



ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Agenda

Regular Meeting
Monday, May 9, 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. Retirement of Pamela Winters, Head Start
 - b. Resignation of Meghan Spagnoli, Teacher

B. Recommended Action

1. Consent Agenda
 - a. Approval of April 25, 2022, Regular Minutes
 - b. Approval of April 25, 2022, Closed Session Minutes, hand out
 - c. New Hire- Lawrence Mueller, Technology

2. Business Requiring Board Action
 - a. Approval of board Policy 5407, Instructional Program and Curriculum Development
 - b. Approval of new board policy 4221.1 Teaching Controversial Issues
 - c. Approval to purchase new textbooks
 - d. Approval of the budget amendment to the LEA plan for ESSER III funds
 - i. Public Comment
 - e. Approval of ISD budget
 - f. Approval of lease amendment with Boys and Girls Club
 - g. Approval of Desktop, Laptop, and Monitor replacements at Springbrook
 - h. Approval to purchase kitchen equipment
 - i. Approval of the purchase of playground equipment for Alexander Elementary
boundless playground
 - j. Approval of High School principal
 - k. Acceptance of Donations

4. Business Requiring Future Board Action
 - a. First reading to review Adams Property Services, LLC contract extension
 - b. First reading to review the request to transfer money to the capital projects and technology fund
 - c. First reading to review milk pricing for food services
 - d. First reading to review the First Student contract amendment
 - e. First reading for reduction of the required Non-Federal Share
 - f. First reading of the Early Head Start and Head Start supplemental grant application

C. Reports from Superintendent and Staff

1. School Community Literacy Work Group
2. Student attendance & engagement planning

D. Future Meetings and Business

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

Band-O-Rama, May 10, 2022, 7:00, Gym

HS Choir Concert, May 12, 2022, 7:30, PAC

IB Art Reception, May 17, 2022. 5:00-5:45, PAC Gallery

MS Choir Concert May 17, 2022, 7:00, PAC

Special BOE Meeting, May 23, 2022, 6:00 p.m.

NHS Induction, May 23, 2022, 5:30, PAC

Senior Honors, May 24, 2022, 7:00, PAC

Adrian Community Education Graduation, May 25, 7:00, PAC

Senior Night, May 28, 2022, 7:00, PAC

AHS Graduation, May 29, 2022, 2:00 p.m., Maple Stadium

E. Public Comment

F. Closed Session

1. AFSCME negotiations
2. IUOE- Maintenance

G. Tentative Action

1. AFSCME
2. IUOE Maintenance

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: May 9, 2022

CONTACT PERSON: Nate Paker

PURPOSE:

The retirement of Pamela Winters.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Pamela has submitted her retirement from Adrian Head Start effective June 30, 2022.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the retirement of Pamela Winters effective June 30, 2022.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Meghan Spagnoli

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Meghan has submitted her resignation from Adrian Public Schools effective June 3, 2022.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Meghan Spagnoli effective June 3, 2022.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF EDUCATION, APRIL 25, 2022, ADRIAN HIGH SCHOOL CAFETERIA.

MEETING CALLED TO ORDER

The meeting of the Adrian Board of Education was called to order by President Ferguson at 6:02 p.m.

Pledge of Allegiance was recited.

PLEDGE RECITED

PRESENT: President Ferguson, Trustees: Ballard, Baucher, Buku, Flores, and Marks

ABSENT: Trustee: Henagan

Moved by Trustee Buku, supported by Trustee Flores, that the Adrian Board of Education approve the agenda.

AGENDA APPROVED

Motion carried by a 6-0 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 Ron Barker, Crossing Guard at Alexander Elementary. "Mr. Barker brings a smile to so many people. You never know what he might be wearing. He has been seen in a leprechaun outfit, a Santa hat, and a bunny suit. But the one thing that he is always wearing is a smile. Thank you, Mr. Barker, for reminding us to be happy," Parker said.

GOOD NEWS REPORTS

Lorri Wittenkeller, Music Teacher at AHS and SMS, recognized band and orchestra students who qualified for state solo & ensemble.

The District recognized the resignations of Tracy Allen, Rachael Krzeczowski, Amanda Hunter, Paxton Naebeck, Danielys Torrez-Fernandez, and the retirement of Denise DeCatur.

COMMUNICATIONS

President Ferguson read a declaration thanking teachers for their work over the last year. Teacher appreciation week is May 2-6, 2022.

A list of grants received by the District was reviewed. Superintendent Parker thanked all who had applied for grants and encouraged others to seek funds for the "extra" wants/needs.

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

The consent agenda included the following items:

CONSENT AGENDA

- a. Approval of Minutes from April 11, 2022.
- b. Approval of Minutes from April 11, 2022, Closed Session (hand out)
- c. New Hires- Devin Dusseau- Bates, Teacher, and Ryan Skeels, Technology Director

Motion carried by a 6-0 vote.

Moved by Trustee Marks, supported by Trustee Ballard, that the Adrian Board of Education approve new Board Policy 5411.01, In District Schools of Choice.

**IN DISTRICT SCHOOL
OF CHOICE POLICY**

Motion carried by a 6-0 vote.

Moved by Trustee Flores, supported by Trustee Marks, that the Adrian Board of Education approve the ESS Midwest agreement renewal for Human Resource Staffing Services.

**ESS MIDWEST
RENEWAL**

Motion carried by a 6-0 vote.

