

WATERFORD SCHOOL DISTRICT
Regular Meeting of the Board of Education
Thursday, September 5, 2019 - 6:30 PM
A G E N D A

1. Opening – Audience participation is scheduled at the beginning and end of the agenda. Only those who want to speak on an action item and have completed a public comment card will be called upon at the beginning of the meeting. Those who have comments on non-action items and have completed a public comment card will be called upon before the conclusion of the meeting. The President of the Board is responsible for recognizing all speakers. Board packets are available on the website, www.waterford.k12.mi.us.
2. Pledge of Allegiance
3. Roll Call
4. Approval of the Agenda
5. Audience Comments on Action Items
6. Celebrations of Learning
 - a. Summer Programs
7. Information Items
 - a. Back to School Update
 - b. Mobile Classroom Technology Refresh
 - c. Head Start Review
 - d. International Academy
8. Approval of Minutes
 - a. August 15, 2019, Regular Meeting
 - b. August 28, 2019, Governance Workshop
9. New Business
 - a. Superintendent's Recommendations
 - (1) Recommendation 30-19-20 Relative to Resignations/Retirements/Leave of Absence Expirations
 - (2) Recommendation 31-19-20 Relative to Teaching Contract Changes/Appointments
 - (3) Recommendation 32-19-20 Relative to Administrative Appointment
 - (4) Recommendation 33-19-20 Relative to Resolution: Legislative Priorities of the OCSBA
 - (5) Recommendation 34-19-20 Relative to Reinstatement of Student D
10. Audience Comments on Non-Action Items
11. Superintendent's Report
12. Discussion Items
 - a. Future
 - (1) Information – Lend a Hand, Take a Waterford Stand
 - (2) Action – Mobile Classroom Technology Refresh
 - b. Board of Education Reports
13. Closed Session
By Roll Call Vote the Board of Education will recess to Closed Session to consider the written opinion of legal counsel. No action will be taken in Closed Session. The Regular Meeting will be deemed adjourned at the conclusion of Closed Session.
14. Reconvene/Adjournment

WATERFORD SCHOOL DISTRICT
Board of Education
501 N. Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 6.a Celebration of Learning

TOPIC: Summer Programs

Tonight we are excited to share with you our summer opportunities that took place throughout the district over the summer. This evening we welcome Craig Blomquist, Principal of Durant High School, Shannon Pathe, Elementary Language Arts Consultant and Title I Coordinator, Jessica Ristich English Language Consultant and Elizabeth Kutchey, Assessment Coordinator who will be sharing with us about our Summer Academy, Summery SLAM and Summer of STEAM.

Resource Persons: Carly Stone, Director, Curriculum, Instruction and Assessment

Date of Board of Education Meeting: September 5, 2019

WATERFORD SCHOOL DISTRICT
Board of Education
501 N Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 7.a. Information Item
TOPIC : Back to School Update

Administration will provide highlights from the start of the 2019-2020 school year.

Resource Person(s): Janet McLeod, Director of Human Resources

Date of Board of Education Meeting: September 5, 2019

INFORMATION

WATERFORD SCHOOL DISTRICT
Board of Education
501 N. Cass Lake Road
Waterford, Michigan 48328

ITEM NO.:	7.b.	Information Item
TOPIC:	2019 Mobile Classroom Technology Refresh	

The Waterford School District's classroom iPads are two years beyond their warrantee, and many are failing rapidly. A committee comprised of district technology staff and representatives from all levels of teachers came together to identify the main features and functionality when determining a replacement. After piloting a variety of options, the teacher feedback led us to replace the iPads with Surface Go's. These purchases will be made from CDW-G, which won the state bid for these items in MIDEAL.

Classroom Bundle	Bundle price	Quantity	Total
Surface Go 10", Blackbelt Rugged case & keyboard cover	\$624.63	420	\$262,344.60

Vendor: MiDEAL- CDW-G

Funding Source: Technology Replacement Budget

Resource Persons: Darin Holley, Director of Instructional Services & Technology

Date of Board of Education Meeting: September 5, 2019

WATERFORD SCHOOL DISTRICT
Board of Education
501 N Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 7.c. Information Items

TOPIC: Head Start Review

The Head Start program is required by the federal government to have a Policy Committee. This Committee meets monthly for the purpose of developing and approving policies for the Head Start program. Policies developed and approved by this Committee as well as other Committee materials also require Board of Education review.

The Waterford School District's Board of Education received for review the Policy Committee Meeting Minutes for January 11, March 8 and May 10, 2019 meetings, financial audit letter, OHS Monitoring Report CLASS scores, Governing Body Policy, Self-Assessment Findings (Program Improvement Plan) and PIR 2017-2018.

Resource Person: Lisa McFee, Assistant Superintendent, Teaching and Learning

Board of Education Meeting: September 5, 2019



2017-2018 HEAD START PROGRAM INFORMATION REPORT

05CH010367-008 Waterford Head Start

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	05CH010367
Program Number	008
Program Type	Head Start
Program Name	Waterford Head Start
Program Address	6010 Hatchery Road Waterford MI 48329-3140
Program Phone Number	(248) 666 4811
Program Fax Number	(248) 666 8669
DUNS Number	
Program Email Address	ForceC02@wsdmi.org
Head Start Director Name	Mrs. Catherine Force
Head Start Director Email	ForceC02@wsdmi.org
Agency Web Site Address	www.waterford.k12.mi.us
Agency Type	School System
Agency Description	Delegate agency
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/11/2017
b. End Date	06/07/2018

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	85
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	0
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	# of children

a. Full-day enrollment	85
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	5
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	60
e. 4 years old	25
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	85

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	61
b. Public assistance such as TANF, SSI	9
c. Status as a foster child - # children only	5
d. Status as homeless	2
e. Over income	8

	<i># of children</i>
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

	<i># of children</i>
A.18 Enrolled in Head Start or Early Head Start for:	
a. The second year	12
b. Three or more years	0

Transition and Turnover

	<i># of children</i>
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	5
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	3
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	25

Child care subsidy

	<i># of children at end of enrollment year</i>
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	10
d. Native Hawaiian or other Pacific Islander	0	0
e. White	12	47
f. Biracial/Multi-racial	2	13
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	79
b. Spanish	3
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	1
f. East Asian Languages	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	1
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes
	<i># of children</i>
a. Number of children for whom transportation is provided	76

Buses

	<i># of buses owned</i>
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0
A.29 Are any of the buses used by the program leased by the program itself?	Yes
	<i># of buses leased</i>
a. Number of buses leased	6

