BOARD MEETING AGENDA

The following order of business may be changed by majority vote of the Board at any meeting.

L'Anse Creuse PUBLIC SCHOOLS

September 28, 2020 Regular Board Meeting – 6:30 p.m.

Harry L. Wheeler Community Center and Administrative Offices ● 24076 F.V. Pankow Boulevard, Clinton Township, Michigan 48036

**** Indicates Board Action Needed ** Indicates Roll Call Vote Needed***

A. Call to Order, Pledge of Allegiance, Roll Call

B. *Approval of Agenda for the September 28, 2020 Regular Board Meeting

C. Hearing of School District Patrons

Please note: The Board will provide 30 minutes for public comment and speakers will be asked to limit their comments to 5 minutes. If you did not have a chance to speak, the Board will provide additional time at the end of the meeting for public comment.

**********BREAK**********

D. ** Consent Agenda

Please note: Unless removed from the Consent Agenda, items identified within the Consent Agenda will be acted on at one time.

1. Budget Report
2. Quarterly Budget Update
3. Payment Registers
4. Bid Award Recommendations
5. Purchases
6. Overtime Report
7. Summary of Investments
8. Summary of Wire Transfers
9. Accounts Payable Check Register Approval Reminder
10. Employment Recommendations
11. Board Meeting Minutes
    a. August 17, 2020 Committee of the Whole Meeting
    b. August 24, 2020 Regular Meeting Minutes

E. Superintendent's Report

1. *Pay-to-Participate Program
2. *L'Anse Creuse Public Schools COVID-19 Preparedness and Response Plan

F. Business Office

1. *TV Studio Equipment Bid Award Recommendation
2. *Technology Devices Recommendation

G. Human Resources Office

1. *AFSCME Local Union 1993 Paraprofessional Tentative Agreement
2. *Teamsters Transportation Tentative Agreement

H. Other Matters

I. Hearing of School District Patrons Follow-up

J. Board Member Comment

K. *Adjournment

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

BUSINESS OFFICE

Rochelle M. Gauthier
ASSISTANT SUPERINTENDENT FOR BUSINESS AND OPERATIONS

Beth Disbrow
DIRECTOR FOR FINANCE

24076 F.V. PANKOW BLVD.
CLINTON Twp., MI 48036-1304
586.783.6300
586.783.6312 FAX
WWW.LC-PS.ORG

D.1.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Budget Report

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

This report provides the Board with a monthly expenditure report, by fund, for fiscal year 2020-2021 displaying the original total budgeted expenditures, actual month-to- date expenditures, actual year-to-date encumbrances, and the remaining balance of unexpended expenditures in both dollar amounts and by percentage (%).

Current Status:

The Budget Report is not included in this month's report due to Audit.

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Budget Report as presented.

RMG/sjl

NOTICE OF NONDISCRIMINATION. It is the policy of L'Anse Creuse Public Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent for Human Resources, L'Anse Creuse Public Schools, Harry L. Wheeler Community Center and Administrative Offices, 24076 F. V. Pankow Blvd., Clinton Twp.,, MI 48036, and (586) 783-6300. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director for Special Education, (586) 783-6300.

BOARD OF EDUCATION

Hilary E. Dubay	Amelia A. Servial	Sharon L. Ross	Adam D. Lipski	Mary L. Hilton	Donald R. Hubler	Terri M. Spencer
PRESIDENT	VICE PRESIDENT	SECRETARY	TREASURER	TRUSTEE	TRUSTEE	TRUSTEE

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

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D.2.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Quarterly Budget Update

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

The purpose of the Comparative Statement is to compare the current to date revenues and expenditures to the year-to-date revenues and expenditures of the prior year. Also displayed is the current year Board approved budget and the year-to-date projected budget.

Current Status:

The Quarterly Budget Update is not included in this month's report due to Audit.

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Quarterly Budget Update as presented.

RMG/sjl

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D.3.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Payment Registers

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

The Payment Register for All Funds is presented to the Board of Education each month for review, per the Consent Agenda. All funds for each check run for the month are summarized and totaled by fund and check run. The detail documents are included with the signatures of two Board members.

Current Status:

The Payment Register for All Funds is presented as of July 31, 2020, as follows:

- August 5, 2020
- August 19, 2020

- Purchase Card Report for July 2020 (reviewed by H. Dubay & E. Edoff).

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Payment Registers as presented.

RMG/sjl

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CHECK REGISTER

DATE: August 5, 2020

CHECKS	74346-74364	GENERAL FUND				
		Fund 11	$	172,789.81		
		Fund 12				
		Fund 14	$	22,117.97		
		Fund 15	$	15,144.08		
		Fund 24				
		Fund 26				
		Fund 27				
		Fund 34				
					GF Total	$ 210,051.86
CHECKS	74344-74345	INTERNAL FUND				
		Fund 61	$	800.00		
		CAFETERIA FUND				
		Fund 25	$	21,682.47		
					IF/CF Total	$ 22,482.47
CHECKS		BLDG & SITE 2008				
		Fund 46			B46 Total	$ -
CHECKS		BLDG & SITE 2010 A				
		Fund 47	$	-	B47 Total	$ -
					Total	**$ 232,534.33**

8/12/20 Hilary Dubay

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74346	8/05/20	ELITE PEST MANAGEMENT	SUPPORT SERVICE	PEST CONTROL FOR THE	Costs for outside service	732.00
					COMPUTER CHECK TOTAL	732.00
74347	8/05/20	FIBER LINK, INC.	SUPPORT SERVICE	MISS DIG TICKETS	CONTRACTED SER/MAINT.	1,692.75
					COMPUTER CHECK TOTAL	1,692.75
74348	8/05/20	FLEETPRIDE	TRANSPORTATION	PIGGYBACK KIT	PARTS/DIST/PURCHASE	275.94
74348	8/05/20	FLEETPRIDE	TRANSPORTATION	METAL WIPER BLADES	PARTS/DIST/PURCHASE	149.78
74348	8/05/20	FLEETPRIDE	TRANSPORTATION	PIGGYBACK KIT	PARTS/DIST/PURCHASE	159.96
74348	8/05/20	FLEETPRIDE	TRANSPORTATION	BRAKE DRUM	PARTS/DIST/PURCHASE	3,823.68
					COMPUTER CHECK TOTAL	4,409.36
74349	8/05/20	GFL ENVIROMENTAL	SUPPORT SERVICE	TRASH PICK UP FOR THE	RUBBISH P/UP	6,406.10
					COMPUTER CHECK TOTAL	6,406.10
74350	8/05/20	INTRADO	TECHNOLOGY SUPP	SCHOOL MESSENGER RENEWAL	SOFTWARE-SERV.CONTRACTS	13,261.25
74350	8/05/20	INTRADO	TECHNOLOGY SUPP	SCHOOL MESSENGER SECURE	SOFTWARE-SERV.CONTRACTS	4,243.60
					COMPUTER CHECK TOTAL	17,504.85
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	HS POOL SUPPLIES	32.52
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES MSE	BUILDING CUSTODIANS SU	45.67
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES MSS	BUILDING CUSTODIANS SU	7.88
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	52.70
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	70.45
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	904.42
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	128.58
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	327.54
74355	8/05/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES MSE	BUILDING CUSTODIANS SU	25.23
					COMPUTER CHECK TOTAL	1,594.99
74356	8/05/20	NWEA-NORTHWEST EVALUTION	TECHNOLOGY SUPP	MATH GROWTH SCIENCE (ADD-	SOFTWARE-SERV.CONTRACTS	83,905.00
74356	8/05/20	NWEA-NORTHWEST EVALUTION	TECHNOLOGY SUPP	MAP GROWTH-WINTER/SPRING	SOFTWARE-SERV.CONTRACTS	7,200.00
74356	8/05/20	NWEA-NORTHWEST EVALUTION	TECHNOLOGY SUPP	MAP GROWTH FALL20 EVAL LI	SOFTWARE-SERV.CONTRACTS	.00
74356	8/05/20	NWEA-NORTHWEST EVALUTION	TECHNOLOGY SUPP	MAP GROWTH K-12 RENEWAL	SOFTWARE-SERV.CONTRACTS	9,775.00
74356	8/05/20	NWEA-NORTHWEST EVALUTION	TECHNOLOGY SUPP	MAP GROWTH K-12 RENEWAL	SOFTWARE-SERV.CONTRACTS	2,300.00
					COMPUTER CHECK TOTAL	103,180.00
74357	8/05/20	PARK PLACE TECHNOLOGIES L	TECHNOLOGY SUPP	HARDWARE SUPPORT RENEWAL	HARDWARE-SERV.CONTRACTS	21,545.80
					COMPUTER CHECK TOTAL	21,545.80
74358	8/05/20	PM TECHNOLOGIES	SUPPORT SERVICE	MSN GENERATOR REPAIRS	CONTRACTED SER/MAINT.	1,950.83
					COMPUTER CHECK TOTAL	1,950.83
74359	8/05/20	PRUDENTIAL		AUGUST LIFE	A/P Life Insurance	3,475.62
74359	8/05/20	PRUDENTIAL		AUGUST LTD	A/P Long-Term Disability	3,974.61
					COMPUTER CHECK TOTAL	7,450.23
74361	8/05/20	THRUN LAW FIRM,PC	SPECIAL EDUCATI	SPECIAL EDUCATION LEGAL	LEGAL SERVICES	178.50
74361	8/05/20	THRUN LAW FIRM,PC	SPECIAL EDUCATI	SUPERINTENDENT'S OFFICE	Superintendent Legal Fees	76.50
					COMPUTER CHECK TOTAL	255.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74362	8/05/20	YEO & YEO PC	BUSINESS OFFICE	PROFESSIONAL SERVICES	AUDIT SERVICES	5,000.00
					COMPUTER CHECK TOTAL	5,000.00
74363	8/05/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HVAC PARTS FOR REPAIRS	Parts & Supplies Bldgs	488.20
74363	8/05/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HVAC PARTS FOR REPAIRS	Parts & Supplies Bldgs	229.50
74363	8/05/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HVAC PARTS FOR REPAIRS	Parts & Supplies Bldgs	350.20
					COMPUTER CHECK TOTAL	1,067.90

*TOTAL 11 GENERAL FUND

COMPUTER CHECKS	13	$172,789.81
MANUAL CHECKS		
TOTAL CHECKS	13	$172,789.81

*** VOID SUMMARY ***

COMPUTER VOID CHECKS		*NON-PAYMENT*
VOID CHECKS - COMPUTER		
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS		
TOTAL NET CHECKS	13	$172,789.81

REPLACEMENT CHECKS

8/12/20 Hilary Dulay

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
14 GRANT FUND						
74351	8/05/20	KAGAN	INSTRUCTIONAL S	KAGAN COOP LEARNING REG	CONFER/TRAVEL EXP	5,192.00
74351	8/05/20	KAGAN	INSTRUCTIONAL S	KAGAN TRANSFORM YOUR	CONFER/TRAVEL EXP	836.00
					COMPUTER CHECK TOTAL	6,028.00
74352	8/05/20	MACOMB COUNTY JUVENILE JU	SPECIAL EDUCATI	MCJJC RECREATIONAL/	Contracted Services Instr	292.60
74352	8/05/20	MACOMB COUNTY JUVENILE JU	SPECIAL EDUCATI	MCJJC ART/MUSIC MATERIALS	TEACHSING SUPPLIES-TITLE	358.00
					COMPUTER CHECK TOTAL	650.60
74353	8/05/20	MATHRACK	INSTRUCTIONAL S	INTERVENTION MATERIALS	TEACHING SUPPLIES	1,530.42
74353	8/05/20	MATHRACK	INSTRUCTIONAL S	INTERVENTION MATERIALS	TEACHING SUPPLIES	2,200.24
					COMPUTER CHECK TOTAL	3,730.66
74354	8/05/20	MISD	SUPPORT SERVICE	WATER SHED CONSORTUIM ?	CONTRACTED SER/MAINT.	1,673.71
					COMPUTER CHECK TOTAL	1,673.71
74360	8/05/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	BUNDLE-HP PRODESK 400 G6	TEACHSING SUPPLIES-TITLE	9,675.00
					COMPUTER CHECK TOTAL	9,675.00
74364	8/05/20	KARIANNE SPENS-HANNA	SPECIAL EDUCATI	MCJJC-ART THERAPY CLASSES	Contracted Services Instr	360.00
					COMPUTER CHECK TOTAL	360.00

*TOTAL 14 GRANT FUND

COMPUTER CHECKS	6	$22,117.97
MANUAL CHECKS		
TOTAL CHECKS	6	$22,117.97

*** VOID SUMMARY ***
COMPUTER VOID CHECKS *NON-PAYMENT*
VOID CHECKS - COMPUTER
VOID CHECKS - MANUAL
TOTAL VOID CHECKS

TOTAL NET CHECKS	6	$22,117.97 ✓

REPLACEMENT CHECKS

8/12/20 Wilay Duly

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
15 IDEA & TITLE GRANTS						
74360*	8/05/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	SPECTRUM CONNECT 36 CART	TEACHING SUPPLIES	2,052.28
74360*	8/05/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP CHROMEBOOK W/MGMT14 G6	CONTR/SERV MISC	13,091.80
					COMPUTER CHECK TOTAL	15,144.08

*TOTAL 15 IDEA & TITLE GRANTS

COMPUTER CHECKS	1	$15,144.08
MANUAL CHECKS		
TOTAL CHECKS	1	$15,144.08

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	1	$15,144.08 ✓

REPLACEMENT CHECKS

*=CHECK ALSO EXISTS IN A PRIOR FUND

8/12/20 Hilary Daley

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
61 FIDUCIARY FUNDS PREVIOUSLY TRUST AND AGENCY						
74344	8/05/20	DANIELLE SCHUBEL	L'ANSE CREUSE H	325 WRAPPED GRADUATION	CLASS OF 2020 eff 8/24/16	800.00
					COMPUTER CHECK TOTAL	800.00

*TOTAL 61 FIDUCIARY FUNDS PREVIOUSLY TRUST AND AGENCY

COMPUTER CHECKS	1	$800.00
MANUAL CHECKS		
TOTAL CHECKS	1	$800.00

*** VOID SUMMARY ***

COMPUTER VOID CHECKS		*NON-PAYMENT*
VOID CHECKS - COMPUTER		
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS		
TOTAL NET CHECKS	1	$800.00

REPLACEMENT CHECKS

8/12/20 Hilary Dulay

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
25 CAFETERIA						
74345	8/05/20	SMART SYSTEMS	FOOD SERVICE DE	INV 134018	Cleaning Supplies Food Se	13,219.39
74345	8/05/20	SMART SYSTEMS	FOOD SERVICE DE	INV 134020	Cleaning Supplies Food Se	8,463.08
					COMPUTER CHECK TOTAL	21,682.47

*TOTAL 25 CAFETERIA

COMPUTER CHECKS	1	$21,682.47
MANUAL CHECKS		
TOTAL CHECKS	1	$21,682.47
*** VOID SUMMARY ***		
COMPUTER VOID CHECKS		*NON-PAYMENT*
VOID CHECKS - COMPUTER		
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS		
TOTAL NET CHECKS	1	$21,682.47
REPLACEMENT CHECKS		

CHECK REGISTER

DATE: August 19, 2020

CHECKS	74369-74404	GENERAL FUND				
		Fund 11	$	199,226.89		
		Fund 12	$	7,906.62		
		Fund 14	$	14,118.55		
		Fund 15				
		Fund 24				
		Fund 26				
		Fund 27				
		Fund 34				
					GF Total	$ 221,252.06
CHECKS	74405-74409	INTERNAL FUND				
		Fund 61	$	6,524.00		
		CAFETERIA FUND				
		Fund 25	$	127,748.24		
					IF/CF Total	$ 134,272.24
CHECKS		BLDG & SITE 2008				
		Fund 46			B46 Total	$ -
CHECKS		BLDG & SITE 2010 A				
		Fund 47	$	-	B47 Total	$ -
					Total	**$ 355,524.30**

9/2/20 Tiffany Dudley 9/2/2020

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74369	8/19/20	ACCELERATE LEARNING INC.	CURRICULUM & IN	STEMSCOPES MATERIALS	TEXTBOOKS -ELEM	780.00
74369	8/19/20	ACCELERATE LEARNING INC.	CURRICULUM & IN	STEMSCOPES MATERIALS	TEXTBOOKS -ELEM	110.00
74369	8/19/20	ACCELERATE LEARNING INC.	CURRICULUM & IN	STEMSCOPES MATERIALS	TEXTBOOKS -ELEM	43.90
74369	8/19/20	ACCELERATE LEARNING INC.	CURRICULUM & IN	STEMSCOPES MATERIALS	TEXTBOOKS -ELEM	39.90
74369	8/19/20	ACCELERATE LEARNING INC.	CURRICULUM & IN	SHIPPING	TEXTBOOKS -ELEM	77.90
					COMPUTER CHECK TOTAL	1,051.70
74370	8/19/20	AERO FILTER INC	SUPPORT SERVICE	FILTERS FOR TENNISWOOD	Parts & Supplies Bldgs	146.64
74370	8/19/20	AERO FILTER INC	SUPPORT SERVICE	FITLERS FOR LOBBESTAEL	Parts & Supplies Bldgs	146.64
74370	8/19/20	AERO FILTER INC	SUPPORT SERVICE	FITLERS FOR YACKS	Parts & Supplies Bldgs	146.64
					COMPUTER CHECK TOTAL	439.92
74371	8/19/20	AUTOZONE, INC	TRANSPORTATION	POWER SPARK	PARTS/DIST/PURCHASE	5.98
74371	8/19/20	AUTOZONE, INC	TRANSPORTATION	ROTOR, SEAL	PARTS/DIST/PURCHASE	234.85
74371	8/19/20	AUTOZONE, INC	TRANSPORTATION	POWER SPARK, FUEL PUMP	PARTS/DIST/PURCHASE	368.38
74371	8/19/20	AUTOZONE, INC	TRANSPORTATION	10PK MINI	PARTS/DIST/PURCHASE	9.79
					COMPUTER CHECK TOTAL	619.00
74373	8/19/20	CLINTON TWP RECORDS BUREA	SUPPORT SERVICE	ALARM CALLS FOR PANKOW	CONTRACTED SER/SECURIT	135.00
					COMPUTER CHECK TOTAL	135.00
74374	8/19/20	DAIKIN APPLIED	SUPPORT SERVICE	CHILLER MAINTENANCE	Chiller -associated costs	3,483.00
					COMPUTER CHECK TOTAL	3,483.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	149.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	760.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	760.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	760.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	1,705.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	155.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	760.00
74375	8/19/20	DETROIT ELEVATOR COMPANY	SUPPORT SERVICE	ELEVATOR MAINTENANCE FOR	Elevator-associated costs	155.00
					COMPUTER CHECK TOTAL	5,204.00
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	PRESSURE SWITCH	Parts & Supplies Bldgs	46.00
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	PARKER & DRIERS SWEAT	Parts & Supplies Bldgs	130.09
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGERATION SUPPLIES	Parts & Supplies Bldgs	779.75
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	NITROGEN TANK REFIL	Parts & Supplies Bldgs	243.43
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	450.00
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	533.54
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	444.08
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	692.51
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	142.17
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	1,144.29
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	14.16
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	457.79
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	53.27
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	87.00
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	478.80
74376	8/19/20	DOWNRIVER REFRIGERATION S	SUPPORT SERVICE	REFRIDGE/HEATING/COOLING	Parts & Supplies Bldgs	196.59
					COMPUTER CHECK TOTAL	5,893.47

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74377	8/19/20	EASY PERMIT POSTAGE	SUPPORT SERVICE	POSTAGE FINANCE CHARGES	POSTAGE CHARGES	72.52
					COMPUTER CHECK TOTAL	72.52
74378	8/19/20	ELITE PEST MANAGEMENT	SUPPORT SERVICE	PEST CONTROL FOR THE	Costs for outside service	727.00
					COMPUTER CHECK TOTAL	727.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		GRAHAM 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	537.50
74380	8/19/20	HARRISON TWP. WATER DEPT.		CHILDCARE 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	73.78
74380	8/19/20	HARRISON TWP. WATER DEPT.		CHILDCARE 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	8.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		LCHS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	5,500.78
74380	8/19/20	HARRISON TWP. WATER DEPT.		LCHS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	153.70
74380	8/19/20	HARRISON TWP. WATER DEPT.		LCHS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	353.20
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSC 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	895.44
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSC 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	64.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSC 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	6.02
74380	8/19/20	HARRISON TWP. WATER DEPT.		S. RIVER 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	661.36
74380	8/19/20	HARRISON TWP. WATER DEPT.		S. RIVER 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	8.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		S. RIVER 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	64.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	2,730.82
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	64.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		MSS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	8.00
74380	8/19/20	HARRISON TWP. WATER DEPT.		LOBBESTAEL 03-01 TO 07-01,2020	ACCOUNTS PAYABLE	976.64
74380	8/19/20	HARRISON TWP. WATER DEPT.		YACKS 03-01 TO 07-01, 2020	ACCOUNTS PAYABLE	424.90
					COMPUTER CHECK TOTAL	12,530.14
74383	8/19/20	INTERSTATE SECURITY, INC	SUPPORT SERVICE	SECURITY MAINTENACE FOR	CONTRACTED SER/SECURIT	378.00
					COMPUTER CHECK TOTAL	378.00
74384	8/19/20	KUCHENMEISTER LIGHTING AN	SUPPORT SERVICE	LIGHTING SUPPLIES FOR THE	Parts & Supplies Bldgs	247.50
74384	8/19/20	KUCHENMEISTER LIGHTING AN	SUPPORT SERVICE	LIGHTING SUPPLIES FOR THE	Parts & Supplies Bldgs	158.40
					COMPUTER CHECK TOTAL	405.90
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX REFUND DEBT	A/R REIMB TAX REFUNDS VIA	50.25
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX REFUND INT	INTEREST REFUNDED ON BOTH	2.76
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	RFD TAX HARRISON TWP OPER	A/R REIMB TAX REFUNDS VIA	625.55
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX RFD HARRISON TWP OPER	A/R REIMB TAX REFUNDS VIA	5,090.90
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX RFD CHESTERFIELD OPER	A/R REIMB TAX REFUNDS VIA	11,217.27
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX RFD CHESTERFIELD INT	INTEREST REFUNDED ON BOTH	214.96
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX REFUND OPERATING	A/R REIMB TAX REFUNDS VIA	7,281.37
74386	8/19/20	MACOMB COUNTY TREASURER	BUSINESS OFFICE	TAX REFUND INT	INTEREST REFUNDED ON BOTH	2.34
					COMPUTER CHECK TOTAL	24,485.40
74387	8/19/20	MISD	BUSINESS OFFICE	REFUND 2019 SUMMER TAX	Accounts Receivable	1,945.60
					COMPUTER CHECK TOTAL	1,945.60
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	EQUIPMENT REPAIR YACKS	REPAIR/CUSTODIAL EQUIP	99.03
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	REPAIR/CUSTODIAL EQUIP	447.40
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	REPAIR/CUSTODIAL EQUIP	219.63
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	REPAIR/CUSTODIAL EQUIP	66.80
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	EQUIPMENT REPAIR HSN	REPAIR/CUSTODIAL EQUIP	65.00
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	REPAIR/CUSTODIAL EQUIP	2.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	REPAIR/CUSTODIAL EQUIP	167.09
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	147.72
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	BUILDING CUSTODIANS SU	89.14
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	48.33
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	45.24
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	HSN POOL SUPPLIES	139.77
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	BUILDING CUSTODIANS SU	88.95
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	22.62
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	BUILDING CUSTODIANS SU	37.83
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	BUILDING CUSTODIANS SU	906.96
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	48.42
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	16.34
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	204.96
74388	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	551.46
		COMPUTER VOID			*COMPUTER CHECK TOTAL*	
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	531.96
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	726.71
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES HSN	BUILDING CUSTODIANS SU	846.03
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES ATWOOD	BUILDING CUSTODIANS SU	315.76
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	639.00
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	41.76
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	1,732.40
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES	BUILDING CUSTODIANS SU	648.54
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	43.12
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	248.60
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	1,421.23
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	177.50
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	396.44
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	1,172.54
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	548.73
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	516.83
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	47.15
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	224.89
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	150.66
74389	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	163.74
		COMPUTER VOID			*COMPUTER CHECK TOTAL*	
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	106.52
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	230.02
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	646.16
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	200.84
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	172.50
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	67.04
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	195.06
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	304.40
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	1,340.90
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	184.65
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	681.03
74390	8/19/20	NICHOLS PAPER & SUPPLY CO	SUPPORT SERVICE	CUSTODIAL SUPPLIES FOR	BUILDING CUSTODIANS SU	340.77
					COMPUTER CHECK TOTAL	18,478.17

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74391	8/19/20	PROGRESSIVE PLUMBING SUPP	SUPPORT SERVICE	PLUMBING SUPPLIES FOR THE	Parts & Supplies Bldgs	136.59
74391	8/19/20	PROGRESSIVE PLUMBING SUPP	SUPPORT SERVICE	PLUMBING SUPPLIES FOR THE	Parts & Supplies Bldgs	91.26
74391	8/19/20	PROGRESSIVE PLUMBING SUPP	SUPPORT SERVICE	PLUMBING SUPPLIES FOR THE	Parts & Supplies Bldgs	206.50
74391	8/19/20	PROGRESSIVE PLUMBING SUPP	SUPPORT SERVICE	PLUMBING SUPPLIES FOR THE	Parts & Supplies Bldgs	2.31
74391	8/19/20	PROGRESSIVE PLUMBING SUPP	SUPPORT SERVICE	PLUMBING SUPPLIES FOR THE	Parts & Supplies Bldgs	25.26
					COMPUTER CHECK TOTAL	461.92
74392	8/19/20	RICOH USA	BUSINESS OFFICE	CONTRACT 7/16/20-1/15/21	CONT/SERVICE INSTRUCTION	53,550.00
74392	8/19/20	RICOH USA	BUSINESS OFFICE	COLOR IMAGES 1/16-7/15/20	CONTRACTED SER/MAINT.	594.09
					COMPUTER CHECK TOTAL	54,144.09
74393	8/19/20	ROAD COMMISSION OF MACOMB	SUPPORT SERVICE	TRAFFIC SIGNAL	CONTRACTED SER/MAINT.	400.66
74393	8/19/20	ROAD COMMISSION OF MACOMB	SUPPORT SERVICE	TRAFFIC SIGNAL MAINTENANC	CONTRACTED SER/MAINT.	141.03
					COMPUTER CHECK TOTAL	541.69
74394	8/19/20	ROCKALINGUA INC	CURRICULUM & IN	SPANISH PROGRAM RENEWAL	TEXTBOOKS -ELEM	1,074.00
					COMPUTER CHECK TOTAL	1,074.00
74395	8/19/20	SCHENA ROOFING & SHEET ME	SUPPORT SERVICE	ROOFING MAINTENANCE FOR	ROOF REPAIRS	565.00
					COMPUTER CHECK TOTAL	565.00
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	JULY 2020 TONER	TECH DEPT SUPPLIES	69.77
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	MIDDLE SCHOOL NORTH	TECH DEPT SUPPLIES	77.86
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP P274 FULL HD MONITOR	TEACHING SUPPLIES	4,375.00
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP PROBOOK 450 G7 LAPTOP,	TEACHING SUPPLIES	660.00
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP Z2 G4 WORKSTATION PC-	TEACHING SUPPLIES	34,680.00
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	MICROSOFT OFFICE 2019	TEACHING SUPPLIES	.00
74396	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP 5 YR (NBD) ONSITE	TEACHING SUPPLIES	.00
					COMPUTER CHECK TOTAL	39,862.63
74397	8/19/20	SHRED-IT, C/O STERICYCLE,	BUSINESS OFFICE	JULY SHREDDING SERVICE	CONT/SERVICE INSTRUCTION	940.09
					COMPUTER CHECK TOTAL	940.09
74398	8/19/20	THERMAL-NETICS, INC.	SUPPORT SERVICE	HSN RTU REPAIR PARTS	Parts & Supplies Bldgs	2,528.30
74398	8/19/20	THERMAL-NETICS, INC.	SUPPORT SERVICE	REPLACE HOT WATER COIL	Parts & Supplies Bldgs	3,860.00
					COMPUTER CHECK TOTAL	6,388.30
74399	8/19/20	URBAN MEADOWS SUB HOMEOWN	SUPPORT SERVICE	ATWOODS PORTION OF	CONTRACTED SER/MAINT.	706.57
					COMPUTER CHECK TOTAL	706.57
74400	8/19/20	VOYAGER SOPRIS LEARNING	CURRICULUM & IN	TRANS MATH 3RD ED LEVEL 1	TEXTBOOKS - MIDDLE SCHOOL	2,940.00
74400	8/19/20	VOYAGER SOPRIS LEARNING	CURRICULUM & IN	TRANS MATH 3RD ED LEVEL 2	TEXTBOOKS - MIDDLE SCHOOL	3,038.00
74400	8/19/20	VOYAGER SOPRIS LEARNING	CURRICULUM & IN	TRANS MATH 3RD ED LEVEL 3	TEXTBOOKS - MIDDLE SCHOOL	3,283.00
74400	8/19/20	VOYAGER SOPRIS LEARNING	CURRICULUM & IN	FREIGHT	TEXTBOOKS - MIDDLE SCHOOL	926.10
					COMPUTER CHECK TOTAL	10,187.10
74401	8/19/20	WARREN CONSOLIDATED SCHOO	INSTRUCTIONAL S	GAS CARD REIMBURSEMENT -	GAS ASSISTANCE CARDS	50.00
					COMPUTER CHECK TOTAL	50.00
74402	8/19/20	WEINGARTZ SUPPLY CO INC	SUPPORT SERVICE	EQUIPMENT PARTS	T & M GROUNDS SUPPLIES	1,131.53
					COMPUTER CHECK TOTAL	1,131.53

