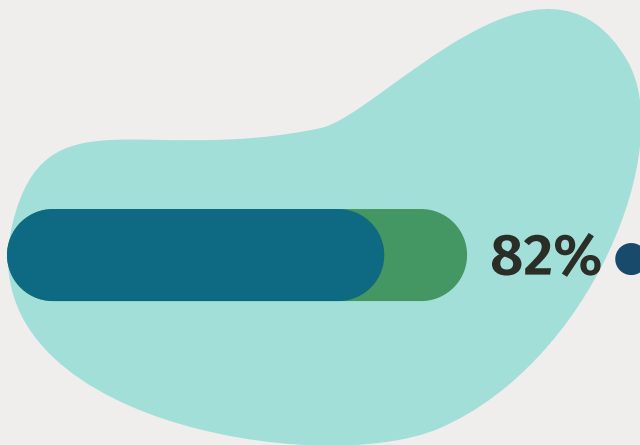
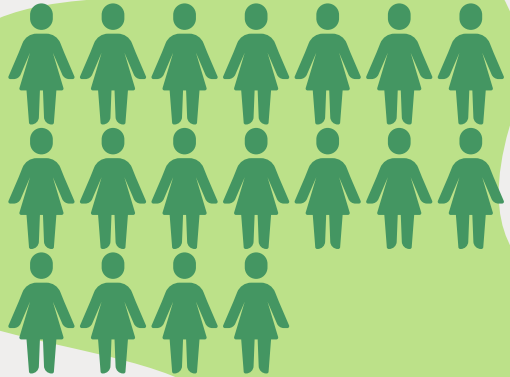
It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the Aramark amendment to the management services agreement, for approval at the next meeting.

# Adrian Public Schools Head Start

*June 2022 Board of Education & Policy  
Council Report*

## Staff Vacancies

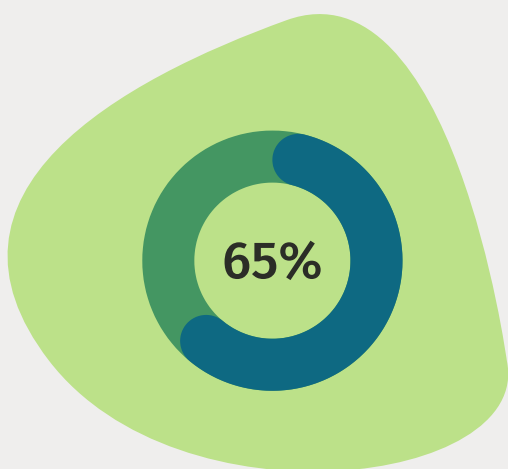
8 Teachers  
8 Teacher Assistants  
2 Parent Educator



## Average Attendance

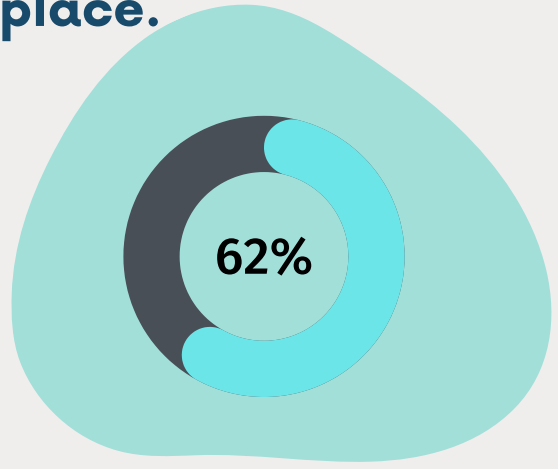
82%

**Families with consistently low attendance have attendance plans in place.**



## EHS Enrollment

EHS Enrollment 52 /80.