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
DBA Facs Pro	No	Yes
MiStar	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	13	3
a. Of these, the number who are current or former Head Start or Early Head Start parents	0	0
b. Of these, the number who left since last year's PIR was reported	0	0
1. Of these, the number who were replaced	0	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	23
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	16
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	5	5

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	5	5
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	0
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	5
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	10
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	0
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	0
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	0

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	1	0
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
B.24 Comments on staff shared by Head Start and Early Head Start programs:		

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	<i>(1)</i> # of family workers	<i>(2)</i> # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	0
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	1	0
e. None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	1	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/coordinators
B.27 Total number of education & child development managers/coordinators	1
	# of ECD managers/coordinators
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	85	85
a. Number enrolled in Medicaid and/or CHIP	79	79
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	6	6
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	0	0

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	81	85
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	10	80
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		9
1. Of these, the number who have received or are receiving medical treatment		3
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Parents did not keep/make appointment

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	<i># of children</i>
a. Anemia	3
b. Asthma	11
c. Hearing Difficulties	1
d. Vision Problems	2
e. High Lead Levels	0
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	<i># of children at enrollment</i>
a. Underweight (BMI less than 5th percentile for child's age and sex)	1
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	54
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	17
d. Obese (BMI at or above 95th percentile for child's age and sex)	13

Immunization services - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	82	82
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	3	3

Dental

Dental home - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.17 Number of children with continuous, accessible dental care provided by a dentist	74	85

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	84
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	84
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	15
1. Of these, the number of children who have received or are receiving treatment	15
b. Specify the primary reason that children who needed dental treatment did not receive it:	

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	160

Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	6
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	2
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	6
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	1
c. Number of children for whom the MH professional provided an individual mental health assessment	1
d. Number of children for whom the MH professional facilitated a referral for mental health services	3

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	14
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	2
2. During this enrollment year	12
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	14	14
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	63
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	63
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	12
C.30 The instrument(s) used by the program for developmental screening: ESI-R (Early Screening Inventory Revised - Preschool)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Other (Please Specify) - ESI	No
Other (Please Specify) - DECA	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
High Scope (Preschool)	No

b. For family child care services:

c. For home-based services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of programs</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	⁽¹⁾ <i>Name/title</i>	⁽²⁾ <i>Locally designed</i>
a. Center-based settings	CLASS	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	<i># of families at enrollment</i>
C.35 Total number of families:	85
a. Of these, the number of two-parent families	32
b. Of these, the number of single-parent families	53

	<i># of two-parent families at enrollment</i>
C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	
a. Parents (biological, adoptive, stepparents, etc.)	24
b. Grandparents	3
c. Relatives other than grandparents	0
d. Foster parents not including relatives	5
e. Other	0
1. Specify:	

	<i># of single-parent families at enrollment</i>
C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	
a. Mother (biological, adoptive, stepmother, etc.)	51
b. Father (biological, adoptive, stepfather, etc.)	1
c. Grandparent	1
d. Relative other than grandparent	0
e. Foster parent not including relative	0
f. Other	0
1. Specify:	

Employment

	<i># of families at enrollment</i>
C.38 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	0
b. One parent/guardian is employed	25
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	7

	<i># of families at enrollment</i>
C.39 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	37
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	16

	<i># of families at enrollment</i>
C.40 The number of all families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	0

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	5	4
C.42 Total number of families receiving Supplemental Security Income (SSI)	7	0
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	45	42
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	49	45

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	0
b. One parent/guardian is in job training or school	2
c. Neither parent/guardian is in job training or school	30
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	2
b. The parent/guardian is not in job training or school	51
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	1
b. Completed high school or was awarded a GED during this program year	4
c. Completed an associate degree during this program year	1
d. Completed a baccalaureate or advanced degree during this program year	0
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	# of families at end of enrollment year
	0

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	0
b. An associate degree, vocational school, or some college	0
c. A high school graduate or GED	0
d. Less than high school graduate	0

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13	13
b. Housing assistance such as subsidies, utilities, repairs, etc.	24	24
c. Mental health services	14	14
d. English as a Second Language (ESL) training	6	6
e. Adult education such as GED programs and college selection	17	17
f. Job training	15	15
g. Substance abuse prevention	1	1
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	1	1
j. Domestic violence services	0	0
k. Child support assistance	6	6
l. Health education	14	14
m. Assistance to families of incarcerated individuals	1	1
n. Parenting education	18	18
o. Relationship/marriage education	8	8
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	0	0
C.51 Of these, the number of families who were counted in at least one of the services listed above	38	38

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	70
b. Family goal setting	65
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	2
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	2

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	1
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	1
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	5
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	1
b. To coordinate transition services	1

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	18083040628
Last Update Date	08/30/2018


A Community Action Agency
WATERFORD HEAD START
GOVERNING BODY

Relates to Head Start Program Performance Standard(s) 1301.2

Overall Purpose of Governing Body Policies:

The agency must ensure that the governing body is composed of members that can carry out the legal and fiscal responsibilities of the organization to oversee the Waterford Head Start programs without a conflict of interest. The governing body's duties consist of monitoring results and data on school readiness.

(a) Composition

Purpose:

The governing body's composition is outlined in the Head Start Act Sec. 642(c)(1)(B) to ensure that members from a variety of backgrounds are present to provide fiscal and legal responsibility at the Waterford program. The delegate agency is aimed at reducing conflict of interest for members of the governing body.

Procedure:

1. The delegate requires that the Parent Committee nominate Policy Committee Members and that the body of the group consist of:
 - a. At least 51% composition of the group be comprised of current parents and the minority of the group consist of community members and School Board member.
 - b. Additional members would reflect their community's needs and would include current or former Head Start parents and could also be selected based on education, business administration, or community needs expertise.
 - c. Not receiving compensation for serving as a member to the governing body or for providing Head Start services.
 - d. Not be employed themselves or have their immediate family employed by the Head Start agency
 - e. Not function as an body independent of staff hired by the Head Start agency

(b) Duties and Responsibilities

Purpose:

The governing body's duties and responsibilities are outlined in the Head Start Act Sec. 642(c)(1)(E) to ensure members are performing all duties related to fiscal and legal responsibility at the Head Start agency while monitoring results and data related to school readiness goals.

