

Union City Community Schools

“Striving For Excellence in Everything We Do”

Union City, Michigan 49094 / Superintendent’s Office (517) 741-3300 – Fax (517) 741-5205

Board of Education Agenda

Special Meeting - Public Hearing and Budget	High School Media Center
Monday, June 27, 2022	6:30 PM

I. **Call To Order**

a. **Pledge of Allegiance**

b. **Opening Statement**

Welcome to the Union City Community Schools Board meeting. Our meeting agenda is available for you to follow. The expectation for our board meeting is to follow this agenda closely. We operate under the Open Meetings Act and utilize Roberts Rule of Order to govern our discussion and decision-making process. There is an opportunity for public comment during our set agenda. We welcome the public to express their opinions during this time of our agenda. If there are questions about the agenda or the board meeting process, please seek out one of the Board members for clarification.

II. **2021-2022 Proposed Budget Amendment**

Business Manager, Sara Leson, will present the proposed 2021-2022 budget amendment.

III. **2022-2023 Budget Proposal**

Business Manager, Sara Leson, will present the 2022-2023 budget proposal.

IV. **Public Hearing on Proposed Budgets or Agenda Items**

a. **Public Comments Statement**

This is the section of the meeting in which the public may make comments or share their opinions about the proposed budgets or agenda items. We ask you to limit your comments to no longer than 5 minutes per person to allow others the opportunity to speak. This is an opportunity for the Board to listen to your concerns. It is not Board practice to act on the concerns voiced during this meeting to allow for the Board to do further research.

V. **Addition or Deletion of Items to the Special Meeting Agenda**

a. **Hiring of High School English Teacher**

Board action to add Action Item VII d. Hiring of High School English Teacher was approved.

VI. **Correspondence**

VII. **Action Items**

a. **2021-2022 Budget Amendment Resolution**

Board action is required to approve the budget amendment resolution as presented.

b. **2022-2023 Budget Resolution**

Board action is required to approve the 2022-2023 budget resolution as presented.

c. **2022-2023 Borrowing Resolution**

Board action is required to approve the borrowing resolution for the 2022-2023 school year as presented.

VIII. **Discussion Item**

a. **District Goals Report including Section 98b of PA 48 of 2021.**

Board discussion regarding the 2021-22 district goals report.

IX. **Public Comments**

a. **Public Comments Statement**

This is the section of the meeting in which the public may make comments or share their opinions about Union City Community Schools. We ask you to limit your comments to no longer than 5 minutes per person to allow others the opportunity to speak. This is an opportunity for the Board to listen to your concerns. It is not Board practice to act on the concerns voiced during this meeting to allow for the Board to do further research.

X. **Information Items**

a. **Superintendent Evaluation Tool**

b. **Elementary Special Education Teaching Position**

XI. **Closed Session**

Board action is required to adjourn to closed session for the purpose of discussing superintendent evaluation per Section 8(a) of the Open Meetings Act.

XII. **Additional Action Items:**

a. **Superintendent Merit Pay**

Board action is required to approve the superintendent merit pay.

b. **Superintendent Evaluation**

Board action is required to approve the superintendent evaluation.

XIII. **Adjournment**

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda items four (IV) and nine (IX).

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the meeting or hearing, please contact, Kelly AcMoody at 517-741-8091 at least one week prior to the meeting or as soon as possible.

UNION CITY COMMUNITY SCHOOLS

BUDGET HEARING

2021-2022 AMENDED BUDGET

&

2022-2023 PROPOSED BUDGET

JUNE 27, 2022



PRESENTED BY
SARA LESON
BUSINESS MANAGER

UNION CITY COMMUNITY SCHOOLS PUBLIC HEARING ON PROPOSED 2022-2023 BUDGET

A Public Hearing is required by Law under the Uniform Budgeting and Accounting Act (Bulletin 1022 Section 4). The Board will then have to Adopt a Budget prior to July 1, 2022.