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
11 GENERAL FUND						
74403	8/19/20	WIND SURF & SAIL POOLS,IN	SUPPORT SERVICE	SUPPLIES FOR HS POOL	HS POOL SUPPLIES	323.90
					COMPUTER CHECK TOTAL	323.90
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	246.55
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	329.60
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	577.25
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	1,094.79
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	352.16
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	858.40
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	42.10
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	294.00
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	512.50
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	721.70
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	146.50
74404	8/19/20	YOUNG SUPPLY COMPANY	SUPPORT SERVICE	HEATING & COOLING PARTS	Parts & Supplies Bldgs	1,825.70
					COMPUTER CHECK TOTAL	7,001.25

*TOTAL 11 GENERAL FUND

COMPUTER CHECKS	31	$199,226.89
MANUAL CHECKS		
TOTAL CHECKS	31	$199,226.89
*** VOID SUMMARY ***		
COMPUTER VOID CHECKS	2	*NON-PAYMENT*
VOID CHECKS - COMPUTER		
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS	2	
TOTAL NET CHECKS	29	$199,226.89

REPLACEMENT CHECKS

9/2/20
Hilary Daley
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CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
12 ATHLETIC FUND						
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	FB HELMET RECONDITIONING	HS Helmet Reconditioning	3,572.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	REPLACEMENT FACEGUARDS	HS Helmet Reconditioning	490.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	REPLACEMENT CROWN PAD	HS Helmet Reconditioning	54.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	REPLACEMENT CROWN LINER	HS Helmet Reconditioning	288.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	REPLACEMENT LATERAL LINER	HS Helmet Reconditioning	384.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	JAW PADS	HS Helmet Reconditioning	218.50
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	REPLACEMENT AIR LINER	HS Helmet Reconditioning	89.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	FREIGHT	HS Helmet Reconditioning	423.00
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	SHOULDER PADS RECONDITION	HS Helmet Reconditioning	526.12
74372	8/19/20	BURKE'S SPORT HAVEN, INC.	L'ANSE CREUSE H	FREIGHT	HS Helmet Reconditioning	112.00
					COMPUTER CHECK TOTAL	6,156.62
74385	8/19/20	MACOMB AREA CONFERENCE	L'ANSE CREUSE H	MAC SCHEDULE STAR FEE	BI-COUNTY PURCHASED SE	1,750.00
					COMPUTER CHECK TOTAL	1,750.00

*TOTAL 12 ATHLETIC FUND

COMPUTER CHECKS	2	$7,906.62
MANUAL CHECKS		
TOTAL CHECKS	2	$7,906.62

*** VOID SUMMARY ***
COMPUTER VOID CHECKS *NON-PAYMENT*
VOID CHECKS - COMPUTER
VOID CHECKS - MANUAL
TOTAL VOID CHECKS

TOTAL NET CHECKS	2	$7,906.62

REPLACEMENT CHECKS

9/2/20 Hilary Dudley 9/2/2020

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
14 GRANT FUND						
74379	8/19/20	GLOBAL EQUIPMENT COMPANY	SPECIAL EDUCATI	MCJJC LIBRARY STORAGE	TEACHSING SUPPLIES-TITLE	1,498.99
					COMPUTER CHECK TOTAL	1,498.99
74381	8/19/20	HEGGERTY	CURRICULUM & IN	35A TEACHING MATERIALS	Teaching Supplies	3,839.52
74381	8/19/20	HEGGERTY	CURRICULUM & IN	35A TEACHING MATERIALS	Teaching Supplies	5,759.28
74381	8/19/20	HEGGERTY	CURRICULUM & IN	SHIPPING	Teaching Supplies	239.96
					COMPUTER CHECK TOTAL	9,838.76
74382	8/19/20	HEINEMANN	CURRICULUM & IN	GREEN ELEMENTARY	Teaching Supplies	2,110.00
74382	8/19/20	HEINEMANN	CURRICULUM & IN	SHIPPING	Teaching Supplies	189.90
					COMPUTER CHECK TOTAL	2,299.90
74396*	8/19/20	SEHI COMPUTER PRODUCTS, I	TECHNOLOGY SUPP	HP COLOR LASERJET PRINTER	TEACHSING SUPPLIES-TITLE	480.90
					COMPUTER CHECK TOTAL	480.90

*TOTAL 14 GRANT FUND

COMPUTER CHECKS	4	$14,118.55
MANUAL CHECKS		
TOTAL CHECKS	4	$14,118.55

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	4	$14,118.55

REPLACEMENT CHECKS

*=CHECK ALSO EXISTS IN A PRIOR FUND

9/2/20 Hillary Daley 9/2/20

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
25 CAFETERIA						
74406	8/19/20	CHARTWELLS	BUSINESS OFFICE	GROSS PRODUCT COSTS	CHARTWELLS PRODUCT COST	116,794.15
74406	8/19/20	CHARTWELLS	BUSINESS OFFICE	TOTAL REBATES	CHARTWELLS REBATES	13,911.88-
74406	8/19/20	CHARTWELLS	BUSINESS OFFICE	SUPV./CLERICAL COST	CHARTWELLS MGR SALARY	12,988.81
74406	8/19/20	CHARTWELLS	BUSINESS OFFICE	TOTAL OTHER COSTS	USDA Commodities	1,699.85
74406	8/19/20	CHARTWELLS	BUSINESS OFFICE	ADMIN AND FEE EXPENSE	CHARTWELLS ADMIN FEE	3,551.31
					COMPUTER CHECK TOTAL	121,122.24
74407	8/19/20	PRINTING BY JOHNSON	FOOD SERVICE DE	FREE/REDUCED APPLICATIONS	Miscellaneous Supplies	2,126.00
					COMPUTER CHECK TOTAL	2,126.00
74408	8/19/20	TRI COUNTY COMMERICAL SER	FOOD SERVICE DE	HOOD CLEANING-ALL SCHOOLS	Repairs & Maintenance	4,500.00
					COMPUTER CHECK TOTAL	4,500.00

*TOTAL 25 CAFETERIA

COMPUTER CHECKS	3	$127,748.24
MANUAL CHECKS		
TOTAL CHECKS	3	$127,748.24

*** VOID SUMMARY ***
COMPUTER VOID CHECKS *NON-PAYMENT*
VOID CHECKS - COMPUTER
VOID CHECKS - MANUAL
TOTAL VOID CHECKS

TOTAL NET CHECKS	3	$127,748.24

REPLACEMENT CHECKS

9/2/20 Hilary Daley 9/2/20

CHECK NUMBER	CHECK DATE	VENDOR NAME	PO LOCATION	DESCRIPTION	ASN DESCRIPTION	AMOUNT
61 FIDUCIARY FUNDS PREVIOUSLY TRUST AND AGENCY						
74405	8/19/20	AQUATIC DESIGNS, LLC	SOUTH RIVER ELE	AQUARIUM CLEANING, FOOD	BAGEL SALES/AQUARIUM eff	340.00
74405	8/19/20	AQUATIC DESIGNS, LLC	SOUTH RIVER ELE	AQUARIUM CLEANING, FOOD	BAGEL SALES/AQUARIUM eff	332.00
74405	8/19/20	AQUATIC DESIGNS, LLC	SOUTH RIVER ELE	AQUARIUM CLEANING, FOOD	BAGEL SALES/AQUARIUM eff	348.00
					COMPUTER CHECK TOTAL	1,020.00
74409	8/19/20	WEXFORD ACE HARDWARE	GRAHAM ELEMENTA	COUNTER SHIELDS-PREMIUM-	MISCELLANEOUS	1,792.00
74409	8/19/20	WEXFORD ACE HARDWARE	GRAHAM ELEMENTA	COUNTER SHIELD-PREMIUM-	MISCELLANEOUS	3,712.00
					COMPUTER CHECK TOTAL	5,504.00

*TOTAL 61 FIDUCIARY FUNDS PREVIOUSLY TRUST AND AGENCY

COMPUTER CHECKS	2	$6,524.00
MANUAL CHECKS		
TOTAL CHECKS	2	$6,524.00

*** VOID SUMMARY ***

COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	2	$6,524.00

REPLACEMENT CHECKS

Transaction Search - Company

BMO, Statement Period 06/28/2020 to 07/27/2020

Mapped Cards

Department	Total
Adult Education	$0.00
Atwood Elementary	$0.00
Business Office	$928.93
Carkenord Elementary	$432.99
Child Care	$88.95
Community Ed/SACC/SDC	$4,680.41
Curriculum & Instruction	$5,582.53
F.V. Pankow Center	$7,829.36
Food Service	$47.70
Graham Elementary	$177.95
Green Elementary	$99.00
Higgins Elementary	$901.30
High School North	$9,881.07
HSN Athletics	$9.99
Human Resources	$2,058.88
John R Armstrong	$266.99
L'Anse Creuse High School	$2,936.23
LCHS Athletics	$829.96
Lobbestael Elementary	$1,198.17
Maint Center	$18,009.23
Middle School Central	$0.00
Middle School East	$0.00
Middle School North	$12.99
Middle School South	$0.00
South River Elementary	$30.00
Special Education	$6,986.63
Superintendent's Office	$219.00
Technology	$3,990.04
Tenniswood Elementary	$0.00
Transportation	$6,743.34
Yacks Elementary	$0.00
	$73,941.64

Transaction Search - Company

BMO, Statement Period 06/28/2020 to 07/27/2020

Mapped Cards

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/14/2020	7/14/2020	Vzwrlss My Vz Vb P	$47.40	Business Office	104664	GF	Central Admin & Staff	Contracted Services	SUPPORT SERVICES - 586-855-3088
7/14/2020	7/14/2020	Vzwrlss My Vz Vb P	$47.40	Business Office	109073	GF	Central Admin & Staff	Contracted Services	SUPPORT SERVICES - 586-855-3102
7/14/2020	7/14/2020	Vzwrlss My Vz Vb P	$47.40	Business Office	104664	GF	Central Admin & Staff	Contracted Services	SUPPORT SERVICES - 586-855-3114
7/14/2020	7/14/2020	Vzwrlss My Vz Vb P	$47.40	Business Office	109073	GF	Central Admin & Staff	Contracted Services	SUPPORT SERVICES - 586-855-3146
7/14/2020	7/14/2020	Vzwrlss My Vz Vb P	$47.40	Business Office	109073	GF	Central Admin & Staff	Contracted Services	SUPPORT SERVICES - 586-855-3780
7/23/2020	7/22/2020	Formstack, Llc	$186.75	Business Office	103764	GF	Central Admin & Staff	Contracted Services	DISTRICT-WIDE MONTHLY CHARGE FOR ONLINE FORMS
7/2/2020	7/1/2020	Usps Po 2564100046	$110.00	Business Office	103737	GF	Central Admin & Staff	Postage/Delivery Charges	2 rolls of stamps
7/13/2020	7/10/2020	Kerr Albert Office Sup	$215.50	Business Office	103743	GF	Central Admin & Staff	Office Supplies	binder clips, highlighters, rubber bands,
7/27/2020	7/24/2020	Kerr Albert Office Sup	$179.68	Business Office	103743	GF	Central Admin & Staff	Office Supplies	copy paper, divider tabs by month
			$928.93	**Business Office Total**					
6/29/2020	6/28/2020	Amazon Prime Ms9854kl2	$12.99	Carkenord Elementary	702201	IF	Building Admin & Staff	Miscellaneous Supplies	Monthly fee for building orders.
7/16/2020	7/14/2020	Kerr Albert Office Sup	$420.00	Carkenord Elementary	102242	GF	Building Admin & Staff	Classroom Supplies	Cases of 8 1/2 x 11 white paper.
			$432.99	**Carkenord Elementary Total**					
7/23/2020	7/23/2020	Ranger Rick/Zoobks Pub	$19.95	Child Care	709208	IF	Building Admin & Staff	Classroom Supplies	one year subscription to Ranger Rick Jr for the library
7/14/2020	7/13/2020	Naeyc	$69.00	Child Care	141465	Grant	Building Admin & Staff	Professional Development	membership dues
			$88.95	**Child Care Total**					
7/7/2020	7/6/2020	Paypal Jennifercpr	$200.00	Community Ed/SACC/SDC	109664	GF	Central Admin & Staff	Purchase/Contracted Servi	CPR/FA Training for Summer Day Camp South staff members
7/7/2020	7/6/2020	Paypal Jennifercpr	$200.00	Community Ed/SACC/SDC	119664	GF	Central Admin & Staff	Purchase/Contracted Servi	CPR/FA Training for Summer Day Camp North staff members
7/7/2020	7/6/2020	Paypal Jennifercpr	$200.00	Community Ed/SACC/SDC	550564	GF	Central Admin & Staff	Purchase/Contracted Servi	CPR/FA Training for SACC staff members
7/9/2020	7/7/2020	Kerr Albert Office Sup	$22.59	Community Ed/SACC/SDC	100943	GF	Central Admin & Staff	Office Supplies	Community Ed office supplies - sheet protectors and ID labels
7/10/2020	7/9/2020	Ssp Softerware, Inc.	$480.00	Community Ed/SACC/SDC	550564	GF	Central Admin & Staff	Purchase/Contracted Servi	Softerware - Weblink annual service fee - online registration forms for even and odd years
7/16/2020	7/14/2020	Kerr Albert Office Sup	$208.13	Community Ed/SACC/SDC	550543	GF	Central Admin & Staff	Office Supplies	Copy paper, tape for labels, and file folders for SACC office
7/2/2020	7/1/2020	Usps Po 2564100046	$55.00	Community Ed/SACC/SDC	100937	IF	Central Admin & Staff	Miscellaneous	Purchased 2 rolls of stamps - one for SACC and one for Comm Ed.
7/2/2020	7/1/2020	Usps Po 2564100046	$55.00	Community Ed/SACC/SDC	100937	IF	Central Admin & Staff	Miscellaneous	Purchased 2 rolls of stamps - one for SACC and one for Comm Ed.

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/27/2020	7/24/2020	Kerr Albert Office Sup	$182.39	Community Ed/SACC/SDC	100945	IF	Central Admin & Staff	Miscellaneous	Calendar Board for LCHS pool deck - purchased by A. Smith
7/27/2020	7/24/2020	Kerr Albert Office Sup	$253.56	Community Ed/SACC/SDC	100943	IF	Central Admin & Staff	Office Supplies	Office supplies for Community Ed and Front Desk/Reception
7/1/2020	6/30/2020	Discountsch 8006272829	$135.94	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Craft supplies for Summer Day Camp South
7/2/2020	7/1/2020	Amzn Mktp US Mj35p2fu0	$25.40	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Craft supplies for Summer Day Camp South
7/2/2020	7/1/2020	Sams Club #6664	$602.87	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Snacks, paper products, and craft supplies for Summer Day Camp South
7/3/2020	7/2/2020	Dollar Tree	$26.38	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Craft and cleaning supplies for Summer Day Camp South
7/3/2020	7/2/2020	Wal-Mart #2692	$335.47	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Snacks, toys and craft supplies for Summer Day Camp South
7/3/2020	7/3/2020	Amzn Mktp US Mj3uw6no0	$208.70	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Craft supplies for Summer Day Camp South
7/15/2020	7/14/2020	Wm Supercenter #4660	$257.86	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Toys and craft supplies for Summer Day Camp South
7/16/2020	7/14/2020	Meijer # 243	$104.48	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Games, toys, snacks and craft supplies for Summer Day Camp South
7/17/2020	7/16/2020	McDonalds F5569	$10.00	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Gift Card for Summer Day Camp South - reward system
7/17/2020	7/16/2020	Dairy Queen #12510 Qps	$10.00	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Gift card - Summer Day Camp South
7/17/2020	7/16/2020	S&s Worldwide, Inc.	$113.21	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Toys for Summer Day Camp South
7/20/2020	7/16/2020	Meijer # 243	$12.99	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Batteries for Summer Day Camp South
7/20/2020	7/16/2020	Five Below 553	$30.00	Community Ed/SACC/SDC	109644	GF	SACC/SDC Staff	Program Expense	Toys for Summer Day Camp South
7/1/2020	6/30/2020	Wm Supercenter #2692	$360.85	Community Ed/SACC/SDC	119644	GF	SACC/SDC Staff	Program Expense	Toys, craft and office supplies for Summer Day Camp North
7/7/2020	7/5/2020	Meijer # 105	$114.28	Community Ed/SACC/SDC	119644	GF	SACC/SDC Staff	Program Expense	Snacks for Summer Day Camp North
7/7/2020	7/6/2020	Dollar Tree	$129.00	Community Ed/SACC/SDC	119644	GF	SACC/SDC Staff	Program Expense	Craft supplies for Summer Day Camp North
7/16/2020	7/15/2020	Sams Club #6662	$346.31	Community Ed/SACC/SDC	119644	GF	SACC/SDC Staff	Program Expense	Snacks for Summer Day Camp North
			$4,680.41	**Community Ed/SACC/SDC Total**					
6/29/2020	6/25/2020	Otc Brands Inc	$613.58	Curriculum & Instruction	145245	Grant	Central Admin & Staff	Teaching Supplies	35A Summer Materials - Drawstring backpacks
6/30/2020	6/29/2020	Paypal Cdw2313	$98.00	Curriculum & Instruction	108643	GF	Central Admin & Staff	Miscellaneous	LCPS Face Masks 14 @ $7 each - COVID expense
7/9/2020	7/8/2020	Committee For Children	$459.00	Curriculum & Instruction	108641	GF	Central Admin & Staff	Teaching Supplies	Second Step Classroom Kit for TK Higgins Elementary
7/9/2020	7/8/2020	Committee For Children	$459.00	Curriculum & Instruction	108641	GF	Central Admin & Staff	Teaching Supplies	Second Step Classroom Kit for TK Yacks Elementary

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/10/2020	7/8/2020	Kerr Albert Office Sup	$177.03	Curriculum & Instruction	145241	Grant	Central Admin & Staff	Teaching Supplies	35A summer materials for Carkenord: paper, markers, post its, index cards, binders, tagboard, clips.
7/10/2020	7/8/2020	Kerr Albert Office Sup	$346.61	Curriculum & Instruction	145241	Grant	Central Admin & Staff	Teaching Supplies	35A summer materials for Higgins: Pencils, crayons, markers, binders, glue sticks, tagboard.
7/13/2020	7/10/2020	Kerr Albert Office Sup	$68.00	Curriculum & Instruction	145241	Grant	Central Admin & Staff	Teaching Supplies	35A summer materials for Higgins: Portfolios
7/16/2020	7/14/2020	Kerr Albert Office Sup	$39.16	Curriculum & Instruction	145245	Grant	Central Admin & Staff	Teaching Supplies	Tags for Summer materials distribution
7/16/2020	7/14/2020	Kerr Albert Office Sup	$10.05	Curriculum & Instruction	108643	GF	Central Admin & Staff	Office Supplies	Labels for Visitor of Wheeler Bldg.
7/17/2020	7/15/2020	Kerr Albert Office Sup	$65.65	Curriculum & Instruction	108643	GF	Central Admin & Staff	Office Supplies	Electric pencil sharpeners for Curriculum workroom and office
7/20/2020	7/19/2020	Amazon.Com Mv8py54w2	$999.44	Curriculum & Instruction	145245	Grant	Central Admin & Staff	Teaching Supplies	Books K - 3rd grade for 35A Summer program
7/24/2020	7/23/2020	Staples Direct	$75.99	Curriculum & Instruction	108667	GF	Central Admin & Staff	Office Supplies	Samsung toner cartridge for the fax machine in student info services.
6/29/2020	6/26/2020	Macomb Intrmdt Sch Dis	$500.00	Curriculum & Instruction	142864	Grant	Central Admin & Staff	Professional Development	Registered for AVMR Course 1 at the MISD. Title IV Grant
7/9/2020	7/8/2020	Macomb Intrmdt Sch Dis	$1,000.00	Curriculum & Instruction	142864	Grant	Central Admin & Staff	Professional Development	Registered for AVMR Course 1 at the MISD - Title IV
7/10/2020	7/9/2020	Msbo	$150.00	Curriculum & Instruction	108666	GF	Central Admin & Staff	Membership and Dues	Michigan School Business Officials MSBO Yearly Renewal - PAS
7/13/2020	7/10/2020	Kerr Albert Office Sup	$405.92	Curriculum & Instruction	147944	Grant	Central Admin & Staff	Teaching Supplies	EL Materials - Section 41 Grant - Partial shipment
7/15/2020	7/13/2020	Kerr Albert Office Sup	$78.00	Curriculum & Instruction	147944	Grant	Central Admin & Staff	Teaching Supplies	EL Materials - Section 41 Grant - Partial shipment
7/16/2020	7/14/2020	Kerr Albert Office Sup	$37.10	Curriculum & Instruction	147944	Grant	Central Admin & Staff	Teaching Supplies	EL Materials - Section 41 Grant - Partial shipment - backordered items.
			$5,582.53	**Curriculum & Instruction Total**					
7/9/2020	7/8/2020	Bean Bros Trophy&award	$862.50	F.V. Pankow Center	108044	GF	Building Admin & Staff	Student Activity	Trophies for Pankow seniors
7/24/2020	7/23/2020	Qualtrics	$6,063.75	F.V. Pankow Center	108044	GF	Building Admin & Staff	Office Supplies	CTEIS surey tool for data collection
7/27/2020	7/23/2020	South Park Welding Sup	$416.48	F.V. Pankow Center	102579	GF	Building Admin & Staff	Teaching Supply	Cylinder rental for Auto Collision
7/9/2020	7/8/2020	Epidemic Sound Ab	$15.00	F.V. Pankow Center	108142	GF	Building Admin & Staff	Classroom Supplies	Music Subscription Service
7/9/2020	7/8/2020	Adorama, Inc Moto	-$880.00	F.V. Pankow Center	108142	GF	Building Admin & Staff	Classroom Supplies	Refund for returned equipment (tripods)
7/13/2020	7/10/2020	Adorama, Inc Moto	-$660.00	F.V. Pankow Center	108142	GF	Building Admin & Staff	Classroom Supplies	This is a refund by Adorama for tripods purchased
7/14/2020	7/13/2020	Amzn Mktp US Mv7x01f01	$5.59	F.V. Pankow Center	108142	GF	Building Admin & Staff	Classroom Supplies	Extra D-Shaped Tripod Bolts
7/14/2020	7/13/2020	Amzn Mktp US Mj15i5db2	$1,625.26	F.V. Pankow Center	108142	GF	Building Admin & Staff	Classroom Supplies	Tripods for GH-5 Cameras
7/1/2020	6/29/2020	The Home Depot 2707	$314.72	F.V. Pankow Center	101942	GF	Building Admin & Staff	Classroom Supplies	rototiller

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/27/2020	7/24/2020	Amz Quizlet Inc	$47.88	F.V. Pankow Center	101942	GF	Building Admin & Staff	Classroom Supplies	online formative assessment, quizlet
7/20/2020	7/17/2020	Target 00006320	$18.18	F.V. Pankow Center	102042	GF	Building Admin & Staff	Instructional Support	Student folders for orientation.
			$7,829.36	**F.V. Pankow Center Total**					
7/1/2020	6/30/2020	The Riegle Press	$47.70	Food Service	519029	Food Services	Food Service Staff	School Lunch Program	School Calendars (4 of them)
			$47.70	**Food Service Total**					
7/20/2020	7/17/2020	Kerr Albert Office Sup	$72.00	Graham Elementary	101542	GF	Building Admin & Staff	Teaching Supplies	Hand Sanitizer (80 small bottles)
7/21/2020	7/20/2020	Amzn Mktp US Mv9s97hj1	$63.56	Graham Elementary	101542	GF	Building Admin & Staff	Teaching Supplies	2 Gal Hand Sanitizer
7/22/2020	7/22/2020	Amzn Mktp US Mv2nb7pf0	$42.39	Graham Elementary	101542	GF	Building Admin & Staff	Teaching Supplies	Touchless Thermometer
			$177.95	**Graham Elementary Total**					
6/29/2020	6/26/2020	Wpy The 2 Sisters	$99.00	Green Elementary	101860	GF	Building Admin & Staff	Professional Development	professional development for remote learning
			$99.00	**Green Elementary Total**					
7/1/2020	7/1/2020	Memspa	$555.00	Higgins Elementary	100459	GF	Building Admin & Staff	Membership and Dues	Annual dues for MEMSPA
7/21/2020	7/20/2020	Lowes #01156	$258.68	Higgins Elementary	100444	GF	Building Admin & Staff	Miscellaneous	acrylic sheeting for protective COVID barriers
7/22/2020	7/20/2020	The Home Depot #2734	$18.24	Higgins Elementary	100444	GF	Building Admin & Staff	Miscellaneous	materials to make protective barriers
7/22/2020	7/21/2020	Lowes #01156	$69.38	Higgins Elementary	100444	GF	Building Admin & Staff	Miscellaneous	wood/materials to make protective barriers against COVID
			$901.30	**Higgins Elementary Total**					
7/15/2020	7/15/2020	Amzn Mktp US Mj57l5ya0	$95.34	High School North	707701	IF	Building Admin & Staff	Miscellaneous	Amazon purchase for decorations for Grad ceremonies 2020, tax to be refunded in a separate credit
7/9/2020	7/8/2020	Value Center Marketpla	$17.25	High School North	107743	IF	Building Admin & Staff	Student Activity	Mailed the 2015 LCN Leadership Class their 5 year future self letter they wrote themselves.
7/1/2020	6/30/2020	Amzn Mktp US Mj26x53n1	$348.72	High School North	707740	IF	Building Admin & Staff	Student Activity	PPE for Choir/Drama Club - Face Shields
7/27/2020	7/25/2020	Lowes #02305	$186.60	High School North	107743	GF	Building Admin & Staff	Student Activity	graduation supplies (cones)
7/27/2020	7/26/2020	Lowes #02305	$95.88	High School North	107743	GF	Building Admin & Staff	Student Activity	graduation supplies (cones)
7/27/2020	7/26/2020	Lowes #01008	$161.28	High School North	107743	GF	Building Admin & Staff	Student Activity	graduation supplies (cones)
7/21/2020	7/20/2020	Massp	$350.00	High School North	107759	GF	Building Admin & Staff	Membership and Dues	2020/2021 MASSP Dues
7/23/2020	7/21/2020	The Home Depot #2734	$64.44	High School North	707759	IF	Building Admin & Staff	Miscellaneous Supplies	Paint supplies to cover 19/20 Senior Parking spaces
7/14/2020	7/13/2020	Usps Po 2566500047	$77.00	High School North	707719	IF	Building Admin & Staff	Student Activity	Postage for SANP Reimbursement checks
7/14/2020	7/13/2020	Grainger	$371.28	High School North	107744	GF	Building Admin & Staff	Teaching Supply	Drafting tables for art room
7/14/2020	7/13/2020	J.W. Pepper	$687.98	High School North	107742	GF	Building Admin & Staff	Teaching Supply	Music for Band
7/15/2020	7/14/2020	Dlx For Business	$608.96	High School North	707701	IF	Building Admin & Staff	Miscellaneous Supplies	Reorder Petty Cash Checks
7/15/2020	7/14/2020	A And G Central Music	$730.39	High School North	107742	GF	Building Admin & Staff	Teaching Supply	Band Supplies
7/16/2020	7/14/2020	Kerr Albert Office Sup	$441.60	High School North	107742	GF	Building Admin & Staff	Miscellaneous Supplies	Envelopes for Crusader Day
7/16/2020	7/15/2020	Sq Celebrations To Re	$187.20	High School North	707769	IF	Building Admin & Staff	Student Activity	Linens for Prom
7/16/2020	7/15/2020	A And G Central Music	$950.21	High School North	107742	GF	Building Admin & Staff	Teaching Supply	Band Supplies

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/16/2020	7/15/2020	In Lil Peanuts Party	$1,452.00	High School North	707719	IF	Building Admin & Staff	Student Activity	Tents and tables for prom
7/21/2020	7/20/2020	Ground Zero Muzic Prod	$250.00	High School North	707769	IF	Building Admin & Staff	Student Activity	DJ for Graduation 7/28/20
7/21/2020	7/20/2020	Ground Zero Muzic Prod	$475.00	High School North	707769	IF	Building Admin & Staff	Student Activity	DJ for Prom
7/21/2020	7/20/2020	Happybrushes.Com	$780.00	High School North	707769	IF	Building Admin & Staff	Student Activity	Balloons for Prom
7/22/2020	7/20/2020	Rochester Event & E	$550.00	High School North	107769	GF	Building Admin & Staff	Student Activity	Tent for Senior Ceremony
7/24/2020	7/22/2020	Zuccaro Banquets & Cat	$975.00	High School North	707769	IF	Building Admin & Staff	Student Activity	Food for Prom
7/27/2020	7/26/2020	Amzn Mktp US Mv68k7q00	$24.94	High School North	107796	GF	Building Admin & Staff	Miscellaneous	Monitor Cord for classroom
			$9,881.07	**High School North Total**					
7/21/2020	7/20/2020	Signupgenius	$9.99	HSN Athletics	707718	IF	Building Admin & Staff	Student Activity	Monthly fee for Athletic Booster Club Concession Internet Sign-Up
			$9.99	**HSN Athletics Total**					
7/6/2020	7/4/2020	Amzn Mktp US Mj7ko0zt2	$16.95	Human Resources	104196	GF	Central Admin & Staff	Technology	Mouse Pads for Office
7/15/2020	7/14/2020	Eqf Talx Corporation	$462.50	Human Resources	109716	GF	Central Admin & Staff	Miscellaneous	Quarterly Unemployment Payment
7/16/2020	7/15/2020	Jimmy Johns - 434 - Mo	$30.94	Human Resources	104172	GF	Central Admin & Staff	Conference/Travel	Lunch for HSN Principal Interviews on 7/15/2020.
7/16/2020	7/15/2020	Baudville Inc.	$942.94	Human Resources	109382	GF	Central Admin & Staff	Labor Relations	QWL Service Awards
7/22/2020	7/21/2020	Paypal Aalrr	$80.00	Human Resources	104147	GF	Central Admin & Staff	Miscellaneous	Books for HR Staff Re Employee Performance
7/24/2020	7/22/2020	Kerr Albert Office Sup	$53.75	Human Resources	104143	GF	Central Admin & Staff	Office Supplies	Office Supplies - Folders, Rubber bands, Post-It Notes, Tape
7/24/2020	7/22/2020	Meijer # 105	$100.00	Human Resources	104162	GF	Central Admin & Staff	Labor Relations	Employee of the Month Gift Cards
7/24/2020	7/24/2020	Amazon.Com Mv0h385d0	$34.60	Human Resources	104147	GF	Central Admin & Staff	Miscellaneous	Books for HR Staff Re Employee Strengths
7/24/2020	7/24/2020	Michigan Negotiators A	$225.00	Human Resources	104159	GF	Central Admin & Staff	Membership and Dues	Annual Membership for Michigan Negotiators' Assn.
7/27/2020	7/24/2020	Usps Po 2566500047	$112.20	Human Resources	104137	GF	Central Admin & Staff	Postage/Delivery Charges	Employee mail and two rolls of stamps
			$2,058.88	**Human Resources Total**					
7/22/2020	7/20/2020	Kerr Albert Office Sup	$39.90	John R Armstrong	107844	GF	Building Admin & Staff	Office Supplies	1-Cleaning kit LCD,Plasma, 1-ream copy paper
7/22/2020	7/21/2020	K E Electric Supply Mo	$15.57	John R Armstrong	107844	GF	Building Admin & Staff	Office Supplies	1-8x8x4 screw cover junction box
7/27/2020	7/25/2020	Four Star Wire & Cable	$125.00	John R Armstrong	107844	GF	Building Admin & Staff	Office Supplies	1-1000' Cat6 cable black
7/27/2020	7/26/2020	Amzn Mktp US Mv4uj6y41	$86.52	John R Armstrong	107844	GF	Building Admin & Staff	Office Supplies	3-Neutrik NE8FF Ethercon Coupler, 1-Punch Down Tool, 1-10pak 3' Cat6 Patch Cables
			$266.99	**John R Armstrong Total**					
7/9/2020	7/8/2020	Consumers Energy Co	$1,000.00	L'Anse Creuse High School	707550	IF	Building Admin & Staff	Student Activity	Payment of family consumer bill from charity week funds.
7/9/2020	7/8/2020	Dte Energy	$1,000.00	L'Anse Creuse High School	707550	IF	Building Admin & Staff	Student Activity	Payment for family Detroit Edison funds collected from charity week.