Procedure:

1. Governing body members have fiscal and legal responsibility to administer and oversee Head Start programs including maintaining federal funds. They approve all major financial expenditures of the agency and the agency's operating budget. They also select an independent financial auditor to report serious financial policies to the governing body, unless a state auditor is assigned as required by any state laws. They also monitor the progress of audit findings.
2. The governing body adopts practices that allow for active and educated governance of the EHS/Head Start program including the full participation in planning, development, and assessment of Head Start programs including following Impasse Policies (see HSPPS 1301.6).
3. The governing body ensures the compliance with state, federal, tribal and local laws. They are also responsible for approving the selection of delegate agencies along with their service area, reviewing and approving the established recruitment, selection, and enrollment criteria for children, and reviewing program proposals for funding and amendments. These items would be received from Head Start Staff and approved by the Parent Policy Council.
4. Head Start staff provides the governing body with Policy Council approved monthly reports that include the following items:
 - a. Director's Dashboard Reports (health and school readiness programmatic information, enrollment reports, & meal counts)
 - b. Monthly Head Start Budgets, financial statements, and annual audits
 - c. ACF Informational Memorandums & ACF Program Instruction
 - d. Program Information Reports (PIR)
 - e. Annual self-assessments, community wide strategic planning, and Head Start needs assessments

These reports are prepared monthly and are shared with the governing body and reviewed at each of their board meetings. With this information the governing body is able to make informed decisions about Head Start program planning and policies.

5. The governing body reviews Head Start grant programmatic and fiscal provision progress including implementation of corrective action plans.
6. The governing body approves personnel policies on how the agency hires, evaluates, terminates, and compensates employees including the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency. They also develop procedures on selection of Policy Council members.
7. The governing body develops, adopts, and updates written standards and formal procedures regarding conflict of interest for governing body members, Head Start employees, and consultants. They also investigate complaints when necessary.

(c) Advisory Committees

Purpose:

As the governing body finds it practical and necessary, they may create advisory committees to manage key accountabilities related to Head Start program governance and improvement.


Procedure:

1. The advisory committee's structure, supervision, and communication are to be set up so the governing body still has fiscal and legal responsibility for the Head Start program.
2. The appropriate HHS official must be notified about the advisory committee's creation.



A Community Action Agency

HELPING PEOPLE. CHANGING LIVES.

Community Action Since 1964 

Susan Harding
Chief Executive Officer

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October 31, 2018

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Dear Ms. Corbeil:

I would like to thank you for taking the time to meet with me on October 26, 2018 to review the Head Start and Early Head Start program at your district.

After reviewing the 2018 Fiscal Monitoring Protocol Checklist with you and your staff and upon review of the information that was provided to us we have determined that there are no areas of non-compliance within the 2018 Fiscal Monitoring Protocol Checklist.

We congratulate you for having such a superb program and for providing this essential service to the pre-school age children in your district.

If you should have any questions about the review or any other fiscal related issues please feel free to contact me at (248) 209-2637.

Sincerely,

Brad Michaud
Chief Financial Officer

Cc: Bill Holbrook
Cathy Force
Janice Smith, OLHSA Early Childhood Director

**WATERFORD HEAD START
POLICY COMMITTEE MEETING MINUTES**

DATE: January 11, 2018

TIME: 1:00 p.m.

CALLED TO ORDER AT: 1:06pm

PRESENT: Refer to sign in sheet

Policy Committee Minutes December 14, 2018

Motion to approve made by: Kristina Hill

Seconded by: Dulan Foster

Approved: Yes/No

Reports:

A. Dashboard Report December 2018

Motion to approve made by: Kristina Hill

Seconded by: Robin Meinecke

Approved: Yes/No

B. Budget report December 2018

Motion to approve made by: Rob Petrusha

Seconded by: Kristina Hill

Approved: Yes/No

C. Policy Council Minutes November 19, 2018

Motion to receive made by: Kristina Hill

Seconded by: Rob Petrusha

Received: Yes/No

D. Board of Education Report

Motion to receive made by: Dulan Foster

Seconded by: Kristina Hill

Received: Yes/No

Old Business:

A. Community Needs Policy

Motion to approve (with any changes written out) made by: Rob Petrusha

Seconded by: Kristina Hill

Approved: Yes/No

- B. Personnel Policies/Termination Policy for Staff and Director/Standard of Conduct/Conflict of Interest**
Motion to approve(with any changes written out) made by: Rob Petrusha to combine all together in one
Seconded by: Dulan Foster
Approved: Yes/ No

New Business:

- A. Community Complaints Procedure**
Motion to table made by: Rob Petrusha
Seconded by: Kristina Hill
Tabled: Yes/ No

- B. Governing Body Policy(Conflict of Interest)**
Motion to table made by: Rob Petrusha
Seconded by: Kristina Hill
Tabled: Yes/ No

Next meeting will be on March 8, 2019 at 1pm.

Announcements:

Motion to Adjourn made by: Kristina Hill
Seconded by: Robin Meinecke
Approved: Yes
Time: 1:42pm

Signed by:

~~Atcheson~~
Becker
Acting
Secretary
for
Brie Stewart

WATERFORD HEAD START
POLICY COMMITTEE MEETING AGENDA *minutes*

DATE: March 8, 2019

107 PM
TIME: 1:00 p.m.

CALLED TO ORDER AT: 1:07 PM

PRESENT: Refer to sign in sheet

Policy Committee Minutes January 11, 2019

Motion to approve made by: Kristina Hill

Seconded by: ~~Robin Meinecke~~ Robin Meinecke

Approved: Yes / No

Reports:

A. Dashboard report January 2019

Motion to approve made by: Kristina Hill

Seconded by: ~~Corrina Moore~~ Corrina Moore

Approved: Yes / No

B. Dashboard report February 2019

Motion to approve made by: Lindsay Kellam

Seconded by: ~~Corrina Moore~~ Corrina Moore

Approved: Yes / No

C. Budget report January 2019

Motion to receive made by: Lindsay Kellam

Seconded by: Robin Meinecke

Received: Yes / No

D. Budget report February 2019

Motion to receive made by: Kristina Hill

Seconded by: Lindsay Kellam

Received: Yes / No

E. Policy Council Minutes 12/17/2018

Motion to receive made by: Corrina Moore

Received: Yes / No

2nd: Kristina Hill

F. Policy council Minutes 2/25/19

Motion to receive made by: Kristina Hill

Received: Yes / No

2nd: Robin Meinecke

G. Board of Education report 2/7/2019

Motion to receive made by: Lindsay Kellam

Seconded by: Corrina Moore

Policy Committee Agenda

March 8, 2019

Page 3

May this year for an opportunity to collect more data to draft and big picture questions that affect how the program will work next year.