## HS Enrollment

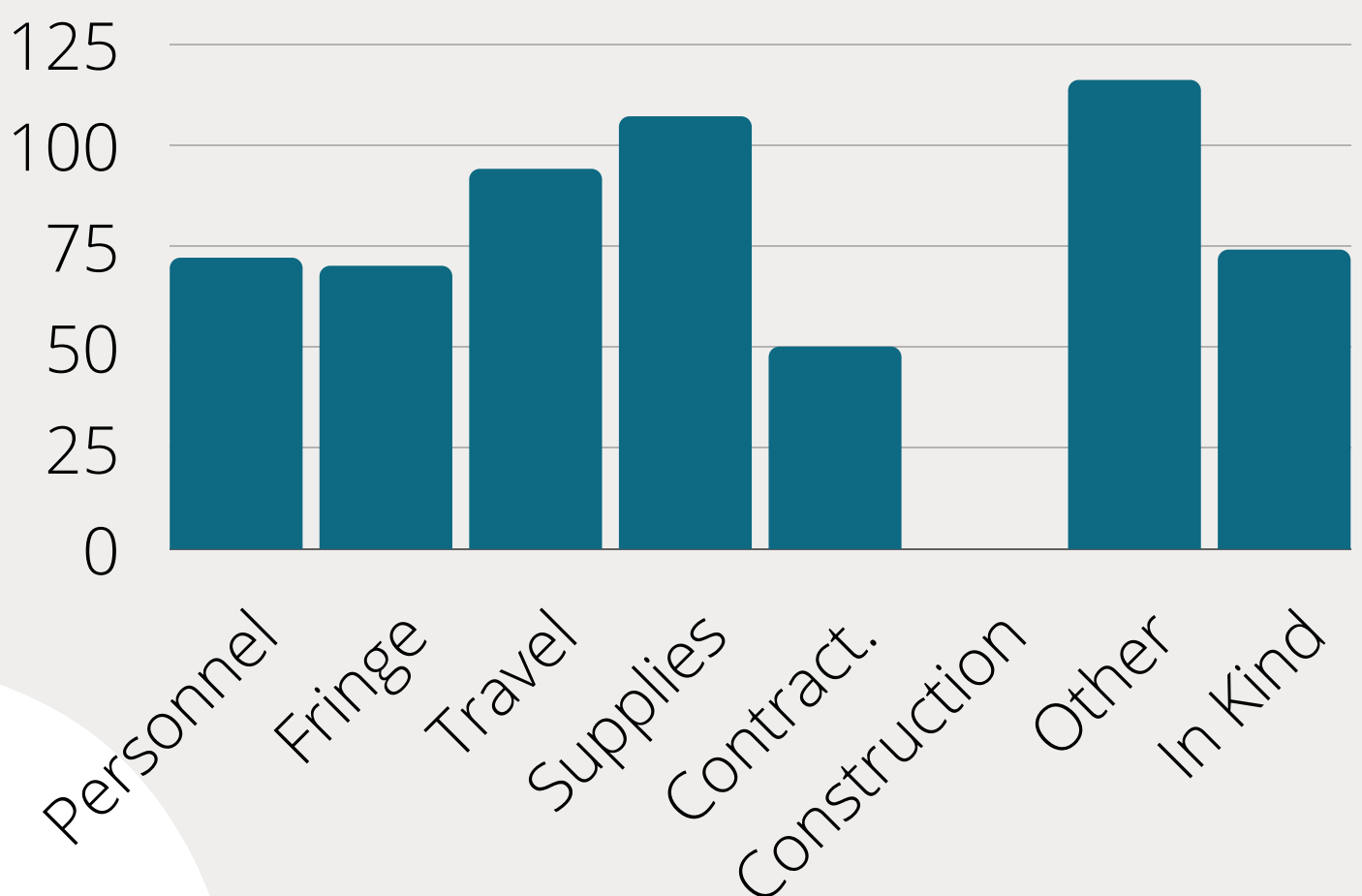
Head Start Enrollment 153/246.

## Enrollment Details

EHS Home Based: 28 openings  
Center Based: 0 Openings  
Head Start: 4 Delayed Start Classrooms due to staffing issues.

## Budget Reports

Early Head Start and Head Start Budget Report.



# Head Start Report

## June 2022

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### Facility Management and Human Resources

- Facilities:
  - No updates at this time.
- Human Resources:
  - Teacher (or full time TA): 8
  - Teacher Assistant: 8
  - Parent Educator: 2

### Fiscal Monitoring

- May budget reports are attached; no concerns at this time.
- April CACFP Reimbursement = \$2,623.92. May CACFP Reimbursement = \$2,760.07.