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/20/2020	7/17/2020	Zoom.Us	$58.29	L'Anse Creuse High School	707501	IF	Building Admin & Staff	Miscellaneous Supplies	Zoom meeting and webinars for a month.
7/20/2020	7/18/2020	Amzn Mktp US Mv9ly0nv0	$747.95	L'Anse Creuse High School	707501	IF	Building Admin & Staff	Facility Maintenance/Supp	5 hand sanitizer stands for building.
7/21/2020	7/20/2020	Amzn Mktp US Mv87013n2	$129.99	L'Anse Creuse High School	707501	IF	Building Admin & Staff	Facility Maintenance/Supp	4 gallons of gel hand sanitizer.
			$2,936.23	**L'Anse Creuse High School Total**					
7/15/2020	7/14/2020	Dunhams 007	$79.99	LCHS Athletics	707522A	IF	Building Admin & Staff	Miscellaneous	Volleyball
7/16/2020	7/15/2020	Pp Tl3eventsandprintin	$700.00	LCHS Athletics	707509A	IF	Building Admin & Staff	Miscellaneous	Football Team TShirts
7/23/2020	7/21/2020	The Home Depot #2707	$49.97	LCHS Athletics	537042	GF	Building Admin & Staff	Miscellaneous	Thermometer
			$829.96	**LCHS Athletics Total**					
6/29/2020	6/25/2020	The Home Depot #2707	$66.49	Lobbestael Elementary	703301	IF	Building Admin & Staff	Miscellaneous	Garden hose and sprinkler for Garden Club
6/30/2020	6/29/2020	Beyond Con(303)99383	$331.00	Lobbestael Elementary	703301	IF	Building Admin & Staff	Professional Development	Trauma Informed Schools - 3 Day Virtual Conference
7/6/2020	7/4/2020	Office Depot #492	$92.95	Lobbestael Elementary	703301	IF	Building Admin & Staff	Classroom Supplies	Word Study Kits Storage Units for Grades K-3
7/6/2020	7/4/2020	Officemax/Depot 6097	$98.97	Lobbestael Elementary	703301	IF	Building Admin & Staff	Classroom Supplies	Word Study Storage Kits for Grades K-3
7/13/2020	7/11/2020	Stones Ace	$61.73	Lobbestael Elementary	703301	IF	Building Admin & Staff	Student Activity	garden trimmers, faucet key, nozzle for hose, brackets for outdoor signage
7/14/2020	7/13/2020	Rei Greenwoodheinemann	$199.00	Lobbestael Elementary	103372	GF	Building Admin & Staff	Instructional Support	Three Day online conference - Trauma Informed Schools, books, workbook, and resource materials
7/17/2020	7/16/2020	Stones Ace	$48.03	Lobbestael Elementary	103344	IF	Building Admin & Staff	Miscellaneous	Garden tools and supplies for student garden
7/20/2020	7/16/2020	Printing By Johnson	$100.00	Lobbestael Elementary	103344	GF	Building Admin & Staff	Miscellaneous	Signage for five areas around the school grounds
7/20/2020	7/16/2020	B&w Landscape & Patio	$200.00	Lobbestael Elementary	703301	IF	Building Admin & Staff	Miscellaneous	Purchase of mulch for gardens around building
			$1,198.17	**Lobbestael Elementary Total**					
7/2/2020	6/30/2020	The Home Depot 2734	$276.60	Maint Center	107582	GF	Maintenance Staff	Repair or Maint Building	parts for HS pool repairs
6/29/2020	6/25/2020	Spina Electric Compa	$760.00	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for repair at MSN boys locker room & HSN cafeteria
6/30/2020	6/29/2020	Waste Industries - Non	$325.00	Maint Center	109062	GF	Maintenance Staff	Contracted Serv Labor	roll off dumpster at T&M
7/1/2020	6/30/2020	Nuco2 Llc	$381.56	Maint Center	107582	GF	Maintenance Staff	Contracted Serv Labor	CO2 bulk to HS pool
7/14/2020	7/13/2020	Grainger	$179.52	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	HSN boiler parts
7/14/2020	7/13/2020	Grainger	$303.18	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	HSN/MSN multi meter and clamp meter kit
7/14/2020	7/13/2020	Grainger	$787.26	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	SHN Gym safety belt of basketball hoop
7/22/2020	7/20/2020	Menards Chesterfield M	$172.99	Maint Center	109030	GF	Maintenance Staff	Miscellaneous	power washer and fan for burdi
7/22/2020	7/21/2020	Progressive Plumbing S	$112.63	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	push on ice maker valve, inspection mirror, screw kit, wrench

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/22/2020	7/21/2020	In Servicepro Plumbin	$220.00	Maint Center	517764	GF	Maintenance Staff	Repair or Maint Building	HSN snaked kitchen drain to unclog the bathroom across from Kitchen. sludge from kitchen backed up
7/22/2020	7/21/2020	Nuco2 Llc	$239.16	Maint Center	107582	GF	Maintenance Staff	Miscellaneous	CO2 bulk for HS Pool
7/22/2020	7/21/2020	Decker Equipment	$470.09	Maint Center	107782	GF	Maintenance Staff	Miscellaneous	diaper changing stations for HSN pool
7/23/2020	7/22/2020	Cintas Corp	$154.26	Maint Center	109044	GF	Maintenance Staff	Miscellaneous	supplies for medical box in warehouse
6/30/2020	6/29/2020	K E Electric Supply Mo	$113.77	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	HSN Media Center Repairs for electrical issue
7/1/2020	6/30/2020	Young Supply Company	$73.50	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	HSN Media Center RTU repairs
7/1/2020	6/30/2020	Trane Supply-113414	$383.14	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	Parts for HSN Media center
7/3/2020	7/1/2020	Trane Supply-113414	$22.14	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	Parts for HSN Media center
7/3/2020	7/1/2020	Menards Chesterfield M	$319.99	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	HSN MDF room
7/6/2020	7/2/2020	Menards Chesterfield M	$41.52	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for IDF and boilers at HSN
7/8/2020	7/6/2020	Menards Chesterfield M	$43.54	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for HSN Boilers
7/13/2020	7/10/2020	Menards Chesterfield M	$17.99	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for HSN boilers
7/22/2020	7/20/2020	Trane Supply-113414	$293.03	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	Parts for HSN Media center
7/27/2020	7/24/2020	Menards Chesterfield M	$1.96	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	fly tape for HSN
7/6/2020	7/2/2020	Weingartz	$139.05	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Mower part
7/9/2020	7/6/2020	The Home Depot #2734	$21.72	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Staple gun, staples
7/17/2020	7/16/2020	Siteone Landscape Supp	$248.56	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Vegetation killer, Roundup Quikpro Non Selective Water Dispersible Granule Herbicide 6.8 lb
7/20/2020	7/16/2020	The Home Depot #2734	$157.32	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup weed and grass killer with wand, Roundup refill, Ortho Groundclear Veg killer, bait station
7/3/2020	7/2/2020	Siteone Landscape Supp	$95.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup Quikpro Non Selective Water Dispersible Granule Herbicides 6.8 lb
7/21/2020	7/20/2020	Lowes #01716	$74.90	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Batteries, 1.33 gallon container with wand
7/22/2020	7/21/2020	Lowes #01716	$38.26	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Universal garage remote for back turf stadium garage
7/3/2020	7/1/2020	The Home Depot #2734	$29.98	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	for uninvent cleaning and repairs at Carkenord
7/27/2020	7/24/2020	The Home Depot #2734	$111.12	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	for MSE electrical repair and carpet cleaning in class rooms
7/2/2020	6/30/2020	The Home Depot #2707	$28.57	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	MSC Roof F/M lights
7/22/2020	7/20/2020	In Battery Giant Of M	$269.50	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	batteries and spares for Yacks
6/29/2020	6/25/2020	Fjf Door Sales Inc	$262.80	Maint Center	109064	GF	Maintenance Staff	Repair or Maint Building	Fixed the Grounds garage door on Barn
7/6/2020	7/2/2020	Kss Enterprises	$923.52	Maint Center	109030	GF	Maintenance Staff	Miscellaneous	short in pump at HSN
7/8/2020	7/7/2020	Downriver Refrig Sup C	$333.47	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	refrigeration supply for repairs at HS and Graham,
7/8/2020	7/7/2020	Incontrolequ5867915400	$441.13	Maint Center	109096	GF	Maintenance Staff	Repair or Maint Building	Service call - bus yard gate stuck closed.

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7/9/2020	7/7/2020	Kerr Albert Office Sup	$61.60	Maint Center	109043	GF	Maintenance Staff	Office Supply	copy paper for the building
7/9/2020	7/7/2020	Wonch Battery Sterlin	$1,371.90	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	batteries for auto scrubber at HSN and Wheeler
7/10/2020	7/9/2020	Nuco2 Llc	$194.47	Maint Center	107582	GF	Maintenance Staff	Miscellaneous	CO2 bulk for HS Pool
7/10/2020	7/9/2020	Nuco2 Llc	$256.95	Maint Center	107782	GF	Maintenance Staff	Miscellaneous	CO2 bulk for HSN Pool
7/14/2020	7/13/2020	Nuco2 Llc	$43.00	Maint Center	107582	GF	Maintenance Staff	Miscellaneous	cylinder rental for HS Pool
7/14/2020	7/13/2020	Nuco2 Llc	$129.00	Maint Center	107782	GF	Maintenance Staff	Miscellaneous	cylinder rental HSN Pool
7/15/2020	7/14/2020	Leslie Tire Service	$155.00	Maint Center	109064	GF	Maintenance Staff	Miscellaneous	tire repair on gator for HS athletics
7/21/2020	7/20/2020	Ryan Building Material	$725.34	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	ceiling tiles for HSN
7/24/2020	7/23/2020	State Of Mi Mideal	$180.00	Maint Center	109064	GF	Maintenance Staff	Miscellaneous	MiDEAL Extended Purchasing Program membership fee (for road salt contract)
7/27/2020	7/24/2020	State Wire And Termina	$47.49	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Brazed connectors
7/2/2020	6/30/2020	Weingartz	$478.64	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/2/2020	7/1/2020	Ls Unique Grounds & S	$83.20	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/3/2020	7/2/2020	Fastenal Company 01mic	$26.57	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/3/2020	7/2/2020	Leslie Tires Service	$127.69	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/6/2020	7/2/2020	Rosseel`s Farm & Garde	$149.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/9/2020	7/8/2020	Eisen Inc	$31.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/9/2020	7/8/2020	Ls Unique Grounds & S	$308.99	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/10/2020	7/9/2020	Ais Construction Equip	$16.94	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/16/2020	7/15/2020	Leslie Tires Service	$21.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/17/2020	7/16/2020	Cass Auto Parts	$60.42	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/22/2020	7/21/2020	Advance Auto Parts #55	$41.35	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/23/2020	7/22/2020	Fastenal Company 01mic	$31.16	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/2/2020	6/30/2020	Weingartz	$185.48	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/13/2020	7/10/2020	Leslie Tires Service	$15.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Lawn mower flat tire repair
7/16/2020	7/15/2020	Siteone Landscape Supp	$95.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup Quick Pro
7/16/2020	7/15/2020	Leslie Tires Service	$120.20	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	New mower tire
6/29/2020	6/26/2020	Sherwin Williams 70189	$101.03	Maint Center	109045	GF	Maintenance Staff	Repair or Maint Building	paint supplies Atwood
6/29/2020	6/26/2020	Sherwin Williams 70189	$141.90	Maint Center	109045	GF	Maintenance Staff	Repair or Maint Building	paint supplies Graham
6/30/2020	6/29/2020	Sherwin Williams 70113	$415.06	Maint Center	109045	GF	Maintenance Staff	Repair or Maint Building	paint supplies Tenniswood
7/3/2020	7/1/2020	Menards Chesterfield M	$13.13	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting
7/7/2020	7/6/2020	Sherwin Williams 70113	$33.37	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting Tenniswood
7/8/2020	7/7/2020	Lowes #01716	$12.48	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting at Tenniswood
7/10/2020	7/9/2020	Lowes #01716	$21.76	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting at Tenniswood
7/13/2020	7/10/2020	Sherwin Williams 70189	$79.61	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/14/2020	7/13/2020	Sherwin Williams 70189	$154.66	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	paint supplies HSN
7/15/2020	7/14/2020	Sherwin Williams 70189	$34.83	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting
7/16/2020	7/15/2020	Sherwin Williams 70189	$9.87	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting Yacks
7/16/2020	7/15/2020	Sherwin Williams 70189	$36.69	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting Yacks
7/17/2020	7/15/2020	The Home Depot #2734	$46.88	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting HSN
7/17/2020	7/16/2020	Sherwin Williams 70189	$14.18	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	sup[plies for painting
7/21/2020	7/20/2020	Sherwin Williams 70189	$206.51	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting MSN
7/24/2020	7/23/2020	Lowes #01156	$21.96	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting at HSN
7/24/2020	7/23/2020	Sherwin Williams 70189	$57.22	Maint Center	109045	GF	Maintenance Staff	Miscellaneous	supplies for painting at Pankow
7/3/2020	7/1/2020	Menards Chesterfield M	$187.68	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for indoor drains at Pankow
7/9/2020	7/7/2020	Menards Chesterfield M	$395.95	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	RTU, A/C, drains at Pankow Pellerin and Wheeler
7/16/2020	7/14/2020	Menards Chesterfield M	$195.89	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for Pankow, Pellerin and Brender
7/20/2020	7/17/2020	Menards Chesterfield M	$20.85	Maint Center	109030	GF	Maintenance Staff	Miscellaneous	supplies for the custodian
7/20/2020	7/17/2020	Menards Chesterfield M	$11.73	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	PVC adapter USB plug Blk
7/23/2020	7/21/2020	Menards Chesterfield M	$303.22	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	misc. parts for repairs at Pankow and Pellerin
7/24/2020	7/22/2020	Menards Chesterfield M	$56.44	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	parts for repairs at Pankow and T&M
7/27/2020	7/23/2020	The Home Depot #2734	$31.54	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	elbow, strainer and batteries for Pankow and Pellerin
7/27/2020	7/23/2020	Menards Chesterfield M	$228.94	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	Misc parts for repairs at T&M, Pankow and Pellerin
7/1/2020	6/29/2020	The Home Depot 2707	$85.23	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	voltage tester, rubber mallet, nut driver, adapter - HS
7/2/2020	6/30/2020	The Home Depot 2734	$91.69	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	wire rope, THMBL Clamp - Bus Garage
7/6/2020	7/2/2020	Menards Chesterfield M	$319.99	Maint Center	109096	GF	Maintenance Staff	Miscellaneous	BTU Pack for MDF room at MSS
7/16/2020	7/14/2020	The Home Depot 2707	$90.13	Maint Center	109072	GF	Maintenance Staff	Repair or Maint Building	lube, lock washer, nuts, blade for HS
6/29/2020	6/26/2020	The Home Depot #2707	$74.63	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Wood glue, sanding belt, stripping pads, latex brush, gasoline antifreeze
7/2/2020	6/30/2020	Praxair Dist Inc 70722	$64.26	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Carbon dioxide, liquefied petroleum gas, 15 lb. propane
7/9/2020	7/7/2020	The Home Depot #2707	$66.85	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	50 ft hose, 7 pc torx set, torx sockets, combo wrench, trigger nozzle
7/9/2020	7/8/2020	Siteone Landscape Supp	$95.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup Quikpro Non Selective Water Dispersible Granule Herbicide 6.8 lb.
7/16/2020	7/14/2020	Weingartz	$32.99	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Filler cap

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7/17/2020	7/16/2020	Leslie Tires Service	$117.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	New mower tire, mount and dismount
7/27/2020	7/23/2020	The Home Depot #2707	$71.04	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Grounds supplies
7/9/2020	7/7/2020	Tractor-Supply-Co #034	$89.99	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Spray pump for weed killer
7/10/2020	7/8/2020	Gfs Store #0240	$11.98	Maint Center	519096	GF	Maintenance Staff	Miscellaneous	Water for Admin for Gleaners group
7/10/2020	7/9/2020	Tractor-Supply-Co #034	$27.98	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup wand and repair kit, wiring harness extension
7/13/2020	7/9/2020	Gfs Store #0240	$5.99	Maint Center	519096	GF	Maintenance Staff	Miscellaneous	Water for Admin for Gleaners group
7/13/2020	7/9/2020	Gfs Store #0240	$11.98	Maint Center	519096	GF	Maintenance Staff	Miscellaneous	Water for Admin for Gleaners group
7/20/2020	7/17/2020	Siteone Landscape Supp	$95.00	Maint Center	109067	GF	Maintenance Staff	Repair or Maint Building	Roundup Quikpro Non Selective Water Dispersible Granule Herbicide
			$18,009.23	**Maint Center Total**					
7/13/2020	7/11/2020	Amazon Prime Mj4gx8sa0	$12.99	Middle School North	105659	GF	Building Admin & Staff	Membership and Dues	Monthly membership fee - no receipt
			$12.99	**Middle School North Total**					
7/1/2020	6/30/2020	Amazon.Com Mj9ao9c60	$30.00	South River Elementary	704221	IF	Building Admin & Staff	School Fundraising	Personal Charge. Accidental charge. Reimbursement made to the Business Office 7/7/2020.
			$30.00	**South River Elementary Total**					
6/29/2020	6/28/2020	Amzn Mktp US Mj7jz5ou1	$17.99	Special Education	105096	GF	Central Admin & Staff	Teaching Supplies	iPad case for students home iPad.
6/30/2020	6/29/2020	Super Teacher Workshee	$24.95	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Super teacher worksheet renewal
6/30/2020	6/29/2020	Amzn Mktp US Ms0za5i82	$89.90	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science Curriculum
6/30/2020	6/29/2020	Teacherspayteachers.Co	$904.22	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC- Curriculum order
6/30/2020	6/30/2020	Amzn Mktp US Mj1ym8nd1	$5.99	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Math dictionary
7/1/2020	6/30/2020	Amzn Mktp US Ms2bu5yl0	$36.86	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Math Supplies
7/1/2020	6/30/2020	Amzn Mktp US Mj1ev2n81	$65.34	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science Curriculum
7/1/2020	6/30/2020	Amzn Mktp US Mj9eh7no1	$83.97	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Kick/Fidget bands
7/1/2020	6/30/2020	Amazon.Com Ms1ze9w72 A	$999.50	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science supplies fit bits
7/2/2020	6/30/2020	Demco Inc	$36.94	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science Curriculum
7/2/2020	7/1/2020	Lowes #00907	-$7.79	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	Credit back for sales tax charged previously
7/2/2020	7/1/2020	Amazon.Com Mj5j03a81 A	$13.40	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC- Math Dictionary
7/2/2020	7/1/2020	Amzn Mktp US Mj3yh6c52	$47.52	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science egg drop kit

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/2/2020	7/1/2020	Amzn Mktp US Mj4iw6ah1	$69.99	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Algebra 2 Teachers edition
7/3/2020	7/1/2020	2co.Com Math4kids	$19.95	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Math worksheet for kids annual renewal
7/3/2020	7/2/2020	Amzn Mktp US Mj9zy90c1	$5.97	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Math Dictioary
7/3/2020	7/2/2020	Amazon.Com Mj2jr9fz2 A	$13.40	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Math Dictionary
7/3/2020	7/2/2020	Amzn Mktp US Mj3f56za0	$47.29	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC Science Curriculum
7/14/2020	7/13/2020	Building Bridges Thera	$1,080.00	Special Education	150664	Grant	Central Admin & Staff	Purchase/Contracted Servi	Building Bridges Therapy Invoice #0120-3-13-312
7/14/2020	7/13/2020	Building Bridges Thera	$2,880.00	Special Education	150664	Grant	Central Admin & Staff	Purchase/Contracted Servi	Building Bridges Therapy Invoice #0120-2-13-312
7/14/2020	7/13/2020	Building Bridges Thera	$90.00	Special Education	151064	Grant	Central Admin & Staff	Purchase/Contracted Servi	Building Bridges Therapy-
7/17/2020	7/15/2020	Kerr Albert Office Sup	$84.72	Special Education	146542	Grant	Central Admin & Staff	Teaching Supplies	MCJJC- Clipboards
7/17/2020	7/15/2020	Kerr Albert Office Sup	$376.52	Special Education	103842	GF	Central Admin & Staff	Office Supplies	MCJJC Office supplies paper, folders, clips
			$6,986.63	**Special Education Total**					
6/30/2020	6/30/2020	Education Week	$79.00	Superintendent's Office	109559	GF	Central Admin & Staff	Professional Development	Education Week Subscription for the Superintendent
7/22/2020	7/20/2020	Kerr Albert Office Sup	$140.00	Superintendent's Office	109543	GF	Central Admin & Staff	Office Supplies	Cases of Paper
			$219.00	**Superintendent's Office Total**					
7/3/2020	7/2/2020	Vs Wow|	$106.42	Technology	104663	GF	Accounts Payable	Contracted Services	TECHNOLOGY - INTERNET SERVICES
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	103927	GF	Technology Staff	Technology	WHEELER - SUPT - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	108027	GF	Technology Staff	Technology	PANKOW - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	100827	GF	Technology Staff	Technology	PELLERIN - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	101527	GF	Technology Staff	Technology	GRAHAM - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	104227	GF	Technology Staff	Technology	SOUTH RIVER - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	104527	GF	Technology Staff	Technology	TENNISWOOD - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	106527	GF	Technology Staff	Technology	MSS - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	100427	GF	Technology Staff	Technology	HIGGINS - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	103327	GF	Technology Staff	Technology	LOBBESTAEL - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	106627	GF	Technology Staff	Technology	MSE - EMERGENCY PHONE BACK UP

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	102227	GF	Technology Staff	Technology	CARKENORD - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	104727	GF	Technology Staff	Technology	YACKS - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	105627	GF	Technology Staff	Technology	MSN - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	106027	GF	Technology Staff	Technology	MSC - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	103927	GF	Technology Staff	Technology	WHEELER - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	101827	GF	Technology Staff	Technology	GREEN - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	107527	GF	Technology Staff	Technology	LCHS - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	107727	GF	Technology Staff	Technology	HSN - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	107827	GF	Technology Staff	Technology	JPAC - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	550327	GF	Technology Staff	Technology	BURDI - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	100627	GF	Technology Staff	Technology	ATWOOD - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	550727	GF	Technology Staff	Technology	CHILDCARE - EMERGENCY PHONE BACK UP
7/20/2020	7/17/2020	Complete Interactive T	$111.87	Technology	109027	GF	Technology Staff	Technology	SUPPORT SERVICES - EMERGENCY PHONE BACK UP
6/29/2020	6/26/2020	Kerr Albert Office Sup	$105.17	Technology	104643	GF	Technology Staff	Office Supplies	Copy paper, file folders
6/30/2020	6/30/2020	Cbi Lansweeper	-$17.94	Technology	104682	GF	Technology Staff	Miscellaneous	Refund of sales tax for software renewal (from last month).
7/6/2020	7/3/2020	Amzn Mktp US Mj15a6gw1	$89.90	Technology	104645	GF	Technology Staff	Miscellaneous	Short micro USB cables
7/6/2020	7/3/2020	Amzn Mktp US Mj5xd63z0	$159.90	Technology	104645	GF	Technology Staff	Miscellaneous	10 - Micro USB Development Board Module Microcontroller
7/9/2020	7/8/2020	Cdw Govt #zjh0867	$65.20	Technology	104641	GF	Technology Staff	Miscellaneous	Go Guardian for Administrators 1 year subscription licenses (10)
7/13/2020	7/10/2020	Harrells Llc	$197.50	Technology	109067	GF	Technology Staff	Repair or Maint Building	Container for corrosive liquids
7/13/2020	7/11/2020	Kimball Midwest Payeez	$265.25	Technology	109067	GF	Technology Staff	Repair or Maint Building	Pins, fittings, fuses, wipes, brake cleaner grease lubricant
7/16/2020	7/14/2020	Kerr Albert Office Sup	$10.72	Technology	104643	GF	Technology Staff	Office Supplies	Tissue, steno pads
6/29/2020	6/27/2020	Micro Center #055-Reta	$434.91	Technology	104645	GF	Technology Staff	Miscellaneous	Webcam and SSD upgrades
			$3,990.04	**Technology Total**					
7/13/2020	7/10/2020	Integrity Testing And	$125.00	Transportation	108559	GF	Transportation Staff	Miscellaneous	FMCSA Webinar training
7/23/2020	7/22/2020	Sec Of State Branch171	$20.29	Transportation	108559	GF	Transportation Staff	Miscellaneous	2 bus titles
6/29/2020	6/26/2020	Oscar W Larson Compa	$250.00	Transportation	108564	GF	Transportation Staff	Contracted Serv Repair	quarterly "B" operator inspection
7/9/2020	7/8/2020	Traction Str7310801	$469.50	Transportation	108535	GF	Transportation Staff	Repair or Maint Parts	relined shoekit, core
7/17/2020	7/15/2020	Kerr Albert Office Sup	$97.62	Transportation	108543	GF	Transportation Staff	Office Supply	shop tickets, magnets, pens
7/22/2020	7/21/2020	Sams Club #6664	$37.96	Transportation	108544	GF	Transportation Staff	Miscellaneous	two boxes face masks
7/24/2020	7/23/2020	State Wire And Termina	$93.88	Transportation	108535	GF	Transportation Staff	Repair or Maint Parts	aluminum rivet,
7/24/2020	7/23/2020	John R Spring And Tire	$420.93	Transportation	108523	GF	Transportation Staff	Tires, Tubes, Batteries	warehouse #148 Spring (F550), shackle, u-bolt

Posting Date	Tran Date	Supplier	Line Amount	Department	ASN	Fund	Hierarchy	Business Purpose	Line Description
7/24/2020	7/23/2020	Hydro-Chem Systems Inc	$4,651.28	Transportation	108532	GF	Transportation Staff	Miscellaneous	Bus wash parts and repair
7/27/2020	7/23/2020	Russ Milne Ford Inc	$576.88	Transportation	108535	GF	Transportation Staff	Repair or Maint Parts	#140 Maint Van o ring, injector assy, shock absorber, warehouse Alternator, Core charge
			$6,743.34	**Transportation Total**					
			$73,941.64	**Grand Total**					

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

BUSINESS OFFICE

Rochelle M. Gauthier
ASSISTANT SUPERINTENDENT FOR BUSINESS AND OPERATIONS

Beth Disbrow
DIRECTOR FOR FINANCE

24076 F.V. PANKOW BLVD.
CLINTON Twp., MI 48036-1304
586.783.6300
586.783.6312 FAX

D.4.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Bid Award Recommendations

☒ Board Action Required
☐ Informational Material
☐ Other: _____

☐ CONFIDENTIAL

Background:

The award of bids and Requests for Proposal require the approval of the Board of Education.