Moved by Vice President Baucher, supported by Trustee Marks, that the Adrian Board of Education approve the quote from Brint Electric for new lights and light demolition at the Michener athletic complex, in the amount of \$279,750 to be paid out of the general fund and the capital projects and technology fund.

**LIGHTING AT
MICHENER ATHLETIC
COMPLEX**

Motion carried by a 6-0 vote.

Moved by Vice President Baucher, supported by Trustee Flores, that the Adrian Board of Education accept donations from Mike Ballard and Mr. and Mrs. Sean Gessendorf.

DONATIONS

Motion carried by a 6-0 vote.

First reading to review the purchase of McGraw-Hill Essentials of Marketing textbooks, was held. Derrick Richards explained that the Department of Curriculum and Instruction and the Secondary Business and Technology Curriculum Committee had reviewed multiple textbooks and resources. The total cost for the materials is \$9,373 and will be paid for out of the Curriculum budget. Trustee Ballard expressed that the Curriculum Committee was in support of this recommendation.

TEXTBOOKS

First reading to review the quotes for the Alexander Boundless playground equipment, was held. Shanan Henline explained that Alexander has been fundraising for the playground for over a year. "To date, we have raised \$102,000. We have more fundraisers planned. We are looking forward to a community build on July 21-23, 2022. Volunteers are needed and are asked to commit to the entire day. A sign-up sheet will be available for volunteers and for materials that will be needed," stated Henline.

**BOUNDLESS
PLAYGROUND**

First reading to review the first amendment to the Boys and Girls Club lease, was held. Kathy Westfall explained that the current lease is a 25-year lease, with an option to renew for 10 years. The Boys and Girls Club and Head Start will be swapping rooms. The Boys and Girls Club will be renting a portion of the fourth floor for a teen space.

**BOYS AND GIRLS
CLUB**

First reading to review the 2022-23 LISD Budget resolution, was held. Superintendent Parker told the board that the biggest discussion was

LISD BUDGET

regarding the current Jackson College building. The LISD is considering purchasing it. The LISD would benefit from the additional space.

First reading to review the purchase of desktops, laptops, and monitors, was held. The amount is not to exceed \$200,000 from Presidio and CDWG, to be paid from 2016 bond bonds. Kyle Modzel explained that the devices at Springbrook Middle School are reaching the end of life. They are over five years old. The District is looking to purchase a total of 134 devices.

**TECHNOLOGY
PURCHASE**

First reading to review the bids for food service equipment at Adrian High School, was held. The request is for replacing an oven, a retherm oven, two convection ovens, and two wooden prep tables. This would bring all the high school equipment up to date. The purchase would be paid for out of the food service fund.

**FOOD SERVICE
EQUIPMENT**

First reading to review proposed changes to board policy 5407 Instructional Program and Curriculum, was held. The revisions include a formal process to address parent/guardian complaints in regards to instructional and library materials. The proposed change would include three levels when reviewing a complaint.

BOARD POLICY

First reading to review new board policy 4221.1 Teaching Controversial Topics, was held. This policy follows the intentions and language of the past board policy that was not included in Thrun's packet. This policy directs a teacher to get approval before they introduce it in class.

BOARD POLICY

Superintendent Parker praised Julia Ely on the recent Reality Fair that was held. Students choose a career and were given a salary. They had to pay bills, car expenses, taxes, etc., Students were able to see what money would be left and how it would impact their life choices. It was an eye-opening experience of what it would be like in the real world.

**REPORTS FROM
SUPERINTENDENT
AND STAFF**

Superintendent Parker updated the board on the Community Forums that were held. He said the attendance was lighter than he had hoped. "The people that were involved gave me some great feedback and we were able to have good discussions. It has given me some ideas on how to get more people in attendance when we start having Parent Advisory Committees," said Parker.

The monthly Head Start report was reviewed.

**FINANCE
COMMITTEE**

Vice President Baucher commented that the Finance Committee had met and discussed the lighting project at Michener, enrollment numbers, budget projections, and some future business that will be coming to the next board meeting for consideration.

Trustee Ballard reported that Head Start would be applying for the In-Kind waiver. Mr. Ballard said that the Head Start Policy Council was going to have a special meeting to look at modifying the grant. "On May 20th at the Legislative Breakfast, Senator Zorn and Kahle along with Representative Walburg are all expected to be present. If you have questions that you would

**BOARD MEMBER
COMMENTS**

like to be discussed, please get them to Superintendent Parker by May 3rd," stated Ballard.

Trustee Flores thanked Superintendent Parker for getting information out to the community. "Lenawee County is rich in resources and it can greatly help our students in the future," commented Flores.

Moved by Trustee Buku, supported by Trustee Ballard, that the Adrian Board of Education convene in closed session at 7:04 p.m. under the Open Meetings Act 8 (1)(c) for the purpose of collective bargaining.

CLOSED SESSION

ROLL CALL VOTE:

YEAS: Trustees Ballard, Baucher, Buku, Marks, Flores, and President Ferguson

NAYS: None

Motion carried by a 6-0 vote.

The board returned to open session at 7:24 p.m.

Moved by Trustee Ballard, supported by Trustee Flores, that the Adrian Board of Education approve the tentative agreement with AESPA for the 2022-23 school year. The highlights of the tentative agreement include the elimination of steps and renumbering for the AESPA Head Start group, a COLA increase for Head Start, an increase in the health insurance hard cap, and the addition of dental insurance for Head Start and Food Service.