### Education and School Readiness

- Spring Brigances completed by ELM & ELAM
- End of Year Ed observations completed by ELM
- TS Gold Spring Data completed
- CLASS training was attended by ELAM and Early Childhood Mentor Coach May and June 2022.
- Coaching to Fidelity training for Creative Curriculum was attended by ELM, ELAM, and Early Childhood Mentor Coach
- CLASS Scores submitted for GSR data for GSRP/HS Blend Classrooms, OHS scores not required for submittal 21/22 school year
- End of year dates for HS
- ID and ELM attending Literacy Workshops

|           |   |
|-----------|---|
| Addison   | Virtual 4/4-4/7<br>Last Day Students: 6/10<br>Last Day Teachers: 6/14   |
| Alexander | Last Day at Alexander: 5/12 with students<br>5/17-5/18 FHV<br>Virtual 5/19-6/14 ( Classroom Closeout)<br>Last Day Students/Teachers: 6/14 |
| Hudson    | Virtual 4/4-4/8<br>Last Day Students: 6/20<br>Last Day Teachers: 6/22   |

|            |  |
|------------|--|
| Lincoln    | Virtual 4/4-4/7<br>Last Day Students: 6/16<br>Last Day Teachers: 6/20                                    |
| Michener   | Last Day at Michener: 5/26<br>Virtual 5/31-6/23 (Classroom Closeout)<br>Last Day Students/Teachers: 6/23 |
| Porter     | Last day Students:6/9<br>Last day Teachers:6/14  |
| Prairie    | Virtual 4/4-4/7<br>Last Day Students: 6/10<br>Last Day Teachers: 6/14                                    |
| Drager 201 | Last day Students in person: 6/2<br>Last day Students Virtual: 6/17<br>Last day Teachers: 6/21           |
| Drager 203 | Last day Students: 6/17<br>Last day Teachers: 6/21   |
| Drager 204 | Last day Students: 6/17<br>Last day Teachers: 6/21   |

## Disability Services and Mental Health

- Disabilities:
  - 12.3% of funded enrollment have a current IEP/IFSP
  - Completed IEP transition meetings this month for children moving from Head Start to Kindergarten in the fall, to facilitate information sharing and make sure children have needed supports in place in kindergarten.
- Mental Health:
  - Completed year-end mental health observations for children who still have open concerns. Sent copies of materials home that these children have been using successfully at school (e.g. visual routines, social stories) for families to use over summer break.
  - Provided end-of-year wellness baskets for teachers and FSW staff with snacks, self-care items, and information on simple stretching and mindfulness routines
  - Continued providing individual staff wellness consultation, family mental health consultation, classroom consultation, and individual child mental health observations.
  - Facilitated 3 referrals to mental health programs at community agencies this month.

## Early Head Start Home-Based

- Able to hold socializations at the park as the weather becomes nice. Looking at new ideas for next year to boost attendance at socializations.

## Family Engagement

- Gift certificates for families were distributed by the parent educators and family advocates. Each family received a gift certificate for a large 1 topping pizza from Hungry Howies, and a family pass to the Centre.
- Partnering with the U of M Social Work department to offer a mental health program to new moms.

## Eligibility, Recruitment, Selection, Enrollment and Attendance

- No new placements at this time as the school year is ending.
- Bi-weekly recruitment meetings are taking place to work on recruitment for next school year. Several recruitment events are taking place over the summer including: popsicles in the park, 2nd Fridays, the Lenawee County Fair & Fair parade, library events, and more.

## Health Services

- Last home visit conferences took place in April- teachers/PE's asked regarding any information and/or upcoming: exams, follow-up, any health/nutrition updates, etc that parents/guardians were able to provide. So then information shared could be noted in C+ as well anticipation of paperwork being turned in to teachers.
- LeadCare II training for Rae-APS RN and HNM tbd- to screen children at Health Fair and/or for 2022-2023 school year.
- The Drager and outer sites Hgb/Hct screenings were completed in May and June for those children that still needed completion (for those that weren't absent the day of screening).
- **EHS**-WBC were in April at 37% with an 13% increase in May with exams being completed and paperwork being turned in to teachers.
- **EHS**- Hearing screenings were in April at 90% with a 2% increase in May of completion.
- **EHS**- Dental exams- were in April at 22% with an increase in May of 22% of dental services provided. May's increase is reflected from SOW dental services/exams provided to EHS/Home based children, those that had missed Mobile Dentist and/or hadn't seen a dentist in > than 6 months.
- **EHS**- growth assessments (children that are <2 years of age). Were at 87% in April with an 3% increase in May of completion and those that turned 2 years of age to have a growth assessment done.
- **EHS**-Immunizations were in April at 83% with a decrease in May of 4%- due to children being behind on immunizations and/or a waiver not submitted for their immunizations due.
- **HS**- Dental exams- were at 77% in April with an increase of 2% in May for dental services provided.

