



**Monday, September 12, 2022
REGULAR MEETING**

**YCS Board of Education Meeting | YCS Central Office | 1885 Packard Road | Ypsilanti, MI 48197 |
734.221.1230
6:30 p.m.**

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

A. Pledge of Allegiance

3. ACCEPTANCE OF AGENDA

A. Acceptance of Agenda

4. ACHIEVEMENTS, AWARDS & RECOGNITION

A. Erickson Elementary Points of Pride

B. Nationally Board Certified Teachers Recognition

5. PRESENTATIONS

A. Disproportionality Board Presentation

B. 98b Goal Setting Requirements

6. PUBLIC COMMENTS #1

A. Guidelines for Public Comment

7. CONSENT AGENDA

A. Consent Agenda

8. ACTION ITEM: Student Affairs

A. Approval for the Black History 365 Program Quote

B. Approval for the Greatness Camp Invoice

C. Approval for HMH Read 180 Universal Professional Services Proposal

9. ACTION ITEM: Human Resources

A. Approval of the Student Support Services Supervisor/A.T. Coordinator Contract

10. ACTION ITEMS: Business and Finance

A. Acceptance of Sub-recipient/Partner Contract for the Provision of Head Start Services

11. PUBLIC COMMENTS #2

A. Guidelines for Public Comment

12. BOARD/SUPERINTENDENT COMMENTS

A. Board/Superintendent Comments

13. REQUEST FOR CLOSED SESSION: Section 8(h) OMA, Attorney-Client Privilege

A. Attorney-Client Session

14. OPEN SESSION

A. Reconvene to Open Session

15. ADJOURNMENT OF MEETING

A. Adjournment of Meeting

Points of Pride, Erickson Elementary
Monday, September 12, 2022

Point-of-Pride #1

22-23 Erickson Back to School Kick Off: Over 250 people, representing nearly 70 percent of enrolled Erickson students attended our Back to School Kick Off Celebration. Families were able to meet with teachers and connect with community partners/resources such as: MDHHS, Washtenaw County Health Department, Growing Hope, Food Gatherers, Ypsilanti District Library, Healthy Habits Start Now, and EMU Bright Futures, all while getting free supplies, books and Kona Ice!

Shared by: Andrew James, DHHS Pathways to Potential Success Coach

Point of Pride #2

Leadership Day 2022: Erickson Leaders hosted our first Leadership Day since the pandemic started. Over thirty guests attended, enjoying student led tours, performances, project showcases and rich conversation. Our young leaders always enjoy showing off their habits and leadership skills!

Shared by: Rachel Weyhing, Music Teacher

Point of Pride #3

Erickson Robotics: Erickson's Grizzly Robotics Team competed at the State Championship 2022 with their Innovation Project. This team used important 21st century skills to develop their project focussed on engineering and sustainability. The team is now gearing up for the 22-23 season!

Shared by: Cindy Bowers, Erickson Robotics Head Coach

Point of Pride #4

Empower Hour: Empower Hour is an equitable opportunity for students to receive small group or individual specialized instruction without missing out on full group instruction in the classroom. During this one sacred hour, is a time where no whole group core instruction is happening and interventions such as LLI and Phonics First are implemented. The process of Empower Hour allows for scheduling various support services during this time to eliminate students missing core instruction, recess, unified arts, and other important social activities throughout the day.

Shared by: Kayla Dillon, Instructional Coach

Point of Pride #5

Flag Football Champs: Erickson's flag football team earned the league trophy in the spring of 2022. Erickson has proudly displayed the trophy in our awards showcase at school. Come visit sometime and check it out!

Shared by: James Johnson, 5th grade Student

Point of Pride #6

Embracing Our Differences: Six Erickson students created an artwork with retired teacher Lynn Settles and paraeducator Kallista Walker for the "Embracing Our Differences" program. Their artwork was chosen to represent Ypsilanti as one of the traveling banners. It can be viewed at RiversidePark. We will be expanding our entries this year through the art program.

Shared by: Heidi Roberts, Art Teacher

Point of Pride #7

We Lead Learning: Five Erickson staff members helped YCS start the year right by planning and leading professional learning sessions for the YCS K-5 staff, August 25th professional development day. We led learning in: Conscious Discipline, Restorative Practices, Phonics First, Project Based Learning and The Relationships Initiative.

Shared by:

Submitted By: Kelly Mickel, Erickson Elementary Principal



Becoming a Nationally Board Certified Teacher

Supporting Educator Excellence and Knowledge

(SEEK)

'It is the supreme art of the teacher to awaken
joy in creative expression and knowledge.'

~ Albert Einstein ~

Overview

National Board Certification (NBC) respected professional certifications available

Designed to develop, retain, and recognize teachers

Generate ongoing improvement in schools

Teachers meet high standards through study, expert evaluation, self-assessment, and peer review.

Overview

Candidates for National Board Certification must complete four components: a computer-based assessment and three portfolio entries, submitted online.

- Component 1: Content Knowledge (Computer-based assessment)
Portfolio entries
- Component 2: Differentiation in Instruction
- Component 3: Teaching Practice and Learning Environment
- Component 4: Effective and Reflective Practitioner

Ypsilanti Community Schools

National Board Certification

Provided through the Supporting Educator Excellence and Knowledge (SEEK) grant

Apply now to become a National Board Certified Teacher (NBCT)

(A maximum of 8 teachers will be selected this year)

Deadline to apply: February 28, 2022

[Apply Here](#)

Why apply for NBC?

The link above gives inspiring messages from teachers about the benefits of becoming a NBCT.

- NBC is impactful professional learning.
- Board-certified teachers are often given opportunities to have an impact way beyond their classrooms.
- Because Board-certified teachers are recognized as experts, they are often sought out for leadership positions in their schools and districts.
- In significant numbers, NBCTs serve as team leaders, department chairs, and instructional coaches.
- Many NBCTs move on to serve as school and district administrators or within the state department of education.
- There is no cost to you.
- Earn a \$5,000 bonus upon successful National Board Certification. Bonus is a one-time payment and not added to the pay schedule.

Criteria:

- Must be a current certificated teacher and employed by the district
- 2 years or more of teaching in YCS
- 2 or more years of a Highly Effective and/or Effective ratings
- Must be committed to completing NBCT
- Agree to share the journey of becoming a NBCT
- Agree to stay with YCS for an additional 5 years minimum

For more information, attend one of the following meetings:

Wednesday, February 2 or Thursday, February 3, 2022

4:30 -5:00 p.m. each day [Zoom Link](#)

Meeting ID: 433 129 1703 Passcode: 9VXCjb

Or contact Mark Coscarella at mcoscarella6@yceschools.us

[Apply Here](#)

Get Nationally Board Certified and take your teaching to the next level.



Important Notes

Must be a YCS teacher

3 or more years of teaching experience

Must be rated Highly Effective or Effective

\$5,000 one time bonus, not part of salary schedule

Bonus paid upon completion of NBCT

Agree to stay with YCS for additional 5 years

Agree to complete NBCT

Agree to share the journey

Career Ladder

Teacher leaders - innovative leadership roles

Donna Battle and Jennifer Gray

are leading within
the NBCT cohort

Provide additional support

Meet the Candidates

Donna Battle	Jennifer Gray
Patricia Stevenson-McGee	Melanie Love
Erin Anderson	Nicole Krings
Kayla VanEgmond	Christina Warren
Susan Fisher	Cantrese Reeves
Courtney Geil	



What questions might you have?



Ypsilanti Community Schools Disproportionality/Discipline

Monday, September 12, 2022

SEVEN NORMS OF COLLABORATIVE WORK

- Pausing
- Paraphrasing
- Posing Questions
- Providing Data
- Putting Ideas on the Table
- Paying Attention to Self & Others
- Presuming Positive Intentions



OUTCOME

The audience will learn about disproportionality and where the district currently stands

Disproportionality

- Non-compliance and disproportionality occur when students with IEP's are disciplined at a disproportionate rate to their general education peers.
- It also refers to racial and ethnic discrepancies that exist in the identification, placement, and discipline of students with disabilities

Disproportionality

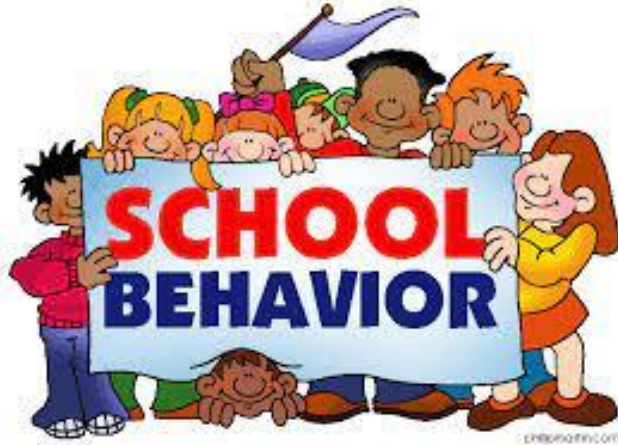
During the following school years, the districts disproportionality rate was:

- 2016-17 - 8.02% (we were significantly disproportionate)
- 2018-19 - 4.42%
- 2019-20 - 3.36%
- 2020-21 - Less than 3% reported



Discipline Reports

A copy of the discipline letter and referral **must** be sent to the SSS. The SSS office records these and reports them to the state.