SUMMARY OF PUBLIC HEARING

- Review the 2021-2022 Amended Budget for General, Food Service Fund, & School/Student Activity Fund
- Review the 2022-2023 Proposed Budget for General, Food Service Fund, & School Student Activity Fund
- State Borrowing Resolution

UNION CITY COMMUNITY SCHOOLS 2021-2022 AMENDED BUDGET REQUIREMENT

A Budget Amendment is required by law under the Uniform Budgeting and Accounting Act (Bulletin 1022 Section 4) when it is determined actual or probable revenue/expenditures differ from original or previous budget assumptions. Below are some major key budget variables.

Revenues

State Aid Per Pupil
Student Counts
Federal Revenues
State Categorical Funding
Local Funding
Inter-District Funding

Expenditures

Staffing/Wages/Assignments
Retirement Costs
Insurance Costs
Supply/Purchased Service Costs
Fuel/Utility Costs
Capital Outlay
Other/Unknown

2021-2022 AMENDED BUDGET ASSUMPTIONS

- Local Revenues: \$ 33,920 Additional grants received for curriculum purchased, Three PD days, and College & Career Readiness
- State Sources: \$95,458; adjustment from June State aid report, Educational Connectivity Fund grant received
- Federal Sources: \$290,101 Funds from ESSER II and ESSER III adjusted
- Other Financing Sources: \$219,874 includes note receipt for bus purchase and adjustment to Special Ed reimbursement
- Instruction: \$270,562 adjustment for ESSER II & III purchases
- Improvement Inst. Support: \$60,720 adjustment of Title expenses, ELA consultant at Elementary, Workshops/Trainings for employees
- Operation & Maint: \$53,683 Increase exp in 3rd party custodian, hiring 3 full time night custodians, supply cost increase
- Transportation Services: \$228,866 Purchase of 2 buses, increase in fuel expense, sub and training bus drivers
- Technology: \$35,800 Adjustment for ESSER exp

2021-2022 AMENDED REVENUE BUDGET

	FINAL-ACTUAL	APPROVED BUDGET	BUDGET AMENDMENT	FINAL BUDGET	DIFF BTW
	JUNE 2020-2021	2021-2022	2021-2022	AMENDMENT	JAN AMEND &
		940 Student Count	JAN. Amendment	Jun-22	FINAL
REVENUE					
Local Sources	\$ 1,133,444	\$ 1,137,133	\$ 1,269,468	\$ 1,303,388	33,920
State Sources	\$ 8,903,205	8,578,579	9,218,396	9,313,854	95,458
Federal Sources	\$ 1,152,446	441,802	1,074,892	1,364,993	290,101
Other Financing Sources	\$ 610,935	565,000	525,000	744,874	219,874
Transfers In-HL	33,238	32,000	32,000	32,000	-
TOTAL REVENUE	\$ 11,833,268	\$ 10,754,514	\$ 12,119,756	\$ 12,759,109	639,353

2021-2022 AMENDED EXPENDITURE BUDGET

	FINAL-ACTUAL JUNE 2020-2021	APPROVED BUDGET 2021-2022 940 Student Count	BUDGET AMENDMENT 2021-2022 JAN. Amendment	FINAL BUDGET AMENDMENT Jun-22	DIFF BTW JAN AMEND & FINAL
EXPENDITURES					
INSTRUCTION					
Basic Program	5,199,971	5,160,235	5,815,554	6,086,116	270,562
Added Needs	1,514,712	1,610,926	1,707,151	1,703,005	(4,146)
Total Instruction	6,714,683	6,771,161	7,522,705	7,789,121	266,416
					-
SUPPORT SERVICE EXPENSE					-
Pupil	611,087	569,020	629,895	642,077	12,182
Improvement Instructional Staff	72,468	152,797	104,677	165,397	60,720
General Administration	420,923	357,688	399,508	408,535	9,027
School Administration	641,576	650,104	660,855	656,415	(4,440)
Fiscal Services	283,080	309,432	300,922	285,814	(15,108)
Operation & Maintenance	931,709	940,805	1,244,444	1,298,127	53,683
Transportation	466,101	559,353	622,879	851,745	228,866
Central Support	437,039	313,379	176,539	212,339	35,800
Athletics	338,359	382,557	439,574	446,589	7,015
Community Services	4,653	3,706	3,706	3,844	138
Payments to Other Govt Units					-
Site Improvement Services					-
Prior Period Adjustments					-
Debt Service	35,832	65,000	61,807	61,807	-
Transfer to HL-Food Distribution					-
Total Support Services	4,242,827	4,303,839	4,644,806	5,032,689	387,883
TOTAL EXPENDITURES	10,957,510	11,075,000	12,167,511	12,821,810	