Motion to Adjourn made by: Rob Petrusia

Seconded by: Kristina Hill

Time: 1:36 PM

Minutes Signed by:

Yvonne Stewart

WATERFORD HEAD START
POLICY COMMITTEE MEETING AGENDA

MINUTES
1:10
1:00 p.m.

DATE: May 10, 2019

TIME: 1:00 p.m.

CALLED TO ORDER AT:

PRESENT: Refer to sign in sheet

Policy Committee Minutes March 8, 2019

Motion to approve made by: Kristina Hill

Seconded by: Robin Meinecke

Approved: Yes / No

Reports:

A. Monthly Report March 2019

Motion to approve made by: Lindsay Kellam

Seconded by: Kristina Hill

Approved: Yes / No

B. Monthly Report April 2019

Motion to approve made by: Corrina Moore

Seconded by: Kristina Hill

Approved: Yes / No

C. Budget report March 2019

Motion to receive made by: Corrina Moore

Seconded by: Lindsay Kellam

Received: Yes / No

D. Budget report April 2019

Motion to receive made by: Lindsay Kellam

Seconded by: Corrina Moore

Received: Yes / No

E. Policy Council Minutes March 18

Motion to receive made by: Kristina Hill

Seconded by: Lindsay Kellam

Received: Yes / No

F. Policy Council Minutes April 15

Motion to receive made by: Kristina Hill

Seconded by: Lindsay Kellam

Received: Yes / No

Policy Committee Agenda

May 10, 2019

Page 3

Announcements: We will be wrapping up Policy Committee for the year, the last meeting will be 6/14.

Who is interested in returning?

Who is interested in becoming an officer?

Motion to Adjourn made by: Kristina Hill

Seconded by: Lindsay Kellum

Time: 1:48 pm

Minutes Signed by:

Bree Stewart

A National Overview of Grantee CLASS® Scores in 2018

eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2018

February 19, 2019

National Statistics by Dimension

In 2018, 462 Head Start grantees received CLASS (Classroom Assessment Scoring System)® reviews. The CLASS (Classroom Assessment Scoring System)® tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS (Classroom Assessment Scoring System)® dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

OHS CLASS (Classroom Assessment Scoring System)® Descriptive Statistics, 2018 National Grantee-Level Scores by Dimension

Domain	Dimension	Mean	Standard Deviation	Minimum	Maximum
	Positive Climate	6.04	0.41	4.45	7.00
	Negative Climate	6.94	0.09	6.50	7.00
	Teacher Sensitivity	5.90	0.43	4.33	7.00
Emotional Support	Regard for Student Perspectives	5.44	0.53	3.00	7.00
	Behavior Management	5.99	0.43	4.25	7.00
	Productivity	6.10	0.39	4.89	7.00

Classroom Organization	Instructional Learning Formats	5.29	0.55	3.00	7.00
	Concept Development	2.44	0.58	1.00	4.42
	Quality of Feedback	2.98	0.62	1.42	4.95
Instructional Support	Language Modeling	3.46	0.62	1.50	5.50

National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.* Previous large-scale studies of CLASS (Classroom Assessment Scoring System)[®] have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS (Office of Head Start) CLASS (Classroom Assessment Scoring System)[®] Descriptive Statistics, 2018 National Grantee-Level Scores by Domain

Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.08	0.31	4.75	6.89
Classroom Organization	5.80	0.39	4.41	6.83
Instructional Support	2.96	0.55	1.56	4.83

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

Distribution by Domain

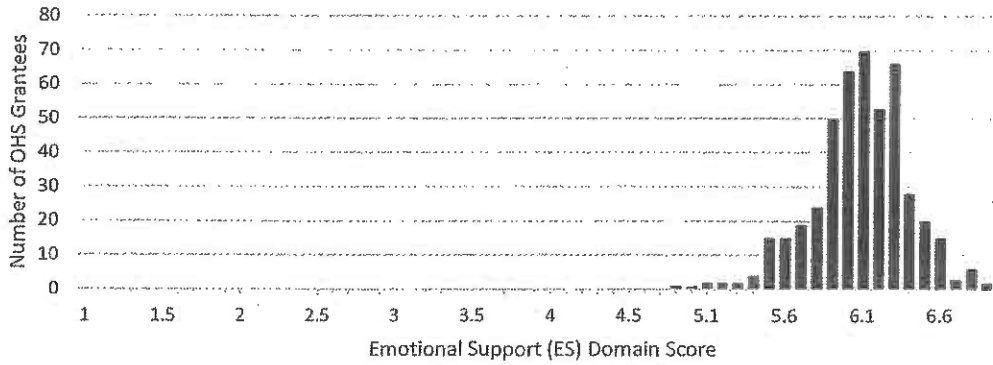
The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS (Office of Head Start) CLASS (Classroom Assessment Scoring System)[®] Descriptive Statistics, 2018 National Distribution of Grantee-Level Domain Scores

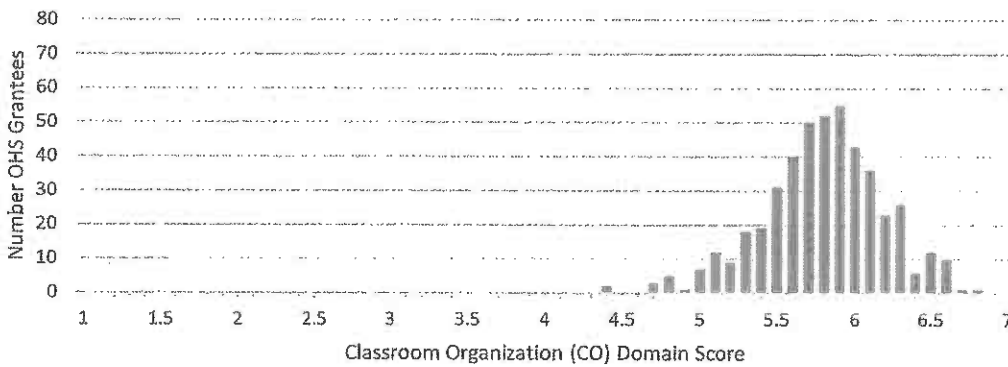
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6641	6.09	6.45