Current Status:

As of August 31, 2020, there is one recommendation that meets the requirements. The recommendation is for TV Studio Equipment and will be covered under F.1., for approval.

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Bid Award Recommendation as presented.

RMG/sjl

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BOARD OF EDUCATION

Hilary E. Dubay PRESIDENT | **Amelia A. Servial** VICE PRESIDENT | **Sharon L. Ross** SECRETARY | **Adam D. Lipski** TREASURER | **Mary L. Hilton** TRUSTEE | **Donald R. Hubler** TRUSTEE | **Terri M. Spencer** TRUSTEE

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

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D.5.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Purchases

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

During the normal course of business, district personnel will purchase items needed to administer the business operations of the schools or administrative offices. In order to provide a review process of the purchases, the board has established a policy that all purchases in excess of $10,000 from the building and site fund and general fund purchases in excess of the state's competitive bid threshold (currently at $24,924.00) be reported to the board on a monthly basis.

Current Status:

As of August 31, 2020, there are the following purchases:

Fund	Vendor	Description	Amount
	Edmentum	Calvert Digital Online Learning for Elementary Students ($65,000 approved in August)	$233,550.00
	Stratix Corp	Smart Mobile Chromebook Bundle – Purchased 8/31/2020 - pricing through GSA Contract	$373,670.00
		Total	$607,220.00

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Purchases as presented.

RMG/sjl

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BOARD OF EDUCATION

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2371333

edmentum™

Date:	8/27/2020
Order Number:	Q-285607
Revision:	1
Order Form Expiration Date:	11/25/2020

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 220912
Customer Name: L'Anse Creuse Public Schools
Billing Address: 24076 Fv Pankow Blvd
Clinton Twp, MI 48036

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)	Extended Price
Calvert Digital Per Student	1,038	**	**	12	$233,550.00

Subtotal:	$233,550.00
Estimated Tax:	$0.00
Total US Funds:	$233,550.00

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms

PO Due Date	Payment Due Date	Amount
Due at Time of Order	Net 15	$65,000.00
9/16/2020	10/1/2020	$168,550.00
	Total	$233,550.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a Purchase Order with this Order Form covering the initial portion of the amount and you will submit future Purchase Orders based on the Invoicing and Payment Terms table and timely make corresponding payment(s) for the remaining amount(s) owed.

Customer Contact for Future Purchase Orders:

Name: _____

Email Address: _____

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions.

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To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature: _____

Name (Printed or Typed): _____

Title: _____

Date: _____

edmentum™

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Appendix A: EdOptions Academy Products

All courses included in the table below will be available for enrollment at the indicated price.

Products	Price
Calvert Digital Per Student	$225.00

Terms and Conditions for Academy Products:

Prices identified above do not include taxes and any taxes imposed on your purchases shall be invoiced and payable by you. To the extent that you have not provided a Subsequent Purchase Order to cover your Purchases, upon our request, you will promptly issue a subsequent Purchase Order in the amount we identify to cover such purchases. You agree to pay all invoices within fifteen (15) days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

Enrollment extensions are available: 2 Weeks - $25. 4 Weeks - $50.

Roles and Responsibilities:

Our Responsibilities
We will administer the program with the support of your staff.

We will be responsible for the following:

- Provide the licensed courses to students using the program.
- Provide qualified teachers for each course (only valid for Calvert if Instructional Support option is listed on the order form).
- Provide live training and/or training through webinar(s) for individuals selected by you to facilitate the program, in accordance with the services you have purchased.
- Provide an online registration and course enrollment process.
- Provide online access to student progress on an ongoing basis to appropriate personnel that you identify.
- Provide access to the online courses that you've licensed 24 hours 7 days a week for student and organization use, subject to normal downtime for updates and maintenance.
- Provide reporting on student progress throughout each course and program.
- Access to learning management system which gives access to student info, student's official gradebook, and communications concerning student.
- Printable access to an enrolled student's transcript.

Your Responsibilities
You will work with us to design and implement a program that meets the educational needs of the students selected to participate in the program.

You will be responsible for the following:

- Designate one person who will be the program administrator. This person will be responsible for coordinating the operation of the program with our staff.
- Arrange for our training to your staff involved in the program. The training will be provided through virtual sessions.
- Submit enrollment forms and other miscellaneous required documents via our Student Information System.
- Determine what course(s) students will take and assist students or administrators in accurately inputting required information.
- Ensure that students participating in this program have regular access to the internet.
- Provide proctors for the exams associated with each course.
- Promptly notify us in the event that you become aware of a change in law or regulation that impacts the operation of the program or the policies in place governing a student's participation in the program.
- Promptly contact us if a student withdraws, is suspended, or has other status changes that will affect the student's participation or progress in class.
- Using reasonable efforts to ensure that your students understand and adhere to our policies, including but not limited to our Student Code of Conduct policy.

edmentum™

Date:	8/27/2020
Order Number:	Q-285607
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ORDER FORM

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To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

INVOICE

stratix

4920 Avalon Ridge Parkway
Peachtree Corners, GA 30071-1572

INVOICE NUMBER 404620
DATE 08/27/2020
ORDER NUMBER
ORDER DATE 08/27/2020
CUSTOMER NUMBER 18360

BILL TO:
L'Anse Creuse Public Schools
24076 F.V. Pankow Blvd
Clinton Township, MI 48036

SHIP TO:
L'Anse Creuse Public Schools
24400 F.V. Pankow Blvd
Clinton Township, MI 48036

CUSTOMER PO	SHIP VIA	SHIP TERM	PAYMENT TERM
STXOPP-044055			Prepayment

ITEM	ITEM DESCRIPTION	QTY	UNIT PRICE	AMOUNT
HARDWARE / ACCESSORIES				
SD-BUN-CBGS	SmartMobile Chromebook Bundle 1YR	1,100	$339.70	$373,670.00
			SUBTOTAL	$373,670.00
			TAX	$0.00

For questions and general correspondence email
AR@Stratixcorp.com

Remittance advice and notification email
RemittanceAR@Stratixcorp.com

HARDWARE / ACCESSORIES	$373,670.00
SERVICES / LABOR	$0.00
MANAGED SERVICES	$0.00
FREIGHT	$0.00
TAX	$0.00
PAYMENTS AND CREDITS	$0.00
AMOUNT DUE	**$373,670.00**

PAYMENT INSTRUCTIONS:

REMIT ACH TO:
Account Name: The Stratix Corporation
Bank Name: US BANK N.A.
1021 E. Cary Street Suite 1850
Richmond, VA 23219
ABA: 091000022
Account Number: 104790063366
Reference: Stratix A/C 229614000

CAGE CODE: 4LD16
DUNS NO. 625935973

Please reference this invoice number on the ACH Advice.
Email ACH Payment Advice to: RemittanceAR@Stratixcorp.com

8/31/2020

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

BUSINESS OFFICE

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Beth Disbrow
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24076 F.V. PANKOW BLVD.
CLINTON Twp., MI 48036-1304
586.783.6300
586.783.6312 FAX

D.6.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Overtime Report

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

This report provides the Board with a monthly overtime variance report, by hours, for fiscal year 2020-2021, which displays the current month's actual overtime hours for the current year in comparison with the same month's actual overtime hours for the previous year. Additionally, this report displays the current year's overtime hours on a year-to-date basis and the total overtime hours incurred for the previous 2020 fiscal year.

Current Status:

The report for August 31, 2020 has been reviewed by Randy Baker, Custodial Supervisor.

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Overtime Report as presented.

RMG/sjl

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L'ANSE CREUSE PUBLIC SCHOOLS
OVERTIME HOUR REPORT
for Fiscal Year 2020/2021

	August 2020-21	August 2019-20	Difference Over (Under)	FY2021 Date	FY2020 Total OT
Operations & Maintenance:					
Custodians	29.80	145.58	(115.78)	35.75	3,811.53
Food & Nutrition	0.00	0.00	0.00	0.00	61.46
Grounds	0.33	55.24	(54.91)	0.00	1,198.88
Maintenance	34.42	64.83	(30.41)	20.92	1,046.14
Mechanics	0.00	0.00	0.00	0.00	42.50
Transportation	0.00	0.00	0.00	0.00	842.95
Warehouse	0.00	0.00	0.00	0.00	12.24
Technology	0.00	0.00	0.00	0.00	0.00
Business Office:					
Payroll	0.00	7.75	(7.75)	0.00	0.00
Buildings:					
Curriculum/Athletics/Swim Mgmt	0.00	31.17	(31.17)	0.00	86.01
Elementary Secretary	0.00	0.00	0.00	0.00	9.30
Secondary Secretary	0.00	5.78	(5.78)	0.00	56.08
Programs & Other:					
Adult Comm. Ed - After School	0.00	0.00	0.00	0.00	0.00
Adult Comm. Ed – Pools	0.00	0.00	0.00	0.00	108.67
Adult Comm. Ed - Sec'y	0.00	0.00	0.00	0.00	8.80
Adult Comm. Ed - Trips	0.00	0.00	0.00	0.00	3.60
Aides Instructional - Accompanist	0.00	0.00	0.00	0.00	41.85
Aides Instructional - Band	0.00	0.00	0.00	0.00	74.78
Aides Instructional - Community Service	0.00	0.00	0.00	0.00	4.53
Aides Noninstructional - Library	0.00	0.00	0.00	0.00	3.87
Aides Noninstructional - Lunchroom	0.00	0.00	0.00	0.00	2.00
Aides Noninstructional - Noon Aide	0.00	0.00	0.00	0.00	53.19
Aides Noninstructional - Supervisory	0.00	0.00	0.00	0.00	31.31
Aides Special Ed - Emotionally Impaired	0.00	0.00	0.00	0.00	0.00
Child Care-Custodian/Sec'y/Tchr	0.00	0.40	(0.40)	0.00	177.19
Human Resources	0.00	0.67	(0.67)	0.00	0.00
Pupil Accounting	0.00	0.00	0.00	0.00	4.50
SDC/SACC	0.75	10.50	(9.75)	2.00	194.86
Total	**65.30**	**321.92**	**(256.62)**	**58.67**	**7,876.24**

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

BUSINESS OFFICE

Rochelle M. Gauthier
ASSISTANT SUPERINTENDENT FOR BUSINESS AND OPERATIONS

Beth Disbrow
DIRECTOR FOR FINANCE

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D.7.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Summary of Wire Transfers

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

In order to conduct financial management transactions, wiring money to and from the district's bank accounts is part of the business office operations. To provide oversight of this process a monthly report is prepared by the accountant. The report includes the date of transaction, the bank accounts involved in the transactions, the reason for the wire transfer, the amount and the fund requesting the transfer.

Current Status:

The report submitted is for August 31, 2020, and summarizes the wire transfers for the General, Debt, Cafeteria and Trust & Agency funds.

Future Direction (Comments or Motion)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Summary of Wire Transfers as presented.

RMG/sjl

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BOARD OF EDUCATION

Hilary E. Dubay PRESIDENT | **Amelia A. Servial** VICE PRESIDENT | **Sharon L. Ross** SECRETARY | **Adam D. Lipski** TREASURER | **Mary L. Hilton** TRUSTEE | **Donald R. Hubler** TRUSTEE | **Terri M. Spencer** TRUSTEE

L'ANSE CREUSE PUBLIC SCHOOLS
Summary of General, Debt, Cafeteria and Trust & Agency Funds Wire Activity
August 1 through August 31, 2020

	Date:	From:	To:	Purpose:	Amount:	Type:	Fund:
1	08/01/20	JPMorgan Chase DF	UBS Bank	2008 Swaption Conversion August 2020 Interest Payment	($147,185.27)	Wire	DF
2	08/03/20	JPMorgan Chase DF	TD Bank	2008 Swaption Conversion August 2020 Interest Payment	($6,539.07)	Wire	DF
3	08/04/20	JPMorgan Chase GF	BMO Harris Bank	8/04/20 Purchasing Card Accts Billing Period Ending July 27, 2020	($73.941.64)	Wire	GF
4	08/13/20	JPMorgan Chase GF	Bank of America	08/14/20 PR Direct Deposit	($883,170.90)	Wire	GF
5	08/13/20	JPMorgan Chase GF	MSGCU	08/14/20 PR	($253,772.79)	Wire	GF
6	08/14/20	JPMorgan Chase GF	Wells Fargo Bank	08/14/20 Annuities Funding	($116,437.49)	Wire	GF
7	08/24/20	JPMorgan Chase GF	MidAmerica	AUL Special Pay Plan for 9 Employees	($25,522.50)	Wire	GF
8	08/27/20	JPMorgan Chase GF	MSGCU	08/28/20 PR	($256,126.08)	Wire	GF
9	08/27/20	JPMorgan Chase GF	Bank of America	08/28/20 PR Direct Deposit	($927,577.59)	Wire	GF
10	08/28/20	JPMorgan Chase GF	Wells Fargo Bank	08/28/20 Annuities Funding	($113,722.54)	Wire	GF
11	08/31/20	JPMorgan Chase GF	The Stratix Corporation	Chromebook Purchase - Through MISD Technology Grant	($373,670.00)	Wire	GF

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

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D.8.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Summary of Investments

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

Part of fiscal management is to invest available cash funds in order to earn income for the district. As investing does include risk, both interest rate risk and credit risk, the board has established a policy that a report on investments be provided on a monthly basis.

Current Status:

The report reflected in the document is for the time period as of August 31, 2020 and includes the investing institution, type of investment, amount invested, interest rate as well as which fund made the investment.

Future Direction (Notes or Comments)/Recommended Motion:

This report is a component item of the consent agenda and Administration recommends that the Board motion to approve the Summary of Investments as presented.

RMG/sjl

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BOARD OF EDUCATION

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September 1, 2020

Summary of investments as of: August 31, 2020

Institution	Type	Amount	Rate	Date Purchased	Due Date	Fund	Number of Days
JPMorgan Chase	Checking*	$10,846,051.50	N/A	Varies	Immediate	GF	-
JPMorgan Chase	Checking*	$364,134.61	N/A	Varies	Immediate	IF	-
JPMorgan Chase	Checking*	$3,662,609.29	N/A	Varies	Immediate	DF	-
Fifth Third Bank	Depository*	$1,822,485.60	N/A	Varies	Immediate	GF	-
Fifth Third Bank	Depository*	$875,116.59	N/A	Varies	Immediate	IF	-
Fifth Third Bank	Depository*	$124,625.93	N/A	Varies	Immediate	CF	-
Bank of America	Checking*	$203,879.98	N/A	N/A	Immediate	2008 B&S	-
MILAF	Investment**	$1,677,940.10	N/A	N/A	Immediate	2008 B&S	-
Fifth Third Bank	Checking*	$640,670.13	N/A	N/A	Immediate	2010 B&S	-
Fifth Third Bank***	Depository*	$267,768.92	N/A	Varies	Immediate	BF	-

NOTE:
State Aid Payment –August $9,642,076.76 8/20/2020
Deposited to JPMorgan Chase

* Interest at all financial institutions is utilized to offset service charges; therefore, no interest is paid to the district.
**MILAF continues to pay a dividend on the remaining investment balance of 2008 Building & Site proceeds.
***This account is for the proceeds of 23 Mile Road land sale, which are to be used for bond related purchases.

B&S = Building & Site
CF = Cafeteria Fund
DF = Debt Fund
GF = General Fund
IF = Internal Fund
CP = Capital Projects
BF = Bond Fund

Prepared by:

Jennifer McKay
Accountant

Rates as of August 31, 2020:

Federal Reserve

Non-Asset Backed	30 days	0.08
	60 days	0.10
Asset Backed	30 days	0.13
	60 days	0.15

Note: n.a. indicates trade data insufficient to support calculation of the particular rate.

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

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BUSINESS OFFICE

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D.9.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Accounts Payable Check Register

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other _____

Background:

The accounts payable check listing is reviewed by members of the board of education. They may review the paperwork, if necessary, and each will sign the check register.

Current Status:

The following Board Members are assigned to approve the Accounts Payable Check Register on the following dates:

Review Dates	Approvers
Oct 1 & 2, 2020	
Oct 15 & 16, 2020	
Oct 29 & 30, 2020	

**The Purchase Card Report for September 2020 will be included in the October 28, 2020 check run*

Future Direction (Notes or Comments)/Recommended Motion:

This status is provided as a schedule reminder.

RMG/sjl

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BOARD OF EDUCATION

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L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER
AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

HUMAN RESOURCES
Dr. Greg Dixon
ASSISTANT SUPERINTENDENT
FOR HUMAN RESOURCES

24076 F.V. PANKOW BLVD.
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D.10.

Initiator: Greg Dixon

Board Meeting: September 28, 2020

Agenda Item: Employment Recommendations

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other_____

Background:
The attached list contains candidates who have been recommended for employment in the position/building that is indicated, as well as current employees who are being recommended for a change in some aspect of their employment status.

Current Status:
The Human Resources department has received, from the appropriate administrator, a recommendation for the action listed along with any required documentation. Interviews and reference checks, if applicable, have been completed. The Employment Recommendations are being submitted for approval by the Board.

Future Direction (Notes or Comments)/Recommended Motion:
Administration recommends that the Board motion to approve the Employment Recommendations as presented.

GD/ad

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BOARD OF EDUCATION

Hilary E. Dubay	Amelia A. Servial	Sharon L. Ross	Adam D. Lipski	Mary L. Hilton	Donald R. Hubler	Terri M. Spencer
PRESIDENT	VICE PRESIDENT	SECRETARY	TREASURER	TRUSTEE	TRUSTEE	TRUSTEE

#	Name	Assignment	Remarks	Effective	Degree/Step
INSTRUCTIONAL					
1	**Cryderman, Ryan**	**Teacher, L'Anse Creuse Middle School - East**	**Resignation**	**9/14/2020**	
2	Dropps, Jeffrey	Athletic Director, L'Anse Creuse Middle School - East	Replaces Reid Goslin, Shared Position	8/17/2020	Per Supplemental Contract
3	*Guzynski, Gabrielle	Teacher, Joseph M. Carkenord Elementary	Replaces Amber Madigan (leave of absence)	9/14/2020	BA Step 1 $40,500, prorated
4	**Kelly, Savannah**	**Teacher, Tenniswood Elementary**	**Replaces Jennifer Munroe (leave of absence)**	**9/10/2020**	**BA Step 1 $40,500, prorated**
5	Knoll, Jessica	Teacher, L'Anse Creuse High School	Resignation	8/31/2020	
6	Luther, Megan	Class of 2022 Co-Sponsor, L'Anse Creuse High School - North	Shared position	9/8/2020	Per Supplemental Contract
7	Marzicola, Jessica	Teacher, L'Anse Creuse High School	Resignation	8/31/2020	
8	May, Lauren	Art Teacher, Green Elementary	Resignation	8/27/2020	
9	Mignot, Mark	Varsity Softball Coach, L'Anse Creuse High School - North	Resignation	8/12/2020	
10	**Paternoster, Jason**	**Athletic Director, L'Anse Creuse Middle School - South**	**Replaces Mark Wojciechowicz**	**9/8/2020**	**Per Supplemental Contract**
11	**Roggeman, Susan**	**Diversity Club Co-Sponsor, L'Anse Creuse High School - North**	**Resignation**	**9/14/2020**	
12	***Salamon, Dana**	**Art/ELA Teacher, L'Anse Creuse Middle School - South**	**Replaces Linda Dubay and Nicole Shepherd**	**9/21/2020**	**MA Step 1 $43,500, prorated**
13	Salter, Brenda	Student Council Sponsor, L'Anse Creuse Middle School - North	Resignation	8/25/2020	
14	Weir, Darren	Varsity Boys Tennis Coach, L'Anse Creuse High School - North	Replaces Blake Kwiecinski	8/12/2020	Per Supplemental Contract
15	**Wenzel, Charles**	**Freshman Class Sponsor, L'Anse Creuse High School - North**	**New Position**	**9/8/2020**	**Per Supplemental Contract**

#	Name	Assignment	Remarks	Effective	Degree/Step
16	White, Zachary	JV Boys Tennis Coach, L'Anse Creuse High School - North	Replaces Alex Bugdalski	8/27/2020	Per Supplemental Contract
17	Wojciechowicz, Mark	Athletic Director, L'Anse Creuse Middle School - South	Resignation	8/24/2020	
NON-INSTRUCTIONAL					
1	***Arevalo-Alfaro, Ramon**	**Afternoon Custodian, L'Anse Creuse Middle School - Central / Early Childhood Center**	**Replaces Amy Scott**	**9/15/2020**	**$14.34**
2	Beaver, Dayna	Cook/Cashier Class I, L'Anse Creuse High School - North	Resignation	8/25/2020	
3	Breece, Gail	Class I Media Clerk, L'Anse Creuse Middle School - East / L'Anse Creuse Middle School - North	Replaces Olivia Morefield	8/31/2020	$12.20
4	Brzozowski, Deborah	Instructional Paraprofessional, Marie C. Graham Elementary	Resignation	8/24/2020	
5	***Carpenter, Holly**	**Kindergarten Aide, Donald J. Yacks Elementary**	**Replaces Sandra White**	**9/9/2020**	**$9.65**
6	Casadei, JoAnn	Kindergarten Aide, Atwood Elementary	Retirement (23 years)	7/1/2020	
7	**Champine, Nicole**	**Childcare Aide, L'Anse Creuse Early Childhood Center**	**Resignation**	**9/2/2020**	
8	Ditto, Diane	SACC Aide, Francis A. Higgins Elementary	Leave of Absence	9/8/2020	
9	Doddie, Amanda	1 on 1 Paraprofessional, Marie C. Graham Elementary	Leave of Absence	9/8/20 - 12/7/20	
10	***Eschelbach, Kyle**	**Mechanic, Larry F. Brender Support Services Center**	**New Position**	**9/28/2020**	**$22.27**
11	Failer, Andrew	Supervisory Aide, L'Anse Creuse High School - North	Resignation	8/27/2020	
12	**Foster, Susan**	**Special Education Paraprofessional, L'Anse Creuse Middle School - Central**	**Leave of Absence**	**9/8 - 10/7/2020**	
13	Fugate, Benjamin	Bus Driver, Larry F. Brender Support Services Center	Resignation	8/28/2020	
14	*Gjergji, Marjeta	Custodian, Francis A. Higgins Elementary	Replaces Amy Scott	8/31/2020	
15	**Green, Jennifer**	**Lead Teacher, L'Anse Creuse Early Childhood Center**	**Resignation**	**9/18/2020**	

#	Name	Assignment	Remarks	Effective	Degree/Step
16	Hoffman, Pamela	Head Cook/Cashier Class II, L'Anse Creuse Middle School - Central	Resignation	8/25/2020	
17	**Houbeck, Steven**	**Accompanist, L'Anse Creuse Middle School - North / L'Anse Creuse Middle School - South**	**Resignation**	**9/14/2020**	
18	Malik, Deborah	Childcare Aide, L'Anse Creuse Early Childhood Center	Retirement (26 years)	8/31/2020	
19	***Manus, Clifton**	**Mechanic, Larry F. Brender Support Services Center**	**Replaces Brian Allison**	**9/28/2020**	**$20.12**
20	McKenna, Karen	Head Cook/Cashier Class II, L'Anse Creuse Middle School - East	Retirement (20 years, 6 months)	9/8/2020	
21	Messel, Stephanie	Instructional Paraprofessional, Donald J. Yacks Elementary	Resignation	8/27/2020	
22	Miller, Kerrie	Preschool Teacher Aide, Anna Mae Burdi	Leave of Absence	9/8/20 - 12/7/20	
23	Nagano-Taira, Marcia	Cook/Cashier Class I, L'Anse Creuse High School	Resignation	9/1/2020	
24	*O'Malley, Kayla	SACC Aide, Green Elementary	Replaces Angela Perry	9/8/2020	$9.65
25	**Peters, Laura**	**Bus Driver, Larry F. Brender Support Services Center**	**Leave of Absence**	**9/14 - 10/31/2020**	
26	*Piggot, Jean	Kindergarten Aide, Donald J. Yacks Elementary	Replaces Patsy Baker	9/8/2020	$9.65
27	*Quinn, Donald	Afternoon Custodian, Joseph M. Carkenord Elementary	Replaces Christopher Ryan	8/31/2020	$14.34
28	Randall, Tina	Instructional Paraprofessional, Donald J. Yacks Elementary	Leave of Absence	9/8/20 - 12/8/20	
29	Randolph, Laura	Cook/Cashier Class I, L'Anse Creuse Middle School - North	Resignation	8/26/2020	
30	Renock, Sandra	Cook/Cashier Class I, L'Anse Creuse High School - North	Termination	9/29/2020	
31	Ryan, Christopher	Custodian, Joseph M. Carkenord Elementary	Resignation	7/31/2020	
32	**Rycerz, Rachel**	**Childcare Aide, L'Anse Creuse Early Childhood Center**	**Resignation**	**9/25/2020**	
33	**Sariol, Sheila**	**Student Aide, Emma V. Lobbestael Elementary**	**Leave of Absence**	**9/8/2020 - 1/1/2021**	

#	Name	Assignment	Remarks	Effective	Degree/Step
34	Simpson, Suzanne	Kitchen Manager Class IV, L'Anse Creuse Middle School - Central	Retirement (23 years, 7 months)	8/25/2020	
35	Slayton, Susan	ECSE Paraprofessional, Francis A. Higgins Elementary	Resignation	8/18/2020	
36	Spurgeon, Justin	1-on-1 Special Education Paraprofessional, L'Anse Creuse High School - North	Resignation	8/18/2020	
37	***Stevenson, Tyrone**	**Afternoon Custodian, L'Anse Creuse High School - North**	**Replaces Scott Lemanski**	**9/17/2020**	**$14.34**
38	Taliaferro, Stephanie	Instructional Paraprofessional, Tenniswood Elementary	Resignation	8/31/2020	
39	Taylor, Rosemary	SACC Aide, Donald J. Yacks Elementary	Resignation	8/17/2020	
40	Thomas, Alicia	Instructional Paraprofessional, Marie C. Graham Elementary	Leave of Absence	9/8/2020	
41	Thomas, Gina	Cook/Cashier Class I, L'Anse Creuse High School - North	Leave of Absence	9/9/2020-10/2/2020	
42	**Troy, Brittanie**	**Bus Driver, Larry F. Brender Support Services Center**	**Termination**	**9/16/2020**	
43	*Vanbuskirk, Julie	Preschool Lead Teacher, L'Anse Creuse Early Childhood Center	Replaces Colleen George	8/31/2020	$16.37
44	**VanBuskirk, Julie**	**Preschool Lead Teacher, L'Anse Creuse Early Childhood Center**	**Resignation**	**9/18/2020**	
45	***VanDriessche, Melissa**	**Cook/Cashier Class I, L'Anse Creuse Middle School - North**	**Replaces Laura Randolph**	**9/14/2020**	**$11.81**
46	*Vincent, Cheryl	Cook/Cashier Class I, L'Anse Creuse Middle School - North	Replaces Alysa Budzynowski	9/11/2020	$11.81
47	Wallace, Terra	Health Occupation Paraprofessional, Frederick V. Pankow Center	Leave of Absence	9/8/2020	
48	**Walters, Jennifer**	**Preschool Aide, L'Anse Creuse Early Childhood Center**	**Resignation**	**8/28/2020**	
49	Walters, Jennifer	Preschool Aide, L'Anse Creuse Early Childhood Center	Resignation	8/28/2020	
50	White, Sandra	Kindergarten Aide, Donald J. Yacks Elementary	Resignation	8/28/2020	
51	Wieczorek, Nancy	Kindergarten Aide, South River Elementary	Retirement (20 years, 8 months)	8/31/2020	

#	Name	Assignment	Remarks	Effective	Degree/Step
52	Zuhlke, Tyessa	Medical Aide, L'Anse Creuse High School - North	Resignation	8/5/2020	

*New Employee to the District

Updated items are in bold and italicized.

Years of service reflect LCPS service, only, and does not reflect purchased service or service in other school districts.

BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING MINUTES
AUGUST 17, 2020 – 2:30 P.M.