## Nutrition Services

- No new updates from May
- Cooking Matters classes TBD in August
- Looking Forward to July- Summer Camp Full Class days- provided breakfast, lunch, and Snack. ½ Day class is provided breakfast and lunch

## Program Management

- 3 week summer camp program taking place this summer for Head Start children who will be attending Y5 or Kindergarten in the fall.
- Board of Education approved merit pay for all Head Start staff. This is in alignment with the direction we have received from OHS to provide retention pay to staff.

## Progress on Program Goals, Objectives and Outcomes

### Program Goal 1: Education

| Program Goal  | Measurable Objectives   | Progress/Outcomes  |
|---|---|--|
| Program ensures a safe, positive, and consistent learning environment to support child outcomes and school readiness. | The program will implement to fidelity curriculums for Center Based and Home Based program options.   | Ongoing curriculum training is available to teachers through Teaching Strategies. Curriculum training for parent educators takes place before the first home visit. Observations are completed in classrooms and at home visits to observe fidelity. Lesson plans are reviewed weekly. Intensive curriculum training is scheduled in April (Conscious Discipline) and August (Creative Curriculum) |
|   | Create and maintain high quality learning classroom environment.  | CLASS observations taking place in each classroom.   |
|   | Staff will increase their knowledge and ability to anticipate rather than react to child behaviors.   | Training has been made available by the Mental Health Consultant and Early Learning Manager for the pyramid model and positive behavior system. A full time coach position has been posted. The coach will help support positive behavior supports in the classroom.   |
|   | Education staff will develop relationships of support and understanding as an Early Learning Team.  | Head Start teachers are receiving reflective group services with the Metal Health Consultant. Education staff receive one on one meetings with their supervisors.  |
|   | Ensure policies and procedures are written and designed to allow for meaningful, supportive transitions of children within the program and to community locations including Kindergarten Transition | The Mental Health Consultant, Early Learning Manager, and Director are collaborating to ensure the procedure for meaningful transitions is implemented properly.   |

Program Goal 2: Community

| Program Goal  | Measurable Objectives  | Progress/Outcomes   |
|---|--|---|
| Program establishes vibrant community relationships to support long term positive community impact. | The program will establish and maintain working relationships with other local Lenawee County service providers.   | Community representation on the policy council has increased by 2 community representatives this year. Director started a group for local child care directors. Monthly meetings provide community connections between other childcare centers in Lenawee County. |
|   | Ensure recruitment policies and procedures are in place to have an active presence in the community.   | All staff were trained in their role in recruitment and how to be an advocate for the program in the community. Recruitment: Year at a Glance policy was implemented.   |
|   | Program will foster relationships with local school districts to establish transition plans and policies to ensure a smooth and supported transition of Head Start children to Kindergarten. | Written transition policies and procedures were reviewed with family service workers.   |
|   | Program will grow community and parent participation in committee meetings and workshops.  | All parents are made aware of upcoming meetings through the program newsletter and a reminder is sent out prior to the meeting using the Remind app.  |
|   | Program will develop and foster relationships with community agencies representing all cultures, beliefs, and ethnicities represented in our community makeup.                               | Program has partnered with MSU Extension to offer classes. Program events and workshops are discussed at policy council.  |

Program Goal 3: Health

| Program Goal  | Measurable Objective  | Progress/Outcomes  |
|---|---|--|
| Program provides services and support to inspire and empower children, families, and staff to take ownership of developing and improving individual and community health. | Families will gain the understanding of basic health knowledge along with the skills to advocate and complete health requirements for their children. | Health items are now due upon program entry.   |
|   | The program will support children's access to healthy foods both at home and at school to encourage healthy nutritional habits.                       | Fresh fruit and vegetables are being provided at meal times, including snack. Monthly food boxes to families have allowed for more diverse food experiences. |
|   | Policies and procedures will be in place to keep a focus on mental health and mental wellness of staff in a positive program culture.                 | A staff wellness narrative has been completed and implemented. The health and nutrition manager is offering health resources as requested from staff.        |