AESPA

Motion carried by a 6-0 vote.

Moved by Vice President Baucher, supported by Trustee Marks, that the Adrian Board of Education approve the economic reopener-tentative agreement with the AAA. The highlights of the agreement are steps, a 2% increase, and an increase in the hard cap for health insurance.

AAA

Motion carried by a 6-0 vote.

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 6-0 vote.

The meeting adjourned at 7:27 p.m.

Beth Ferguson, President

Mike Buku, Secretary

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker

PURPOSE:

To recommend the hiring of a principal at Adrian High School.

EXPLANATION:

An interview team consisting of a Board Member, Assistant Principal, Parents, Teachers, and Central Office Administrators met over multiple weeks to review nine (9) applicants for the position of Principal of Adrian High School. Interviews were conducted, narrowing the field to two. The interview process consisted of presentations and in-depth interviews. During the final round, each finalist spent the day with staff, parents, and students. At the end of the school day, the finalist made a presentation to the staff about their vision for Adrian High School. The interview team deliberated and recommended Samuel Skeels for Principal at Adrian High School.

He is a current building principal at Lincoln Elementary. During his time as Lincoln Principal, he has implemented many initiatives such as the International Baccalaureate Primary Years Program, Positive Behavior Intervention and Supports (PBIS), and curricula improvements. He also has led community activities such as Fall into Fitness and other health-related events.

Mr. Skeels has a Bachelor's Degree from Siena Heights University and his Master's Degree in the Art of Teaching is from Marygrove College. He also holds a Specialist of Arts in the area of Educational Leadership from Siena Heights University.

RECOMMENDATION:

It is the recommendation of the Superintendent that Samuel Skeels be hired as the Adrian High School Principal effective for the 2022-2023 school year.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker
Derrick Richards

PURPOSE:

To approve changes to Thrun policy 5407 Instructional Program and Curriculum Development.

EXPLANATION:

Thrun has provided optional language to amend Policy 5407 Instructional Program and Curriculum and Development to include a formal process to address parent/guardian complaints in regards to instructional and library materials.

The proposed language would include three levels when reviewing an instructional material complaint starting with the teacher, followed by the building principal, and concluding with a committee. In regards to the library materials, the process would include the Superintendent or designee based on the Superintendent's discretion.

Adopting the optional language will provide the District with a structured process for addressing instructional and library materials complaints.

RECOMMENDATION:

It is the recommendation of the Superintendent and Director of Curriculum and Instruction that the Adrian Board of Education approve proposed changes to policy 5407 Instructional Program and Curriculum Development.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker
Derrick Richards

PURPOSE:

To approve Thrun policy 4221-1 Teaching Controversial Issues.

EXPLANATION:

This policy provides teachers with further guidance in regards to policy 4221 particularly Subsection A: Curriculum, Instruction, and Controversial Topics. The proposed policy closely mimics the intentions and language of the previously adopted District policy on Teaching Controversial Topics. The previous policy was also written in partnership between the District and Thrun.

This policy is not included in the initial policy package from Thrun but rather is an optional policy.

RECOMMENDATION:

It is the recommendation of the Superintendent and Director of Curriculum and Instruction that the Adrian Board of Education approve the policy 4221-1 Teaching Controversial Issues.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Derrick Richards

PURPOSE:

To approve the purchase the Essentials of Marketing Textbooks from McGraw-Hill.

EXPLANATION:

This proposal is to purchase 70 Essentials of Marketing textbooks and digital resources from McGraw-Hill. The total package will include a physical textbook, a PDF version of the textbook, and online interactive 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 Business and Technology Curriculum Committee 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 \$9,373.00 and is budgeted in the 2021-2022 District Curriculum budget.

RECOMMENDATION:

It is the recommendation of the Superintendent and Director of Curriculum and Instruction that the Adrian Board of Education approves the purchase of McGraw-Hill Essentials of Marketing textbook package.

EXECUTIVE SUMMARY

DATE: May 9, 2022

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 the use of 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 to include all allocated funds to the District. The initial submitted budget did not include all funds due to the State of Michigan not having federal approval for its Return to Learn Plan.

RECOMMENDATION:

It is the recommendation of Superintendent Nate Parker and the Director of State and Federal Programs, Derrick Richards, that the Adrian Board of Education approve the amended Plan to Safe Return to In-Person Instruction and use of ARP ESSER III funds.



Elementary and Secondary School Emergency Relief III (ESSER III)

May 9, 2022



Table of Contents

Safe Return to In-Person Instruction and Continuity of Services

- | | |
|--|-----|
| a. Dates of approval of initial Return to Learn Plan | 3 |
| b. The Safe Return to In Person Instruction Plan | 4-9 |

LEA Plan for Use of ARP ESSER III Funds

- | | |
|--|-------|
| a. LEA Plan of Use Narrative Questions | 10-11 |
| b. Program Description | 12 |

Meaningful Consultation with Stakeholders

- | | |
|---------------------------|-------|
| a. Meeting Schedule | 13 |
| b. Survey Results | 13-16 |
| c. Survey Template | 17-20 |
| d. Presentation Materials | 21-25 |

Allocation of Funds

- | | |
|------------------------------|----|
| a. Initial Allocation Budget | 26 |
| b. Final Allocation Budget | 27 |



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 May 9, 2022

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 layout 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, and Lincoln Learning), 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.