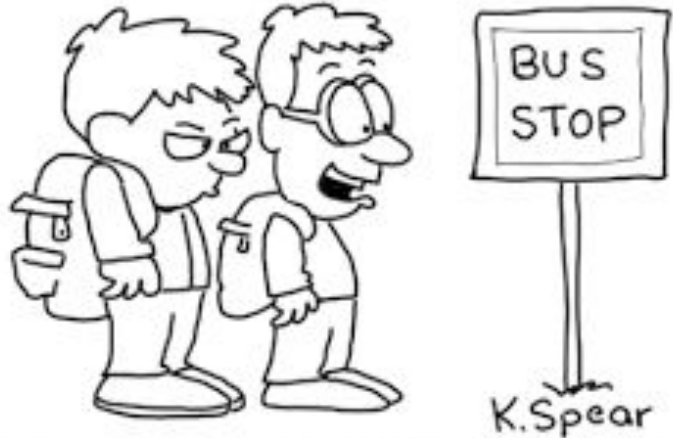


10 Day Rule

- Procedures for discipline removal 10 days or less
- Procedures for discipline removal 10 days or more
- Disciplinary Removals due to special circumstances
- Protections for students not determined eligible for special education and related services

Mandatory Expulsion

- Arson
- Criminal sexual conduct
- Dangerous weapon
- Serious bodily injury to:
 - Employee
 - Another Student
 - Contractor
 - Volunteer



"How does it feel to be expelled from home school?"

QUESTIONS???



YPSILANTI COMMUNITY SCHOOLS
1885 Packard Road
Ypsilanti, MI 48197

Michigan Integrated Continuous Improvement Process Goals for Individuals
2022-23 YCS Building Level Goals

Beatty, Ford and Perry Early Learning Centers	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-1 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-1 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-1 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-1 in the area of mathematics will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
Culture and Climate SEL Goal	<p>Office disciplinary referrals and suspensions will decrease by 25% by February 11, 2023, as a result of 50% of YCS teachers having been trained on how to teach students the self-control executive function skills they need to succeed, learn and be ready for rigor.</p> <p>Office disciplinary referrals and suspensions will decrease by 50% by June 11, 2022, as a result of 100% of YCS teachers having been trained on how to teach students the self-control executive function skills they need to succeed, learn and be ready for rigor.</p>

Ypsilanti International Elementary School and YC2S Distance Learning School - Grades K-5	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-5 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-5 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades K-5 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p>

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Erickson Elementary – Grades 1-5	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 1-5 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 1-5 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 1-5 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 1-5 in the area of mathematics will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
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Estabrook and Holmes Elementary Schools – Grades 2-5	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 2-5 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 2-5 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 2-5 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 2-5 in the area of mathematics will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
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Middle Schools (YCMS and YC2S)	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 6-8 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 6-8 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 6-8 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 6-8 in the area of mathematics will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the Big Ideas Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
Culture and Climate SEL Goal	<p>Office disciplinary referrals and suspensions will decrease by 25% by February 11, 2023, as a result of 50% of YCS teachers having been trained on how to teach students the self-control executive function skills they need to succeed, learn and be ready for rigor.</p> <p>Office disciplinary referrals and suspensions will decrease by 50% by June 11, 2023, as a result of 100% of YCS teachers having been trained on how to teach students the self-control executive function skills they need to succeed, learn and be ready for rigor.</p>


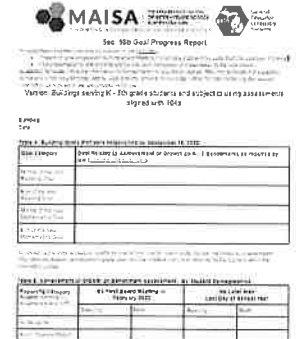
High Schools (ACTech, STEMM, and ACCE)	
ELA Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 9-12 in the area of literacy (reading and writing) will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 9-12 in the area of literacy (reading and writing) will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the HMH Tier 1 Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
MATH Literacy Goal	<p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 9-12 in the area of mathematics will increase by 3% as a result of 50% of our teachers having been fully trained in and having implemented the EDM Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by February 11, 2023.</p> <p>Student academic achievement for all subgroups (Black, EL, and Special Education students) in grades 9-12 in the area of mathematics will increase by 6% as a result of 100% of our teachers having been fully trained in and having implemented the Big Ideas Tier 1 Math Literacy Curriculum with fidelity as measured by state and local assessments by June 11, 2023.</p>
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**2022-23 Benchmark Assessment System Requirements
Technical Assistance Documents**

The following documents have been updated to help districts meet the 2022-23 Benchmark Assessment System requirements in PA 144. District leaders are encouraged to become familiar with the appropriate statute language as these documents are not a substitute for the legislation or official MDE guidance.

The content within this resource will be updated as new information becomes available and new resources are developed.

Location: This document can be accessed on the GELN COL Task Force web page at www.migeln.org.
Contact: Mike Yocum, Director of GELN, myocum@gomaisa.org

	<p>Document - <u>Reporting Timeline and Information for District Benchmark Assessment Systems</u></p> <p>Purpose To graphically represent the requirements and timelines associated with the following legislative requirements:</p> <ul style="list-style-type: none"> • Educational goals for every building in the district • Benchmark Testing • Reporting Benchmark Assessment results to parents and MDE • Progress Reports to the district's Board of Education <p>Statute Covers PA 144 sections 98b and 104h</p>
	<p>Document - <u>Sec. 98b Goal Progress Report</u></p> <p>Purpose To assist districts with the goal progress reporting requirements under Sec. 98b:</p> <ul style="list-style-type: none"> • Present, not later than the first board meeting in February 2023 and not later than the last board meeting of the academic year, on accomplishments of established goals. • Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies. • Post the information through the transparency reporting link located on the district's website. <p>Statute Covers PA 144 sections 98b(1)(a-c)</p>

Reporting Timeline and Information for Goals and Benchmark Testing 2022/23

Please Read This First

**No Later Than
September 15, 2022**
Goals Established for
Middle and End of
Year (98b(1)(d))

First Board Meeting in February, 2023
Progress report on goals and
benchmark assessment scores reported
to school board (98b(1)(a)) and posted
to transparency reporting link on district
webpage (98b(1)(c))

No Later than Last Day of School Year
Progress report on goals and benchmark
assessment scores reported to school
board (98b(1)(a)) and posted to
transparency reporting link on district
webpage (98b(1)(c))

In First 9 Weeks (104h(1)(a)(i))

First benchmark in Reading and Math administered to all students
K - 8 and reported to parents within 30 days of administering
(104h(1)(d)) and the department (104h(1)(f)) within 30 days or on
timeline established by MDE.

Before the Last Day of School (104h(1)(a)(ii))

Second benchmark in Reading and Math administered to all students K - 8 and reported to parents (104h(1)(d))
and the department (104h(1)(f)) within 30 days of administering or on timeline established by MDE.

Educational Goals

- Educational goals must be established by each school building leader in conjunction with teachers by September 15, 2022 (98b(1)(d))
- Must contain *achievement* or *growth* goals that will be measured by benchmark testing in reading and math for the middle of the year and the end of the year in the aggregate and for all subgroups by grade level, demographics, and mode of instruction (98b(1)(d)(i))
- Must include assurance that benchmarks are aligned to state standards (98b(1)(d)(ii))

MDE Resource:

98b Memo dated 9/1/2022
GEMS/MARS Goal Setting Template

Benchmark Testing and Reporting

- Reading and math must be administered to all students K - 8 two times throughout the year (104h(1)(a)(i) and (ii))
- Results must be reported to parents (104h(1)(d)) and the department (104h(1)(f)) within 30 days (**will provide MDE link/info when available**)
- First benchmark: first 9 weeks (104h(1)(a)(i)). Second benchmark: before the last day of school (104h(1)(a)(ii))
- Districts must request funding (104h(2)) of \$12.50 per membership pupil in grades K-8 (104h(3)), except for the assessments provided for free from the department (104h(4)). (**will provide MDE funding link when available**)
- Approved Providers and Assessments:
 - NWEA - MAP (eligible for reimbursement)
 - Curriculum Associates - iReady (eligible for reimbursement)
 - Renaissance Learning - STAR (eligible for reimbursement)
 - Data Recognition Corp. - Smarter Balanced and MDE K-2 Early Literacy Assessments (free options)
 - "Local Benchmark Assessments" (not eligible for reimbursement)

MDE Benchmark Assessment FAQ (currently 21/22 version)
MDE Benchmark Assessment Website

Goal Progress Reporting

- Two required: By first board meeting of February, 2023 and not later than the last day of the 22/23 school year (98b(1)(a))
- Must be reported to the board (98b(1)(a)) and posted to transparency reporting link on the district webpage (98b(1)(c))
- Must report progress on benchmark assessments using *achievement* or *growth* for K-8 in reading and math in the aggregate and for all grade levels, subgroups and instructional modes (98b(1)(b))

Reporting Resource:
Progress Report Template



Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Version: Buildings serving K - 8th grade students and subject to using assessments aligned with 104a

Building:

Date:

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (PA 144 Sec 98b and Sec 104h)
Middle of the Year Reading Goal	
End of the Year Reading Goal	
Middle of the Year Mathematics Goal	
End of the Year Mathematics Goal	

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students				
Econ. Disadvantaged				

Special Education				
English Learner				
Female				
Male				
Race/Ethnicity 1				
Race/Ethnicity 2				
Race/Ethnicity 3				
Race/Ethnicity 4				

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				
Enter Grade Level				

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Mode of Instruction A				
Mode of Instruction B				
Mode of Instruction C				



MAISA

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS

SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES



General
Education
Leadership
Network

Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

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Version: Buildings Serving Non K-8 Students

Building:

Date:

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth as required by law (PA 144 Sec 98b)
Middle of the Year Academic Goal	
End of the Year Academic Goal	
Add additional academic goals as needed	

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.

REGULAR MEETING (Monday, August 15, 2022)

Members present

Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee (arrived at 6:43 p.m.), Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Meeting called to order at 6:33 PM

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

Action: A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

3. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

... MOVE THAT the Board of Education accept the agenda, as presented.