Program Goal 4: Family

| Program Goal  | Measurable Objective   | Progress/Outcome   |
|---|--|--|
| Families will grow and develop independence and abilities to meet essential needs through the use of ethical, relationship based practices. | Family service workers will utilize the National Association of Social Workers Code of Ethics to drive work practices and approaches.                              | Family Services Workers receive ongoing professional development on the NASW Code of Ethics.   |
|   | Program will put into place Father Engagement processes to support and offer fathers the opportunity to embrace their role as advocates and active participants in | Family Service Workers are trained at the initial family engagement visit training on starting the discussion of father engagement from the beginning of their work with families. |

| Program Goal | Measurable Objective   | Progress/Outcome   |
|--------------|--|--|
|              | their child's life and education.  |  |
|              | Program will utilize relationship based work to drive practices and approaches with families to create meaningful family impact.   | Initial Family Engagement visits are completed in the home to discuss Head Start family services and begin the partnership process.  |
|              | Programs will facilitate services to children and families embracing all ethnic, cultural, diverse perspectives through a lens of respect and appreciation of all staff, children, and families. | The program's current plans and policies are in place that value, celebrate, and incorporate all represented cultures, backgrounds and ethnicities of children, families and staff.        |
|              | Program will outline and implement a tiered approach to Family Services, individualizing and providing support to families based on their identified level of need.                              | Tier levels are reviewed and established based on criteria points during applications. Family Service Workers were trained on how to identify the family tier and ensure timely follow up. |

Program Goal 5: Management

| Program Goal   | Measurable Objective   | Progress/Outcomes   |
|--|--|---|
| The program will strengthen internal systems across all service areas in alignment with the Head Start Management Systems wheel. | Program will identify, develop, and implement necessary processes to support employee knowledge of systems and procedures. | Monthly meetings take place between the Head Start director and the APS superintendent. Training of district staff on Head Start requirements happens through these monthly meetings as well as Head Start staff presence at the Board of Education meetings. |
|  | Program will have written and established policies and procedures in each service area.                                    | Head Start staff are trained on policies and procedures as they are updated.  |
|  | Professional Development Goals and Evaluations will be formatted consistently and completed to fidelity.                   | The Early Learning Manager worked with the HR department to update teacher evaluations. The management team has switched to utilizing Frontline, a district tool, for annual evaluations.   |
|  | Program will embrace proactive counteraction of race inequities in staff and volunteer recruitment, retention and hiring.  | Members of the leadership team attend the monthly diversity committee meetings. Members of the diversity committee have presented at all staff and education staff training meetings.   |
|  | Program will have established policies that promote the recruitment, retention, and engagement of staff.                   | Current methods of promoting and advertising job vacancies have been reviewed and updated to reach more candidates.   |

### Progress on School Readiness Goals

The program is in Year One of this set of School Readiness Goals. The Expected Outcome for School Readiness Goals for Year One is to “Gather baseline data in alignment with new ongoing assessment tools to demonstrate at a minimum that 50% of children enrolled meet the Widely Held Expectations for their age.” The “Progress/Outcomes” column shows the baseline data collected to date this year.

#### Goal 1: Approaches to Learning Domain

| School Readiness Goal   | Measurable Objective  | Progress/Outcomes   |
|---|---|---|
| Children will learn the skills necessary to engage in learning to acquire new knowledge and skill sets, to achieve educational and developmental goals. | <i>A Preschooler by 60 Months will:</i><br><br>-Express emotions in ways that are appropriate to the situation.<br><br>-Looks for adult’s assistance when emotions are most intense.<br><br>-Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. | 67% of children enrolled are meeting the widely held expectation. |
|   | <i>A Toddler by 36 Months will:</i><br><br>-Looks to others for help in coping with strong feelings and emotions<br><br>-Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to  | 74% of children enrolled are meeting the widely held expectation. |

| School Readiness Goal | Measurable Objective   | Progress/Outcomes   |
|-----------------------|--|---|
|                       | handle strong feelings and emotions.   |   |
|                       | <i>An Infant will:</i><br><br>-By 18 months, seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.<br>-By 9 months, engages with familiar adults for calming and comfort, to focus attention, and to share joy. | 89% of children enrolled are meeting the widely held expectation. |