To ensure that student instruction is sufficiently differentiated to meet the individual needs of each student, APS will conduct an assessment (capable of being administered through electronic and/or other distance means) of each student early in the 2021-2022 school year to gain an understanding of where the student is academically and to help make instructional decisions for each student.

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

APS will place hand sanitizing devices at the main entry points to all APS buildings, and all individuals will be strongly encouraged to apply hand sanitizer (with at least 60% alcohol) upon entering the building. 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.

Libraries, computer labs, and laboratories in which hands-on-learning occurs will undergo cleaning after each class period using an EPA-approved disinfectant.

Student desks will be wiped down with an EPA-approved disinfectant at least once a day.

Playground and other common-use equipment will undergo regular and routine cleaning.

Each APS classroom, meeting room, and school bus will be provided with a cleaning kit that can be stored in a safe location that is not accessible to children that will include cleaning and disinfecting materials such as EPA-approved cleaning/disinfecting sprays and disposable wipes/paper towels.

Athletics



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

Screening Protocols

APS has partnered with the Lenawee County Health Department to develop screening protocols that meet the requirements of the *Return to School Roadmap* for students, staff members, contracted service providers, and school visitors (to the extent necessary). APS will continue to work closely with the Health Department to update screening protocols as is necessary and will rely heavily on the guidance and directives of the Health Department with respect to screening protocols.

Students

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 symptoms of COVID-19 symptoms and should share those symptoms with the school.

Students will have their temperature taken at the start of the school day. This will take place in the classroom, or if the student arrives after the start of the school day, they should report to the main office, sign in, and have their temperature taken as part of the sign-in process.

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), required to wear a facemask, and sent home (or an ambulance will be called if the individual is clinically unstable). 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.

In the event that a student, staff member, contracted service provider, or another individual present within the school setting is suspected of COVID-19 and is placed in the quarantine room, the room and



areas the person was in contact with will be immediately and temporarily closed to allow airborne particles to dissipate before the area is thoroughly cleaned and disinfected.

APS will follow all MDHHS Requirements.

Testing Protocols

APS has partnered with the Lenawee County Health Department to develop screening protocols. APS will continue to work closely with the Health Department to update screening protocols as is necessary and will rely heavily on the guidance and directives of the Health Department with respect to 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 100.4 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, while wearing a well-fitted mask, for the next 5 days to protect others. AND
- If 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 wellfitted



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.

Busing and Student Transportation

Each APS school bus and other student transportation vehicle will be cleaned and disinfected before and after each school bus transit route with a particular emphasis on high-touch surfaces such as the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles. Each school bus will be equipped with cleaning/disinfecting materials. No students will be present on the school bus when it is cleaned, and, weather permitting, windows and doors will be opened during cleaning/disinfecting to allow the vehicle to air out.

APS will request that families clean and disinfect all equipment such as car seats, wheelchairs, walkers, and adaptive equipment, or assistive technologies being transported to school on a daily basis.

Each school bus will be equipped with hand sanitizer (with at least 60% alcohol) near the entry point to the school bus. Hand sanitizer must be applied by/to each student, family member, staff member, and contracted service provider upon entering the school bus.

When the weather allows such, and provided that it is safe under the circumstances, windows will be opened and left open while the school bus (or another vehicle) is in motion to increase air circulation.

No individual exhibiting COVID-19 symptoms will be permitted to board a school bus or enter any other kind of APS-provided transportation. If a student becomes sick during the day, they will be prohibited from using group transportation to return home. Individual transportation from First Student may be provided if a parent is unable to pick-up their child. If a driver becomes sick during the day, they must follow protocols for sick staff outlined in this plan and must not return to drive students until they have been properly cleared.

Seats on buses will be assigned.

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

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. Currently, 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.

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.

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.