The Board of Education of the L'Anse Creuse Public Schools district convened a Committee of the Whole on Monday, August 17, 2020 at 2:30 p.m. at the Harry L. Wheeler Community Center an Administrative Offices, located at 24076 F.V. Pankow Boulevard, Clinton Township, Michigan.

During states of emergency applicable to the District declared by the President of the United States, the Governor of the State of Michigan, or another governmental entity, and as part of the Executive Order, the Board President may modify or suspend procedural requirements of Bylaws to the extent necessary to comply with requirements contained in the declaration of the State of Emergency.

A. Call to Order, Pledge of Allegiance, Roll Call

Mrs. Hilary Dubay, President, called the Committee of the Whole to order at 2:39 p.m.

Roll Call

Present:
Mrs. Hilary Dubay, President
Mrs. Amy Servial, Vice President
Mrs. Sharon Ross, Secretary
Mr. Adam Lipski, Treasurer
Mrs. Mary Hilton, Trustee
Mr. Donald Hubler, Trustee
Dr. Terri Spencer, Trustee

Also present:
Mr. Erik Edoff, Superintendent
Mrs. Lisa Montpas, Assistant Superintendent for Curriculum & Instruction
Mrs. Rochelle Gauthier, Assistant Superintendent for Business & Operations
Dr. Greg Dixon, Assistant Superintendent for Human Resources
Mrs. Laura Holbert, Director for Elementary Education
Mrs. Nancy Supanich, Director for Special Education
Mrs. Nicolette Trask, Executive Assistant to the Superintendent
Employees and Patrons of the District

B. Approval of Agenda

The Board proceeded with the agenda as posted.

C. Hearing of School District Patrons

The following parents and employees addressed the Board regarding the return to school in the Fall.

Jim Kroll	David Nordstrom
Senor Francis	Doris Briggs
Lisa Macomber	Kathy Parmentier
Emily Socha	Ken Grix

D. Presentations

D.1. Mrs. Supanich introduced Ms. Meredith Beard, Principal at L'Anse Creuse High School – North, Kimberly Criner, Secondary School Social Worker, and Megan Marginet, Elementary School Social Worker who presented information on mental health support. Discussion followed.

E. Superintendent's Report

E.1. Mr. Edoff provided a district update and expressed the continued commitment the Board and Administration have to safely return to school this Fall. He acknowledged that there are more questions and concerns the district will need to address as the circumstances change in the county due to the Coronavirus pandemic. Mr. Edoff stated the district will continue to move forward and work to provide the information needed for parents to make the best choice for their students and return to school safely. Discussion followed.

E.2. Mr. Edoff shared that Dolores Montgomery, retired teacher in the English Department, has been nominated for the L'Anse Creuse Hall of Distinction and will be recommended for induction at the next Regular Board Meeting. Discussion followed.

F. Business & Operations Office

F.1. Ms. Gauthier provided information on the Consent Agenda Items that will be presented for approval at the August 17, 2020 Board Meeting with the exception of Purchases. Ms. Gauthier stated that the Purchases Consent Agenda Item is presented for approval this evening, as this purchase is for the Edmentum virtual learning program for the return to school.

F.2. Ms. Gauthier presented information regarding the recommendation of acknowledging an additional law firm, Butler Law Group, for Special Education Matters. This item will be presented for approval during the August 24, 2020 Regular Board Meeting. Discussion followed.

F.3. Ms. Gauthier provided information on the Macomb Oakland Fuel Consortium Recommended that will be presented for approval at the August 24, 2020 Regular Board Meeting. Discussion followed.

G. Human Resources

G.1. Dr. Dixon provided information regarding the Employment Recommendations that will be presented for approval at the August 24, 2020 Board Meeting. Discussion followed.

G.2. Dr. Dixon provided information regarding the leave requests for the 2020-2021 school year that will be presented for approval at the August 24, 2020 Board Meeting. Discussion followed.

H. Other Matters

Mr. Hubler requested that the Board President add a Closed Session discussion to the August 24, 2020 Regular Board Meeting to discuss allegations made against him at a previous meeting.

Dr. Spencer acknowledged and thanked everyone for their work on the return to school in the fall.

Mr. Lipski addressed Administration regarding the district's FAQ. Discussion followed.

I. Hearing of School District Patrons Follow-Up

The following parents and employees addressed the Board and Administration regarding the return to school in the Fall:

Jonica Yakey	Christine Kotas	Christine Lukesevich	Mia Cichowlas
Chondrea Grant	Christine Templin	Samantha Morden	Ken Penberthy
Brandy Suarez	Amy Combs	Gene Nowicki	Holly Edleston
Emily Socha	Susan Buffa	Jennifer Gorney	Zachary Mentzer
Tom Wenzel	Heather Hall	Colin Kitchen	Zach Fanning

J. Board Member Comment

Mrs. Ross shared her appreciation for the students, staff and community of L'Anse Creuse. She expressed her understanding that many are concerned and acknowledged the work Administration has been doing since the beginning of the pandemic in their commitment to continue educating students and to return to school safely.

Motion by Mrs. Servial, supported Mr. Lipski, to allow the Board to vote during the Committee of the Whole meeting.

Roll Call Vote:
Yes: Servial, Lipski, Spencer, Ross, Hilton, Hubler, Dubay
No: None
Motion carried.

K. Closed Session – Pursuant to Section 8(c) of the Open Meetings Act for a Negotiations Update.

Motion by Mr. Lipski, supported by Dr. Spencer, to move into Closed Session. (6:02 p.m.)

Roll Call Vote:
Yes: Lipski, Spencer, Hubler, Dubay, Hilton, Ross, Servial
No: None
Motion carried.

Motion by Mrs. Servial, supported by Dr. Spencer, to reconvene to the Committee of the Whole Session at 7:28 p.m.

Roll Call Vote:
Yes: Servial, Spencer, Ross, Lipski, Hubler, Hilton, Dubay
No: None
Motion carried.

Motion by Mrs. Hilton, supported by Mr. Hubler, to approve Consent Agenda Item F.1. Purchases, the purchase of the Edmentum program for approximately $160,000.00 as presented.

Roll Call Vote:
Yes: Hilton, Hubler, Ross, Lipski, Spencer, Dubay, Servial
No: None
Motion carried.

L. Adjournment

Motion by Mrs. Servial, supported by Mr. Lipski, to adjourn the meeting. The meeting was adjourned at 7:32 p.m.

Yes: Servial, Lipski, Hubler, Dubay, Spencer, Ross, Hilton
No: None
Motion carried.

Respectfully submitted,

Sharon L. Ross, Secretary
Board of Education

SLR:nt

BOARD OF EDUCATION
REGULAR MEETING MINUTES
AUGUST 24, 2020 – 6:30 P.M.

The Board of Education of the L'Anse Creuse Public Schools district convened a Regular Meeting on Monday, August 24, 2020 at 6:45 p.m. using the Zoom virtual meeting program.

During states of emergency applicable to the District declared by the President of the United States, the Governor of the State of Michigan, or another governmental entity, and as part of the Executive Order, the Board President may modify or suspend procedural requirements of Bylaws to the extent necessary to comply with requirements contained in the declaration of the State of Emergency.

A. Call to Order, Pledge of Allegiance, Roll Call

Mrs. Hilary Dubay, Board President, called the meeting to order at 6:45 p.m.

Present:
Mrs. Hilary Dubay, President
Mrs. Amelia Servial, Vice President
Mrs. Sharon Ross, Secretary
Mr. Adam Lipski, Treasurer
Mrs. Mary Hilton, Trustee
Mr. Donald Hubler, Trustee
Dr. Terri Spencer, Trustee

Also present:
Mr. Erik Edoff, Superintendent
Ms. Lisa Montpas, Assistant Superintendent for Curriculum and Instruction
Ms. Rochelle Gauthier, Assistant Superintendent for Business and Operations
Dr. Greg Dixon, Assistant Superintendent for Human Resources
Ms. Nancy Supanich, Director for Special Education
Ms. Laura Holbert, Director for Elementary Education
Ms. Kimberly Rawski, Director for Secondary Education
Mr. Brandon Streng, Director for Technology
Mrs. Nicolette Trask, Executive Assistant to the Superintendent
Employees and Patrons of the District

B. Approval of Agenda

Motion by Mrs. Hilton, supported by Mr. Lipski, to approve the agenda for the August 24, 2020 Regular Board Meeting as presented with the removal of the Board Member's Request, to move into closed session. The Board will still go into closed session for negotiations.

Roll Call Vote:
Yes: Hilton, Lipski, Servial, Ross, Hubler, Spencer, Dubay
No: None
Motion carried.

C. Closed Session – Pursuant to Section 8(c) of the Opening Meetings Act – Negotiations

Motion by Mrs. Hilton, supported by Mr. Lipski, to move into Closed Session pursuant to Section 8(c) of the Open Meetings Act for negotiations at 6:50 p.m.

Roll Call Vote:
Yes: Hilton, Lipski, Dubay, Hubler, Servial, Ross, Spencer
No: None
Motion carried.

Motion by Mrs. Hilton, supported by Mrs. Servial, to reconvene to Regular Session at 8:26 p.m.

Roll Call Vote:
Yes: Hilton, Servial, Hubler, Spencer, Dubay, Lipski, Ross
No: None
Motion carried.

Motion by Mrs. Hilton, supported Dr. Spencer, to accept the LCEA Letter of Agreement between LCEA and L'Anse Creuse Public Schools as presented for the return to school and to review the plan on October 19, 2020.

Roll Call Vote:
Yes: Hilton, Spencer, Servial, Lipski, Ross, Dubay, Hubler
No: None
Motion carried.

Mrs. Dubay shared the following information from the LCEA Letter of Agreement:

- The district will now require K-5 students to wear masks in school; therefore all students in the district will be required to wear a mask upon the return to school.
- School will be reduced by one hour each school day to allow teachers to connect with their virtual students.
- The district will provide one week of training for teachers to discuss their building plans and prepare for the start of school.

Mrs. Dubay also shared the following information regarding the return to school:

- The district has enough PPE for the entire first semester of school.
- The virtual sign up will remain open and the registration deadline will be flexible to allow parents to continue to sign up.
- The district will allow those who choose in-person to transition to virtual if need be during the first quarter.
- The district will push back the first day of school to September 14, 2020 for students.

D. Hearing of School District Patrons

Mrs. Ross read the Addressing the Board guidelines for the patrons. The following employees and parents addressed the Board regarding the return to school plan.

Madlyn Pugliano	Carla Rosado
Grant Kovacs	Natalie Sawyer
Samantha Moucha	Mary Beth Querio
Lisa Macomber	Sabrina French
Laura Tremblay	Kathy Laeder

E. Consent Agenda

Motion by Mrs. Servial, supported by Mr. Lipski, to approve the following Consent Agenda items as presented.

E.1. Budget Report
E.2. Quarterly Budget Update
E.3. Payment Register/Purchase Card Report
E.4. Bid Award Recommendations
E.5. Purchases
E.6. Overtime Report
E.7. Summary of Investments
E.8. Summary of Wire Transfers
E.9. Accounts Payable Check Register Approval Reminder
E.10. Employment Recommendations
E.11.a Board Meeting Minutes – July 27, 2020 Regular Board Meeting
E.11.b. Board Meeting Minutes – August 10, 2020 Special Meeting Minutes

Roll Call Vote:
Yes: Servial, Lipski, Spencer, Hilton, Ross, Dubay, Hubler
No: None
Motion carried.

F. Superintendent's Report

F.1. Mr. Edoff provided a district update and shared information regarding the return to school and the continued work being done by the district. Mr. Edoff shared information on what class sizes look like at each level with the virtual registration data at this point. He stated the district will keep moving forward and continue to prepare the district for a safe return to school.

F.2. Motion by Mrs. Hilton, supported by Mr. Lipski, to approve the recommendation of Dolores Montgomery to be inducted in to the L'Anse Creuse Hall of Distinction as recommended by the Superintendent and the District Naming Committee.

Roll Call Vote:
Yes: Hilton, Lipski, Hubler, Spencer, Dubay, Ross, Servial
No: None
Motion carried.

G. Business Office Report

G.1. Motion by Mr. Hubler, supported by Mrs. Servial, to acknowledge Butler Law Group as an approved legal service firm for the district.

Discussion followed.

Roll Call Vote:
Yes: Hubler, Servial, Ross, Dubay, Lipski, Spencer
No: Hilton
Motion carried.

G.2. Motion by Mr. Lipski, supported by Mrs. Hilton, to approve and authorize Administration to execute the Macomb Oakland Fuel Consortium agreement for the 2020-2021 school year as presented.

Roll Call Vote:
Yes: Lipski, Hilton, Ross, Spencer, Hubler, Servial, Dubay
No: None
Motion carried.

H. Other Matters

Motion to Mrs. Servial, supported by Mr. Lipski, to extend the TPOAM Food and Nutrition contract as presented.

Roll Call Vote:
Yes: Servial, Lipski, Hubler, Spencer, Hilton, Dubay, Ross
No: None
Motion carried.

Mr. Edoff requested the Board add a Closed Session for a brief negotiations update.

Motion by Mrs. Hilton, supported by Mr. Lipski, to move into Closed Session pursuant to Section 8(c) of the Open Meetings Act for purpose of a Negotiations Update at 9:27 p.m.

Roll Call Vote:
Yes: Hilton, Lipski, Ross, Servial, Spencer, Dubay, Hubler
No: None
Motion carried.

Motion by Mr. Lipski, supported by Mrs. Hilton, to reconvene to Regular Session at 9:47 p.m.

Roll Call Vote:
Yes: Lipski, Hilton, Dubay, Hubler, Ross, Servial, Spencer
No: None
Motion carried.

I. Hearing of School District Patrons Follow-up

The following employees, parents and patrons addressed the Board and Administration regarding the return to school plan.

Jim Kroll	Jared Imlay	Susan Buffa	Jennifer Punturiere	Patrick Corcoran
Renee Lafferty	Joann Weingartz	Hope Comerford	Mia Cichowlas	Kyle Hagel
Rosa Hough	Beth Broder	Darren Weir	Amy Ward	Kelly Jo Danzy
Sarah Bowe	Eddie Strek	Emily Socia	Christine Duryee	Christina Trotta
Michelle Spencer	Julie Colella	Ken Grix	Michelle Palmer	Ginger Kinney
Tiffany Sikula	Tom Wenzel	Meghan Luther	Jennifer Zager	Deana Currie
Courtney Foote	Rosie Hemphil	Sarah Navarra	Veronica Snarski	
Roseann Todaro	Marc Miller	Maria Lograsso-Gaitens	Necole Cichowlas	
Kelly McDevitt	Amy Combs	Paul Sandy	Deana Patterson	
Jessica Romeo	David Nordstrom	Christine Lukevich	Nicole Plauman	

J. Board Member Comment

Mr. Lipski stated that he believes it is important for the district to return to face-to-face education for students and shared that as a parent he will be sending his children back to in-person instruction. He expressed that safety is important and encouraged parents to take the appropriate precautions with their children to support a healthy environment for them and the school community.

K. Adjournment

Motion by Mrs. Servial, supported by Mrs. Hilton, to adjourn the meeting. The meeting was adjourned at 12:50 a.m.

Roll Call Vote:
Yes: Servial, Hilton, Dubay, Hubler, Lipski, Ross, Spencer
No: None
Motion carried.

Respectfully submitted,

Sharon L. Ross, Secretary
Board of Education

SLR:nt

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

24076 F.V. PANKOW BOULEVARD
CLINTON TOWNSHIP, MI 48036
586.783.6300
586.783.6310 FAX
WWW.LC-PS.ORG

E.1.

Initiator: Erik Edoff

Board Meeting: September 28, 2020

Agenda Item: Pay-to-Participate Program

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other_____

Background:
The district currently has a Pay-to-Participate fee program in place to fund sports/athletics.

Current Status:
During the September 21, 2020 Committee of the Whole Meeting, it was proposed that the district use the enhancement millage funds to suspend the Pay-to-Participate program and eliminate fees for families. This will be evaluated on a yearly basis. It was also suggested that language be added to the LCPS COVID-19 Preparedness and Response Plan to reflect the decision to suspend the "Pay-to-Participate" program for the 2020-2021 school year.

Direction (Notes or Comments)/Recommended Motion:
Administration recommends the Board motion to approve the suspension of the Pay-to-Participate program and use enhancement millage funds to support this program, with a yearly evaluation of the program.

NOTICE OF NONDISCRIMINATION. It is the policy of L'Anse Creuse Public Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent for Human Resources, L'Anse Creuse Public Schools Administration, 24076 F.V. Pankow Boulevard, Clinton Township, MI 48036, (586) 783-6300. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director for Special Education, (586) 783-6300.

BOARD OF EDUCATION
Hilary E. Dubay PRESIDENT | **Amelia A. Servial** VICE PRESIDENT | **Sharon L. Ross** SECRETARY | **Adam D. Lipski** TREASURER | **Mary L. Hilton** TRUSTEE | **Donald R. Hubler** TRUSTEE | **Terri M. Spencer** TRUSTEE

L'Anse Creuse PUBLIC SCHOOLS

HARRY L. WHEELER COMMUNITY CENTER AND ADMINISTRATIVE OFFICES

Erik J. Edoff
SUPERINTENDENT

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E.2.

Initiator: Erik Edoff

Board Meeting: September 28, 2020

Agenda Item: LCPS COVID-19 Preparedness and Response Plan

☒ Board Action Required
☐ Informational Material
☐ Other_____

☐ CONFIDENTIAL

Background:
During the August 10 2020 Special Board Meeting the Board of Education approved the L'Anse Creuse Public Schools COVID-19 Preparedness and Response Plan as required by the State as part of the MI Safe Schools Return to School Roadmap.

Current Status:
The Board discussed adding additional language to the LCPS COVID-19 Preparedness and Response Plan to address modifications or enhancements to district procedures for the 2020-2021 school year. The following language will be included in the revised LCPS COVID-19 Preparedness and Response Plan:

- Added to Page 26:
  - Officials and referees will wear masks while officiating home LCPS competitions.
  - The District will suspend "Pay-to-Participate" for the 2020/2021 school year.

- Added to Page 31:
  - For the 2020/2021 school year, the district will allow students to drive to and from the Frederick V. Pankow Center from our comprehensive high schools or home. Students will get permission from parents and follow all district procedures for driving. One passenger will be allowed with each student driver. This allowance will be reviewed on a monthly basis.

- Added to Page 53:
  - The district will not enter into any new rental agreements with outside organizations after 9/22/2020. All existing rentals of outdoor facilities will be informed of LCPS procedures and allowed to continue their rentals. This suspension will be evaluated in December 2020.

Future Direction (Notes or Comments)/Recommended Motion:
Administration recommends the Board motion to approve the revised L'Anse Creuse Public Schools COVID-19 Preparedness and Response Plan as presented with the additions stated above.

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BOARD OF EDUCATION

Hilary E. Dubay	Amelia A. Servial	Sharon L. Ross	Adam D. Lipski	Mary L. Hilton	Donald R. Hubler	Terri M. Spencer
PRESIDENT	VICE PRESIDENT	SECRETARY	TREASURER	TRUSTEE	TRUSTEE	TRUSTEE

L'Anse Creuse Public Schools
COVID-19 Preparedness and Response Plan
informed by
The MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

The health and safety of L'Anse Creuse students and staff remains a top priority as we prepare to reopen schools for the 2020-21 school year. Governor Whitmer's Executive Order 2020-142 "provides a structure to support all schools in Michigan as they plan for a return of Pre K-12 education this fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will [respond to the Corona Virus] across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in [the Upper Peninsula] may not work in [Macomb County]. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions" (EO-2020-142).

L'Anse Creuse and Macomb County educators have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. L'Anse Creuse is working to develop plans for scenarios to meet the needs of all students: face-to-face and remote learning. In the event that a shift becomes necessary, districts will be able to fluidly transition among instructional options. While this county-wide template was developed collaboratively among all Macomb districts, each district will create its own plan specific to the unique needs of their community. Districts will communicate directly with community members about their specific school district plans.

While no one can predict the future, L'Anse Creuse and Macomb County educators have partnered with their local stakeholders to develop customized reopening plans that meet student needs. Each Macomb County district has worked diligently to strengthen remote instruction, improve access to devices, enhance connectivity, and secure personal protective equipment (PPE) so that all students have access to a safe environment and high quality education.
Our mission is to support the academic, social, and emotional needs of Macomb County students. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

GENERAL INFORMATION

- Virus Status
- How to Keep Communities Safe
- School Operating Status
- Essential Actions and Safety Protocols

CATEGORY: SAFETY PROTOCOLS

- Personal Protective Equipment
- Hygiene
- Spacing, Movement and Access
- Screening Students, Staff, and Guests
- Testing Protocols for Students and Staff and Responding to Positive Cases
- Responding to Positive Tests Among Staff and Students
- Food Service, Gathering, and Extracurricular Activities
- Athletics
- Cleaning
- Busing and Student Transportation
- Medically Vulnerable Students and Staff

CATEGORY: MENTAL & SOCIAL-EMOTIONAL HEALTH

CATEGORY: INSTRUCTION

- Governance
- Remote Instruction
- Instruction Before Schools Open
- Communication and Family Supports
- Professional Learning
- Monitoring
- Instruction

CATEGORY: OPERATIONS

- Facilities
- Budget, Food Service, Enrollment, and Staffing
- Technology
- Transportation

- District Preparedness Plan, Executive Order Guidance, Signature Page, and Assurances

GENERAL INFORMATION

VIRUS STATUS

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
• Community spread of the virus is increasing and substantial. • There is concern about healthy system capacity. • Testing and tracing efforts may not be sufficient to control the spread of the pandemic.	• The number of new cases and deaths has fallen for a period of time, but overall case levels are still high. • Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing. • Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels. • The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.	• New cases and deaths continue to decrease for an additional period of time. • At this point, the number of active cases has reached a point where infection from other members of the community is less common. • With widespread testing, positivity rates often fall much lower than earlier phases. • Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.	• Post-Pandemic. • Few, if any, active COVID-19 cases locally. • Community spread not expected to return. • Sufficient community immunity and availability of treatment.

HOW TO KEEP SCHOOL COMMUNITIES SAFE

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
• N/A	• School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures. • Schools should be prepared to implement social distancing measures. • Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes. Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.	• School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols. • Schools should remain prepared to implement social distancing measures. • Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes. • Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities. • Schools must consider the judgment of the local health department for the sub-region of concern.	• Practice good hygiene.

SCHOOL OPERATING STATUS			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
• No in-person instruction, remote only.	• In-person instruction is permitted with required safety protocols.	• Schools open for in-person instruction with minimal required safety protocols.	• Open for in-person instruction

ESSENTIAL ACTIONS and SAFETY PROTOCOLS			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
• Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations	• Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations	• Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations	• Safety Protocols

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SAFETY PROTOCOLS: Personal Protective Equipment

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
☐ Schools are closed for in-person instruction.	☐ Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. o PreK-5 and special education teachers should consider wearing clear masks. o Homemade facial coverings must be washed daily. o Disposable facial coverings must be disposed of at the end of each day. ☐ Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. ☐ Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. o Homemade facial coverings must be washed daily. o Disposable facing coverings must be disposed of at the end of each day. o Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. ☐ Facial coverings must be worn in classrooms by all students. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one. ☐ Facial coverings should be considered for preK students and students with special needs in hallways and common areas. o Facial coverings are not recommended for use in classrooms by children ages 3 and 4. ☐ Facial coverings should never be used on children under age 2.	☐ Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering. o PreK-5 and special education teachers should consider wearing clear masks. o Homemade facial coverings should be washed daily. o Disposable facial coverings should be disposed of at the end of each day. ☐ Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required. o Homemade facial coverings should be washed daily. o Disposable facing coverings should be disposed of at the end of each day. ☐ Facial coverings should be considered for preK students and students with special needs in hallways and common areas. o Facial coverings are not re use in classrooms by children ages 3 and 4. o Facial coverings should never be used on children under age 2. ☐ Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts. ☐ Facial coverings should be worn in classrooms by grades 6-12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. ☐ Gloves are not required except for custodial staff or teachers cleaning their classrooms.	☐ Safety protocols are no longer required.

SAFETY PROTOCOLS: Personal Protective Equipment
LOCAL IMPLEMENTATION STRATEGIES

Facial coverings, gloves, and other required PPE will be provided for all staff, and will be made available via each building or department through the district's PPE Committee for Safe Back-to-School planning.

In partnership with Macomb County, PPE is in good supply for all staff, students, and buildings. Masks, wipes, gloves, hand sanitizer, soap, thermometers, and nebulizer cleaners are in good supply and ready for deployment in all L'Anse Creuse Schools.

N95 hospital grade masks have been ordered for all staff in L'Anse Creuse.

Lanyards for elementary students will be provided to attach their masks for easy accessibility.

When cleaning, custodial staff will use face mask, gloves, eye protection or face shield.

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SAFETY PROTOCOLS: Hygiene			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
☐ Schools are closed for in-person instruction.	☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. ☐ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. ☐ Systematically and frequently check and refill soap and hand sanitizers. ☐ Limit sharing of personal items and supplies such as writing utensils. ☐ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. ☐ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. ☐ Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. ☐ Systematically and frequently check and refill soap and hand sanitizers. ☐ Limit sharing of personal items and supplies such as writing utensils. ☐ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. ☐ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	☐ Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues). ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. ☐ Systematically and frequently check and refill soap and hand sanitizers. ☐ Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

SAFETY PROTOCOLS: Hygiene
LOCAL IMPLEMENTATION STRATEGIES

Hand washing/sanitizing will be available for all students upon moving throughout the building, before and after eating and activities, etc. Staff members will distribute and monitor the use of hand sanitizer, especially for young children.

L'Anse Creuse is adding hand sanitizing stations in buildings and sanitizer will be available in all classrooms. Custodial staff will check and refill supply of paper, hand soap and sanitizer twice a day and as needed.

Classroom activities where supplies would normally be shared will be limited and arranged as feasible. Examples of shared supplies that will be limited include: science materials, art supplies, and writing tools.

Students will be advised to use hand sanitizer as they enter a new space in the building, with staff supervision. Staff will follow the same procedures.

In partnership with Macomb County, PPE is in good supply for all staff, students, and buildings. Masks, wipes, gloves, hand sanitizer, soap, thermometers, and nebulizer cleaners are in good supply and ready for deployment in all L'Anse Creuse Schools.

The L'Anse Creuse district nurse will have local hygiene and social distancing materials for staff and students for instructional lessons.

L'Anse Creuse buildings will develop plans that allow for individual student items to be isolated and separated from others.

Signage for proper hand washing and other hygiene practices will be posted throughout buildings. Custodial staff will work with building administrator to post signs on doors of restrooms to indicate proper social distancing and hand hygiene techniques

SAFETY PROTOCOLS: Spacing, Movement and Access

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
☐ Schools are closed for in-person instruction. ☐ School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state. ☐ School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.	☐ In classrooms where large tables are utilized, space students as far apart as feasible. ☐ As feasible, arrange all desks facing the same direction toward the front of the classroom. ☐ Teachers should maintain six feet of spacing between themselves and students as much as possible. ☐ Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. ☐ Post signage to indicate proper social distancing. ☐ Floor tape or other markers should be used at six- foot intervals where line formation is anticipated. ☐ Provide social distancing floor/seating markings in waiting and reception areas. ☐ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. ☐ Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building. ☐ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. ☐ As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored. ☐ As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. ☐ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. ☐ Where possible, physical education should be held outside and social distancing of six feet should be practiced.	☐ In classrooms where tables are utilized, space students as far apart as feasible. ☐ Arrange all desks facing the same direction toward the front of the classroom. ☐ Post signage to indicate proper social distancing. o Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. o Provide social distancing floor/seating markings in waiting and reception areas. o Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. o Post signs on the doors of restrooms to indicate proper social distancing. ☐ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. ☐ As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure. ☐ As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	☐ Safety protocols no longer required.

SAFETY PROTOCOLS: Spacing, Movement and Access
LOCAL IMPLEMENTATION STRATEGIES

Student desks will be spaced as feasible. Enrollment of students in the L'Anse Creuse Virtual program will reduce class sizes. This will allow for additional spacing of students in our current physical configuration.

Training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements, and will be monitored by staff. This will include walking on one side of hallways (staying to the right), one way stairwells, etc.

Staff members will work to maintain a six feet distance from others while at work in school buildings.

Regular visitation of guests and family members will not be permitted under phase 4. It is understood that are reasons that visitors must be present and buildings will develop specific plans for entrance and exit procedures following screening protocols.

Signage for proper social distancing will be present in halls and common area. Teachers will incorporate social distancing practices into their reminders with students.

- Custodial staff will work with building administrator to post signage to indicate proper social distancing.
- Custodial staff will work with building administrator to provide and place social distancing floor/seating marking in waiting and reception areas.
- Custodial staff will work with building administrator to post signs on doors of restrooms to indicate proper social distancing and hand hygiene techniques

Elementary students will remain in their classroom with the same students for regular instruction and specials. Students will leave for PE and lunch but will remain with their classmates.

PE classes will be held outdoors whenever possible.

Individual buildings will develop procedures to monitor and facilitate arrival and dismissal procedures. These procedures will minimize congregation and maximize social distancing.