Classroom Organization	5.2803	5.82	6.28
Instructional Support	2.3125	2.89	3.71

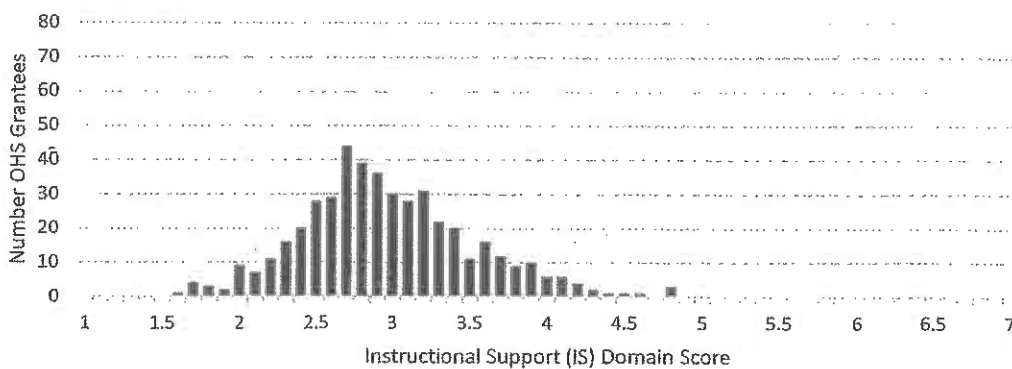
Emotional Support, Grantee-Level Distribution, 2018



Classroom Organization, Grantee-Level Distribution, 2018



Instructional Support, Grantee-Level Distribution 2018



Glossary

Mean: the average value, calculated by summing all scores and dividing by the number of scores

Median: the middle value, where half the scores are below this point and half

are above it

N: the total number of values in a set

Standard Deviation: a value that shows how much variation exists in a set of data. There are two types of standard deviation (i.e., sample and population). We use the population standard deviation because this dataset includes all CLASS (Classroom Assessment Scoring System)[®] scores.

Last Updated: March 4, 2019

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: Registration forms be available online so that parents can fill them out online and submit directly to HS office. Paper copies will still be available for those that do not have access to technology.

DESIRED OUTCOME(S): Expedited registration process for families. Legible forms for ERSEA coordinator.

Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Etc.)
Install registration forms online	WSD Roni	Google Docs	Fall 2019	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: To reduce the number of steps required to have accurate attendance on any given day				
DESIRED OUTCOME(S): Reduce the time spent obtaining accurate attendance.				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Send mass texts to parents of children who have not reported in absence	Roni, Teachers	Seesaw app or some other app	Ongoing	Strategic Plan
Mass email distribution list to contact parents of kids that haven't been called in	Roni	Mass distribution list on Microsoft Outlook	Ongoing	Strategic Plan
Waterford School District robo call reminder	WSD	Robocall	Ongoing	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: To continue to provide healthy snacks which include fruits and vegetables and rename smoothies to "shakes"				
DESIRED OUTCOME(S): Kids will be more willing to try "shakes" as opposed to "smoothies"				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Use fruits, vegetables and leftover fruits/vegetables from breakfast and lunch to turn into « shakes »	Nutritionist, Teachers	WSD food service meal leftovers and snack orders	Ongoing all school year	Strategic Plan
Write grant to purchase child friendly cutting and blending tools to help prep whole fruits and vegetables	Nutritionist	Any that offer Food/Nutrition grants	Ongoing until tools are secured	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: To have a better and more timely return rate for hearing fails.				
DESIRED OUTCOME(S): To obtain a higher percentage of follow ups from parents for hearing failures and take action earlier with children experiencing hearing loss.				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Have onsite equipment available to rescreen child	Health manager	Have hearing equipment readily available and on hand	Spring Enrollment and beyond	Strategic Plan
Make sure equipment and technology is UTD and not several years old	Health manager	Purchase UTD equipment.	Fall 2019 or until obtained	Strategic Plan
Rewrite policy to eliminate the 2 week rescreen expectation and give parents a longer time Frame for completion	Health manager, approval by Policy Committee	Waterford Head Start Policy rewrite	Fall 2019	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: To continue to schedule Professional Development trainings on the High Scope Curriculum for teachers to enhance their knowledge and skills of the program.				
DESIRED OUTCOME(S): Teachers will be better trained using the High Scope Curriculum and be more confident implementing the strategies.				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Use of and training of the High Scope Curriculum Step 1 and Step 2..	Early Childhood Specialist , Head Start Teachers	Professional Development trainings	August 2019(Step 1), August 2020(Step 2)	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: Continuous improvement for the students in the areas of Social and Emotional Development as scored on the COR reports for parents.				
DESIRED OUTCOME(S): To obtain higher scores in the areas of Social/Emotional Development as evidenced by COR scores on the parent report.				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Review COR scores from the beginning and end of the year to track improvement in the areas of Social/Emotional Development.	Early Childhood Specialist, Teachers	COR scores/Parent COR reports	Spring 2020	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: Engage children to become literacy learners.				
DESIRED OUTCOME(S): Children will be reading at appropriate grade level by third grade.				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Teachers will encourage usage of physical books to eliminate the use of screen time in the classroom.	Teachers, Early Childhood Specialist	Physical Books throughout the entire classroom, Teacher reads a book everyday	Ongoing throughout the whole school year	Strategic Plan

**OLHSA HEAD START
SELF-ASSESSMENT 2019
PROGRAM IMPROVEMENT PLAN**

Program: Program Year: **2018-2019**

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: Streamline goal setting so that the percentage of goals met increases				
DESIRED OUTCOME(S): Increase of goals met that have been set at the beginning of the school year				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan or policy will reflect this goal? (T&TA Plan, Program/Strategic Goals, Ongoing Monitoring, Etc.)
Set goals at the beginning of the school year(long and short term)	Family Advocate	FPA Part II	ongoing	Strategic Plan
Touch base with families after the first month of school reminding them of what goals they are working on.	Family Advocate	FPA Part II	ongoing	Strategic Plan
Have families set new goals if they've accomplished goals they set earlier in the school year.	Family Advocate	FPA Part II	ongoing	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: Increase attendance at Parent Committee Meetings				
DESIRED OUTCOME(S): To increase attendance at Parent Committee Meetings				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Service Plan, Etc.)
Timely flyers, Catchy phrases, door prizes, in conjunction with an activity	Family Advocate, Teachers	Pinterest and Bing	ongoing	Strategic Plan

**OLHSA EARLY HEAD START/HEAD START
SELF-ASSESSMENT
PROGRAM IMPROVEMENT PLAN**

Program: _____Waterford_____ Program Year: ___2018-2019_____

Your Program Improvement Plan may consist of several goals. Use one sheet per goal to record desired outcomes.