Motion by Gillian Ream Gainsley, second by Meredith Schindler.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

4. PUBLIC COMMENTS #1

Information: A. Guidelines for Public Comment

Public Comment Protocol | Pursuant to Board of Education Policy 0167.3

*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

No public comments.

5. CONSENT AGENDA

Action (Consent), Minutes, Report: A. Consent Agenda

Seeking Board approval of the presented meeting minutes and personnel matters; see attachments below.

... MOVE THAT the Board of Education approve the: 1) August 1, 2022, Regular Board Meeting Minutes 2) Personnel matters as per the presented list dated 8/9/22; New Hires and Resignations.

... MOVE THAT the Board of Education approve the:

1) August 1, 2022, Regular Board Meeting Minutes

2) Personnel matters as per the presented list dated 8/9/22; New Hires and Resignations.

Motion by Maria Goodrich, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

6. DISCUSSION

Discussion: A. MASB Delegate Election

The Board of Education will discuss it's delegate and alternate to MASB's 2022 Delegate Assembly which will begin Thursday, Oct. 20 at 7 p.m. at the Grand Traverse Resort and Spa in Acme. Delegates selected by boards of education across the state will decide MASB's positions on a wide variety of issues affecting education. Fields voted delegate, Townsend voted alternate in January 2022.

7. ACTION ITEMS: Human Resources

Action: A. Approval of Principal at the A.C.C.E. Program Contract

The presented Principal at the A.C.C.E. Program Contract is provided for Board review. It is recommended that the Board approve the employment contract of Charles Davis, Jr.

Charles Davis, Jr.: Thank you. Completely in love with this district. Blessed to be here and feel like a kid on their first day of school. Excited about the leadership of this district. A dream come true and thank you for this opportunity.

...MOVE THAT the Board of Education approve the Principal at the A.C.C.E. Program Contract of Charles Davis, Jr. with the commencement date of August 4, 2022.

Motion by Jeanice Townsend, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend, Sharon Lee

Action: B. Approval of Assistant Principal at Ypsilanti Community High School Contract

The presented Assistant Principal at Ypsilanti Community High School Contract is provided for Board review. It is recommended that the Board approve the employment contract of Horace Stone, Jr.

Horace Stone, Jr.: Thank you for the opportunity to work in this district, to roll up our sleeves and get down and dirty to provide schools of excellence.
...MOVE THAT the Board of Education approve the Assistant Principal at Ypsilanti Community High School Contract of Horace Stone, Jr. with the commencement date of August 4, 2022.

Motion by Meredith Schindler, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: C. Approval of Principal of the Rising Leader Program Contract

The presented Principal of the Rising Leader Program Contract is provided for Board review. It is recommended that the Board approve the employment contract of Brian Dickerson.

Dr. Zachery-Ross: The Rising Leaders Program is part of our SEEK grant. This will help with our pipeline from the inside to build leaders by shadowing other leaders. He will be able to run any building in our district so those principals can shadow central office leaders. We are trying to build people up so they will stay in the district. We are grateful for the SEEK grant.

Brian Dickerson: Super excited for this new position. Ready to grow the position. Excited to be back.

...MOVE THAT the Board of Education approve the Principal of the Rising Leader Program Contract of Brian Dickerson with the commencement date of August 16, 2022.

Motion by Jeanice Townsend, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

8. ACTION ITEM: Business and Finance

Action: A. Approval of the Term Life Insurance Policy for Superintendent Zachery-Ross

Seeking Board approval of term life insurance policy for Dr. Zachery-Ross as per her current contract.

...MOVE THAT the Board of Education accept, as presented, the Term Life insurance policy for Superintendent Zachery-Ross.

Motion by Maria Goodrich, second by Sharon Lee.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: B. Approval of the Communities in Schools Proposal

Seeking Board approval of the presented agreement between Communities in Schools of Michigan, Inc. and Ypsilanti Community Schools effective 7/1/22 - 6/30/23 for the cost of \$147,000.

Contract with Communities in Schools to provide a full-time CIS student support coordinator on campus 40 hours per week in accordance with the school calendar to complete the following:

- Build community partnerships to address needs identified in CIS Annual Needs Assessment;
 - Connect and provide integrated student supports aligned with CIS School Support Plan and individual Student Support Plans;
 - Serve as a liaison to school administrators while working with community organizations and volunteers.
2. Work collaboratively with school principal and identified leadership to conduct a school wide Needs Assessment and develop a School Support Plan to address those identified needs.
 3. Establish a School Support Team that may include school staff, leadership, and others to monitor and inform the School Support Plan and offer guidance and assistance in delivering the three tiers of support.
 4. Implement CIS School Support Plan strategies throughout the year to address identified needs and establish a monthly reporting process to school leadership and School Support Team.
 5. Provide timely, consistent communication to school leadership regarding issues when delivering support.
 6. Provide opportunities for the school to access support for students, teachers and families.

[Click here](#) to view the Support Agreement.

[Click here](#) to view the Payment Agreement.

Dr. Zachery-Ross: The two sites are the high school and the middle school.

...MOVE THAT the Board of Education accept, as presented, the Communities in Schools proposal for \$147,000.00 to partner with 2 district school sites.

Motion by Meredith Schindler, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

9. PUBLIC COMMENTS #2

Information: A. Guidelines for Public Comment

Public Comment Protocol | Pursuant to Board of Education Policy 0167.3

*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

Amanda Smith: Mask survey reassessment. Haven't heard anything about masks and the new school year is fast approaching. The school calendar has the last day of school on a Monday. Is that correct?

10. DISCUSSION

Discussion: A. Board of Education Subcommittee Reports

None

11. BOARD/SUPERINTENDENT COMMENTS

No board comments.

Dr. Zachery-Ross: A wonderful board retreat and a wonderful administrators retreat. Teachers as Facilitators has had great energy. Talent Management has been busy hiring. Introduction of Aja Smith from Chartwells.

Aja Smith: Graduated from Ypsi High, from the Ypsi community, graduated from WCC and EMU. Coming from U of M as one of the food service managers in one of the residential halls.

Introduction of Danny Brown. Even before the title, he filled the position, now Athletic Director Brown.

Danny Brown: Develop kids and programs. Happy to do my part.

This Saturday is the F.A.C.E. Conference and Back to School Bash. As we look forward to the 2022-23 school year. The mask survey and making masks optional for the school year and continue to work with the health department. We have masks available in all the buildings and continue with the same class sizes and all the cleaning protocols. We keep meeting with the health department. Masks remain required for Head Start and GSRP. Get back to meals for the families of Head Start and GSRP. The calendar does end on a Monday. The calendar can only change through negotiations. It is going to be a fantastic school year. We have lots of open houses planned. The opening day for staff is coming up and it is going to be a family reunion-style event. A day of belonging.

Dr. Hawkins: Welcome to all the new staff. Thank you to the Friends of the Rutherford Pool and to Trustee Townsend for securing pool passes for our students. It was a very generous donation and very appreciated.

Trustee Townsend: Will bring more pool passes to the Back to School Bash to hand out. Some families got season passes and swimming lessons.

This portion of the meeting ended at 7:15 p.m. with a 15-minute recess.

This portion of the meeting resumed at 7:30 p.m.

12. STRATEGIC PLANNING/MONITORING/EVALUATING: Mary Kerwin, Facilitator | Senior Consultant, Michigan Association of School Boards (MASB)

Discussion, Presentation: A. Board Self Evaluation/Superintendent Progress Monitoring

13. ADJOURNMENT OF MEETING

Meeting adjourned at 9:07 p.m.

Name	Location	Position
New Hire		
Anderson, Jessica	Ford	Music
Anderson, Julia	Estabrook	3rd Grade
Chatman, Crystal	Ford	Title 1 Paraprofessional
Cook, Candice	Holmes	Social Worker
Dixon, Jennifer	Holmes	2nd Grade
Dodd, Jean-Scott	Middle School	Social Studies
Honos, Sarah	Beatty	Associate Teacher
Ivey, Floki	High School	Computer Science
Justice, Chantel	YC2S	Paraprofessional
Koster, Patricia	YC2S	Spanish
McQueen, Earlene	Transportation	Bus Monitor
Moon, Melodee	Ford	Kindergarten
Napolitan, Meghan	Estabrook	Teacher
O'Laughlin, Stephanie	Erickson	Reading Intervention
Ormello, Carolina	Ford	Kindergarten Spanish Imm
Ramani, Smitha	YIES	3rd Grade
Ramsey, Charles	High School	Culture & Climate Coach
Shafer, Katherine	High School	English
Stevens, Chelsea	Ford	Self Contained POHI Paraprofessional
Stewart, Kelissia	Transportation	Bus Driver
Swanson, Vonyea	Middle School	Self Contained POHI Paraprofessional
Washington, Nicole	High School	Building Secretary
Resigned		
Beauchamp, Jennifer	YIES	Teacher
Brown, MaryRose	Ford	Lead Teacher
Burt, Kyle	RCTC	Auto Paraprofessional
Cash, Alexandra	Administration Building	Marketing/Communication
Clemens, Anne	Middle School	Teacher
Cleveland, Albertie	Transportation	Bus Monitor
Gefter, Mariya	District	Speech and Language
Griffiths, Douglas	Holmes	31a Social Worker
Hesler, Christian	High School	Teacher
Jackson, Fred	High School	Climate & Culture
Jobe, Candice	ACCE	Spec Ed - Social Worker
Jones, LaKeya	Beatty	Associate Teacher
Jordan, Joseph	Transportation	Bus Driver
Kim, Maureen	High School	Spec Ed Teacher
Kobel, David	High School	Teacher
Lawhead, Coral	High School	Teacher
Lee-Sisty, Danielle	High School	Spec Ed - Social Worker
Lent, Catherine	Holmes	Speech and Language

Lipman-Hopkins, Miriam	Holmes	Teacher
O'Bryan, Jody	Erickson	31a Social Worker
Pevos, Heidi	YIES	Teacher
Robertson, Catriece	High School	Building Secretary
Schimmel, Benjamin	Middle School	Teacher
Sunisloe, Mary	High School	Spec Ed - Teacher
VanEgmond, Kayla	YIES	Teacher
Whitsett, Carla	ACCE	Paraprofessional
Wright, Renea	Middle School	Paraprofessional
	9/6/2022	



Date Issued: August 22, 2022

Quote for:

Ypsilanti Community Schools
 2095 Packard St., Ypsilanti, MI 48197
 Attn: Kier Ingraham

Quote #: 82222

Customer ID: YCS

Product: Black History 365 eBook/Textbook/PD Bundle Grade 3-12

Comments or special instructions: Quote includes 750 Perpetual eBooks*, 750 Hardback Textbooks, Textbook Facilitator Training, Facilitator Summer Institute, On-demand Instructional Support Coaching, On-Going Facilitator Check-ins, BH365 Administrator Training, (5) 9-12 Teacher Resource Guides, (20) 3-8 Teacher Resource Guides and 20 Digital Music Albums.