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

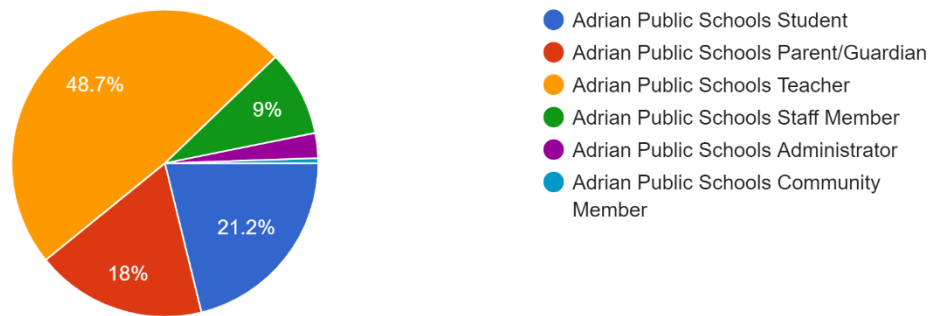
Video Presentation with Survey

- 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

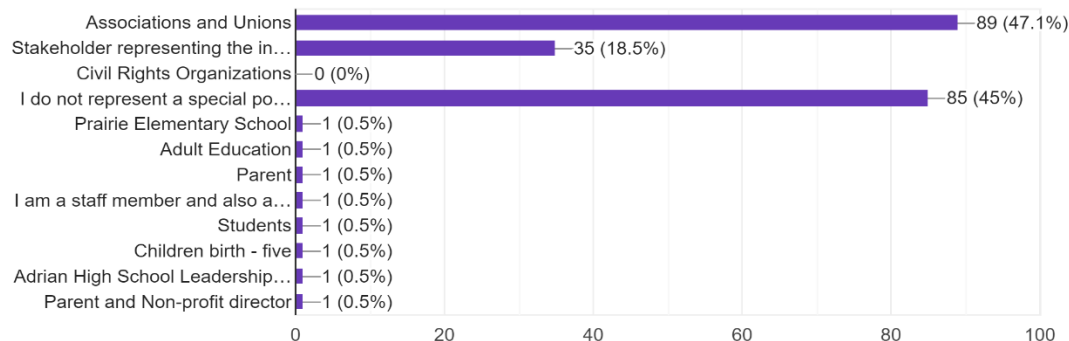
Please Identify your stakeholder group

189 responses



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

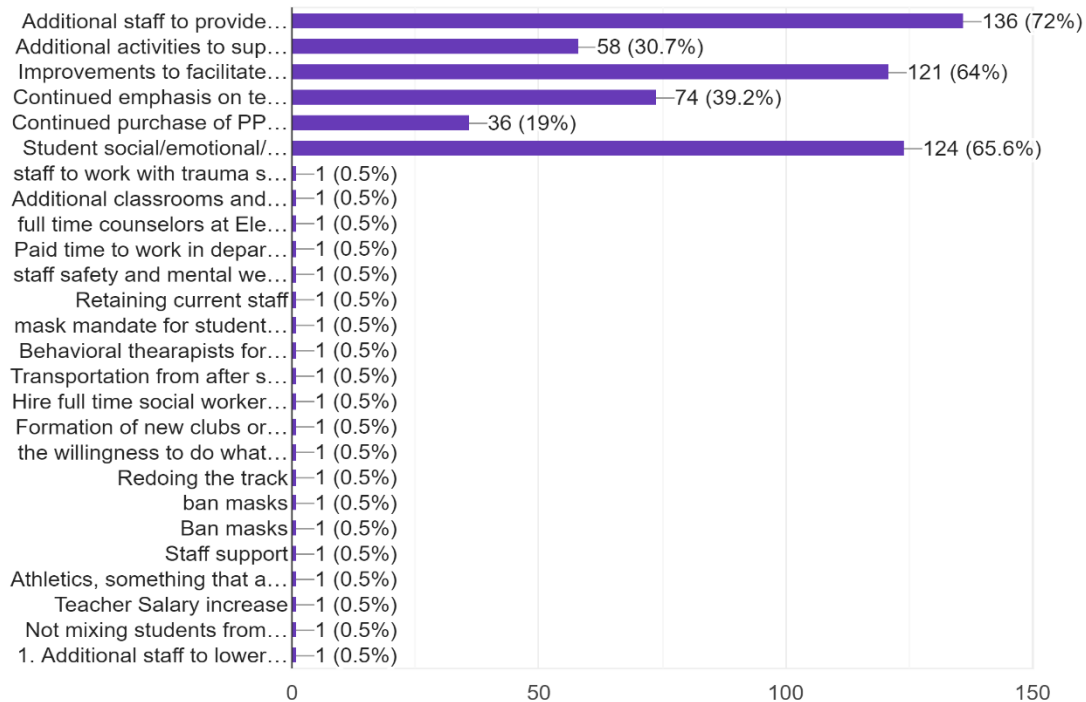
189 responses





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

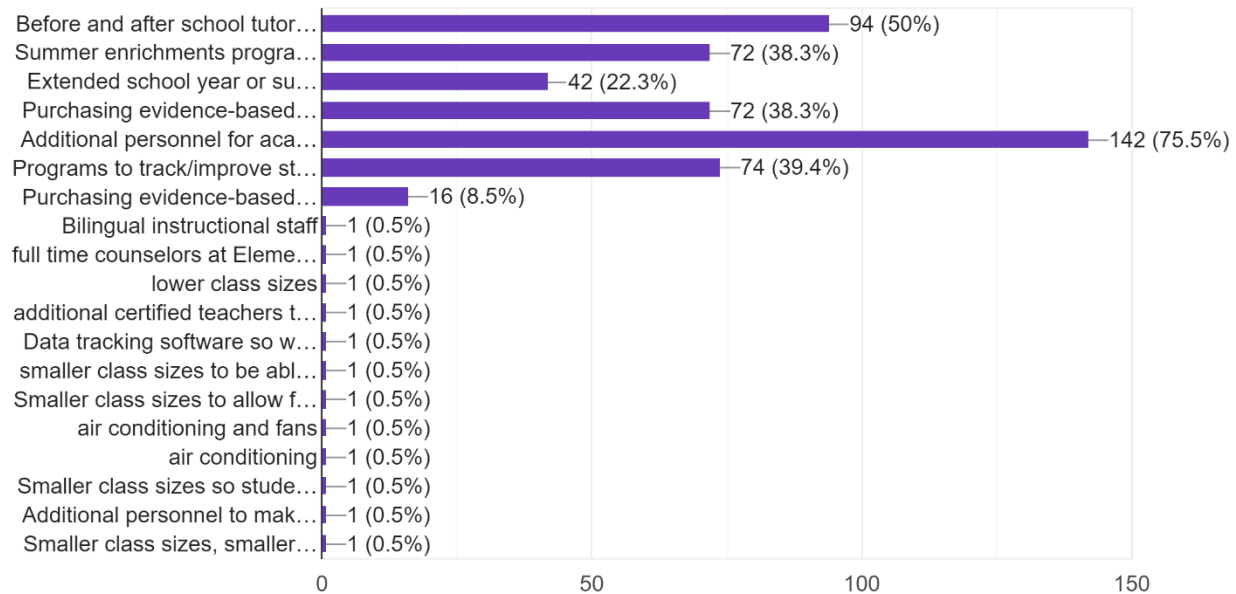




A minimum of 20% of ESSER III funding is required to be used to address academic learning loss.