GOAL: The Student Assistance Team will devise a better system for follow ups for speech, occupational therapy, physical therapy and behavior plans.				
DESIRED OUTCOME(S): Better follow up data for kids who have been referred for services				
Action Steps	Person(s) Responsible	Resources	Completion Date	What plan will reflect this goal? (T&TA Plan, Strategic Plan, Etc.)
Teachers will select dates to share follow up data with the SAT Team	Teachers Special Ed staff SAT Team members Social Worker	SAT meeting notes Evaluation results	Ongoing until all evaluations have been followed up on	Strategic Plan

WATERFORD SCHOOL DISTRICT
Board of Education
501 N. Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 7.d. Information Items

TOPIC: International Academy

President Piggott will facilitate a Board of Education discussion relative to the International Academy and the Report to the Consortium Boards of Education, given to members at the August 15, 2019 Board of Education meeting.

Resource Person(s): Bob Piggott, President

Date of Board of Education Meeting: September 5, 2019

WATERFORD BOARD OF EDUCATION – MINUTES

**Regular Meeting
August 15, 2019**

OPENING

The Regular Meeting of the Waterford School District Board of Education, held at the Waterford Township Hall Auditorium, 5200 Civic Center Drive, Waterford, Michigan, was called to order by President Piggott at 6:30 PM.

PLEDGE

The audience joined the Board of Education in the Pledge of Allegiance.

ROLL CALL

Present: Members Petrusha, Sutherland, Josselyn, Piggott and Ristich
Absent: Members Halls and Torres
Others: Scott Lindberg, Bill Holbrook, Nadine Milostan, Darin Holley, Lisa McFee, Janet McLeod, Jennifer Cook, Carol Finkelstein, Jessica Pumfrey, Trena N., Lisa Kane, Sarah Yates, Mary Craite, Becky Lesh, Art Welch, Ann Kaschner, Megan Roberts and others not registered.

APPROVAL OF THE AGENDA

Seeing no changes, the agenda was approved as presented.

INFORMATION ITEMS

a. Resolution: Legislative Priorities of the OCSBA

The OCSBA Legislative Committee, comprised of Trustees from each of our Member School Districts, has reviewed and revised their Legislative Priorities. These have been formatted as a Resolution that is now ready for each Member School District to review and vote on. The voting window for the Waterford Board of Education to review and vote on this Resolution is August 1 - September 15. Resolutions that are approved by at least nineteen Member School Districts shall be the official position of the OCSBA. The results of the vote will be presented at the September 24, 2019 OCSBA meeting. A recommendation for approval will be presented on September 5, 2019.

AUDIENCE COMMENTS ON ACTION ITEMS

There were no audience comments on action items.

APPROVAL OF MINUTES

Moved by Member Ristich and supported by Member Josselyn that the Board of Education approve the minutes of the August 1, 2019, Regular and Special Meeting.

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha

Nays: None

Motion carried. (5-0)

ACCOUNTS PAYABLE

Moved by Member Sutherland and supported by Member Petrusha that the Board of Education approve the accounts payable for the month of July 2019, per the reports included in the August 15, 2019 materials.

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha

Nays: None

Motion carried. (5-0)

FINANCIAL STATEMENT

The Board is in receipt of the statement of revenues and expenditures ended July 31, 2019.

SUPPORT STAFF REPORT

The Board of Education is in receipt of the support staff report for the month of July 2019.

NEW BUSINESS

a. Superintendent's Recommendations

1. Recommendation 24-19-20 Relative to Resignations/Retirements

Moved by Member Ristich and supported by Member Sutherland that the Board of Education accept the following resignations/retirements:

Dawson, Amy – Counselor
Kettering & Mason
Resignation
Effective: August 5, 2019

McKay, Jennifer – Director, Payroll & Benefits
Kurzman Administration Building
Retirement
Effective: January 3, 2020

Schwartz, Blair – Teacher
Beaumont Elementary
Resignation
Effective: August 27, 2019

Sloan, Katherine – Teacher
Riverside Elementary
Resignation
Effective: August 5, 2019

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha

Nays: None

Motion carried. (5-0)

2. Recommendation 25-19-20 Relative to Teaching Contract Changes/Appointments

Moved by Member Ristich and supported by Member Josselyn that the Board of Education approve the following teaching appointment for the 2019-2020 school year.

NEW BUSINESS

a. Superintendent's Recommendations

2. Recommendation 25-19-20 Relative to Teaching Contract Changes/Appointments (continued)

Fulks, Danny – Teacher
Kettering High School
Probationary Contract
Effective: August 22, 2019

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha
Nays: None
Motion carried. (5-0)

3. Recommendation 26-19-20 Relative to Administrative Appointment

Moved by Member Ristich and supported by Member Josselyn that the Board of Education approve the administrative appointment for the 2019-2020 school year.

Velez, Alexandra - Interim Principal
Schoolcraft Elementary School
100% Administrator Contract
Effective August 6, 2019

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha
Nays: None
Motion carried. (5-0)

4. Recommendation 27-19-20 Relative to Reinstatement of Student A

Moved by Member Ristich and supported by Member Josselyn that the Board of Education approve the recommendation of the reinstatement committee to reinstate Student A, with conditions.

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha
Nays: None
Motion carried. (5-0)

5. Recommendation 28-19-20 Relative to Reinstatement of Student B

Moved by Member Ristich and supported by Member Josselyn that the Board of Education approve the recommendation of the reinstatement committee to reinstate Student B, with conditions.

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha
Nays: None
Motion carried. (5-0)

6. Recommendation 29-19-20 Relative to Reinstatement of Student C

Moved by Member Ristich and supported by Member Petrusha that the Board of Education approve the recommendation of the reinstatement committee to deny the reinstatement of Student C.

NEW BUSINESS

a. Superintendent's Recommendations

6. Recommendation 29-19-20 Relative to Reinstatement of Student C

Ayes: Members Ristich, Josselyn, Piggott, Sutherland and Petrusha

Nays: None

Motion carried. (5-0)

AUDIENCE COMMENTS ON NON-ACTION ITEMS

Carol Finkelstein and Jennifer Cook addressed the Board of Education regarding the International Academy.

Art Welch spoke regarding a prior ANG party.