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African Americans Shaping A Nation eBook/Textbook/PD (4th Grade)	50	\$ 139.99	\$ 6,999.50
African American and the Arts Throughout History eBook/Textbook/PD (5th Grade)	50	\$ 139.99	\$ 6,999.50
Modern Day Africa eBook/Textbook/PD (6th Grade)	50	\$ 169.98	\$ 8,499.00
Black Influence from Ancient Africa to Modern Times eBook/Textbook/PD (7th Grade)	150	\$ 169.98	\$ 25,497.00
The Black Experience in America (Early 1600s-Late 1800s) eBook/Textbook/PD (8 th Grade)	250	\$ 169.98	\$ 42,495.00
BH365: An Inclusive Account of American History eBook/Textbook/PD (9-12)	150	\$ 259.99	\$ 38,998.50
Shipping			\$ 1,812.50
TOTAL COST			\$ 138,300.50

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Sales Rep: Henry Sandoval

Quote Prepared by: Henry Sandoval

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Lpetros@blackhistory365education.com

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 1885 PACKARD RD
 YPSILANTI, MI 48197

Invoice # 5051
 GREATNESS CAMP
 Aug 11, 2022

DESCRIPTION	AMOUNT DUE
K-5 SUMMER SCHOLAR PROGRAM	
<p>SCHOLAR SUMMER SCHOOLS July/August</p> <ul style="list-style-type: none"> • K-5 Summer Scholar Program • 2- Sites (Perry/WRMS) <p>OUTCOMES/IMPACTS</p> <ul style="list-style-type: none"> • Student feel good about oneself and others. • Student understand and manage their emotions • Student builds and establishes sustainable relationships • Student excels academically • Student models positive resilience and self-efficacy in their life choices • Student is responsible, engaged, productive and informed citizens • Student gives back deeply to their communities 	
Total Invoice	\$ 48,571.00

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 Account number: Request Needed

Services have been completed!





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Prepared For

Ypsilanti Cmty School District

1885 Packard Rd
Ypsilanti MI 48197

Attention:

Carlos Lopez

clopez2@ycschools.us

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Prepared By

Tammy Willey

tammy.willey@hnhco.com

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ISBN	Title	Price	Quantity	Value of All Materials
<u>Professional Services</u>				
READ 180 Universal (on SAMC)				
6003940	9781328041173 READ 180 Blended Coaching Introductory Membership 1 in-person & 4, 30-min online sessions - up to 20 participants and Coaching Studio licenses	\$7,500.00	2	\$15,000.00
6003080	9781328026385 READ 180 Universal Blended Coaching Membership 4 in-person & 8, 30-min online sessions - up to 20 participants and Coaching Studio licenses	\$19,500.00	1	\$19,500.00

Total for READ 180 Universal (on SAMC)

<u>Total for Professional Services</u>	\$34,500.00
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<i>Total Savings:</i>	\$0.00
<i>Subtotal Purchase Amount:</i>	\$34,500.00
<i>Shipping & Handling:</i>	\$0.00
<i>Total Cost of Proposal (PO Amount):</i>	
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- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
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 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to: Ypsilanti Community School District 1885 Packard Rd Ypsilanti, MI 48197-1846	Sold to: Ypsilanti Community School District 1885 Packard Rd Ypsilanti, MI 48197-1846
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
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Date of Proposal: 8/17/2022

Proposal Expiration Date: 9/30/2022



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Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

Sub-recipient/Partner Contract For The Provision of Head Start Services

I. AGREEMENTS

This agreement is entered into as of the 1st day of July 2022 by and Washtenaw County Intermediate School District with offices located at 1819 South Wagner Road, Ann Arbor, Michigan 48197, (hereinafter referred to as the WISD) and **Ypsilanti Community Schools located at 1885 Packard Rd, Ypsilanti, Michigan 48197** (hereinafter referred to as the “sub-recipient”) with regard to the following facts:

WHEREAS,

The WISD has been awarded a grant under the “Head Start, Economic Opportunity and Community Partnership Act of 1974” from the Department of Health and Human Services/Administration for Children and Families, Executive Office of the President of the United States (hereinafter referred to as the HHS/ACF). Said grant is designated as Head Start Grant Number 05CH010612, has the Catalog of Federal Domestic Assistance (CFDA) Number of 93.600, and becomes effective on July 1, 2022 and ends on June 30, 2023, and

WHEREAS,

This grant was awarded to support the operation of Head Start programs and services within Washtenaw County and the portion of Livingston County within the boundaries of the Whitmore Lake School District, and

WHEREAS,

The WISD has determined that these programs and services are best delivered via “sub-recipient” with Local Educational Agencies (LEA’s) which focuses expertise and resources within existing educational entities and which is capable of providing an integrated, family-centered approach to Head Start activities, and

WHEREAS,

The Sub-recipient District desires to participate in the delivery of these Head Start programs and services to eligible children and their families residing within the service area,

THEREFORE,

The WISD and the Sub-recipient District do mutually agree as follows:

General Agreement

The Sub-recipient District shall, in a satisfactory manner (as determined by the WISD), and in accordance with all applicable laws, rules, policies and procedures, perform the following functions:

1. Operate those Head Start program components and services specified within this agreement.
2. Ensure that all program and service delivery operations meet all HHS/ACF, WISD, and other pertinent regulations, governance, and management responsibilities, performance standards, directives, policies and procedures and requirements.
3. Maintain such records and accounts as are deemed necessary by the WISD and/or the HHS/ACF, including the following regulations: 45 CFR Part 92, other DHHS regulations codified in Title 45 of the Code of Federal Regulations, Section 508 of Public Law 103-333, and Public Law 103-227 Part C.

4. Employ and/or contract for the services of qualified staff necessary to the operation of those Head Start programs and services specified below.
5. Provide suitable and WISD approved classroom, office, and activity space for the conduct of those programs and services.
6. Operate according to a **detailed pre-approved** budget that includes a **detail of non-federal, in-kind match** and submit requests for payment using the format(s) and schedules provided by the WISD.
7. Agree that the total compensation and reimbursement to be paid hereunder will not exceed the amount of **\$1,958,051.00** for all services rendered. Supplemental funds such as COLA or One Time Funds may increase the above amount.
8. Agree that the Sub-recipient District's non-federal share, cash or in-kind contribution, shall be at least **\$378,265** for the period of the Agreement.
9. Agree that the development and administration costs shall be approximately **15%** or less of the Sub-recipient's total grant and non-federal share expenditures.
10. Agree that any subsequent applications and/or budget requests shall be presented first for input, necessary modification, and approval to WISD Head Start Policy Council and the WISD Board of Education before such requests may be submitted to HHS/ACF.
11. Agree that projected unspent grant funds shall be presented to the WISD no later than April 1, 2023.
12. Assist the WISD in meeting all goals and objectives of the grant and in complying with all of the conditions governing grants provided under the Head Start Act.

II. TERMS AND CONDITIONS

This Agreement is subject to all the conditions and terms expressed below. Waiver of any of these may only be granted upon the written approval of an authorized representative of the Department of Health and Human Services/Administration for Children and Families and with the consent and knowledge of the WISD. Such waiver(s) shall be made a part of this Agreement.

A. Suspension/Termination of Agreement by the WISD:

If the grant from HHS/ACF under which this Agreement is funded is terminated or suspended by the HHS/ACF, or it has been determined that the Sub-recipient District has not met the conditions of this agreement, the WISD shall have the right to suspend or terminate this Agreement by providing **60** day(s) advance written notice to the Sub-recipient District and specifying the effective date thereof.

B. Suspension/Termination of Agreement by the Sub-recipient District:

If the Sub-recipient District is unable or unwilling to satisfactorily comply with existing or additional conditions and terms as may be lawfully applied by the HHS/ACF to the WISD, the Sub-recipient District may suspend or terminate the Agreement by providing **60** day(s) advance written notice to the WISD and specifying the effective date thereof.

C. Reclamation of Property:

In the event of termination by either party, all property, equipment, finished and unfinished documents, data, studies, and reports purchased or prepared by the Sub-recipient District under this or previous Head Start Agreement(s) shall, at the option of the WISD and in accordance with all applicable Federal and State regulations, become the property of the WISD.

The Sub-recipient District shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the Agreement. Notwithstanding the above, the Sub-recipient District shall not be relieved of its responsibility and liability to the WISD for any damages sustained by the WISD by virtue of a breach of the Agreement by the Sub-recipient District.