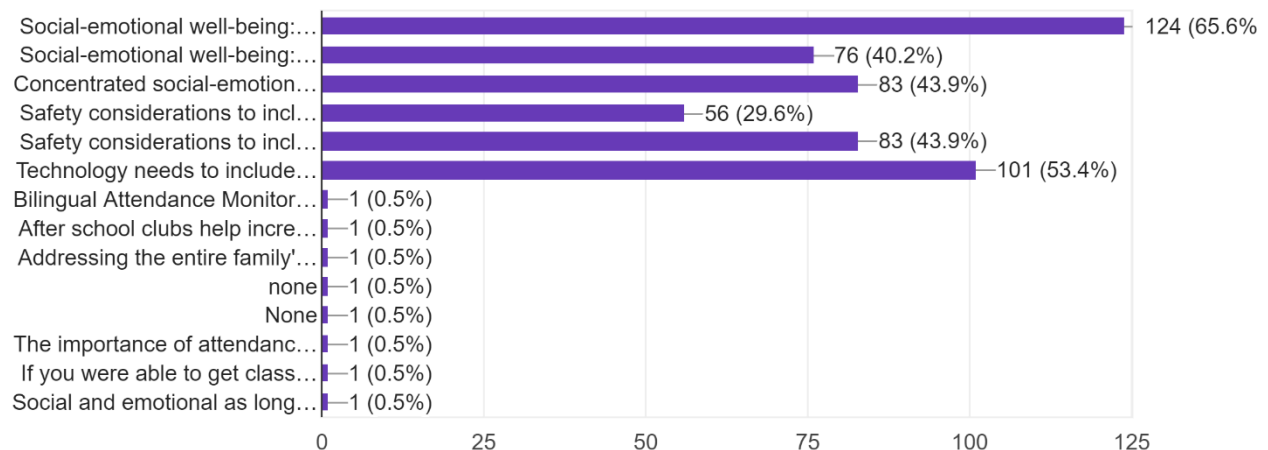
Which interventions below do you believe will be...he Unique Needs of Low-Income Children/Students

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.

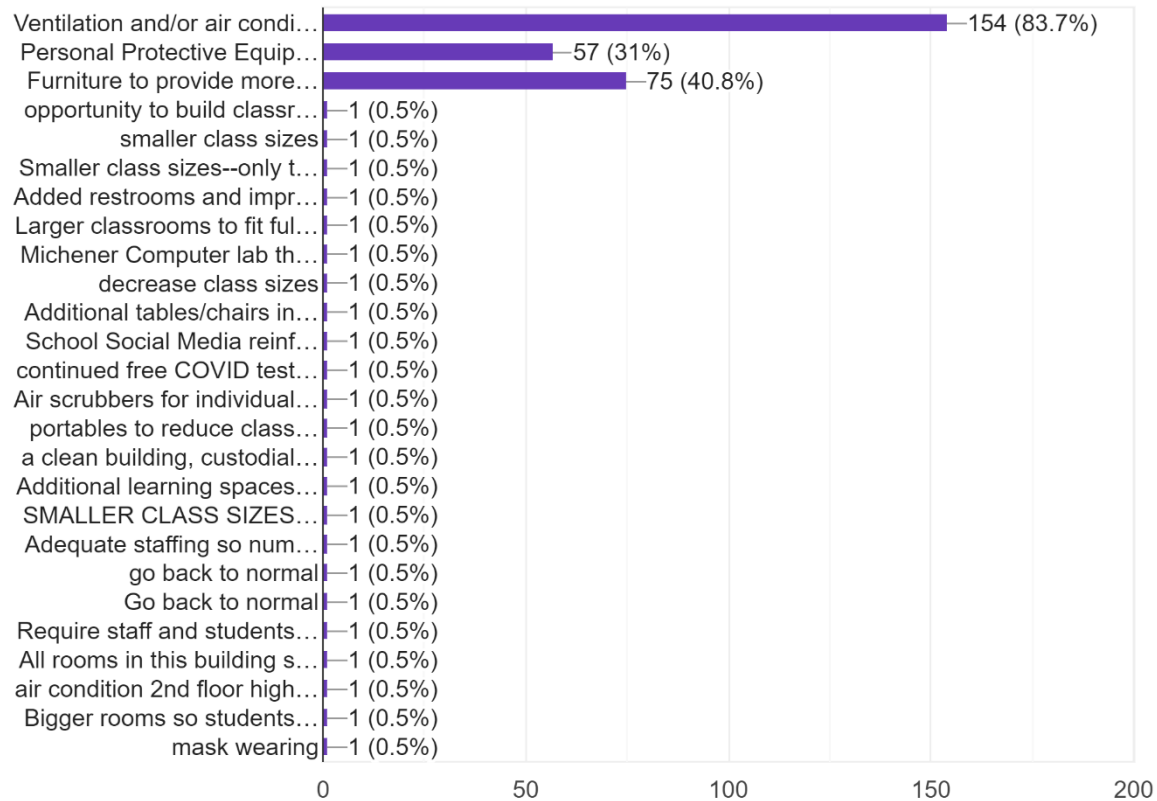
189 responses





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 viru... 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

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker

PURPOSE

To approve the 2022-23 Lenawee Intermediate School District Budget.