SAFETY PROTOCOLS: Screening Students, Staff, and Guests

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<table>
<tr><th>PHASES 1 – 3</th><th>PHASE 4</th><th>PHASE 5</th><th>PHASE 6</th></tr>
<tr><td rowspan="2">□ Schools are closed for in-person instruction.</td><td colspan="2">□ Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
□ Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95mask is required.
□ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.</td><td rowspan="2">□ Safety protocols no longer required.</td></tr>
<tr><td>□ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
□ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
□ A monitoring form (paper or electronic) for screening employees should be developed.
□ Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
□ Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.</td><td>□ Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
□ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
□ Any parents or guardians entering the building should wash or sanitize hands prior to entry.
□ Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.
□ Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
□ Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.</td></tr>
</table>

SAFETY PROTOCOLS: Screening Students, Staff, and Guests
LOCAL IMPLEMENTATION STRATEGIES

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff through the Human Resources department.

N95/KN95 masks will be provided wherever necessary in all county schools through our partnership with the Macomb County Health Department.

N95 hospital grade masks have been ordered for all staff in L'Anse Creuse.

Entrances and exits have been determined according to on-site safety protocols. Multiple points of entry and exit will be used to distance students and staff. Individual buildings will establish and maintain these procedures.

L'Anse Creuse has an established self-monitoring tool for screening developed in coordination with the Macomb County Health Department. (Attached – Appendix A)

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
□ Schools are closed for in-person instruction.	□ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. □ Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. □ Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing. □ Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. □ Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. □ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19. □ Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing. □ Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.	□ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing. □ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing. □ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home. □ Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines. □ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing. □ Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available. □ Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.	**N/A**

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases
LOCAL IMPLEMENTATION STRATEGIES

District-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within each school.

The Macomb County Health Department has established a procedure for responding to presumptive positive and positive cases of COVID-19. The following language has been developed by the Macomb County Health Department for responding in Macomb County (current as of 8/3/2020). It is also attached as Appendix B.

Suspected COVID-19 Cases

- Symptoms of suspected COVID-19 include:
  - Fever or chills*
  - Cough*
  - Shortness of breath or difficulty breathing*
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

  * These are the most common symptoms.

- Any student or staff person who either exhibits COVID-19 symptoms or has a temperature of 100.4 degrees Fahrenheit or higher should not go to school or any school activities. It will be recommended they get tested for COVID-19.

- Any student or staff person who either exhibits COVID-19 symptoms or has a temperature of 100.4 degrees Fahrenheit or higher while at school or any school activity should be sent home and recommended to get tested for COVID-19.

- If at school or a school activity, the student or staff person should be required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.

- School administration should notify the Macomb County Health Department, all staff and student families that a suspected case of COVID-19 has been identified in the school. The notification should indicate that the student or staff person was immediately sent home and that the school is working the Macomb County Health Department to determine if further action is necessary.

Confirmed COVID-19 Cases

- School administration should notify the Macomb County Health Department of any confirmed case of COVID-19 in a student or staff person.
- School administration should notify all staff and student families of any confirmed case of COVID-19 in a school maintaining the confidentiality of the case as required by state and federal laws. The Macomb County Health Department will provide a letter that may be used for this notification.
- School administration should work with the Macomb County Health Department to identify close contacts of the confirmed case of COVID-19.
- For elementary schools and other settings where a stable classroom cohort has been maintained, the close contacts may be all students and staff in the classroom.
- For middle schools/high schools and any setting where a stable classroom cohort has not been maintained, a close contact is someone who has been within six (6) feet of the case for a prolonged period of time (15 minutes or longer) regardless of the use of a face covering.

Close Contacts to a Confirmed COVID-19 Case

- Any student or staff person who is a close contact to a confirmed COVID-19 case (household or non-household) should be immediately sent home from school, recommended to get tested for COVID-19, and remain quarantined at home for 14 days after the date of last exposure to the confirmed COVID-19 case (for non-household contact) or 14 days after the date the confirmed COVID-19 case completes their isolation period (for household contact).
- No actions are necessary for students or staff persons who are contacts of a contact (persons who have not had direct contact with a confirmed case of COVID-19 but instead have had close contact with someone who has had direct contact with a confirmed case of COVID-19).
- Students or staff persons must remain in quarantine for the full 14-day quarantine period even if they test negative for COVID-19.
- Students or staff persons who test positive for COVID-19 should be reported to the Macomb County Health Department and managed as a confirmed case of COVID-19.

Returning to School/Work

- Students and staff persons **with symptoms and who test positive** for COVID-19 may return to school/work if:
    - At least 10 days have passed since symptom onset and
    - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
    - Other symptoms have improved
- Students and staff persons **who never had symptoms and who test positive** for COVID-19 may return to school/work if:
    - At least 10 days have passed since the date of their first positive COVID-19 test (provided no symptoms appeared during the 10-day period).

- Students and staff persons **with symptoms who test negative** for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement in symptoms.

    - The student or staff person should provide documentation of a negative COVID-19 test result.
    - In lieu of a negative COVID-19 test result, a student or staff person may present a note from a healthcare provider that provides an alternative explanation for the symptoms.

Students and staff persons who are close contacts to a confirmed case of COVID-19 and who test negative (or who are not tested) may return to school/work 14 days after the last exposure (for non-household contact) or 14 days after the confirmed case has completed their isolation period (for household contacts)

Clarification Notes:

- 14 days is the maximum incubation period for the COVID-19 virus according to the Macomb County Health Department
- 10 days is the typical length of sickness according to the Macomb County Health Department

SAFETY PROTOCOLS: Responding to Positive Tests among Staff and Students

<table>
<tr><th>PHASES 1 – 3</th><th>PHASE 4</th><th>PHASE 5</th><th>PHASE 6</th></tr>
<tr>
<td rowspan="2">□ Schools are closed for in-person instruction.</td>
<td>□ All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
□ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.</td>
<td>□ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.</td>
<td rowspan="2"><u>REQUIRED:</u>
□ In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed. If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.</td>
</tr>
<tr>
<td colspan="2">□ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
o The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
o Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
□ Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.</td>
</tr>
</table>

SAFETY PROTOCOLS: Responding to Positive Tests Among Staff and Students
LOCAL IMPLEMENTATION STRATEGIES

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Staff will be provided with proper PPE when performing cleaning and disinfecting of any areas.

District-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be standardized throughout the district.

The Macomb County Health Department has established a procedure for responding to presumptive positive and positive cases of COVID-19. The following language has been developed by the Macomb County Health Department for responding in Macomb County (current as of 8/3/2020). It is also attached as Appendix B.

Suspected COVID-19 Cases

- Symptoms of suspected COVID-19 include:
  - Fever or chills*
  - Cough*
  - Shortness of breath or difficulty breathing*
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

  * These are the most common symptoms.

- Any student or staff person who either exhibits COVID-19 symptoms or has a temperature of 100.4 degrees Fahrenheit or higher should not go to school or any school activities. They should be recommended to get tested for COVID-19.
- Any student or staff person who either exhibits COVID-19 symptoms or has a temperature of 100.4 degrees Fahrenheit or higher while at school or any school activity should be sent home and recommended to get tested for COVID-19.
- If at school or a school activity, the student or staff person should be required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- School administration should notify the Macomb County Health Department, all staff and student families that a suspected case of COVID-19 has been identified in the school. The notification should indicate that the student or staff person was immediately sent home and that the school is working the Macomb County Health Department to determine if further action is necessary.

Confirmed COVID-19 Cases

- School administration should notify the Macomb County Health Department of any confirmed case of COVID-19 in a student or staff person.
- School administration should notify all staff and student families of any confirmed case of COVID-19 in a school maintaining the confidentiality of the case as required by state and federal laws. The Macomb County Health Department will provide a letter that may be used for this notification.
- School administration should work with the Macomb County Health Department to identify close contacts of the confirmed case of COVID-19.
- For elementary schools and other settings where a stable classroom cohort has been maintained, the close contacts may be all students and staff in the classroom.
- For middle schools/high schools and any setting where a stable classroom cohort has not been maintained, a close contact is someone who has been within six (6) feet of the case for a prolonged period of time (15 minutes or longer) regardless of the use of a face covering.

Close Contacts to a Confirmed COVID-19 Case

- Any student or staff person who is a close contact to a confirmed COVID-19 case (household or non-household) should be immediately sent home from school, recommended to get tested for COVID-19, and remain quarantined at home for 14 days after the date of last exposure to the confirmed COVID-19 case (for non-household contact) or 14 days after the date the confirmed COVID-19 case completes their isolation period (for household contact).
- No actions are necessary for students or staff persons who are contacts of a contact (persons who have not had direct contact with a confirmed case of COVID-19 but instead have had close contact with someone who has had direct contact with a confirmed case of COVID-19).
- Students or staff persons must remain in quarantine for the full 14-day quarantine period even if they test negative for COVID-19.
- Students or staff persons who test positive for COVID-19 should be reported to the Macomb County Health Department and managed as a confirmed case of COVID-19.

Returning to School/Work

- Students and staff persons **with symptoms who test positive** for COVID-19 may return to school/work if:
    - At least 10 days have passed since symptom onset and
    - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
    - Other symptoms have improved
- Students and staff persons **who never had symptoms but who test positive** for COVID-19 may return to school/work if:
    - At least 10 days have passed since the date of their first positive COVID-19 test (provided no symptoms appeared during the 10-day period)

- Students and staff persons **with symptoms who test negative** for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement in symptoms.

    - The student or staff person should provide documentation of a negative COVID-19 test result.
    - In lieu of a negative COVID-19 test result, a student or staff person may present a note from a healthcare provider that provides an alternative explanation for the symptoms.

Students and staff persons who are close contacts to a confirmed case of COVID-19 and who test negative (or who are not tested) may return to school/work 14 days after the last exposure (for non-household contact) or 14 days after the confirmed case has completed their isolation period (for household contacts)

Clarification Notes:

- 14 days is the maximum incubation period for the COVID-19 virus according to the Macomb County Health Department
- 10 days is the typical length of sickness according to the Macomb County Health Department

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
□ Schools enact food distribution programs. □ All inter-school activities are discontinued. □ After-school activities are suspended.	□ Prohibit indoor assemblies that bring together students from more than one classroom. o Students, teachers, and food service staff should wash hands before and after every meal. □ Large scale assemblies of more than 50 students are suspended. □ Off-site field trips that require bus transportation to an indoor location are suspended. □ Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings. □ If possible, schools should offer telecasting of assemblies and other school-sanctioned events.	□ Students, teachers, and cafeteria staff wash hands before and after every meal. □ All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.	□ Safety protocols no longer required.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities
LOCAL IMPLEMENTATION STRATEGIES

Food Service staff will continue to use personal protective equipment as recommended by the County Health Department.

Use of the cafeteria will be limited and additional locations will be used as determined by individual buildings.

Food & Nutrition Services
Phases 1-3 Return to School Opening Summary

- LCPS students will have access to breakfast and lunch.
- Bulk meals will be packaged in compliance with USDA regulations.
- Students with documented food allergies will be accommodated.
- Parent Pickup will be available at each of the high schools.
- Pre-registration will be encouraged to ensure adequate & efficient preparation.

Phases 4-5 Return to School Opening Summary
For students attending school via L'Anse Creuse Virtual:

- LCPS students will have access to breakfast and lunch.
- Bulk meals will be packaged in compliance with USDA regulations.
- Students with documented food allergies will be accommodated.
- Parent Pickup will be available at each of the high schools.
- Pre-registration will be encouraged to ensure adequate & efficient preparation.

For students attending school in person:
Elementary Grades K-5:
Breakfast:

- Grades K-2 will be served breakfast in the classroom where feasible.
- Grades 3-5 may be served breakfast in the café by cohort and return to the classroom to eat or served in the classroom.

Lunch:

- All students will be served lunch in the cafeteria.
- Where necessary, additional areas and lunch periods will be utilized to ensure compliance with Macomb County Health Department regulations regarding seating capacity.

Secondary Grades 6-12:
All secondary students will be required to wear their Student ID badges to facilitate meal transaction at Point of Service.
Breakfast:

- All students will be served breakfast in the cafeteria.
- Where necessary, additional areas will be utilized to ensure compliance with Macomb County Health Department regulations regarding seating capacity.

Lunch:

- All students will be served lunch in the cafeteria.

- Where necessary, additional areas and lunch periods will be utilized to ensure compliance with Macomb County Health Department regulations regarding seating capacity.

Universal Café Protocols:

- Students will be required to sanitize hands when entering and exiting the café.
- Students will be required to wear a face mask in the café when not seated at tables.
- All employees will use required protective equipment including gloves, face masks, and face shields.
- All employees will continue to maintain the highest levels of sanitation and cleanliness.

Individual buildings will develop plans for recess to occur in classroom cohorts.

Extracurricular activities will be determined by building and only occur if safety protocols can be followed.

SAFETY PROTOCOLS: Athletics			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
□ All athletics are suspended.	□ Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). □ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. □ All equipment must be disinfected before and after use. □ Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. □ Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding. □ Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment. □ Handshakes, fist bumps, and other unnecessary contact must not occur. □ Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing. □ Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.	□ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. □ All equipment must be disinfected before and after use. □ Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. □ Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. □ Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.	□ Safety protocols are no longer required.

SAFETY PROTOCOLS: Athletics
LOCAL IMPLEMENTATION STRATEGIES

Handshakes, fist bumps, etc. will be discouraged. As these are reactionary during games, students will be reminded often of the risks incurred.

The Macomb Area Conference (MAC) League will develop guidelines, along with MHSAA guidance, for both indoor and outdoor spectator events. Current guidance from the MHSAA on fall sports is as following and attached. (Appendix C)

- Approved a "phased-in" approach to fall athletics.
- Eliminated scrimmages in all fall sports; the only occasions where students from different schools would be together is for official games, matches, meets and competitions.
- Finalized the fall sports guidance documents for the safe return to activity. This guidance includes general information along with sport-specific directives for students, coaches, staff, officials and media members. Spectator guidance will be added once those number of individual limits are finalized by the Governor's office. These documents are posted at mhsaa.com on each sport page and comply with all Executive Orders from Governor Whitmer.
- New competition limits in all fall sports were approved to limit the number of teams and individuals at any one competition site. The concept is fall competition will take place as locally as possible with no large-scale events, invitationals or tournaments. See the fall sport-specific guidance documents for these limits.
- Allowed all low-risk sports to begin practice and competition as scheduled on August 12. This includes golf, tennis, cross country and swimming. Swimming can begin indoor practice and competition once pools are opened with capacity limitations being followed.
- Allowed moderate-risk sports of soccer and volleyball (pending the opening of school gyms) to begin practice as scheduled on August 12 but to delay competition. Decisions on competition timelines (to start or to delay further) would be made on or by August 20.
- Delayed the start of football practice with full player pads and equipment until Monday, August 17. The week of August 10 shall only include practice sessions that consists of conditioning, physical training and skill work but without player equipment other than helmets. This week of acclimatization (August 10-16) is similar to the allowed summer activities with helmets, only, that have been ongoing since June. Decisions on competition timelines (to start or to delay further) would be made on or by August 20

Physical distance and crowd sizes will be considered.

Officials and referees will wear masks while officiating L'Anse Creuse home competitions.

The district will suspend the Pay-to-Participate program for the 2020-2021 school year.

SAFETY PROTOCOLS: Cleaning			Back to Top
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
☐ Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.	☐ Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. ☐ Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. ☐ Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. ☐ Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. ☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products. ☐ Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.	☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.	☐ Safety protocols are no longer required.

SAFETY PROTOCOLS: Cleaning
LOCAL IMPLEMENTATION STRATEGIES

Cleaning protocols will focus on frequently touched surfaces.

In addition to the custodial staffs regular daily/nightly cleaning of their areas in the building, the following items will be addressed per the Phase 4 and Phase 5 reopening plan:

Storage Areas:
Staff will safely store cleaning chemicals and disinfectant away from students in ventilated space.

Classroom and Office/Workspace Cleaning:

- Disinfecting and cleaning of high touch points such as, door knobs, push plates, light switches. (This will need to be completed by the instructor or helper during the day.)
- Wipe down desk tops with a disinfectant between classes. (This will need to be completed by the instructor or helper.)
- Pull trash and replace liner
- Empty pencil sharpener
- Vacuum every night (If students have lunch in their classrooms). If not having lunch, vacuum as necessary
- Dust periodically (as time allows)
- Wipe desk tops and disinfect the room (per the instructions noted above). The room should be locked after this step to ensure a clean environment for the next day

Restroom and Locker Room Cleaning:

- Disinfecting and cleaning of high touch points such as, door knobs, push plates, light switches twice per day.
- Check / refill supply of paper, hand soap and sanitizer twice per day and as needed.
- Remove trash and any heavy debris on the floor
- Sweep the floor
- Spray down toilets, urinals stall walls and any high touch surface with a pump sprayer using a district-approved disinfectant
- Check the hand towel, toilet paper and hand soap nightly and refill as necessary (after spray disinfecting)
- Use Jonny mop for toilets and wipe down sinks and fixtures with paper towel/rag
- Spray disinfect all hand rails and benches

Cafeteria and Kitchen Cleaning:

- Disinfecting and cleaning of high touch points such as, door knobs, push plates, light switches.
- Replace trash liner with a new one after each day or as needed.
- Sweep the floor
- Pick up any floor mats and mop with an approved disinfectant
- Wash and disinfect all door handles (the kitchen staff should be disinfecting counters, utensils and equipment using approved kitchen disinfecting products)

Hallway Cleaning:

- If lockers are used, they will require nightly wiping/disinfecting of the handle and lock assembly
- Clean and disinfect entrance doorway glass and main office windows nightly
- Wash and disinfect all hallway and outside entrance door handles, glass and door edges nightly (both inside and out)

Media Centers, Computer Labs, Art and Other Hands On Classrooms:

- Monitor this area and disinfect high touch points such as, door knobs, push plates, light switches desk top every 4 hours as needed. (This will need to be completed by the instructor or helper.)

SAFETY PROTOCOLS: Busing and Student Transportation

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
☐ Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.	☐ Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. ☐ The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. ☐ Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. ☐ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle. ☐ If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students. ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. ☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.	☐ Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned. ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. ☐ Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools. ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle. ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	☐ Safety protocols are no longer required.

SAFETY PROTOCOLS: Busing and Student Transportation
LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3:
School is not in session, therefore transportation is not needed.

Phase 4:
- The district will not provide transportation for off-site field trips.
- Morning routes will be designated to minimize the amount of time that a student has to sit on the bus while waiting for the morning bell to ring at school. Buses should arrive at the school and immediately drop and go.
- The district will have hand sanitizer available for all students on all buses and brackets will be mounted on buses to make the use of the sanitizer as easy as possible.
- Each bus will be equipped with a supply of masks for students in the event they do not have one.
- Students will be required to wear a mask and sanitize their hands when riding the bus.
- The seat directly behind the bus driver will not be available for students to sit in.
- During dismissal, students will be asked to hand sanitize in the building before boarding the bus in order to speed up the boarding
- All buses will be disinfected after each run and at the end of the day, including car seats and frequently touched areas. Bus windows and doors will be open during the disinfecting process.
- Any students who feel ill during the day will be picked up by a parent.
- Weather permitting, windows will be kept open while transporting student to provide air circulation if it is appropriate and safe.

Driver's Lounge:
- The bus driver's lounge will be set up for social distancing and tables will be spaced at least 6 feet apart. Computers in lounge will be limited to provide social distancing standards. Drivers will be encouraged to not stay in the lounge between runs.
- Drivers will take their temperature before signing in for each of their runs. Hand sanitizer and masks will be available in the lounge.

Phase 5:
- All buses will be disinfected after each run and at the end of the day, including car seats and frequently touched areas. Bus windows and doors will be open during the disinfecting process
- Hand sanitizer will be available to all students riding the bus.

Phase 6:
The district will return to normal operations.

For the 2020/2021 school year, the district will allow students to drive to and from the Frederick V. Pankow Center from our comprehensive high schools or home. Students will get permission from parents and follow all district procedures for driving. One passenger will be allowed with each student driver. This allowance will be reviewed on a monthly basis.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff			
PHASES 1 – 3	**PHASE 4**	**PHASE 5**	**PHASE 6**
☐ N/A	☐ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19. ☐ Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. ☐ Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders. ☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.	☐ Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19. ☐ Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. ☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.	☐ Safety protocols are no longer required.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff
LOCAL IMPLEMENTATION STRATEGIES

Plans for accommodating the medically vulnerable will be individualized and coordinated through the Special Education Department, Curriculum Department, Human Resource Department and L'Anse Creuse school Nurse, including those who are documented as medically fragile and high-risk.

N95 masks will be provided to staff caring for medically vulnerable students.

MENTAL & SOCIAL-EMOTIONAL HEALTH

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PHASES 1 – 3	PHASE 4	PHASE 5
☐ Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. ☐ Establish and communicate guidelines to all staff regarding identification and rapid referral of at- risk students to appropriate building-level support teams. ☐ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. ☐ Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). ☐ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.	☐ Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. ☐ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. ☐ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. ☐ Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. ☐ Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). ☐ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources. ☐ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. ☐ Provide resources for staff self-care, including resiliency strategies. ☐ Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. ☐ Leverage MDE resources for student and staff mental health and wellness support. ☐ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). ☐ Communicate with parents and guardians, via a variety of channels, return to school transition information including: o Destigmatization of COVID-19; o Understanding normal behavioral response to crises; o General best practices of talking through trauma with children; and ☐ Positive self-care strategies that promote health and wellness.	

MENTAL & SOCIAL-EMOTIONAL HEALTH
LOCAL IMPLEMENTATION STRATEGIES

L'Anse Creuse Public Schools may use programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health. https://www.fastbridge.org/saebrs/

Phases 1- 3
It is imperative during this time that the district creates remote learning that attends to student social and emotional needs. Some of the ways we will ensure that all school community members feel connected and informed include:

- Providing ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports
- Leverage the use of School Psychologists and Guidance Counselors/Social Workers for ongoing support and check-ins

The district will also use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, school psychologists, counselors, social workers, etc.

To maintain connection to existing supports that were in place prior to the closure of school buildings, the district will share resources so families can connect with professional, certified staff that provide support services to families at the school level. Districts will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).

Provide staff with professional development opportunities, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

CASEL Leveraging the Power of SEL (Social & Emotional Learning) (Appendix D): L'Anse Creuse Public Schools may leverage SEL by considering the following:

- Take time to build partnerships, deepen your understanding, and plan for SEL.
- Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

MENTAL & SOCIAL-EMOTIONAL HEALTH
LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

Phase 4 and 5

L'Anse Creuse Public Schools will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. District communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. The District will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. School leaders will promote and support opportunities for positive feedback/connection between students and teachers, and acknowledge individual students' current situation and context. All students with have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. School staff will utilize school and community resources to provide mental health supports and leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins.

Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) CASEL Social and Emotional Roadmap for Reopening School (CASEL Resource for Reopening)

L'Anse Creuse Public Schools will also refer to their crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and hotlines.

INSTRUCTION: Governance		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
☐ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to: o Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. o Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. o Share the district's remote learning plan with all involved stakeholders.	☐ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to: o Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. o Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. o Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.	

INSTRUCTION: Governance
LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3
L'Anse Creuse Public Schools recognizes that a variety of alternative modes of instruction need to be provided to meet students' diverse needs. These learning options include hard copy media (paper), mixed media, or digital media, depending on the tools and resources accessible to each student. The district will continue to gather feedback from all stakeholders about their experiences with remote learning through a variety of methods (e.g., surveys, virtual focus groups). Information provided by stakeholders will be used to help the district make decisions and improve the remote instruction provided to students.

Modes of instruction will be clearly communicated by the district and available to students and parents so they can select which option(s) best meets students' needs and their individual situations at home.

Phases 4-5
District-level leadership teams have met regularly since the closure of brick and mortar schools and will continue to meet regularly. Additional return-to-work groups include leaders from Macomb County school districts, the Macomb Intermediate School District, Macomb County's Executive's Office, Macomb Community College, other post-secondary institutions, and community partners. These groups meet consistently to gather and analyze feedback, adjust learning plans based on stakeholder input, and share the revised instructional options. In addition, Macomb County local districts have established return-to-work teams focused on creating a safe and productive environment for all stakeholders.

Modes of instruction will be clearly communicated by the district and made available to students and parents so they can select which option(s) best meets students' needs and individual home situations.

INSTRUCTION: Remote Instruction		Back to Top
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
☐ Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback. ☐ Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources. ☐ Support schools to assess every student in grades preK- 12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. ☐ Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. o Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education. o Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. ☐ Secure supports for students who are transitioning to postsecondary. ☐ Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support. ☐ Remain connected with MDE about policies and guidance. ☐ Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.	**N/A**	**N/A**

INSTRUCTION: Remote Instruction
LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3
Where feasible and resources permit:

L'Anse Creuse Public Schools will communicate learning plans to all stakeholders in various home languages. The District may also use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families. Although the district is equipped to support students and parents by communicating frequently via multiple modes, there is still a need to revisit communication in multiple home languages. **Considering that we serve families speaking over 140 languages, this will be an area in which we concentrate to ensure we are fully reaching our students and their families.

L'Anse Creuse Public Schools is prepared to deliver remote instruction. The District will strive to provide access and tangible resources in lieu of technology as needed. The District has and will continue to gather input from families about their remote learning experiences and utilize this information to revise and strengthen learning opportunities provided to students. This data will also be used to deepen relationships to meet the needs of students, families, and staff.

L'Anse Creuse Public Schools has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. The County and District continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through Schoology. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs. Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. In addition, teachers will intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

Viable and reliable remote assessment is a concern for the District. Although there are assessment programs in place to meet this need, nothing can replace the connection of a teacher and student physically in a classroom setting engaging formative observations of learning and the application of knowledge. The District will administer screening and diagnostic assessments as appropriate, to better understand each student's current academic level and inform instructional starting points. The District will continue to utilize benchmark and formative assessments to measure student progress and inform instructional next steps.

INSTRUCTION: Remote Instruction
LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

Macomb County in partnership with its local school districts, will continue to collaborate with the Detroit Regional Foundation and the Ballmer Foundation to provide counseling services to students and parents throughout the summer months to help solidify post-secondary plans.

The District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

The District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

INSTRUCTION: Instruction (Before Schools Reopen) Back to Top		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
	☐ Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources. ☐ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include: o Best practices for blended or remote learning; o Grade-level proficiencies; o Modes of student assessment and feedback; o Differentiated support for students; o The inclusion of social-emotional learning; and o Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.	
	☐ Set an instructional vision that ensures that: o Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. ☐ Secure supports for students who are transitioning to postsecondary. ☐ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. ☐ Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. o Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. o Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. ☐ Inventory all intervention programs and services available to students on the district and school level and identify any gaps. ☐ Remain connected with MDE about policies and guidance. ☐ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.	

INSTRUCTION: Instruction (Before Schools Reopen)
LOCAL IMPLEMENTATION STRATEGIES

County and district professional learning has been ongoing regarding best practices for remote instruction using technological and non-technological delivery methods.

Providing access in all subject areas will prove challenging and is a concern when districts are unable to hold in-person classes. While we understand best practice is face-to-face instruction, staff members are working to design quality learning options for all students. Districts will continue to be flexible in addressing all student needs and make adjustments as needed. L'Anse Creuse has created teams to participate in plan development and implementation.

Phase 4

L'Anse Creuse will communicate expectations for teaching in face-to-face, hybrid, or remote contexts. Districts will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. Districts, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Districts will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

L'Anse Creuse will encourage grade level/content area teams to collaboratively identify essential standards (concepts) and grade level proficiencies. Teacher teams will also create learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans will include formative checks and scaffolding to meet the needs of all students. Districts and schools will utilize specific instructional platforms and delivery methods while clarifying expectations for students and parents.

L'Anse Creuse will create systems of equity and access for all students. Districts will identify staff responsible to determine levels of interventions for students not participating or responding to instruction. Special and general education teachers will continue to work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

Districts may draw from frameworks such as CASEL or STARR Commonwealth, and use the actionable recommendations to ensure the social and emotional needs of all students and adults are addressed.

The Macomb ISD will work with districts to continue providing professional learning supports directly related to stakeholder needs. These job-embedded supports will be differentiated according to content and instructional delivery modes. The Macomb ISD will utilize feedback to bring professional learning and services to scale.

The Macomb Intermediate School District, in partnership with its local school districts, will continue to collaborate with the Detroit Regional Foundation and the Ballmer Foundation to provide counseling services to students and parents throughout the summer months to help solidify post-secondary plans

INSTRUCTION: Communication & Family Supports

Back to Top

PHASES 1 – 3	PHASE 4	PHASE 5
☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share: o Expectations around the duration of the closure and reopening; o Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units; o Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and o Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.	☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share: o Expectations around their child's return to school; o Clear information about schedules and configurations, if hybrid; o Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and o Plans for each of the different school opening scenarios. ☐ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: o Training about how to access and use the school's chosen digital systems and tools; o Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; o Opportunities to build their digital literacy; and o Strategies to support their child's learning at home.	☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share: o Expectations around their child's return to school; o Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and o Plans for each of the different school opening scenarios. ☐ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: o Training about how to access and use the school's chosen digital systems and tools; o Opportunities to build their digital literacy; and o Strategies to support their child's learning at home.

INSTRUCTION: Communication & Family Supports
LOCAL IMPLEMENTATION STRATEGIES

During these unprecedented times, the connectedness and care for our students and one another is our first priority, as we strengthen our remote teaching and learning. Macomb County districts are well-equipped to support students and parents and to communicate plans frequently via multiple modes.

Parents will be provided training to understand and support the use of Schoology in all phases of instruction.

Parents will be informed of district and building plans as circumstances change and evolve.