SUPERINTENDENT'S REPORT

Scott Lindberg, Superintendent, discussed his recent Senior Center visit, Leadership Team, community members, the Children's Village Foundation luncheon and Sweet Reads at Oakland Yard.

DISCUSSION ITEMS

a. Future Items

Action Items

- Legislative Priorities of the OCSBA

b. Board of Education Reports

Member Petrusha addressed the ANG party inquiry.

Member Sutherland discussed the upcoming Opening Day and the first day of school.

ADJOURNMENT

The Regular Meeting was adjourned by President Piggott at 6:52 PM.

A video recording of the regular meeting is on file with the official minutes.

Secretary, Board of Education

/mr

**WATERFORD SCHOOL DISTRICT
BOARD OF EDUCATION**

**Special Meeting Minutes
August 28, 2019**

OPENING

A Special Meeting of the Waterford School District Board of Education, held at Kurzman Administrative Services – Crary Campus, 501 N. Cass Lake Road, Waterford, Michigan, was called to order by President Piggott at 6:02 PM.

PLEDGE

The Board of Education and participants stood for the Pledge of Allegiance.

ROLL CALL

Present: Members: Halls (by phone), Petrusha, Piggott, Sutherland, Ristich, Josselyn and Torres
Absent: None
Others: Scott Lindberg, Donna Oser and Mark Herne

APPROVAL OF THE AGENDA

The agenda was approved as presented.

BOARD COMMENTS

Members of the Board offered comments relative to the purpose of the meeting and the role of the Board in such matters.

AUDIENCE COMMENTS

There were no audience comments.

GOVERNANCE

Donna Oser, CAE, Deputy Executive Director, Michigan Association of School Boards, facilitated a Board Governance Workshop with members of the board and Superintendent Lindberg. The group discussed the roles of superintendents and board of education members, practices of effective teams, pros and cons of committees, and communication.

ADJOURNMENT

The meeting was adjourned by President Piggott at 9:33 PM.

:mr

Board Secretary

WATERFORD SCHOOL DISTRICT
Board of Education
501 N Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 9.a.(1)	NEW BUSINESS Superintendent's Recommendation 30-19-20
TOPIC :	Retirements/Resignations/Leave of Absence Expirations

It is recommended that the Board of Education accept the following resignation(s)/retirement(s):

Brinson, Melisa – Teacher
Beaumont Elementary
Resignation
Effective: August 23, 2019

Combs, Mallory – Teacher
Donelson Hills Elementary
Resignation
Effective: August 20, 2019

Fenton, Juliana – Teacher
Knudsen Elementary
Resignation
Effective: August 20, 2019

Frazier, Autumn – Teacher
Knudsen Elementary
Resignation
Effective: August 26, 2019

Knipper, Jennifer – Principal
Beaumont Elementary
Resignation
Effective: August 14, 2019

Koenig, Danielle – School Social Worker
Kingsley Montgomery
Resignation
Effective: August 22, 2019

McNulty, Amy – Teacher
Riverside Elementary
Resignation
Effective: August 12, 2019

Phillips, Kristi – Teacher
Lifetracks @ Crary
Resignation
Effective: August 22, 2019

Primo, Michelle – Counselor
Mott High School
Resignation
Effective: August 9, 2019

Reynolds, Rodney – School Social Worker
Durant High School
Resignation
Effective: August 15, 2019

Waugh, Brigitte – Teacher
Pierce Middle School
Resignation
Effective: August 26, 2019

Younggren, Hope – Teacher
Knudsen Elementary
Resignation
Effective: August 23, 2019

Resource Person(s): Janet McLeod, Director of Human Resources

Date of Board of Education Meeting: September 5, 2019

WATERFORD SCHOOL DISTRICT
Board of Education
501 N Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 9.a(2) NEW BUSINESS
Superintendent's Recommendation 31-19-20
TOPIC: Teaching Contract Changes/Appointments

It is recommended that the Board of Education approve the following teaching contract changes and appointments for the 2019-2020 school year:

Alexis, Blair – Special Education Teacher
Grayson & Riverside Elementary
Probationary Contract
Effective: August 22, 2019

Allison, Deborah – Teacher
Beaumont Elementary
Probationary Contract
Effective: September 3, 2019

Cohen, Abigayle – Special Education Teacher
Haviland Elementary School
Probationary Contract
Effective: August 22, 2019

Finney, Michelle – Speech & Language Pathologist
Multiple Locations
Annual Contract
Effective: August 22, 2019

Fraser, Emily – Teacher
Knudsen Elementary School
Probationary Contract
Effective: September 3, 2019

Greenwood, Tabitha – Teacher
Beaumont Elementary School
Probationary Contract
Effective: August 27, 2019

Hamm, Jillian – Teacher
Donelson Hills Elementary School
Probationary Contract
Effective: August 28, 2019

Hartz, Lauren – Counselor
Mason Middle School
Tenure Contract (.50 FTE)
Effective: August 27, 2019

Hicks, Adrian - Teacher
Haviland Elementary School
Probationary Contract
Effective: August 22, 2019

Jordan, Elizabeth – Teacher
Knudsen Elementary School
Probationary Contract
Effective: August 28, 2019

King, Kimberly – Teacher
Knudsen Elementary School
Probationary Contract
Effective: August 28, 2019

Kerchoff, Kelly – Teacher
Grayson Elementary School
Probationary Contract
Effective: September 11, 2019

Larges, Kelly – Counselor
Kettering High School
Probationary Contract
Effective: August 22, 2019

Leonard, Stephanie – Teacher
Knudsen Elementary School
Probationary Contract
Effective: September 3, 2019

Mausolf, AnnMarie – Teacher
Kettering High School
Probationary Contract
Effective: August 22, 2019

Minger, David – Teacher
Mott High School
Probationary Contract
Effective: August 22, 2019

Mogill, Daniel – Teacher
Haviland Elementary School
Probationary Contract
Effective: August 22, 2019

Perrera, Nicole – Teacher
Knudsen Elementary School
Probationary Contract
Effective: August 28, 2019

Perry, Jean – School Social Worker
Mason Middle School
Probationary Contract
Effective: August 27, 2019

Powell, Kristen - Teacher
Donelson Hills Elementary School
Probationary Contract
Effective: August 22, 2019

Prainito, Allison – School Social Worker
Durant High School
Probationary Contract
Effective: August 23, 2019

Rodriguez, Chelsea – Social Worker
Kingsley Montgomery School
Annual Contract
Effective: August 22, 2019