EXPLANATION:

As required by law, by June 1st, local school districts must review the proposed ISD budget and adopt a resolution expressing approval or disapproval of the proposed budget. If the budget is not approved, the local board must submit objections and proposed changes to the ISD board.

There were no issues or concerns with the budget as presented by the ISD.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education approve the Lenawee Intermediate School District 2022-23 budget.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To approve the First Amendment to the Boys and Girls Club Lease.

EXPLANATION:

Currently, the Boys and Girls Club lease space at Drager for \$1 per year, in exchange for renovations that they completed to the building in 2010. The current lease is a 25 year lease, with the option to renew for 10 years. The Boys and Girls Club expressed interest in renting portions of the fourth floor, which was recently vacated by Lenawee County.

The Finance Committee met and decided on an annual rate of \$6 per square foot. This equates to an annual lease amount of \$15,924. In addition, the Boys and Girls Club and Head Start are swapping rooms, which is also spelled out in the lease. This does not incur any additional cost for the Boys and Girls Club.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the board approve the First Amendment to the Boys and Girls Club Lease.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Ryan Skeels
Kathy Westfall

PURPOSE:

To approve the purchase of Desktops, Laptops and Monitors.

EXPLANATION:

The current staff, administrators and PLTW computing devices that are in place at Springbrook Middle School are reaching end of life (over five years old). It is the recommendation that we replace these devices with current generation devices. The District is planning to purchase a total of 134 devices. The purchase will be Dell Desktops, Surface Laptops and Monitors.

- 65x Dell OptiPlex 7090 SFF (Five Year Warranty) (Staff Devices)
- 66x Dell Precision 3450 (Five Year Warranty) (PLTW Computers)
- 3x Surface Laptop 4 (Admin Laptops)
- 3x Surface Dock 2
- 131x Dell P2423 – LED Monitor – 24"

The District is purchasing the devices through REMC which is a cooperative purchasing program. Bidding is done through the cooperative, which follows board policy 3301, Purchasing and Procurement.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the purchase of Desktops, Laptops and Monitors not to exceed the amount of \$200,000.00 from Presidio and CDWG, to be paid from 2016 Bond Funds.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To approve the quote for the purchase of kitchen equipment at AHS.

EXPLANATION:

The food service director has been analyzing all of the equipment in our various locations throughout the District. This purchase request would bring all of the high school equipment up to date. The quotes are for replacing an oven, a retherm oven and two convection ovens. We are also replacing two old wooden prep tables.

HPS - \$93,981.15
Stafford Smith - \$68,810
Elliott - \$77,782

These purchases will be paid for out of the food service fund.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the bid for food service equipment at AHS from Stafford Smith in the amount of \$68,810, to be paid out of the food service fund.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Shanan Henline
Kathy Westfall

PURPOSE

To approve the quote for the purchase of new playground equipment at Alexander Elementary.

EXPLANATION:

Alexander Elementary has been fund raising for new playground equipment for over a year. They are close to reaching their goal, and will meet it by the time the equipment arrives. The District is purchasing two pieces of equipment in the amount of \$21,921, which has been included in budget figures.

Creative Recreational Systems, Inc. - \$215,000
Play by Design - \$175,000
Miracle Play Systems - \$131,696

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education approve the quote for Alexander playground equipment from Miracle Play Systems, in the amount of \$131,696.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker

PURPOSE: To accept donations.

EXPLANATION:

Thomas and Nancy McDaid donated \$ 250 to the John McDiad Scholarship.
Dr. Ballard donated \$250 to the Alexander Boundless Playground.
David and Ruth Claudia donated \$500 to the Alexander Boundless Playground.
Gerry and Pam Burg donated \$250 to the Alexnader Boundles Playground.
Kapnick & Company donated \$250 to the Spring Into Fitness Run/Walk.

RECOMMENDATION:

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

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To review the Adams Property Services, LLC, proposed contract extension.

EXPLANATION:

The District issued a "Request for Bid for Lawn Mowing & Snow Removal Services" on May 16, 2016, for the 2016-17 school year. The proposal covered three school years, ending June 30, 2019. Adams was the low bidder at the time for lawn mowing services. June of 2019, Adams extended their current pricing for an additional three years.

Attached is a letter from Josh Adams, owner of Adams Property Services, LLC. This letter provides another three year extension at the 2016 rates, with the exception of a fuel surcharge in the event that gasoline prices rise above \$4.25 per gallon. This would cost \$43.65 per cut, covering all buildings.

This was discussed at the April 25th finance committee meeting. The committee is in favor of the renewal.

The District has been pleased with the responsiveness of the company to any issues we have had. In addition, they have been willing to provide any extra one-time services requested, and have done so in a timely fashion.

If at any point the District becomes dissatisfied with the services provided, there is a termination clause included in the original agreement.

The Operations Director and Assistant Superintendent are in support of the three year renewal. With other renewals we have seen over the past year, there have been moderate to steep price increases. A renewal that continues with 2016 pricing is favorable for the District.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the letter submitted by Adams Property Services, LLC, offering a three year contract extension for lawn mowing services, for approval at the next board meeting.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To review the request to transfer \$226,854 from the general fund to the capital projects and technology fund for the Michener Athletic Complex Lighting Project.