Phases 1-3
Communication will address district protocols, grade level expectations for teaching and learning, teacher accessibility for check-in with students and families, processes for feedback and monitoring of student learning, and prioritizing social-emotional wellbeing. L'Anse Creuse will communicate with students and families who do not have internet access via phone, mail, or home visits.

As feasible and resources permits, L'Anse Creuse will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD and LCPS Bilingual staff.

Phase 4 and 5

As feasible and resources permits, L'Anse Creuse will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD and LCPS Bilingual staff.

Districts will communicate instructional schedules and configurations, individual building plans and all updates to all stakeholders through the methods listed above.

INSTRUCTION: Professional Learning Back to Top		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
□ Continue to provide professional learning and training through virtual modes for educators to: o Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; o Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; o Share information and data about students' assessment results, progress, and completed assignments; o Learn how to use the school's digital systems and tools appropriately and sustainably; and o Build capacity around high-quality remote learning.	□ Provide adequate time for schools and educators to engage in: o Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; o Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year; o Identify students who potentially need additional support; and o Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. □ Create a plan for professional learning and training, with goals to: o Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; o Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and o Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.	

INSTRUCTION: Professional Learning
LOCAL IMPLEMENTATION STRATEGIES

Educators will have opportunities for virtual professional learning and to further develop their Professional Learning Communities in a remote learning environment. This will include but not be limited to curriculum review, lesson planning, data collection and analysis, and climate/culture work.

Phase 1-3
L'Anse Creuse, together with district leaders, will continue the practice of analyzing survey data and working to provide additional professional learning to meet the instructional needs of staff members county-wide. Professional learning and support will continue to be provided to strengthen staff capability to meet the remote learning goals for each district. Districts have a variety of ways to support staff and will focus on the essential skills needed for daily success. The MISD website, along with the L'Anse Creuse Public Schools Intranet Staff Resources Page is updated frequently to reflect online professional learning opportunities as district needs are identified. Professional learning topics include but are not limited to:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility;
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings;
- Trauma Informed and Resilience Professional Learning; social and emotional framework and tools.

Mechanisms to support collaboration among staff members will be enhanced to promote continued learning and connectedness around instructional best practices, equity and implicit bias, social-emotional learning, and culturally responsive education. Teams will have opportunities to exchange information about student assessment results, progress, and assignment completion. Teacher teams will work collaboratively by grade level and content to plan and define age appropriate workloads, timeframes, consistent instructional methodology, monitoring, and feedback. This collaboration among staff will increase equity for students, enhance staff's capability to provide high quality remote teaching, and increase collective efficacy among teachers.

Phase 4
L'Anse Creuse Public Schools will build upon the professional learning plans of Phases 1-3.

Whenever feasible and as resources permit, districts will continue to conduct intentional curriculum planning and documentation through the course of the school year to ensure stability of instruction.

L'Anse Creuse Public Schools will strengthen its systems of equity and access for all students. Working together with the curriculum and special education departments, buildings will develop plans to determine levels of interventions for students not participating or responding to instruction. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

INSTRUCTION: Monitoring Back to Top		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
☐ Activate plans to monitor and assess the following: o Connectivity and Access: ▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. o Attendance: ▪ Develop systems to monitor and track students' online attendance on a daily basis. o Student Work: ▪ Teachers will assess the quality of student work and provide feedback to students and families.	**N/A**	**N/A**

INSTRUCTION: Monitoring
LOCAL IMPLEMENTATION STRATEGIES

Phases 1-3
Where feasible and resources permit:

In order to support all families, regardless of technological access, LCPS will utilize a mixed media approach that will provide students without technology with hard copies of instructional packets that mirror in-class instruction.
The district has also developed a system for monitoring and tracking students' daily attendance and engagement, as well as social-emotional needs.

Mixed Media
If a student does not have access to technology, teachers will keep track of which students are completing instructional packets. They may also communication log regarding contact with students and parents. If a student has access to technology, teachers will use the Schoology platform to monitor student wellness, engagement, and completion of assignments. They may also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Digital Media
Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may also keep a communication log regarding students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

Teachers will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Teachers will also provide students with opportunities to self-assess the quality of their work, reflect on teacher feedback, and learning progress

INSTRUCTION: Instruction Back to Top		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
N/A	□ Ensure that every student: o Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning; o Is assessed to determine student readiness to engage in grade-level content; and o Is offered scaffolds and supports to meet their diverse academic and social- emotional needs. □ Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. □ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. □ Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed. □ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. □ Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction. □ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. □ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.**	

INSTRUCTION: Instruction
LOCAL IMPLEMENTATION STRATEGIES

Please refer to the statements regarding home language** and connectivity/devices*** in the Communication and Monitoring sections of this plan.

Phase 4

As feasible and resources permit:

L'Anse Creuse Public Schools will develop, with teams of teachers, expectations for teaching in face-to face or remote contexts. LCPS will strive to activate best practice learning at scale with standards-aligned curricula and high quality instructional materials. L'Anse Creuse Public Schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts and will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

Grade level/content area teams are working collaboratively to identify essential standards (concepts) and grade level proficiencies. Teacher teams will build upon existing learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans may include formative checks and scaffolding to meet the needs of all students. In addition, L'Anse Creuse Public Schools will determine work products, submission guidelines, and mastery of content/success indicators.

L'Anse Creuse Public Schools will use Schoology as its common instructional platform while clarifying expectations for students and parents. Teachers will create lessons that familiarize all students, K-12, with use of Schoology and will provide parents with directions and tutorials to support their students and to view the parent portion of the platform.

L'Anse Creuse Public Schools will conduct intentional curriculum planning and documentation through the course of the school year to facilitate the stability of instruction appropriately. L'Anse Creuse Public Schools and schools will engage in looking back/looking forward to determine vertical alignment and inform collaboration around scaffolding and accommodations with input from Title specialists and special education staff.

Staff members will continue to use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. In concert with past practice, staff will administer screening and diagnostic assessments as appropriate to better understand each student's current academic level and inform instructional starting points. Benchmark and formative assessments will be utilized to measure student progress and inform instructional next steps. District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Special and general education teachers will work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

L'Anse Creuse Public Schools will build upon systems to foster equity and access for all students. Districts will identify staff responsible for determining levels of interventions for students not participating or responding to instruction. Specific personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

L'Anse Creuse Public Schools will communicate teaching and learning expectations to all stakeholders in various home languages, as feasible and as resources permit. Districts will continue to use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families

OPERATIONS: Facilities

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<tr><td>
□ Audit necessary materials and supply chain for cleaning and disinfection supplies.
□ Continue to maintain schools in good working order to prepare for the subsequent return of students.
□ ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
□ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
o Advocate for ISDs to coordinate with LEMPs.
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□ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
o Advocate for ISDs to coordinate with LEMPs.
□ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
□ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.
□ Custodial staff should continue deep cleaning over the summer.
□ Audit all school buildings with a focus on:
o How many classrooms are available;
o The size of each classroom;
o Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and
o The ventilation in each classroom.
□ School security staff should follow CDC protocols if interacting with the general public.
□ Maintain facilities for in-person school operations.
o Check HVAC systems at each building to ensure that they are running efficiently.
o Air filters should be changed regularly.
o Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
o Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
o Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
□ Procure level-1 facial coverings for preK-5 teachers, low- income students, and students with special needs.
□ Procure level-1 surgical masks for cleaning and janitorial staff.
□ Custodial staff should wear surgical masks when performing cleaning duties.
□ Maintain facilities for resumption of school operations.
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□ Custodial staff should wear surgical masks when performing cleaning duties.
□ Maintain facilities for resumption of school operations.
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OPERATIONS: Facilities

All available facilities will be considered when devising the plans to address the various circumstances districts may be faced with.

Building staff will be apprised of the cleaning and other protocols being followed in various circumstances.

The district will:

- Coordinate with LEMP for support of cleaning and disinfection supplies.
- Providing guidance and direction to custodial staff for cleaning and disinfecting all core including building and playgrounds.
- Alert custodial staff of any changes in recommended cleaning guidelines issued by OSHA and CDC.
- Custodial staff continues to deep clean over the summer.
- Custodial staff will follow use of facial coverings when performing cleaning duties.
- Custodial staff will walk through with building principals to ensure buildings are ready for students.

Head Custodians
During the day the head custodian will monitor the building and wipe down with a disinfectant high touch point areas around the building and at main entrances. He/she will monitor the restrooms and wipe down with a disinfectant as needed.

Maintenance
Unit ventilator and roof top units will be running to allow fresh air into the building. Filters will be changed as needed.

The district will not enter into any new rental agreements with outside organizations after 9/22/2020. All existing rentals of outdoor facilities will be informed of LCPS procedures and allowed to continue their rentals. This suspension will be evaluated in December 2020.

OPERATIONS: Budget, Food Service, Enrollment, and Staffing Back to Top		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
□ Based on instructional programming, provide instructional resources and materials to staff and students as feasible. □ Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment. □ Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. □ Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. □ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.	□ Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation). □ Support schools in conducting staff and student outreach to understand who is coming back. o For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. o Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return). o For students, this should include those with preexisting conditions who may need a remote learning environment. □ Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. □ Recruit, interview and hire new staff. □ Consider redeploying underutilized staff to serve core needs. □ Communicate any student enrollment or attendance policy changes with school staff and families. □ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. □ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). □ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. □ Inventory how many substitute teachers are available. □ Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. □ Work with school leaders to orient new school staff to any operational changes. □ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind. □ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	
	□ Custodial staff should wear surgical masks when performing cleaning duties. □ Maintain facilities for resumption of school operations.	

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

COVID related expenses will be tracked to best leverage the federal and state resources that are available.

Human resource and legal related issues will be reviewed as necessary.

Efforts will be made to make student and staff materials digitally available to the extent necessary.

OPERATIONS: Technology

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PHASES 1 – 3	PHASE 4	PHASE 5

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.

- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - **PHASE 5:** Assessing technology needs from loaner devices during Spring 2020
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device..
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

OPERATIONS: Technology

All available technology related resources will be considered when developing on-line learning plans.

An inventory system will likely be deployed when distributing technology related to on-line learning.

The district will continue to survey families as situations and needs change to collect information about the numbers, types, and condition of devices in their homes to support remote learning.

The principals will be the point of contact in each school to plan and communicate with the district technology department.

Building computer technicians and principals will coordinate to identify available district-owned devices for loaning to students and staff in need of technology for remote learning.

- Students must submit a completed Student Education Technology Acceptable Use and Safety Agreement and a completed School District Issued Device Agreement prior to receiving a district-owned device.
- Computer technicians will digitally wipe and physically inspect district-owned devices prior to distribution and upon return to ensure that they are in proper working order.
- Computer technicians will adjust management restrictions to allow district-owned devices to operate off site.
- Computer technicians and principals will work together to record and track information on district-owned devices loaned to students and staff.
- Computer technicians will remain available in the schools to repair (or replace if necessary) district-owned devices loaned to students and staff. When receiving district-owned devices for repair or replacement, staff will wear PPE and sanitize the devices prior to repair.

The Technology Department Helpdesk will continue to support the technology needs of our staff through telephone and email communication, along with issuing computer technician service tickets. Students and parents will receive technology support through a recently added live chat feature on the district website, as well as a dedicated technology support email address. Additional support resources are available on the district website and will be continuously updated.

The Curriculum and Technology Departments will continue to work together to provide training and support for educators to adapt remote learning for the classroom.

OPERATIONS: Transportation		
PHASES 1 – 3	**PHASE 4**	**PHASE 5**
N/A	□ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: o How many buses are or could be made available in the district? o How much variation is there in the size and maximum capacity of buses in the district?	

OPERATIONS: Transportation

All available buses will be taken into account when deploying a face to face learning plan.

Parents, students, and transportation staff will be apprised of the various protocols associated with transporting students.

DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE
EXECUTIVE ORDER 2020-142

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council ("Return to School Roadmap"). The plan must, at a minimum:

Part (a): PHASES 1 – 3: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 1, 2, or 3 of the Michigan Safe Start Plan. SAFETY MENTAL & SOCIAL-EMOTIONAL HEALTH INSTRUCTION OPERATIONS (Nonpublic schools are exempt from this subsection.) Those policies and procedures must, at a minimum:

(1) Require the closure of school buildings to anyone except:	NOTES
(A) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions.	**Local districts will determine essential workers based on need. For further reference, see the initial Continuity of Learning Plan.**
(B) Food-service workers preparing food for distribution to students or their families.	**Local districts will continue food distribution during school closure.**
(C) Licensed child-care providers and the families that they serve.	**Essential child care sites have been mobilized (as of the first mandated school closure), and will continue to be supported by local districts.**
Section 2 Part (a): Continued	**NOTES**

(2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.	**All school-related activities will be cancelled while school is closed.**
(3) Offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet.	**Students and families will be provided with materials to support their necessary mode of instruction, including hard copy media, digital media, and mixed media.**
(4) Provide for the continuation of food distribution to eligible students.	**Food distribution will continue throughout school closures.**
(5) Provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.	**Staff will be redeployed to provide child care and/or latch key services in our school buildings. Redeployment may also include other areas as necessary to district operations.**

DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE

EXECUTIVE ORDER 2020-142

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council ("Return to School Roadmap"). The plan must, at a minimum:

Part (b): PHASE 4: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 4 of the Michigan Safe Start Plan. SAFETY MENTAL & SOCIAL-EMOTIONAL HEALTH INSTRUCTION OPERATIONS

Those policies and procedures must, at a minimum:

	NOTES
(1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety.**
(A) All staff and all students in grades pre-kindergarten and up when on a school bus.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**
(B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**
(C) All staff when in classrooms.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**
Section 2 Part (b): Continued	**NOTES**

(D) All students in grades 6 and up when in classrooms.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**
(E) All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**
(2) Prohibit indoor assemblies that bring together students from more than one classroom.	**Schoolwide assemblies will be prohibited during Phase 4.**
(3) Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**

DISTRICT PREPAREDNESS PLAN TEMPLATE
EXECUTIVE ORDER 2020-142

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council ("Return to School Roadmap"). The plan must, at a minimum:

	NOTES
(c) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.	**Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.**

(d) **Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly (strongly) recommended. Indicate any exclusions in the response template.**

DISTRICT PREPAREDNESS PLAN SIGNATURE PAGE
EXECUTIVE ORDER 2020-142

DISTRICT NAME: L'Anse Creuse Public Schools

	SIGNATURE:	DATE
District Superintendent:		

Board of Education Approval: By August 15, 2020 or 7 days before the start of the school year for students.

	SIGNATURE:	DATE
Board of Education:		

MISD Superintendent Collection and Submission: By August 17, 2020

	SIGNATURE:	DATE
MISD Superintendent:		

By August 17, 2020, districts and non-public schools must prominently post their approved Preparedness Plans on the homepage of their public internet sites.

SPECIAL EDUCATION

EXECUTIVE ORDER 2020-142

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Section 4: Special Education

☐ (a) When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.

☐ (b) When schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

☐ (c) While any state of emergency or disaster related to the COVID-19 pandemic continues, districts shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

☐ (d) Districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.

☐ (e)The state will not penalize a district or a nonpublic school that has been allocated federal funds for the purpose of providing special education services due to a school's inability to provide those services on account of a school closure prompted by a COVID-19 state of emergency or disaster.

IMPLEMENTATION
EXECUTIVE ORDER 2020-142

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Section 6: Implementation:

- (a) All provisions of Executive Order 2020-65 suspending strict compliance with the School Aid Act or the Revised School Code for the 2019–2020 school year including all provisions in Part I(2) through Part I(13) and all provisions in Parts IV, VII, VIII, and IX—remain in effect through the fiscal year ending September 30, 2020.
- (b) Except as provided for in subsection (a) of this section, Executive Order 2020-65 is rescinded.
- (c) The limitation on the size of indoor social gatherings and events in section 5 of Executive Order 2020-110 or any executive order that may follow from it does not apply to students in a classroom setting.
- (d) All schools, public and private, are subject to the rules governing workplace safeguards established in section 1 of Executive Order 2020-114.
- (e) For purposes of this order, a district that straddles regions will be treated as if it were located solely in the region designated as higher risk.
- (f) All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- (g) A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020–2021 school year.
- (h) To mitigate the impact of COVID-19 on educational outcomes, a district may adopt year-round school or a year-round program for the 2020–2021 school year or start the 2020–2021 school year before the first Monday in September.
- (i) Any closure of schools relating to COVID-19 shall not affect an employer contribution, employee contribution, or the accrual of service credit under the Public School Employees Retirement Act of 1979, 1980 PA 300, as amended, MCL 38.1301 to 38.1467.
- (j) For a district with a collective bargaining agreement, this order must be implemented by the district in a manner consistent with the collective bargaining agreement.
- (k) When the Michigan Department of Education or the Superintendent issues a waiver or suspends an administrative rule pursuant to this order or Executive Order 2020-65, the Superintendent must provide the governor in writing with a copy of the waiver and information relating to the issuance or suspension. Any waiver issued by the Superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the Superintendent.

L'Anse Creuse PUBLIC SCHOOLS

DAILY SCREENING FORM

This Screening Protocol is a component of the L'Anse Creuse Public Schools Continuity of Learning and COVID-19 Response Plan. A MI Symptoms online screener or this form must be completed each day that an individual enters a L'Anse Creuse building.

Name: _____ **Date:** _____, 2020

Position: _____ **Building:** _____

Reason for Entry: _____

Temperature (Touchless Thermometer (if available): _____° F (must be below 100.4° F to enter building)

Please answer the following questions:

1. **Are you or anyone in your residence experiencing any symptoms (mark all that apply)?**

One of the following:

☐ **Cough** ☐ **Difficulty Breathing** ☐ **Shortness of Breath** ☐ **Loss of Smell**

☐ **Loss of Taste** ☐ **NONE OF THESE**

Or two of the following:

☐ **Chills** ☐ **Rigors (shaking or exaggerated shivering)** ☐ **Headache** ☐ **Congestion/Runny Nose**

☐ **Diarrhea** ☐ **Sore Throat** ☐ **Fatigue** ☐ **Muscle Aches without another explanation**

☐ **Nausea/Vomiting** ☐ **NONE OF THESE**

If an individual has answered YES to any of the above symptoms or has a temperature at or above 100.4, they should consult a physician prior to entering the building. In order to enter the building, individuals must be fever free for at least 24 hours (without use of fever-reducing medication) AND after consulting a physician, showing improvement if experiencing any of the above symptoms.

2. **Have you had close contact (within six feet for at least 15 minutes regardless of the use of a face covering) without protection or medical supervision with any individual who has been diagnosed with COVID-19 or been advised within the last 14 days to quarantine or self-isolate either due to symptoms of COVID-19 and/or while awaiting results of a COVID-19 test?**

☐ **Yes** ☐ **No**

If an individual has answered YES to Question 2, they must be excluded from the building for 14 days. If someone in your household has been in close contact with a confirmed case and has been quarantined, you may continue to report to work while monitoring for any symptoms. If you become symptomatic, you should stay home and contact your building administrator.

While in the building, all individuals must adhere to proper social distancing (keep 6 feet apart to maximum extent possible) and follow any other protocol and mitigation measures of the School District.

Signature: _____
(Person Accessing Building)

Edited 9.23.20

Health Department

Responding to Cases of COVID-19 Among Students, Teachers and Staff

Possible COVID-19 Cases in Students

- Symptoms of possible COVID-19 in students include the following. These symptoms should be new or different/worse than baseline for any existing chronic illness. A student with any of these symptoms should also be questioned about a history of close contact/potential exposure to the COVID-19 virus.

  Symptoms

  - Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth
  - Sore throat
  - New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline).
  - Diarrhea, vomiting or abdominal pain
  - New onset of severe headache, especially with fever

  Close Contact/Potential Exposure

  In the past 14 days:

  - Had close contact (within 6 feet for at least 15 minutes) with a person with confirmed COVID-19; OR
  - Traveled to or lives in an area with a high level of community transmission of COVID-19.

- Students who exhibit any of the above symptoms but who have no close contact/potential exposure history should not go to school or any school activity. If at school or any school activity, they should be sent home. These students may return to school 24 hours after resolution of fever (if there was a fever) and improvement of symptoms.

- Students who exhibit any of the above symptoms and who have a close contact/potential exposure history should not go to school or any school activity. If at school or any school activity, they should be sent home. These students should be evaluated by a healthcare provider and tested for COVID-19 with a diagnostic test (nose/throat swab).

- If at school or any school activity, the student should be required to wear a face covering and wait in an isolation area away from teachers, staff and other students until they can be transported home or to a healthcare facility.

- School administration should notify the Macomb County Health Department when a probable case of COVID-19 in a student has been identified in the school. A probable case of COVID-19 in a student is defined as a student with any of the above symptoms and a close contact/potential exposure history. The Macomb County Health Department will work with the school to determine if further action is necessary.

Possible COVID-19 Cases in Teachers or Staff Persons

- Symptoms of possible COVID-19 in teachers and staff persons include the following. These symptoms should be new or different/worse than baseline for any existing chronic illness.

  Any one of the following:

  - Cough
  - Shortness of breath
  - Difficulty breathing
  - New loss of smell
  - New loss of taste

  OR

  Two or more of the following:

  - Fever (measured or subjective)
  - Chills or rigors (shaking or exaggerated shivering)
  - Muscle aches without another explanation
  - Headache
  - Sore throat
  - Nausea or vomiting
  - Diarrhea
  - Fatigue
  - Congestion or runny nose

- Any teacher or staff person who exhibits COVID-19 symptoms as defined above or has a measured temperature of 100.4 degrees Fahrenheit or higher should not go to school or any school activity. If at school or any school activity, they should be sent home. These individuals should be evaluated by a healthcare provider and tested for COVID-19 with a diagnostic test (nose/throat swab).

- If at school or any school activity, the individual should wear a face covering and wait in an isolation area away from teachers, staff and students until they leave the school building or are transported to a healthcare facility.

- School administration should notify the Macomb County Health Department when a possible case of COVID-19 has been identified in a teacher or staff person. The Macomb County Health Department will work with the school to determine if further action is necessary.

Confirmed COVID-19 Cases

- School administration must notify the Macomb County Health Department of any confirmed case of COVID-19 in a student, teacher or staff person.

- School administration should notify all staff and student families of any confirmed case of COVID-19 in a school maintaining the confidentiality of the case as required by state and federal laws. The Macomb County Health Department will provide a letter that may be used for this notification.

- School administration should work with the Macomb County Health Department to identify close contacts of the confirmed case of COVID-19.

- For elementary schools and other settings where a stable classroom cohort has been maintained, the close contacts may be all students and staff in the classroom.

- For middle schools/high schools and any setting where a stable classroom cohort has not been maintained, a close contact is someone who has been within 6 feet of the case for at least 15 minutes regardless of the use of a face covering.

- Close contacts should be notified and instructed to remain quarantined at home for 14 days after the last contact with the confirmed case. The Macomb County Health Department will provide a letter that may be used for this notification.

- The need to close a school for a period of time because of COVID-19 illness will be determined by the district superintendent on a case-by-case basis in consultation with the Macomb County Health Department.

Close Contacts to a Confirmed COVID-19 Case

- Any student, teacher or staff person who is a close contact to a confirmed COVID-19 case (household or non-household) should be immediately sent home from school and remain quarantined at home for 14 days after the date of last exposure to the confirmed COVID-19 case (for non-household contact) or 14 days after the date the confirmed COVID-19 case completes their isolation period (for household contact).
- No actions are necessary for students, teachers or staff persons who do not have symptoms and who are contacts of a contact (persons who have not had direct contact with a confirmed case of COVID-19 but instead have had close contact with someone who has had direct contact with a confirmed case of COVID-19).

- Students, teachers or staff persons must remain in quarantine for the full 14-day quarantine period even if they test negative for COVID-19.

- Students, teachers or staff persons who test positive for COVID-19 must be reported to the Macomb County Health Department and managed as a confirmed case of COVID-19.

Returning to School/Work

- Students, teachers and staff persons with symptoms who test positive for COVID-19 may return to school/work if:

    - At least 10 days have passed since symptom onset and

    - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and

    - Other symptoms have improved

- Students, teachers and staff persons who never had symptoms but who test positive for COVID-19 may return to school/work if at least 10 days have passed since the date of their first positive COVID-19 test (provided no symptoms appeared during the 10-day period).

- Students, teachers and staff persons with symptoms (previously described) who test negative for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement of symptoms. The student, teacher or staff person should provide documentation of the negative COVID-19 test result.

- Students, teachers and staff persons with symptoms (previously described) who are not tested for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement of symptoms if they present a note from a healthcare provider that provides an alternative explanation for the

symptoms. If a healthcare provider note is not available, the student, teacher or staff person may return to school/work if:

  - At least 10 days have passed since symptom onset and

  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and

  - Other symptoms have improved

- Students, teachers and staff persons who are close contacts to a confirmed case of COVID-19 and who test positive may return to school/work as outlined above.

- Students, teachers and staff persons who are close contacts to a confirmed case of COVID-19 and who test negative (or who are not tested) may return to school/work 14 days after the last exposure (for non-household contact) or 14 days after the confirmed case has completed their isolation period (for household contacts).

michigan high school athletic association

Mark Uyl, Executive Director

1661 Ramblewood Drive • East Lansing, MI 48823-7329 • 517-332-5046 • Fax 517-332-4071 • Web mhsaa.com

TO: MHSAA Member Schools

FROM: Mark Uyl, Executive Director

DATE: September 10, 2020

SUBJECT: MHSAA Fall Guidance

Here is a summary of current requirements as they relate to fall sports and face coverings in light of the Governor's most recent Executive Order (EO 2020-180). It is the MHSAA's expectation that all members comply with Executive Order 180, which was issued on September 9, 2020, and governs social distancing and facial coverings requirements for organized sports.

As of September 10:

1. Face coverings may be worn but student-athletes are not required to do so while in active participation in cross country, golf and tennis. Active participation only applies when an athlete is "in" the game/match/meet/race/competition or is actively involved in any warm-up or cool-down activity. In swimming & diving, there is no requirement of face coverings while preparing to enter the water (and obviously while in the water) but the covering shall be worn at all other times when on-deck or in the facility.
2. Face coverings are required in football, soccer and volleyball. This includes all times during active participation and all times during non-active participation when 6 feet of physical distance cannot be maintained.
3. There are no provisions in EO 180 for medical intolerance reasons or medical waivers. This is not an MHSAA regulation, and thus the MHSAA has no legal authority to waive or modify this Executive Order from the Governor's office.
4. In both indoor and outdoor practice and training sessions in all regions of the state, including Regions 6 and 8, this same sport-specific guidance applies.
5. Consistent with current Executive Orders, face coverings shall be worn by coaches, medical staff, game event staff, media members and spectators. Note that broadcasters and PA announcers are an exception to this requirement when that person is actively broadcasting or announcing. This allows broadcasters and announcers to remove the face covering while performing those speaking duties but should wear the face covering at all other times.
6. Officials may wear face coverings on the field of play if he/she desires. Officials shall wear face coverings upon arrival at a facility, before the contest, during intermissions away from the field/court/area of play and following the contest until departure. Remember that officials have no role in enforcing face covering requirements as this is a responsibility of school administrators.
7. Executive Order 180 does not define 'facial coverings' for purposes of organized sports. Traditional cloth masks, gaiters, affixed helmet plastic shields (100% clear – no tint) and cloth/fabric helmet attachments located inside the face mask (all of which must cover the nose and mouth) are not prohibited.

The MHSAA will attempt to assist schools in understanding these requirements but know the MHSAA has no authority to waive, ignore or modify Executive Orders for any reason. Additional guidance on other topics will be covered in an email tomorrow.

michigan high school athletic association

Mark Uyl, Executive Director

1661 Ramblewood Drive • East Lansing, MI 48823-7329 • 517-332-5046 • Fax 517-332-4071 • Web mhsaa.com

TO: MHSAA Member Schools

FROM: Mark Uyl, Executive Director

DATE: September 3, 2020

SUBJECT: MHSAA Fall Guidance

MHSAA staff has been working diligently for months with the Governor's office and health department officials on return to activity plans during the COVID pandemic. On June 30, Governor Whitmer released the MI Safe Schools Roadmap and it tasked the MHSAA with creating and publishing the guidance for the reopening of school sports. For the past eight weeks, staff has worked to fulfill this mandate and has published all materials at MHSAA.com. During this process, the MHSAA has made certain that athletic guidance complies with all Executive Orders of the Governor.

The MHSAA has a number of updates for you today as we have received information from the Governor's office that we have been seeking since early August.

With the release of new Executive Order 176 today, competition may begin immediately in **soccer** in all regions of the state.

This same order has opened indoor facilities for organized sports practice and competition, allowing **swimming & diving** and **volleyball** to begin indoors on Wednesday, Sept. 9 in those regions currently not able to do so.