D. Changes to the Agreement:

The WISD reserves the right to request changes in the scope of services to be provided by the Sub-recipient District under this Agreement. Such changes may be attributable to requirements of the HHS/ACF or requested by the WISD for the good of the program. In the event of such a change, it will be discussed with the Sub-recipient District to achieve mutual understanding and agreement, before being incorporated as an amendment to this Agreement. In cases of a funding decrease imposed by the HHS/ACF, the WISD reserves the right to unilaterally adjust the maximum amount of annual reimbursement accordingly.

E. Reports, Records, and Inspections:

The Sub-recipient District shall submit financial, program, progress, evaluation, and other reports as required by the WISD and shall maintain such property, personnel, financial, and other records and accounts as are deemed necessary. The Sub-recipient District shall permit on-site inspections by the WISD or HHS representatives and shall effectively require employees and Board members to furnish such information as, in the judgment of the WISD OR HHS/ACF representatives, may be relevant to a question of compliance with the Agreement and/or any directives applicable to Head Start or to the effectiveness, legality, and achievements of the program. All of these records will be made available for audit or inspection purposes to the Controller General of the United States, and will be retained for three (3) years after the audit of this Head Start grant year, unless written permission to destroy them is received from both the WISD and HHS/ACF, with the following qualifications:

1. Records shall be retained beyond the three (3) year period, if audit findings have not yet been resolved.
2. Records for non-expendable property and equipment (see 45 CFR Part 92.31 and 92.32) which was acquired with Federal funds shall be retained for three (3) years after its final disposition.
3. When WISD records are transferred to or maintained by HHS/ACF, the three (3) years retention requirement is not applicable to the Sub-recipient District.

F. Agreement Related Income:

The Sub-recipient District shall be accountable to the WISD for any income generated by activities performed under this Agreement.

1. All income other than interest earned (see below) during the period of the Agreement shall be retained by the Sub-recipient District and, in accordance with 45 CFR Part 92.25 and the terms of this Agreement, may be added to funds committed to the program by the WISD and the Sub-recipient District and be used to enhance eligible program objectives.
2. The Sub-recipient District is required to maintain complete and accurate records of the receipt and disposition of such income in the same manner as is required for the funds provided under this Agreement.
3. Interest earned on funds provided or earned under this Agreement shall be separately accounted and held by the Sub-recipient District for proper redistribution by the WISD.

G. Mileage Expenses:

The Sub-recipient District shall not charge more for travel mileage reimbursement than the currently established maximum allowed by the Federal government and shall not reimburse employees for travel from home to the primary work site and return.

H. Disallowed Expenses:

The Sub-recipient District may not expend funds provided under this Agreement for:

1. Goods or services other than those necessitated by the provision of those programs and services stipulated under this Agreement.

2. The cost of meals for employees or officials of the Sub-recipient District, except during authorized travel status or when the employee is participating in an allowable program activity for which use of grant funds has been authorized to provide food to program participants and to staff required to work with those participants.
 3. The purchase of real property.
 4. The purchase of personal property.
 5. Cost incurred before or after the effective date of the contract.
- I. Disposal of Property:
Any property valued over \$5,000, acquired by the Sub-recipient District, may not be disposed of without the expressed written approval of the WISD and then only in accordance with the requirements of 45 CFR Part 92.
- J. Publication(s) and Publicity:
The Sub-recipient District shall ensure that the stationery, pamphlets, brochures, public reports, or other materials prepared by and/or distributed by the Sub-recipient District related to the Head Start program include the official Head Start logo.
- K. Copyrights:
In the event activities conducted under this Agreement result in a publication eligible for copyright by the author(s), the HHS/ACF reserves the right to a royalty fee, non-exclusive and irrevocable license to reproduce, publish, or otherwise use or authorize to use all such copyrighted material.
- L. Labor Standards:
All laborers, tradesmen, etc. employed by sub-recipients or partners engaged in construction, alteration, or repair of structures which are federally assisted under this Agreement shall receive wages not less than those prevailing for similar work in this locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act (40 USC 276 a-5) as amended.
- M. Patents:
In the event activities conducted under this Agreement result in a discovery or invention with a potential for patent, it must be reported to the WISD for transmittal to the HHS in accordance with 45 CFR, Subtitle A, Parts 6 and 8.
- N. Prohibitions Against Discrimination:
The Sub-recipient District shall ensure that no person shall be excluded from participation in, denied the proceeds of, or be subject to discrimination in any form as a result of the performance of this Agreement.
The Sub-recipient District shall further ensure that no applicant, candidate, employee, or volunteer will be subject to discrimination in any form and that affirmative action will be taken to ensure that applicants are employed and that employees are treated during employment without regard to race, religion, color, national origin, age, gender, or disability. The Sub-recipient District shall comply with all regulations pursuant to the Civil Rights Act of 1964, and with the affirmative action requirements found in the HHS/ACF Standard Terms and Conditions, Number 9, page 2. It shall also comply with all applicable statutes and Executive Orders relating to equal opportunity employment.
This Agreement shall be governed by the provisions of all such statutes and Executive Orders, including enforcement provisions.
- O. Covenant Against Contingent Fee:
The Sub-recipient District shall warrant that no entity has been employed or retained to solicit or secure this Agreement under any conditions for a commission, brokerage, percentage, or contingent fee. Violation of this promise shall give the WISD full rights of recovery of such a fee or such other remedies as may be legally available.

- P. Prohibition Against Religious Activity:
There shall be no religious worship, instruction, or proselytizing as part of or in conjunction with the performance of this Agreement.
- Q. Local and State Laws:
The Sub-recipient District shall comply at all times with all applicable laws, rules, ordinances, and codes of State and local governments.
- R. Volunteer Conditions:
Hours contributed by volunteers to the Head Start programs may be valued by the Sub-recipient District for purposes of non-federal, in-kind match. Such valuation shall be at the rate of similar work currently performed in the same or similar labor market. Volunteers shall be tracked in Child Plus and will be reported on the Program Information Report (PIR).

III. PROGRAM AND SERVICES

The WISD and the Sub-recipient District agree that the following functions, responsibilities, and conditions shall be assumed by the Sub-recipient District in the provision of Head Start programs and services during the period of this Agreement.

- A. Service Area Boundaries:
The Sub-recipient District shall provide high-quality child development services and programs for WISD Head Start to those participants and families residing within Washtenaw County and service area as noted in the Notice of Award.
- B. Participants:
Children eligible to participate shall be at least 3 years old by September 1, 2022 (for the 2022-2023 school year) and shall meet all other criteria established by the HHS/ACF.
- C. Recruitment:
Recruitment shall be a joint effort between the Sub-recipient District and the WISD. It shall be comprehensive and multi-faceted; shall become a part of community education and other early childhood recruitment efforts; shall be conducted on a year-around basis; and shall be linked to state funded programs, other community agencies, organizations, faith-based entities, and parent groups. Recruitment plans are to be submitted to the WISD by July 15, 2022 and updated monthly in ChildPlus.
- D. Facilities:
The Sub-recipient District shall assume responsibility for procuring, equipping, maintaining, and operating suitable classroom and other facilities required for the conduct of the Head Start programs and services. All facilities shall remain in compliance at all times with all federal, state, and local laws, rules, ordinances, WISD Policies and Procedures and codes applicable to the provision of Head Start and early childhood educational programs. The Sub-recipient District shall ensure that such facilities **have been approved by the WISD prior to enrolling Head Start child students.**
- E. Transportation:
Federal Regulations (45 CFR Part 1310.23 (a) & (b)) require that each recipient make reasonable efforts to coordinate transportation resources with other human service agencies in order to control costs and knowledgeably compare the costs of providing transportation directly versus contracting for the service. The transportation system shall meet all HHS/ACF, federal, and state requirements for Head Start transportation systems. Transportation service shall be provided to children according to procedures approved by Policy Council and WISD Board of Education.
- F. Personnel:
The sub-recipient represents that it has, or will secure at its own expense, all necessary personnel required to perform the services under this Agreement.

All of the services required here in-under shall be performed by the sub-recipient or under its supervision, and all personnel engaged in performing the services shall be fully qualified and, if required, authorized or permitted under state and local law to perform such services. Any changes or substitutions in the SUB-RECIPIENT district's key personnel, as listed below, must be made known to the Preschool Supervisor and written approval must be granted by the Preschool Supervisor before said change or substitution can become effective. The SUB-RECIPIENT warrants that all services shall be performed by skilled and competent personnel to the highest professional standards in the field. Classrooms may not open without a qualified Lead Teacher.

These staffing positions must include:

1. Classroom Teacher(s)
2. Classroom Associate Teacher(s)
3. Center Director(s)
4. Family Advocate(s)/Specialist(s) (1 for every 50 families)
 - This is a 12-month position that has a caseload of a maximum of 60 families and provides case management for the student and guardian.

(See Appendix B for required qualifications for these positions.)

G. Volunteers:

Volunteers may be used within the operations of the Head Start programs and are defined as individuals who provide services to Head Start at the request of the SUB-RECIPIENT District, but who receive no wage or tangible benefit for doing so. All state licensing requirements concerning background checks for volunteers shall be met.