EXPLANATION:

At the last board meeting, the Michener Athletic Complex Lighting Project was approved by the board. This project will be completed over both the 2021-22 and the 2022-23 school years. Some of the funds used to pay for the project represent one time payments the District has received in the 2021-22 school year. Administration would like to transfer all 2021-22 funding over to the Capital Projects and Technology Fund, and make all future payments out of that fund.

The one time funds include an insurance rebate, unspent Energy budget, one time property tax revenues, donations and rebates.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the request to transfer \$226,854 to the capital projects and technology fund, for approval at the next board meeting.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To review the HPS purchasing consortium milk pricing for Food Service.

EXPLANATION:

Per board policy 3301 Purchasing and Procurement, the District is able to use cooperative purchasing in lieu of formally obtaining pricing. The District belongs to HPS, which is a purchasing consortium that competitively bids products on behalf of school districts. Our current vendor, Toft Dairy, is one of the vendors that HPS has awarded contracts. The recommendation is to continue to use Toft's Dairy for the 2022-23 school year under the HPS contract. The District spends on average \$115,000 per year on milk.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the milk vendor for the 2022-23 school year, with Toft Dairy continuing as the District's supplier through the HPS purchasing consortium, for approval at the next board meeting.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Kathy Westfall

PURPOSE

To review the First Student proposed contract amendment increasing per route pricing and reducing the number of routes.

EXPLANATION:

The District originally privatized transportation for the 2009-10 school year. First Student has been our partner since that time. We are currently under a five year contract extension with them, ending in 2023-24. Due to the labor shortage, First Student has had to increase wages to drivers in order to stay competitive. This year, their wages increased by approximately 10%, without an additional increase to the District.

Originally, the District was to see a 2.25% increase for next year's rates. The new proposal is 8.5%. This aligns with the wage increase that took place this school year. When the current agreement was signed into place in April of 2019, the District had 18 regular routes, which included one special education route. The routes will be set at 15 for the 2022-23 school year, consistent with reductions that took place this school year. The Vo-Tech routes have been cut in half as well. Head Start has also reduced routes from the three included in the 2019 amendment to one for 2022-23.

For regular routes, contractually the District would have been obligated to pay for 18 routes in 2022-23, at a cost of \$1,060,711. With the contractual reduction and the rate increase contained in this amendment, the cost will be \$937,980, an overall savings to the District. This follows suit with Vo-Tech runs and Head Start routes as well.

The Finance Committee reviewed this proposal at the April 25th meeting.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent that the Adrian Board of Education review the amendment to the pupil transportation and services contract with First Student, for approval at the next board meeting.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker
Mary Bruggenwirth

PURPOSE

First reading of the submission of a request, to the Office of Head Start, for a reduction of the required Non-Federal Share (NFS) in the amount of \$154,370 for our Head Start Early Childhood Programs for the 2021-2022 program year, ending June 30th.

EXPLANATION:

Our program along with our community, state and nation continue to be impacted by the Coronavirus. Due to the pandemic and restrictions in place, we have not been able to utilize classroom volunteers again this year. Since parent volunteer time in the classroom makes a significant contribution, this has impacted our ability to generate Non-Federal Share.

After a review of what we have generated so far this year and what we can reasonably expect to get by the end of June we are seeking permission to request a total reduction of \$154,370 in NFS. This will lower our NFS requirement to \$846,986 for the 2021-2022 program year, ending June 30th.

The following table shows the budgeted and requested amounts of NFS for Early Head Start and Head Start for the 2020-2021 program year:

Program	NFS - Budgeted	Reduction	NFS - Requested
Early Head Start	\$ 242,690	\$ 116,953	\$ 125,737
Head Start	\$ 758,666	\$ 37,417	\$ 721,249
Total	\$ 1,001,356	\$ 154,370	\$ 846,986

The Head Start Policy Council reviewed and approved the Non-Federal Share Reduction Request for the 2021-2022 program year at their May 2, 2022 meeting.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Head Start Director that the Adrian Board of Education place the request for a reduction of \$154,370 in the amount of required Non-Federal Share for the 2021-2022 program year on the next Board agenda for action.

EXECUTIVE SUMMARY

DATE: May 9, 2022

CONTACT PERSON: Nate Parker
Mary Bruggenwirth

PURPOSE:

First reading of the Early Head Start and Head Start COLA & QI grant application for the 2022-2023 program year.

EXPLANATION:

A Funding Guidance Letter dated April 20, 2022 notified the program of an increase in funding for the Early Head Start and Head Start programs. This funding is to provide a COLA of 2.28% for all staffing positions, in addition to Quality Improvement funding. The total amount of funds available is \$110,338 beginning with the 2022 Fiscal Year. The breakdown of funds is:

Funding Type	Head Start	Early Head Start
Cost of Living Adjustment (COLA)	\$69,256	\$21,918
Quality Improvement (QI)	\$12,803	\$6,631
Total Funding	\$ 110,338	

The grant application is due June 1, 2022. These funds will be permanently added to our annual funding award.

The Head Start Policy Council reviewed and approved the supplemental grant application for the 2022-2023 program year at their May 2, 2022 meeting.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Head Start Director that the Adrian Board of Education review the Early Head Start and Head Start supplemental grant application for the 2022-2023 program year, for approval at the next Board meeting.