Roethlisberger, Kari - Teacher
Riverside Elementary School
Probationary Contract
Effective: August 22, 2019

Resource Person(s): Janet McLeod, Director of Human Resources

Date of Board of Education Meeting: September 5, 2019

WATERFORD SCHOOL DISTRICT
Board of Education
501 N Cass Lake Road
Waterford, Michigan 48328

ITEM NO.: 9.a.(3) NEW BUSINESS
Superintendent's Recommendation 32-19-20
TOPIC : Administrative Appointment

It is recommended that the Board of Education approve the following administrative appointment for the 2019-2020 school year:

Appointments/Changes:

Allen, Kelly – Director
Communications & Community Relations
100% Administrator Contract
Effective: September 9, 2019

Resource Person(s): Janet McLeod, Director, Human Resources

Date of Board of Education Meeting: September 5, 2019

WATERFORD SCHOOL DISTRICT
Board of Education
501 N. Cass Lake Road
Waterford, Michigan 48328

ITEM NO.:	9.a.(4) NEW BUSINESS Superintendent's Recommendation 33-19-20
TOPIC:	Resolution: Legislative Priorities of the OCSBA

The OCSBA Legislative Committee, comprised of Trustees from each of our Member School Districts, has reviewed and revised their Legislative Priorities. These have been formatted as a Resolution that is now ready for each Member School District to review and vote on. The voting window for the Waterford Board of Education to review and vote on this Resolution is August 1 - September 15. Resolutions that are approved by at least nineteen Member School Districts shall be the official position of the OCSBA. The results of the vote will be presented at the September 24, 2019 OCSBA meeting.

It is recommended that the Board of Education approve the attached resolutions in support of OCSBA legislative priorities.

Resource Person(s): Scott Lindberg, Superintendent

Date of Board of Education Meeting: September 5, 2019

RESOLUTIONS



MENTAL HEALTH: OCSBA supports increased mental health services and professionals in schools and provide adequate state resources to allow schools to both educate and keep students and staff safe.

[MASB Resolutions G 9.01; G 9.05; G 9.50]

- Help staff identify potential mental health issues for students.
- Encourage MDE to develop a model policy for staff regarding identifying mental health issues and appropriate staff response.

LOCAL CONTROL: OCSBA supports local control of community-governed public schools with elected school boards. [MASB Resolution A 10.10; A 10.55; A 12.70]

EVIDENCE-BASED DECISION MAKING: OCSBA supports evidence-based education policy that will maximize opportunities for the highest achievement of each student. [MASB Resolution G 11.01]

UNFUNDED MANDATES: OCSBA Opposes any state or federal legislation that results in increased costs for school districts without full funding. OCSBA also encourages the Michigan Legislature to oppose any federal laws or programs that are not fully funded thus costing the state valuable resources.

[MASB Resolution A 10.20]

SCHOOL FINANCE RESEARCH COLLABORATIVE (SFRC): OCSBA supports review and implementation of the recommendations of the SFRC, including the recommended additional studies on capital costs, infrastructure and transportation. [MASB Resolution G 11.01]

SCHOOL AID:

A. Oppose using School Aid Fund dollars for any other purpose than K-12 education

[MASB Resolution A 10.25]

B. Support additional funding for Special Education, At-Risk and ELL students

[MASB Resolutions A 10.25 (g) and (j); A 10.55]

C. Protect the School Aid Fund and local revenues from state tax policy changes.

[MASB Resolutions A 10.25 (c); A 10.55]

D. Specify that the School Aid Fund is only for Pre-K to 12th grade public education in Michigan's Constitution and oppose any attempts to create private school voucher or tax credit programs.

[MASB Resolutions A 10.25 (a) and A 10.05]

E. OCSBA supports enacting the annual School Aid Budget no later than June 1, so that school districts have factual information to meet their constitutional/statutory requirement to approve a budget by

June 30. [MASB Resolution A 10.25 (h)]

ACCOUNTABILITY AND TRANSPARENCY: OCSBA supports transparency and accountability for ALL school aid funds (i.e. community governed public school districts, charter schools, cyber schools, community colleges, public universities) [MASB Resolution A 6.65 (c), (d), (f)]

RESOLUTIONS

LAME DUCK: OCSBA supports lame duck parameters that will address introduction and accelerated passage of legislation after the November election.

UNIVERSAL PRESCHOOL: OCSBA supports additional new dollars to fund universal preschool for all four year old children. [MASB Resolution A 6.15 (c)]

SPECIAL EDUCATION: OCSBA supports full funding of the federal Individuals with Disabilities Education Act (IDEA). Although federal legislation initially promised to provide 40 percent of the excess cost to educate students with disabilities, the appropriations have fallen short, leaving states and local school districts to make up the difference. [MASB Resolution A 5.01; NSBA Advocacy: IDEA]

WHEN ALIGNED WITH OCSBA LEGISLATIVE PRIORITIES, OCSBA ALSO SUPPORTS:

- The National School Boards Association (NSBA) Legislative Agenda
- The Michigan Association of School Boards (MASB) Legislative Agenda
- The Oakland County Superintendents Association (OCSA) Legislative Agenda

LINKS: MASB Resolutions: <https://www.masb.org/resolutions.aspx>
NSBA Advocacy: IDEA <https://www.nsba.org/Advocacy>

Approval by OCSBA Member District

Date of Vote: _____, 2019

District Name: _____

Motion to approve the Oakland County School Boards Association resolutions as presented

Motion by Trustee: _____; Seconded by: _____

Ayes: _____

Nays: _____

Absent: _____

The motion { } passed { } failed by a vote of _____ ayes and _____ nays.

Secretary, Board of Education - Signature

Printed Name

WATERFORD SCHOOL DISTRICT
Board of Education
501 N. Cass Lake Road
Waterford, Michigan 48328

ITEM NO.:	9.a.(5) NEW BUSINESS Superintendent's Recommendation 34-19-20
TOPIC:	Reinstatement of Student D

In keeping with Michigan law, a committee consisting of school board members, a school administrator, teacher and parent of a pupil in the district reviewed a petition for the reinstatement of a student previously expelled by the Waterford School District. After reviewing all facts and information in the matter and giving careful consideration to the applicable State law, the Committee recommends that the Board of Education reinstate Student D, with conditions.

Resource Person(s): Darin Holley, Director, Instructional Services and Technology

Date of Board of Education Meeting: September 5, 2019