H. Specialized Program Requirements:

The SUB-RECIPIENT District shall ensure that each of the following specialized program components and requirements are provided either directly or in conjunction with the WISD in accordance with the structure and guidelines promulgated in the original grant request documents and in accordance with all applicable federal, state, and local laws, rules, ordinances, and codes:

1. Health Services shall be available to each child and shall minimally include a complete and comprehensive health screening examination, dental screening, speech, hearing, vision, social-emotional, and developmental screening, required immunizations, required prophylaxis, and follow-up services for children requiring medical or dental treatment.
 - Parents shall be involved in a comprehensive "family wellness" endeavor, which may include instruction and training in such things as car seat installation and bicycle safety and helmet use.
 - The SUB-RECIPIENT District shall work closely with the WISD and partner community agencies and organizations for the provision of suitable and required health services.
 - Dental screenings shall be delivered within ninety (90) calendar days of intake. Physical (30) days of entry to the program, hearing, vision, speech, social-emotional and developmental screenings shall be delivered within forty-five (45) calendar days of entry into the program.
 - Required Screenings while enrolled in Head Start
 - See Appendix D
2. Nutrition Services shall also be comprehensive in nature and shall ensure that each child served receives from 1/3 to 2/3 of daily nutritional requirements. This shall be provided via a menu monitored by a Registered Dietician obtained by the SUB-RECIPIENT.

- Meals shall reflect the cultural diversity of the participating population, shall conform to USDA regulations, shall be nutritious and “healthy” (low in fat, sugar, and salt and high in nutrients), and whenever possible shall involve the participation of parents and other volunteers. Meal substitutions shall be documented prior to point of service.
 - Meal times must be family-style, evidenced by children passing meal items to serve themselves, and meal times must stress appropriate socialization skills, manners, and ongoing education related to proper nutrition and healthy lifestyles.
 - Relevant nutrition related assessment data shall be collected (height, weight, hemoglobin, etc.) and used to assist families in improving their approach to ensuring healthy children.
 - Programs must participate with the Child and Adult Care Food Program (CACFP).
3. Social Services and Mental Health Services shall be provided in the form of a comprehensive, integrated family advocacy system in which the family, education professionals, mental health, public health, social services and other community-based service providers are engaged in a “partnership” approach to problem solving and service provision. This partnership shall ensure that the family unit functions as the center of the decision-making process with regard to the needs of the family and child. The partnership shall be facilitated by the Family Advocate/Specialist. The goal of social services and mental health services provision is to build familial self-reliance and self-confidence so that families may ultimately manage and coordinate their own community-based service needs.
4. Education Services shall be provided by the SUB-RECIPIENT District based upon a sound early childhood developmental curriculum which shall enhance and further the growth of Head Start children in the areas of language and literacy, social relations, creative representation, music and movement, initiative, physical activity, health, self-care and life skills, problem solving, and math.
- HighScope for Preschool shall be employed.
 - COR Advantage online shall be utilized for ongoing child assessments and lesson planning.
(Sufficient evidence will be input into the COR online system in a timely and efficient manner at preliminary levels, to allow for enough evidence to be able to drive instruction and to be able to finalize levels at the end of each period)
 - Programs must provide 1,020 annual hours of planned class operations over the course of at least eight months per year. Schedules must follow what is submitted in HSES. Classes shall generally meet four days per week, 7 hours per day. Alternate schedules must be approved by the WISD.
 - SUB-RECIPIENT districts **must** submit a calendar for approval that includes:
 - Home Visits, including one before the program year begins, if feasible, to engage the parents in the child’s learning and development.
 - Parent-teacher conferences, no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child’s education and developmental progress and activities in the program;
 - Fridays shall generally be reserved for trainings, team planning activities, and record keeping.
 - Children with disabilities and/or special needs shall be served, whenever possible, with their peers within integrated classrooms. In all cases, children shall receive Head Start programs and services within the least restrictive environment

possible. All services, training, and required accommodations shall be described and documented in the Family Service Plan and the child's Individualized Education Plan (IEP). Programs must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

- A planned and well-prepared educational environment that aligns with the curriculum offered in appropriate facilities, with field trips and other activities designed to expose children to a variety of developmental experiences shall be provided.
- The SUB-RECIPIENT district shall provide a parent curriculum that aligns to the educational services of the Head Start children as described above
 - Preschool U is the approved parent curriculum and shall be employed.
- Parent education activities shall focus on child development, parental expectations, and development of self-esteem, child management techniques, and the importance of family literacy practices. Lessons shall be structured around the needs of the family.
- The SUB-RECIPIENT District shall create or enhance a "Family Resource Center" available to parents and containing information pertinent to parenting needs and skills.
- The SUB-RECIPIENT District shall, at minimum:
 - a. Provide daily lesson plans for classroom operations.
 - b. Ensure that lesson plans address goals and objectives and must include individualization for every child.
 - c. Include health and nutrition topics on how nutrition is imbedded in the curriculum daily.
 - d. Conduct at least **two (2)** parent/facilitator conferences per year.
 - e. Conduct at least **two (2)** home visits as required by the Standards. Additional visits for families needing assistance will be required. First Home Visits should take place prior to students first day when possible.
 - f. Administer to each child appropriate screening and assessment instruments.
 - g. Monitor children's progress through conduct of child assessments monthly and report the outcomes a minimum of three times per year using a tool approved by the WISD. Child assessment information is shared with parents at home visits and conference, at parent advisory meetings and at parent/policy committee meetings.
 - h. Continuously work toward the program's approved school readiness goals.

5. Parental Engagement shall be an overriding theme of the services and programs delivered by the SUB-RECIPIENT District.

- Programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies.
- The SUB-RECIPIENT District shall establish a Parent Committee according to the requirements of the Head Start Performance Standards and shall ensure that its composition and functions are conducive to placing families at the center of the Head Start decision-making process.
- Parents shall be provided with both informational and educational services as described in item H .4. above.

- Family Partnership Agreements shall be developed to document the relationships among the child, the parents, the Family Advocate/Specialist, other community service providers, and the classroom staff. These plans shall portray the interaction and collaboration required to adequately serve and support Head Start participants. They shall conform to both HHS/ACF and WISD standards. Family Partnership Agreements must be initiated as early after enrollment as possible.
- The Family Advocate/Specialist and classroom staff shall conduct an initial home visit near the time of enrollment and additional visits during the year to ensure that the family understands and is a contributing partner in the child’s Head Start experience. The Family Advocate/Specialist shall conduct regular follow-up sessions with the family.
- Parents shall be introduced to and linked with needed human service and support agencies, as required, by the Family Advocate/Specialist.
- Parents shall be linked with high quality childcare services.
- Parents shall be afforded every opportunity to participate in the SUB-RECIPIENT District’s adult and community education programs.

I. Staff Training:

The SUB-RECIPIENT District shall ensure that all staff employed to implement this Agreement meet all certification and training requirements of the HHS/ACF. (Appendix B) The WISD shall assist in the provision of both required and desired training, to be determined as the need arises, and shall make available to the SUB-RECIPIENT District the following training opportunities:

- Curriculum Development and Child Outcome Assessment
- Head Start specific software systems
- Head Start Program Performance Standards

It shall be the responsibility of the SUB-RECIPIENT District to avail its staff of these opportunities and to provide any additional training required to ensure the quality of the program and services herein described. Once training has been offered, the SUB-RECIPIENT District shall be responsible for all content that was covered.

J. Staff to Children Ratio:

The staff to children ratio in classrooms operated by the SUB-RECIPIENT District under this Agreement shall not be less than two adult staff to the number of children based on the following chart:

Predominant age of children in the class	Funded class size (funded enrollment)
4 and 5 year olds	Program average of 17-20 children enrolled per class in these classes. No more than 20 children enrolled in any class.
4 and 5 year olds in double session classes	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds in double session classes	Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.

Volunteers may be counted in this ratio only when this basic requirement has been met, but never left alone with children.

For the 2022-2023 School Year:

- YCS shall operate 3 Head Start (3 year old classrooms) with a maximum of 15 children.
- YCS shall operate all 4 year old classrooms with a maximum of 16 children.

K. Enrollment:

The SUB-RECIPIENT District shall enroll a minimum of **245**, children and shall consistently adhere to Part 1302 with the enrollment and attendance policies set forth in the Head Start Performance Standards, as well as with the “Enrollment and Selection Process” approved by the SUB-RECIPIENT Districts Policy Committee.

- The SUB-RECIPIENT will conform to the guidelines and policies established under the recipient’s ERSEA Desk Reference using approved forms and the web-based ChildPlus.net Report 2310 verified and certified by the Family Support Specialist (FSS) or designated person, on a monthly basis.
- The SUB-RECIPIENT will insure that a minimum of 10% of the Head Start enrollment opportunities are provided to children with a current IEP signed by the LEA and maintained on file at the SUB-RECIPIENT site.

L. Compliance:

The SUB-RECIPIENT District shall ensure ongoing compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable legislation regarding accessibility for persons with disabilities. Compliance with all applicable Michigan and federal OSHA standards shall also be the responsibility of the SUB-RECIPIENT District.

M. Linguistics:

The SUB-RECIPIENT District shall ensure that staff and/or volunteers working with children who use primarily a language other than English have the ability to effectively communicate with such children.

If a program served a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

1. Access language skills in English and in the child’s home language
2. Conduct screenings and assessments for domains other than language skills in the language that best capture the child’s development and skills in the specific domain; and
3. Ensure those conducting the screening the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment.

N. Transition to Elementary School:

The Head Start staff shall assist and support parents with transitioning their children to kindergarten by organizing and participating in activities that ease the transition to kindergarten. The SUB-RECIPIENT District shall provide assessment documentation to the transitioning elementary school only with written consent from the parent.

O. Financial Statements and Reports:

The WISD shall make payment(s) to the SUB-RECIPIENT District under this Agreement subject to receipt of HHS funds and according to the following procedure:

1. The SUB-RECIPIENT District shall utilize New World.
2. The SUB-RECIPIENT District shall submit the “Reimbursement Request” form quarterly to WISD Preschool Supervisor. Reimbursement requests received more than ten days past the due date are subject to penalty.