Goal 2: Social and Emotional Domain

| School Readiness Goal  | Measurable Objective   | Progress/Outcome  |
|--|--|---|
| Children will learn skills necessary to engage in meaningful relationships with peers and adults, utilizing developmentally appropriate social-emotional range of responses. | <i>A Preschooler by 60 Months will:</i><br><br>-Recognize and label basic emotions in books or photographs<br><br>-Uses words to describe own feelings<br><br>-Uses words to describe the feelings of adults or other children   | 54% of children enrolled are meeting the widely held expectation. |
|  | <i>A Toddler by 36 Months will:</i><br><br>-Show emotional connection and attachment to familiar adults<br><br>-Turns to familiar adults for protection, comfort, and getting needs met.   | 74% of children enrolled are meeting the widely held expectation. |
|  | <i>An infant will:</i><br><br>-By 18 months, looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.<br><br>-By 9 months, interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments. | 88% of children enrolled are meeting the widely held expectation. |

Goal 3: Language and Literacy Domain

| School Readiness Goal   | Measurable Objective  | Progress/Outcomes   |
|---|---|---|
| Children will develop age appropriate skills in regards to communication, and ability to participate in literacy activities to promote growth and learning. | <i>A Preschooler by 60 Months will:</i><br><br>-Demonstrate the use of multiple (two or three) new words or signs a day during play and other activities.<br><br>-Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.<br><br>-With multiple exposures, uses new domain specific vocabulary during activities, such as using the word “cocoon” when learning about the life cycle of caterpillars, or “cylinder” when learning about 3-D shapes.<br><br>-With support, form guesses about the meaning of new words from context clues. | 68% of children enrolled are meeting the widely held expectation. |
|   | <i>A Toddler by 36 Months will:</i><br><br>-Use combinations of words and simple sentences or signs in a variety of situations.<br><br>-Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.  | 55% of children enrolled are meeting the widely held expectation. |

| School Readiness Goal | Measurable Objective   | Progress/Outcomes  |
|-----------------------|--|--|
|                       | <p><i>An Infant will:</i></p> <p>-By 18 months, use a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.</p> <p>-By 9 months, learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.</p> | <p>64% of children enrolled are meeting the widely held expectation.</p> |

Goal 4: Cognition Domain

| School Readiness Goal   | Measurable Objective   | Progress/Outcome   |
|---|--|--|
| <p>Children will develop the skills necessary to implement age appropriate reasoning, memory, problem solving, and thinking skills to support their understanding of the organization of the world around them.</p> | <p><i>A Preschooler by 60 months will:</i></p> <ul style="list-style-type: none"> <li>-Fill in missing elements of simple patterns</li> <li>-Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.</li> <li>-Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</li> </ul> | <p>85% of children enrolled are meeting the widely held expectation.</p> |
|   | <p><i>A toddler by 36 months will:</i></p> <ul style="list-style-type: none"> <li>-Use a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone for help.</li> <li>-Tries to solve the same problem in several different ways at different times.</li> </ul>  | <p>80% of children enrolled are meeting the widely held expectation.</p> |
|   | <p><i>An infant will:</i></p> <ul style="list-style-type: none"> <li>-By 18 months, explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a</li> </ul>   | <p>85% of children enrolled are meeting the widely held expectation.</p> |

| School Readiness Goal | Measurable Objective   | Progress/Outcome |
|-----------------------|--|------------------|
|                       | <p>container and emptying it out.</p> <p>-By 9 months, engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth</p> |                  |

Goal 5: Perceptual, Motor and Physical Development Domain

| School Readiness Goal   | Measurable Objective   | Progress/Outcomes                                      |
|---|--|--|
| Children will develop age appropriate perceptual, fine and gross motor skills to allow them to participate fully and successfully in their educational experiences. | <p><i>A Preschooler by 60 Months will:</i></p> <ul style="list-style-type: none"> <li>-Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>-Uses a pincer grip to hold and manipulate tools for writing, drawing and painting.</li> <li>-Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring or buttoning.</li> </ul> | 78% of children are meeting Widely Held Expectations.  |
|   | <p><i>A Toddler by 36 Months will:</i></p> <ul style="list-style-type: none"> <li>-Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.</li> <li>-Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for a favorite page.</li> </ul>   | 84% of children are meeting widely held expectations.  |
|   | <p><i>An infant will:</i></p> <ul style="list-style-type: none"> <li>-By 18 months, uses hand-eye coordination for more complex actions, such as releasing objects into a</li> </ul>   | 100% of children are meeting widely held expectations. |

| School Readiness Goal | Measurable Objective  | Progress/Outcomes |
|-----------------------|---|-------------------|
|                       | <p>container, or stacking cups, rings or blocks, or picking up pieces of food one by one.</p> <p>-By 9 months, coordinates hands and eyes when reaching for and holding stable or moving objects.</p> |                   |