This new Executive Order 176 has also removed the restrictions on all sports, including **football**. On August 14, the Representative Council postponed football because padded football practice and competition could not happen under Executive Order 160. While other factors such as collegiate football plans, general uncertainties and other unknowns were discussed, there was no other decision on August 14 for the Council given state law at that time. With this new order, information has emerged over the past three weeks bringing more clarity to football across the country. Here is what has changed since August 14:

1. Executive Order 176 now allows all sports, including football, to move forward and be administered by MHSAA member schools.
2. Twenty-five other states started football practices and games safely and successfully in early August with another eight states scheduled to begin fall football practice soon.
3. The Big Ten is exploring a fall season start that could begin as early as October or November.
4. MHSAA member schools reported a successful football acclimatization week from August 10-14. Executive Order 160 prevented consideration to move to the next phased-in steps of padded practices and games.
5. Member schools have reported successful starts to fall sports in cross country, golf, tennis, soccer, swimming & diving and volleyball over the past three weeks. When positive COVID cases have been identified, they have been handled safely and appropriately by the involved schools working with health department officials. This process is part of our new reality in returning to schools and sports in the time of COVID.
6. MHSAA COVID guidance and safety protocols are among the best in the nation. We have safe plans in place, created in partnership with the National Federation (NFHS) and the Sports Medi-

cine Advisory Committees (SMAC) of both the MHSAA and NFHS, to minimize as much risk as possible.

7. Numerous non-school football opportunities have emerged over the past 14 days, proving that kids would have been playing football this fall. From the outset, we have said that we believe student-athletes are safest in our school-based programs led by educators.
8. All of us share the fundamental belief that we must protect the health and safety of individuals first. This includes not only COVID prevention measures, but also the mental health of teenage students and adults as well. Many recent studies and publications surmise that the greatest health and safety risk currently is mental health. The opportunity to participate in fall sports will provide countless benefits for the mental health of our students.
9. For many kids, sports is the most significant motivating factor to keep them in school and progressing toward graduation. Given additional challenges of online education, sports and the daily routine they bring is perhaps more important now than ever before.

Because of these factors, the MHSAA Representative Council approved restarting the fall football season on Tuesday, September 8 and will conduct a fall football tournament for schools that wish to participate. Fall schools will have two days of practice in "shells" (helmets and shoulder pads, only) beginning on September 8 followed by fully padded practice after those two days of "shells" practice. From September 3-7, it is a **dead period** for football activity with nothing allowed involving football students and coaches other than the issuing of equipment. Remember that no scrimmages in football are allowed at any time during the fall season. The competition season will consist of six regular season games beginning the Thursday-Saturday of September 17-19. Schools should resume their schedules beginning with what would have normally been Week 4 the season, filling schedule openings with other participating schools. Once the MHSAA has determined the number of schools participating in fall football, the postseason tournament will be organized placing **all teams** in the first round of the playoffs on October 30-31, guaranteeing all fall participating schools at least seven available varsity contest dates. More details on the MHSAA playoffs will be shared very soon.

Consistent with all previous health epidemics, local schools will follow guidance from their respective local health departments, and abide by all state government mandates, to decide locally if their school and students will play. We understand that some schools will not choose to participate in this restarted, shortened fall season. The MHSAA Constitution and Handbook does not require a school to play a sport or enter any MHSAA tournament if that school chooses not to play or instead decides to play the sport in a different season. Schools may still play football in the spring, organizing a local or league schedule but no MHSAA tournament will be offered. The ultimate authority is local control and schools may conduct a sport season at a time different than the MHSAA conducts its season-ending tournaments.

Spectator limits remain unchanged in Regions 6 and 8 with a 250 limit for indoor activities and 500 for outdoor activities. Those part of the state currently in Phase 4 are limited to two spectators per participant for both indoor and outdoor events.

One additional requirement in this new Executive Order is that a facial covering is worn except when swimming. We are seeking further interpretations and guidance on this language in the new order moving forward.

We remind you that the 16 allowed days of voluntary coach-player contact for spring sports may occur from September 8-October 31 if a school chooses. Spring sport safety protocols for these workouts will be on each sport home page at MHSAA.com with further information and details to be forthcoming.

The nature of this pandemic since March has been fluid and ever-changing. Today's information is yet another example of this fact. We are pleased that fall sport plans are finalized and we all can move forward based on this new Executive Order as well as action taken by the MHSAA Representative Council. I fully realize that any decision made during COVID will likely result in some criticism and opposition. Our mode of operation since last March has been to be open, honest and transparent by sharing all information we have at a given time, and when information and circumstances change, we have communicated why subsequent changes are taking place. We will continue to communicate and lead during these times, and we are here to help and assist all schools with the path forward.

AN INITIAL GUIDE TO

LEVERAGING THE POWER OF SOCIAL AND EMOTIONAL LEARNING

→ AS YOU PREPARE TO REOPEN AND RENEW YOUR SCHOOL COMMUNITY

“

IT IS POSSIBLE TO PREPARE FOR THE FUTURE WITHOUT KNOWING WHAT IT WILL BE. THE PRIMARY WAY TO PREPARE FOR THE UNKNOWN IS TO ATTEND TO THE QUALITY OF OUR RELATIONSHIPS, TO HOW WELL WE KNOW AND TRUST ONE ANOTHER.

”

MARGARET WHEATLEY | 2004

INTRODUCTION

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

About This Initial Guide

In this guide, CASEL shares a framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults during the upcoming transition into summer and the beginning of the new school year. While this guidance is written for school leadership teams, states and districts will play critical roles in ensuring schools have the resources, support, and guidance needed to carry out these actions.

This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.

CASEL is also working with many collaborators to produce comprehensive guidance, scheduled for release in late June, with additional recommendations, resources, and tools to help school leaders support and sustain SEL throughout and beyond the pandemic.

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Educators in this moment of transition have an opportunity to reflect, innovate, and build on evidence-based practices in schools across the country. The COVID-19 pandemic has underscored SEL as an essential part of high-quality education—highlighting our relationships, resiliency, and collective problem-solving as fundamental to teaching and learning. While nearly everyone has faced disruption, we must acknowledge the complex, varying ways individuals have experienced these months. The pandemic has exposed and exacerbated existing inequities in education and emphasized the need for learning environments that welcome and support all students, including those who were not equitably served before COVID-19. In the process of reopening schools, SEL provides an opportunity to elevate student voice and agency, support educator SEL and well-being, deepen partnerships with families, broaden our definition of what learning is and where it takes place, and contribute to more inclusive and equitable learning environments.

CASEL defines SEL as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Decades of research, practice, and policy have demonstrated the effectiveness of SEL in supporting students' academic and long-term success. By systemically integrating SEL across classrooms, schools, homes, and communities, adults and students work together to develop and apply five core competencies of self-awareness, self-management, social awareness, and responsible decision-making. These competencies are needed generally throughout our lives and particularly in this moment to manage our own stressors, anxieties, and joy; understand how the pandemic is influencing others (often in inequitable ways); and build relationships and make decisions that best support our communities.

We recognize that schools are at different stages within their SEL journey. Whether just beginning or deepening systemic SEL implementation, schools can build on their existing strengths to develop a transition plan that supports SEL for students and adults. The guidance below is organized around four critical actions, which are adapted from what we have learned about systemic SEL in collaboration with researchers and practitioners:

1. **Take time to build partnerships, deepen your understanding, and plan for SEL.**
2. **Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.**
3. **Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.**
4. **Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.**

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1 Take time to build partnerships, deepen your understanding, and plan for SEL.

Schools will face many challenges—from how to manage logistical and technological obstacles to how to accelerate academic learning. To tackle these important issues, schools will need to simultaneously tend to the social and emotional needs of both children and adults. By prioritizing SEL and the needs and concerns of all students and families, leaders can begin to cultivate the healing, empathy, resiliency, and collective resolve needed to navigate the transition ahead and more effectively continue the work of teaching and learning.

- **Communicate widely and consistently that SEL is foundational to the holistic success of your school community.** If needed, build your own foundational understanding of SEL research and practices. Use newsletters, social media, and meetings with staff, families, students, and community partners to share how social and emotional competencies and supportive environments can support children and adults through this transition and the new ways of learning that may occur in schools.
- **Elevate the voices and perspectives of students, families, educators, and other adults to develop responsive transition plans**. Use formal and informal ways to identify their hopes and concerns about transition while communicating the school's desire to incorporate their perspectives into decision-making. For example, provide individual outreach when possible, call or survey students and families, or hold focus groups with staff and key community partners. When reaching out to families and students, use home languages and inclusive strategies for those who have limited access to technology. Also consider alternative ways to reach all families, such as through churches, social service agencies, neighborhood groups, social media, and other community connections.

Put it Into Practice

Learn From Families, Students, and Community Partners

The sample questions below can be used as a starting point for phone/video conferences or written surveys that engage stakeholders in sharing their perspectives.

- What has your experience been like since school has been closed?
- What is on your mind as you think about next school year? What are your biggest hopes or worries?
- What has our school done well during the past months, and what could we have done better?
- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

- **Examine where SEL efforts have been impactful and where more support is needed.** Review whether the strategies taken during school closures to promote SEL have been effective in supporting and engaging students. Find out which students and families have received individual outreach from staff, who has engaged in distance learning, and what barriers have prevented others from engaging. Identify which staff have felt comfortable with SEL distance learning strategies and those who may require additional support. Also pay attention to individual needs that will impact the ability to return to school. Have staff, students, or their families experienced a loss of a loved one, housing or employment instability, or other circumstances that may require support? It may be helpful to connect with local service agencies and community partners to help identify these needs and provide additional support.

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- **Build a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.** You may want to form a transition team with representation from administration, teachers and support staff, families, students, and community partners. This plan should be based on needs identified by members of the school community and build on the school's current strengths, such as existing SEL programs and positive relationships between staff and students. Also include strategies for continually partnering with families and re-engaging the most vulnerable students.

Put it Into Practice

Embedding SEL Throughout Your Transition Plan

Use this quick checklist to think through practical ways your school can integrate SEL into transition plans. The rest of this brief provides additional guidance for the strategies listed below.

- ☐ **Two-Way Communication:** Are we staying in close contact with school staff, students, families, and community partners—both to share new information and address concerns, and to receive ongoing input and feedback into transition plans?

- ☐ **Staff Community-Building:** Have we set aside time for staff to reconnect, process their emotions and experiences, reflect on what they have learned and how they are applying social and emotional competencies, and collaborate on ways to support students' SEL throughout in-person or distance learning?

- ☐ **Staff Professional Learning:** Have we prepared professional learning that staff will need to promote students' SEL, build strong relationships and create supportive learning environments in person and during distance learning, and support students who may be grieving or have experienced trauma?

- ☐ **Supportive Learning Environment:** Have we planned that all classes (whether in-person or distance learning) will devote time to building community, reflecting on experiences, and listening to students' ideas and concerns?

- ☐ **Promoting Student Social and Emotional Competencies:** Have we identified ways that all teachers help students enhance and practice competencies through distance learning and in-person settings, either through existing programs, regular class meetings, group and individual check-ins, or instructional practices that allow for reflection, discussion, and collaboration?

- ☐ **Student Support:** Do we have plans in place and have we partnered with families and community agencies to proactively identify, provide, and monitor additional supports to students who are struggling socially, emotionally, behaviorally, or academically?

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2 Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.

Transition plans need to attune to the social and emotional needs of all the adults responsible for supporting students' learning and development. The stress and well-being of teachers, principals, and staff are not new concerns, but the disruptions caused by COVID-19 have added to educators' anxiety, worry, and stress. In a survey by CASEL and the Yale Center for Emotional Intelligence in late March, thousands of teachers described their most frequent emotions during COVID-19 as anxious, fearful, worried, overwhelmed, and sad. They cited the stress of adapting to virtual classrooms and working from home while caring for their loved ones. By creating time, space, and working conditions that help adults feel connected, empowered, supported, and valued, school leaders can help cultivate adults' SEL and overall well-being.

- **Allow space for connection, listening, and healing among all leaders and staff in the school building.** This may include carving out time during existing virtual or in-person meetings for staff to process and share their feelings, engage in community-building activities, reflect on how they can use their own social and emotional competencies to support one another and their students, and create individual plans for ongoing self-care.

- **Capture this moment to identify new opportunities.** Engage staff in reflecting on what they've learned from the past few months and how this experience will shape the coming years. Provide time for staff to discuss with one another: How have disruptions to class and school revealed strengths in ourselves and students? What are some new ways to facilitate learning? Where may there be disengagement and inequity? How can we better partner with families? Offer ongoing opportunities for staff to collaborate on ideas for how to use this learning to inform a collective path forward.

- **Provide professional learning to build educators' capacity to support students' SEL.** This includes professional learning that helps staff build relationships and integrate SEL into in-person and distance learning, create equitable learning environments, identify signs of trauma and mental health concerns, and support grieving students. Free online offerings may provide a starting point over the summer that connects to a longer-term professional learning plan during the school year.

- **Maximize staff members' abilities to connect with students, families, and community partners.** For example, consider how staff or community partners can coordinate to check in regularly with a small groups of students and families; how counselors, social workers, school psychologists, and nurses can connect with students and families before schools reopen and during blended or distance learning; and how school staff can better align with community partners in supporting adults and students.

- **Ensure access to mental health and trauma supports for adults.** Some adults in the building may be struggling with mental health issues, trauma, secondary traumatic stress, or "compassion fatigue." Look for signs that adults might need more support and identify available resources. You can use the SAMHSA mental health services locator to search for resources in your community.

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Related Resources

Free Online Professional Learning for Educators

Self-care and resiliency

- CASEL Cares Webinar: Strategies for Being Your Best 'SEL'f
- CASEL Cares Webinar: How Mindfulness Can Help

Educator strategies that promote students' SEL and supportive learning environments

- Creating Opportunities Through Relationships
- Sanford Inspire Online Learning Portal on SEL and Engaging Instruction
- Friday Institute's Social and Emotional Learning for Educators
- Teaching Complex Current Events and Supporting Student Well-being (Facing History and Ourselves)
- National Equity Project's Recorded Webinars on Equity in the Classroom, Implicit Bias, and Structuralized Racism
- Incorporating SEL into Classroom Instruction (Tennessee Department of Education)
- Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies Module

Supporting students with grief and trauma

- Supporting Grieving Students (National Center for School Crisis and Bereavement)
- Building Trauma-Sensitive Schools (National Center for Safe and Supportive Learning Environments)

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3 Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

A large body of research demonstrates the effectiveness of evidence-based SEL programs and practices to support students' academic and long-term success. The disruption during the pandemic has further highlighted the importance of social and emotional competencies to help students cope with challenges, manage stress, practice empathy, create social bonds across distance, make healthy decisions, take collective action, and manage loss and grief. These situations elevate the role of supportive adults and family-school partnerships in creating conditions that help students develop their academic, social, and emotional competencies to navigate daily interactions and challenges, including modified schedules and new learning experiences.

Put it Into Practice

Addressing Students' Developmental Needs During Transition

Students go through many transitions from early childhood to young adulthood, such as the annual return from summer break or the transition from middle to high school. What happens during these transitions, and the degree to which students' developmental needs are met, influence their social and emotional competencies and long-term success. To help students with the important transition into this coming school year, identify ways to meet their developmental needs. For example:

- **In early childhood programs:** Provide young children with simple strategies for exploring, discussing, and regulating their emotions. Read alouds offer an easy way to prompt conversations about how big changes make them feel.
- **In elementary school:** Support students in developing relationship-building and conflict-resolution skills by helping them co-create shared agreements for their new class or distance learning environment.
- **In middle school:** Offer adolescents an opportunity to reconnect and create a sense of closure from the previous school year, such as by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter a new grade.
- **In high school:** Provide older students with a way to reflect on and document their experience and what they've learned about themselves during the pandemic, either through journal writing, artwork, music, or other creative outlets.

For more practices, review the SEL Providers Council website.

- **Intentionally build structures that promote supportive adult-student relationships and a sense of belonging.** Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to. Also examine daily schedules or class assignments to create greater opportunities for meaningful teacher-student relationships. Examples include minimizing the number of transitions between teachers and classrooms (e.g., through team teaching in elementary/middle schools or block scheduling high schools), creating or extending time in homeroom or advisory classes, and "looping" students with the same teachers and peers from the previous year. If distance learning continues, identify routines to maintain or deepen connections virtually or over the phone, such as through smaller group meetings or individual check-ins. Recognizing that new structures will most likely be in place, create consistent routines and procedures that allow for flexibility as much as possible. Predictable structures promote a sense of safety that helps students, especially those who have experienced trauma or struggle behaviorally, regulate emotions and take on new challenges and developmental tasks.

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- **Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.** Identify developmentally appropriate SEL competencies and standards, which may be available through your state or district, that students and adults can work on together to support the transition, such as stress-management, communication and listening skills, collaboration, and help-providing and help-seeking behaviors. Continue any existing evidence-based SEL programs or identify simple strategies that educators can use right away, such as "SEL Kernels," classroom community meetings, or small mentoring groups that can be used in person, during blended and distance learning, and at home to help develop those competencies. Academic instruction can provide additional opportunities to practice SEL through reflection, interaction, cross-age peer tutoring, leading discussions, brain breaks, and other intentional practices. Also consider creative ways to promote the SEL benefits of less-structured social times, such as recess and lunch, even when some levels of physical distancing may be necessary.

- **Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world.** This can include distinguishing facts from misinformation, as well as opportunities for students to suggest strategies for their school or community to prevent the future spread of disease and address other needs in their community. Support teachers in facilitating conversations and lessons to discuss the impact, history, and ways to respond to biased or stigmatizing comments and behaviors related to the disease.

- **Collaborate with families and community partners to align on strategies for supporting students' SEL at home and during extended learning.** Invite family members to join the school SEL team, help identify SEL programs and practices that can be used in classrooms or at home, participate in school or classroom SEL activities, and share information about what kinds of supports their students need. Also work to align SEL efforts with key community partners that provide opportunities for students to build caring adult relationships and engage in activities that motivate them, such as out-of school time programs, sports, and other extracurricular activities.

- **Identify support for students who are struggling.** While not all students have the same experiences, some students may have experienced grief, anxiety, or trauma that may shape how they engage academically, socially, emotionally, or behaviorally. Support your staff in proactively identifying and meeting the needs of students who may be struggling. Work with family and community partners to create a comprehensive plan, which may include providing additional mental health and trauma supports, or connections to food, shelter, technology, transportation, or other resources. Monitor the response to ensure needs are met.

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4 Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

During this time of rapid innovation and quick action, an ongoing continuous improvement process will help ensure that efforts meet the needs of all students, including those from historically marginalized groups. This includes collecting and reflecting on data that elevates the perspectives of students and families, identifying and addressing inequities and challenges, and building upon successes to continuously improve the support to students, families, and staff.

- **Engage staff, students, and families in sharing ongoing feedback and partnering on continuous improvement.** This may take the form of existing or new school climate surveys, focus groups, phone calls, or other creative strategies. Consider what form of collecting feedback will be most inclusive of all families and students, and whether families and students can help design survey questions or lead focus groups. Feedback questions may include asking about the level of social and emotional support students receive from teachers, staff, or peers; support that staff receive from leadership; student, staff and family needs during distance or blended learning; student and staff emotions throughout the school/work day; and how well staff are communicating with families. After gathering feedback data, continue the conversation through individual or small-group interviews to help contextualize responses and better interpret results. Consider sharing this data with staff, students, and families and involving them in data reflection and problem-solving.
- **Support educators in reflecting on data around their own instructional practices and classroom climate, especially when trying out new strategies or modes of teaching.** This summer and fall, teachers will continue to take on new technologies, adjust to shifting work environments, address student concerns, and much more. They will need supportive leaders who create a culture of continuous improvement. Help teachers collect feedback from students and reflect on their own practices by providing non-evaluative coaching and concrete strategies for improvement.

Put it Into Practice

Teacher Self-Assessment: SEL Through Distance Learning

Use the checklist below to help teachers self-assess strengths and areas to develop as they promote SEL through distance learning and at-home assignments.

For All Ages

- ☐ I am reaching out to students individually and communicating that I value their contributions.
- ☐ I follow up with students on topics that are important to them to show them they are known and cared for.
- ☐ I facilitate virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.
- ☐ Learning activities and projects link to students' lived experiences, frames of reference, and issues that are important to them.
- ☐ Learning activities activate students' self- and social awareness by asking them to identify feelings, reflect on their experiences, and talk through topics with family members or peers.
- ☐ Learning activities affirm students' diverse identities and cultures, and students have opportunities to share and learn about each other's lives.

>> continued to the next page

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Especially for Upper Elementary and Secondary Students

- ☐ I coordinate learning activities in which students are able to engage in small-group discussions, cooperate, and problem-solve with peers.
- ☐ Assignments include open-ended questions to surface student thinking and probe students to elaborate on their responses.
- ☐ After completing a project, students reflect on what made their work successful or challenging and make a plan for improvement.
- ☐ I regularly request and receive feedback from students about how distance learning is going and how it could be improved.

- **Collect and act on data around students who are disengaged or chronically absent.** One of the most critical tasks during the transition to the new school year will be supporting every student, particularly those whose needs were not fully met before COVID-19. For students who have not regularly attended classes, develop a plan that addresses the root causes of their absences and leverages family and community partners to double-down on individual outreach and relationship-building. This may include revising existing policies and practices that may have inequitable or detrimental impact on students, such as punitive or exclusionary discipline practices that can contribute to student disengagement or retraumatize students.

Put it Into Practice

Examining Transition Data With an Equity Lens

Regularly review data on progress with an eye toward how decisions during the transition impact equity and outcomes. You may want to review data such as:

- Student, family, and staff interviews or surveys (their responses as well as data on who hasn't responded)
- Outreach to families—who has and hasn't been successfully contacted by school staff, who has and hasn't accessed available supports such as meal assistance, technology distribution, etc.
- Student attendance, participation, and completion with at-home learning

Also disaggregate these data by subgroups, such as by race, socioeconomic status, language learner, immigration status, LGBTQ identity, or any other subgroups.

Use a data reflection protocol or consider the following questions as your team learns from this data:

- What do you see in the data, including any differences/disparities between groups, that may indicate inequities in school transition processes and supports?
- What additional information could help you interpret this data? Consider whose voices and experiences are not represented and any biases or blind spots that might exist as you interpret the data. Often, gaining additional student perspectives can help make sense of the data.
- What does the data suggest about how well social and emotional supports are meeting the needs of all students, families, and staff during this transition?
- How can we make changes or innovate to better meet needs, ensure equitable resources and support, and monitor the impact of the transition on student outcomes?

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CONCLUSION

The coming months will mark continued transitions for everyone in school communities as they prepare for an academic year that offers new types of relationships, learning, and operations. The transition may bring excitement, anxiety, concern, and other complex emotions as students wonder what the return to classrooms will look like, anticipate reconnecting with peers and teachers, and look forward to engaging in person in supportive learning environments. This moment will also call upon educators to intentionally and relentlessly foster emotional and physical safety and a sense of belonging throughout their school community.

High-quality SEL implementation provides students and adults an opportunity to continue cultivating critical skills—such as empathy and compassion, self-regulation, stress management, communication, collaboration—that they will need not only to manage their experiences during the pandemic, but also to be caring, contributing members of their communities. SEL can also help educators reflect on how this experience has shaped our understanding of what and how we teach in schools, as well as the conditions that fully and equitably support student learning.

With the possibility of intermittent closures or other changes in the coming years, the adjustment back to school is most likely a long-term process that will require a sustained approach for ensuring that all students, families, and staff have the relationships, resources, and support they need to thrive. We encourage school leaders, with the support of states and districts, to plan for immediate needs while also beginning to consider how to sustain the focus on SEL over the long-term.

ACKNOWLEDGMENTS

CASEL is grateful for the insights and thought partnership from the following organizations, which are also collaborating on an accompanying resource with additional recommendations, resources, and tools to help school leaders support and sustain SEL throughout and beyond the pandemic:

AASA - the School Superintendents Association, American Institutes of Research, American School Counselors Association, Arlington Public Schools, Building Equitable Learning Environments Network, Carnegie Corporation of New York, CASEL Board Program Committee, CASEL Collaborating Districts Initiative, CASEL Collaborating States Initiative, Chiefs for Change, Council of Chief State School Officers, Forum For Youth Investment, Bill & Melinda Gates Foundation, Learning Policy Institute, National Association of Elementary School Principals, National Association of School Psychologists, National Association of Secondary School Principals, National Equity Project, National School Boards Association, Northwest Evaluation Association, PERTS, Raikes Foundation, Transforming Education, Trauma Learning Policy Institute, Turnaround for Children, University of California - Los Angeles, University of Chicago Consortium on School Research, The Wallace Foundation, and X-SEL Labs

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F.1.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Recommendation for TV Studio Equipment Bid Award

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other: _____

Background:

During the normal course of business, district personnel will purchase items needed to administer the business operations of the schools or administrative offices.

Current Status:

On July 20, 2020, we issued an RPF and received 2 late responses and one that had an envelope not labeled correctly so all bids were rejected. We reissued the TV Studio Equipment RFP on August 5, 2020. Three vendors responded to the request and a bid opening was held on August 19, 2020. The bid responses were reviewed by the Associate Director of the Pankow Center and the Broadcast Journalism Teacher. They recommend the bid be awarded to B & H Photo, which is the lowest bid. The bid results are attached.

Future Direction (Notes or Comments)/Recommended Motion:

Administration recommends that the Board motion to approve the recommendation for the TV Studio Equipment Bid Award to:

B & H Photo. – Enhancement Equipment for an approximate total of $47,843.29. This purchase will be funded through CTE Added Cost Funds (61a).

RMG/sjl

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John H. Haas
DIRECTOR FOR
PANKOW CENTER

Dean E. Sabelhaus
ASSOCIATE DIRECTOR FOR
PANKOW CENTER

TO: Rochelle Gauthier, Assistant Superintendent for Business and Operations

FROM: Dean Sabelhaus, Associate Director for Pankow Center

DATE: August 25, 2020

RE: Documentation in support of awarding the bid for new studio equipment at the Frederick V. Pankow Center to: *B&H Photo, Video-Pro Audio.*

After a review of current TV and Broadcast Media student equipment at the Pankow Center by the established program industry advisory panel in the Fall of 2019, it was determined that enhancements to equipment were necessary. The original recommendation was to incrementally add this equipment over the next several years in 15k to 20k purchases. However, since education has changed dramatically in the last half year, it is our desire to fulfill this recommendation in one purchase. Doing so will allow this course to continually succeed in turning out world class videographers and journalists whether they are involved in face-to-face instruction or remote, which we are keenly aware can resurface at any time during this health challenge. It will also allow our students to more effectively broadcast stories featuring our district. A large part of what the instructor and Pankow administration are trying to accomplish with this one purchase revolves around creating "to-go" bags of equipment that each student will have in their possession for completion of related videography and journalism assignments. This additional, upgraded equipment will be added to what is already in inventory and will be utilized daily for years to come.

Additional note: *All of the proposed purchases will be made using 61a (CTE Added-Cost funds).*

Please let me know if you have any additional questions or concerns.

Thank You,

Dean Sabelhaus

cc: John Haas, Director for Pankow Center
Rochelle Gauthier, Assistant Superintendent for Business and Operations
Michael Kaufman, Teacher, Pankow Center

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TV Studio Equipment – Pankow

August 19, 2020

Vendor	Total Bid
Audio Visual Innovations	$55,863.00
B & H Photo	$47,843.29
W.B. Hunt Co., Inc.	$48,054.50

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F.2.

Initiator: Rochelle M. Gauthier

Board Meeting: September 28, 2020

Agenda Item: Recommendation to Purchase Student Tech Devices for Remote/Virtual Learning

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other: _____

Background:

Due to the demand for student devices for virtual/remote learners, the district would like to ensure there are enough devices to meet student needs.

Current Status:

The tech department would like to secure additional Student Tech Devices for remote/virtual learning in the amount up to, but not to exceed, $250,000.00.

Future Direction (Notes or Comments)/Recommended Motion:

Administration recommends that the Board motion to approve the recommendation to purchase additional Student Tech Devices for Remote/virtual Learning in an amount not to exceed $250,000.00

RMG/sjl

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G.1.

Initiator: Greg Dixon

Board Meeting: September 28, 2020

Agenda Item: Paraprofessional Association Tentative Agreement

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other_____

Background:
The 2016-2019 collective bargaining agreement between the district and the L'Anse Creuse AFSCME Council 25 AFL-CIO Local Union 1993 Paraprofessional Association expired on December 31, 2019. The parties have negotiated in good faith over a number of sessions with regard to wages, language, and terms and conditions of employment. A tentative agreement was reached on August 21, 2020.

Current Status:
The association sought and obtained ratification of the tentative agreement by its membership.

Future Direction (Notes or Comments)/Recommended Motion:
The tentative agreement is within the parameters set forth by the Board of Education. The tentative agreement with the L'Anse Creuse Paraprofessional Association was ratified by the union membership and it is recommended for approval by the Board of Education.

GD/ad

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Initiator: Greg Dixon

Board Meeting: September 28, 2020

Agenda Item: Teamsters Transportation Tentative Agreement

☒ Board Action Required ☐ CONFIDENTIAL
☐ Informational Material
☐ Other_____

Background:
The 2016-2019 collective bargaining agreement between the district and the TPOAM (now Teamsters) Transportation Employees expired on December 31, 2019. The parties have negotiated in good faith over a number of sessions with regard to wages, language, and terms and conditions of employment. A tentative agreement was reached on August 14, 2020.

Current Status:
The association sought and obtained ratification of the tentative agreement by its membership.

Future Direction (Notes or Comments)/Recommended Motion:
The tentative agreement is within the parameters set forth by the Board of Education. The tentative agreement with the L'Anse Creuse Teamsters Transportation was ratified by the union membership and it is recommended for approval by the Board of Education.

GD/ad

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