3. The WISD shall forward appropriate payment to the SUB-RECIPIENT District for satisfactory performance of the requirements of this Agreement within 30 days from submission of a complete reimbursement request.
4. The SUB-RECIPIENT District will provide monthly fiscal reports to the SUB-RECIPIENT Site Coordinator(s) no later than the fifteenth of each month to be shared at Policy Committee meetings.

P. Regular Reports:

The SUB-RECIPIENT District shall submit information required by the WISD and reports based on items listed in Appendix C.

Q. Indemnity:

The SUB-RECIPIENT District shall indemnify and save harmless the WISD from any and all liability for loss, damage or injury, or other casualty to persons or property caused or occasioned by or arising from any act, failure to act, occurrence or negligence by or of the SUB-RECIPIENT District or any of its agents, volunteers, employees, visitors, or licensees occurring under this Agreement and with reference to the provision of Head Start programs and services to area children and their families. If any action or proceeding shall be brought against the WISD by reason of any such claim, the insuring party shall notify the WISD and shall resist and defend such action or proceeding as recommended by legal counsel.

R. Legal Fees Related to Disallowed Costs:

The SUB-RECIPIENT District shall bear the full cost of any legal or related fees necessary to pursue the allowance of SUB-RECIPIENT District Head Start expenditures disallowed by the federal government.

S. Insurance Requirements:

The SUB-RECIPIENT District will maintain as its own expense during the term of this contract the following insurance:

1. Workers' Compensation Insurance with Michigan statutory limits and Employers Liability Insurance with a minimum limit of \$100,000 each accident for each employee.
2. Commercial General Liability Insurance with a combined single limit of \$1,000,000 each occurrence for bodily injury and property damage. WISD shall be added as "additional insured" on general liability policy with respect to the services provided under this contract.
3. Automobile Liability Insurance covering all owned, hired and non-owned vehicles with Personal Protection Insurance and Property Protection Insurance to comply with the provisions of the Michigan No Fault Insurance Law, including residual liability insurance with a minimum combined single limit of \$1,000,000 each accident for bodily injury and property damage.

Insurance companies, named insured and policy forms may be subject to the approval of WISD, if requested by WISD. Such approval shall not be unreasonably withheld. Insurance policies shall not contain endorsements or policy conditions which reduce coverage provided to WISD. SUB-RECIPIENT Districts shall be responsible to WISD or insurance companies insuring WISD for all costs resulting from both financially unsound insurance companies selected by the SUB-RECIPIENT District and their inadequate insurance coverage. SUB-RECIPIENT District shall furnish the WISD with satisfactory certificates of insurance or a certified copy of the policy, if requested by WISD.

No payments will be made to the SUB-RECIPIENT until current certificates of insurance have been received and approved by WISD. If the insurance as evidenced by the certificates furnished by the SUB-RECIPIENT expires or is canceled during the term of the contract, services and related payments will be suspended. SUB-RECIPIENT District shall furnish WISD with certification of insurance evidencing such coverage and endorsements at least (10) ten working days

prior to commencement of services under this contract. Certificates shall be addressed to Washtenaw Intermediate School District c/o: Early Childhood Programs Department. P.O. Box 1406, Ann Arbor, MI 48106, and shall provide written notice to the Certificate holder of cancellation of coverage.

IV. WISD RESPONSIBILITIES

The WISD, as the recipient and recipient of the Head Start grant funds, shall assume the following responsibilities in regard to the execution of this Agreement:

A. Training:

The WISD shall provide comprehensive training to the SUB-RECIPIENT District staff and committee memberships in, at least, the following topical areas:

1. Grant application software
2. Early childhood curricula
3. Policy Council roles and responsibilities
4. Child assessment
5. Budgeting and Reimbursements
6. Policies and Procedures

The WISD shall also make its existing Professional Development series available to the SUB-RECIPIENT District.

B. Recruitment:

The WISD shall assist the SUB-RECIPIENT District in the development of recruitment tools, strategies, and technologies designed to inform the community about the Head Start programs and services available and how to access them.

C. Documents Formats:

The WISD shall provide the SUB-RECIPIENT District with approved formats for essential reporting requirements.

D. Quality Improvement and Monitoring:

The WISD shall monitor SUB-RECIPIENT District program performance via a number of means including but not limited to:

- Classroom Assessment Scoring System (CLASS)
- Classroom Coach – HighScope
- ChildPlus PIR data input and uploads
- Active Supervision monitoring checklists
- Focus Area 1 and 2 (Child Plus Internal Monitoring)
- Staff Credentials
- Tiered Quality Rating and Improvement System (TQRIS)

E. Community Partnerships:

The WISD shall ensure that appropriate and productive partnerships are established with a wide range of community agencies to provide the various support services required by the SUB-RECIPIENT District's Head Start program operations.

F. Meeting Schedules:

The WISD shall coordinate and schedule area-wide Head Start meetings and workshops, including but not necessarily limited to:

1. Head Start Management meetings
2. Governance meetings
3. Policy Council meetings
4. SUB-RECIPIENT District staff training sessions
5. Business Officials meetings
6. Health Service Advisory Committee meetings
7. Quality Preschool Partnership meeting
8. School Readiness Parent Advisory meeting (quarterly)

*meetings attendance by the sub-recipient is mandatory, all meeting dates will on the Head Start Management Team Calendar prior to the start of the school year.

G. Technical Assistance:

The WISD shall make available to the SUB-RECIPIENT District any of its varied resources which are pertinent to the operations of the Head Start programs and services described in this Agreement. These may include professional consultants in the areas of special education, early childhood education, computer technology, business and finance, health education, nutrition, behavioral management, assessment, arts, language arts, educational technology, communications, community relations, compliance, and management. Once WISD has provided the training, the sub-recipient shall be responsible for all topics covered. This shall hold true regardless is the sub-recipient chooses not to attend.

H. Problem Resolution:

The WISD shall, upon request, assist the SUB-RECIPIENT District in the resolution of problems or issues which arise as a result of the operation of programs and services delivered under this Agreement. Dispute resolution shall be conducted in accordance with 45 CFR Part 1304.50(h) (See Appendix A).

I. Payment for Approved Services:

- The WISD shall make payments to the SUB-RECIPIENT District for services satisfactorily delivered under this Agreement in accordance with Section III, O (1-3) above.
- Eligible children enrolled, attending and reported accurately in Child Plus
- Current license documenting compliance with Michigan Licensing and Regulatory Affairs (LARA)
- Fully staffed classrooms with qualified personnel
- Compliant with Head Start Program Performance Standards

Duplicate counterparts of this Agreement have been executed the day and year written above.

Dr. Alena Zachery-Ross
Ypsilanti Community Schools Superintendent

Date

Naomi Norman
WISD Superintendent

Date

Erika Huizenga
WISD Supervisor of Preschool Services

Date

Erin Bradley
Principal

Date

Priya Nayak
Ypsilanti Director of Business Services

Date

APPENDIX A

PUBLIC COMPLAINTS AND GRIEVANCES

Any request, suggestion, complaint, or grievance filed by a member or members of the general public which does not relate directly to the Head Start Program shall be forwarded to the Superintendent for consideration.

Wherever possible, the Superintendent shall attempt to acknowledge and resolve any issue via informal discussion(s) with the involved party(ies). S/he shall have extensive discretionary authority to include District staff or members of the Board in such discussions to maximize the potential for resolution.

In cases where resolution can be achieved through such informal discussion, the Superintendent shall inform the Board of the resolution and its terms, if appropriate.

In cases in which resolution cannot be reached via informal discussion, the Superintendent shall consolidate all information pertinent to the situation and shall render a proposal for resolution or a decision based upon relevant facts. This proposal/decision shall be conveyed to the involved party(ies) in a timely fashion.

If the Superintendent's proposal for resolution or decision is not acceptable to the involved party(ies) or if the matter is one beyond the Superintendent's authority, the issue(s) may be brought before the Board.

The Superintendent may make such a request for matters beyond his/her authority or the involved party(ies) may submit a written request for a hearing before the Board, when resolution has not been achieved as outlined above.

The Board shall schedule a hearing within a reasonable period of time following receipt of a request after reviewing all material related to the matter. When the Board has reached a decision, the involved party(ies) shall be advised of that decision in writing within ten (10) business days.

For requests, suggestions, complaints or grievances filed specifically in regard to the Head Start Program, the following resolution procedure shall be implemented.

- A. If the matter pertains to a SUB-RECIPIENT district, the Program Director for Head Start shall refer the issue to that Partner district for resolution.
- B. If resolution cannot be achieved, the matter shall be considered by the WISD via an informal discussion among the involved party(ies), the Superintendent, the Head Start Policy Council Chairperson, and/or the Program Director for Head Start.
- C. In cases where informal discussion is unsuccessful, the Superintendent in consultation with the Head Start Policy Council Chairperson shall develop a proposal for resolution and convey such to the involved party(ies) in a timely fashion.
- D. If the proposed resolution is not accepted, a hearing may be requested by the party(ies) before a panel comprised of the WISD Board of Education representative(s) to the Head Start Policy Council and a member of the Policy Council. The hearing shall be scheduled within a reasonable period of time, as above. The complaint must be issued in writing by the complainee.
- E. When the hearing committee has reached a decision, it shall be conveyed to the involved party(ies) within ten (10) business days.

Issues related to State and federal laws, such as teacher tenure issues or compliance with Section 504 or the ADA, for example, shall be resolved using procedures prescribed in other administrative guidelines.

APPENDIX B

Position Requirements and Job Descriptions

Early Childhood Classroom Teacher

All Teachers must possess a Bachelor Degree or higher in Early Childhood Education or related field (with a minimum of 16 credits in ECE), approved by the WISD Supervisor of Preschool Programs. Excellent communication skills are expected as communication with team members, parents, and the community is essential to the Head Start philosophy. The Facilitator must also demonstrate supervisory skills. Individuals in this position are also expected to be an ongoing “learner” as new approaches and best practices in early childhood education will be expected as the program grows.

The Early Childhood Classroom Teacher is responsible for instruction in the Head Start classroom. He/she must be able to design and promote the social, physical, and intellectual growth of primary school children. This includes development and implementation of individual and group activities to stimulate growth in language, social, and motor skills. The Teacher will also select appropriate resources suitable for verbal or visual instruction of students with a wide range of mental, physical, and emotional maturity. The Teacher must enjoy working with a team to ensure delivery of instruction and to establish an appropriate climate and environment for learning.

Early Childhood Classroom Associate Teacher

Early Childhood Associates must possess at a minimum an Associate Degree or current CDA, and experience with Head Start or other early childhood education programs. The Associate must be able to read, comprehend and carry out written instructions, and be able to use mathematics to solve problems. The Associate must enjoy working in teams and have the ability to develop effective working relationships with students, staff, and parents.

The Early Childhood Classroom Associate takes direction from and assists the Early Childhood Classroom Facilitator in general daily classroom activities including small group instruction, tutoring, set up of the classroom for activities, preparation of displays, and material preparation. The Associate also helps in maintaining classroom discipline, answering questions, and participating on home visits and parent-teacher conferences.

Family Advocate/Support Specialist/Caseworker

The Family Advocate must possess at a minimum a Bachelor Degree in Early Childhood Development, Social Work or related field, and experience working with families and young children. Access to reliable transportation is essential. The Family Advocate must have excellent communication skills and an ability to solve problems and deal with a variety of issues and situations simultaneously. The Family Advocate must have the ability to establish and maintain relationships and trust with a wide variety of professionals and family members.

Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

Family Advocates will assist the SUB-RECIPIENT District that has responsibility for the adherence to the Performance Standards governing the Parent/Family Service plan including:

- Recruitment
- Enrollment
- Maintaining full enrollment

- Follow up on absences, daily
- Record keeping and reporting
- Case Coordination
- Resource Development
- Regular follow up on Family Partnership Goals
- Family and Community Partnerships (PFCE)

The sub-recipient will ensure that a Family Advocate/Specialist is available to complete applications during the summer months on a regular basis.

The Family Advocate/Specialist is an essential part of the Head Start classroom team! Working closely with the Early Childhood Classroom Teacher and Early Childhood Classroom Associate, the Family Advocate will be responsible for providing case management to the assigned families to ensure that health, mental health, and other supports to the family are available. The Family Advocate will establish trust with the family and model parent support of their child to promote educational growth and well-being. Home visits are an integral part of the Family Advocate's job to assist the entire team in assessing a family's needs, identifying agency, school and other resources to meet those needs, and ensure that needs are met. The Family Advocate works with the Head Start classroom team to plan and coordinate the work of the Facilitator, Associate, parents, and volunteers in the classroom and on field trips.

Required for all positions prior to offering employment:

1. Physical.
2. TB Test.
3. Morpho Trust Clearance including:
 - Central Registry Clearance
 - Fingerprinting and Criminal History Check (ICHAT)
 - Sex offender registry check
4. Policy Council or Committee Approval.
5. Reference Verification
6. CPR and First-aid (one permanent staff per classroom must be certified by first day of services with children)

The SUB-RECIPIENT will ensure that there is a Head Start staff member and Policy Committee member at all interviews conducted for personnel being hired to function within the Head Start funded program as well as for staff and child selection criteria.

APPENDIX C
MONTHLY REPORT CHECKLIST

SUB-RECIPIENT/Site: _____ Month/Year
of: _____

In accordance with Part 1304.51(h)(1) of the Head Start Performance Standards, the following reports are due at the WISD Head Start Office by the 5th of each month, following the month being reported. To assist you in submitting a complete package of reports, use this checklist as you gather materials, checking each item as you include it in the packet, putting the forms in the order listed.

- Quarterly Reimbursement Sheet (July-September due October 15) (October-December due January 15) (January-March due April 15) (April-June due July 15)
- Directors Monthly Report- to be completed in Child Plus no later than the 5th of each month
- Health & Safety Checklist- prior to the first day with students
- Community Assessment (Due February 15)
- Quality Improvement Documentation
- Audit report (Due 180 days after the end of the SUB-RECIPIENT fiscal year)
- Inventory of all equipment (Due May 15, 2023)
- Budget and Narrative to be submitted into GABI February 15, 2023 (attach copy)
- Any changes in program (including names of new staff with credentials)
- Any changes in Parent Representatives to Policy Council
- SUB-RECIPIENT Recruitment Plan and Efforts (uploaded in ChildPlus: Monthly)
- Policy Committee Minutes including year to date budget report (uploaded in ChildPlus: Monthly)
- Other (please specify): _____

Signature of Site Director/Designee

Date Submitted

Signature of WISD Preschool Supervisor

Date Received

APPENDIX E

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

SF 424B ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*

Appendix E (continued)

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Appendix E (continued)

DRUG-FREE WORKPLACE REQUIREMENTS RECIPIENTS OTHER THAN INDIVIDUALS

By signing and/or submitting this application or grant agreement, the recipient is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by recipients that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for recipients other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the recipient does not identify the workplaces at the time of application, or upon award, if there is no application, the recipient must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the recipient's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the recipient shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Recipients' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a recipient directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the recipient's payroll. This definition does not include workers not on the payroll of the recipient (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the recipient's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The recipient certifies that it will provide a drug-free workplace by:

- a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the recipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) *Establishing a drug-free awareness program to inform employees about:*
 - (1) *The dangers of drug abuse in the workplace;*
 - (2) *The recipient's policy of maintaining a drug-free workplace;*
 - (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*

Appendix E (continued)

- (4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*
- c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);*
- d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*
 - (1) *Abide by the terms of the statement; and*
 - (2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*
- e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*
- f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*
 - (1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
 - (2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*
- g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/recipient (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

Appendix E (continued)

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;*
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;*
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and*
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.*

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.*
- (b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.*

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Appendix E (continued)

**CERTIFICATION REGARDING LOBBYING
FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.*

- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.*

- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.*

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official

Date

Title

Applicant Organization

**APPENDIX F
REIMBURSEMENT REQUEST**

Period of this Request:		Through:		Submission #:	
Description	APPROVED BUDGET	CUMULATIVE EXPENSES	PREVIOUSLY APPROVED	CURRENT EXPENSES	(OVER) / UNDER
Personnel					
Lead Teacher-salaries	\$ 565,950.00	\$ -	\$ -	\$ -	\$ 565,950.00
Associate Teacher-salaries	\$ 300,950.00	\$ -	\$ -	\$ -	\$ 300,950.00
Family Support Worker-salaries	\$ 219,450.00	\$ -	\$ -	\$ -	\$ 219,450.00
Beatty Principal	\$ 54,538.00	\$ -	\$ -	\$ -	\$ 54,538.00
Office Professional- salaries	\$ 18,950.00	\$ -	\$ -	\$ -	\$ 18,950.00
	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits					
Lead Teacher-benefits	\$ 398,975.00	\$ -	\$ -	\$ -	\$ 398,975.00
Associate Teacher-benefits	\$ 159,278.00	\$ -	\$ -	\$ -	\$ 159,278.00
Family Support Worker- benefits	\$ 115,769.00	\$ -	\$ -	\$ -	\$ 115,769.00
Beatty Principal	\$ 31,210.00	\$ -	\$ -	\$ -	\$ 31,210.00
Office Professional- benefits	\$ 10,428.00	\$ -	\$ -	\$ -	\$ 10,428.00
	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies					
Child service supplies	\$ 32,000.00	\$ -	\$ -	\$ -	\$ 32,000.00
Office Supplies	\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
Family Engagement Supplies, Policy Committee Binders, Books for literacy nights,	\$ 4,000.00	\$ -	\$ -	\$ -	\$ 4,000.00
Health and Safety Supplies	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
Food Supplies for Head Start Family Events and Policy Committee Meetings	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual					
CPR and first-aid, BBP and epi-pen training per licensing	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 2,000.00
Field trip; to cover the cost of transportation and entrance fees	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -
Other					
Mileage- non admin	\$ 753.00	\$ -	\$ -	\$ -	\$ 753.00
Substitutes	\$ 21,000.00	\$ -	\$ -	\$ -	\$ 21,000.00
Staff PD per professional development plan	\$ 5,800.00	\$ -	\$ -	\$ -	\$ 5,800.00
Administrative Travel for Head Start Management Meeting, Quality Preschool Partnership meetings		\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,958,051.00	\$ -	\$ -	\$ -	\$ 1,958,051.00

Signature of Sub-Recipient Business Office Official

Date Signed

INFORMATION

1. Report Head Start expenditures on this form. Monies expended from local or other federal sources should be excluded.
2. Report only actual expenditures. Do not use estimates.
3. Report all expenditures on this report at the end of each period on a year-to-date basis.
4. At a minimum, this report is to be completed at the end of each calendar year quarter.
5. Attach records of line item expenditures with the quarterly report.
6. Attach Grant Funded Personnel Report.
7. Reports are to be received by the WISD within 15 days of the end of each quarter.
8. Send reports to LaDawn White, Preschool Grant Manager, Washtenaw Intermediate School District, 1819 S. Wagner Road, Ann Arbor, MI 48106
9. Questions concerning Head Start expenditures should be directed to Erika Huizenga ehuizenga@washtenawisd.org

By signing the reimbursement request, I certify that this report was prepared by, or in cooperation with the business office. I further certify that the Agency records provide proper accountability for reported revenues and expenditures.