2021-2022 FUND BALANCE SUMMARY

2021-2022 Est Fund Balance	
Beginning Fund Balance-July 1, 2021	2,119,410
2021-2022 Est Revenues (June 2022)	12,759,109
2021-2022 Est. Expenses (June 2022)	12,821,810
Operation Surplus (Deficit)	(62,701)
Est Total Fund Balance-June 30, 2022	2,056,709
Fund Balance Percentage	16%
Fund Balance Percentage Excluding 147c	17%

2022-2023 PROPOSED BUDGET ASSUMPTIONS

Revenue:

- State Aid: \$9,135/Pupil \$435/Pupil increase (\$414,555), reduction in student count by 15 (\$137,025)
Increase \$227,530
- Reduction in Federal Revenue.: ESSER II & ESSER III adjusted
- Reduction in Other Financing Business: Decrease \$12K No Financial Consultant for 19-20

Expense:

- Includes many one time purchases (2 buses, Middle School desks/chairs, High School projectors, library books, additional curriculum, textbooks, etc)
- Adjustment for all pay increases for school employees (including retirement, FICA and W/C)
- Increase in dental insurance and life insurance/disability insurance
- Removal of one-time ESSER II and ESSER III purchases (Apple lease payoff, security upgrade, Virtual learning program, Bridges math curriculum)
- Transportation: Includes direct purchase of buses (\$189,000)
- Debt Service: 2016 bus purchase paid off 2021-2022; adjusted for remaining note payment
- Adjustments made across the board for increase in supply cost

2022-2023 PROPOSED REVENUE BUDGET

		FINAL BUDGET	PROPOSED BUDGET	
		AMENDMENT	2022-2023	
		Jun-22	-15 students	
REVENUE				
	Local Sources	\$ 1,303,388	\$ 1,303,786	\$ 398
	State Sources	9,313,854	9,591,384	\$ 277,530
	Federal Sources	1,364,993	559,379	\$ (805,614)
	Other Financing Sources	744,874	565,000	\$ (179,874)
	Transfers In-HL	32,000	32,000	\$ -
TOTAL REVENUE		\$ 12,759,109	\$ 12,051,549	\$ (707,560)

2022-2023 PROPOSED EXPENDITURE BUDGET

	FINAL BUDGET AMENDMENT Jun-22	PROPOSED BUDGET 2022-2023 -15 students	
EXPENDITURES			
INSTRUCTION			
Basic Program	6,086,116	5,877,449	(208,667)
Added Needs	1,703,005	1,685,358	(17,647)
Total Instruction	7,789,121	7,562,807	(226,314)
SUPPORT SERVICE EXPENSE			
Pupil	642,077	693,405	51,328
Improvement Instructional Staff	165,397	182,389	16,992
General Administration	408,535	375,498	(33,037)
School Administration	656,415	705,288	48,873
Fiscal Services	285,814	306,881	21,067
Operation & Maintenance	1,298,127	1,034,250	(263,877)
Transportation	851,745	869,747	18,002
Central Support	212,339	182,008	(30,331)
Athletics	446,589	441,511	(5,078)
Community Services	3,844	3,706	(138)
Payments to Other Govt Units			-
Site Improvement Services			-
Prior Period Adjustments			-
Debt Service	61,807	35,975	(25,832)
Transfer to HL-Food Distribution			-
Total Support Services	5,032,689	4,830,658	(202,031)
TOTAL EXPENDITURES	12,821,810	12,393,465	(428,345)

2022-2023
FUND BALANCE SUMMARY

2022-2023 Est Fund Balance	
Beginning Fund Balance-July 1, 2022	2,056,709
2022-2023 Est Revenues (June 2023)	12,051,549
2022-2023 Est. Expenses (June 2023)	12,393,465
Operation Surplus (Deficit)	(341,916)
Est Total Fund Balance-June 30, 2023	1,714,793
Fund Balance Percentage	14%
Fund Balance Percentage Excluding 147c	15%

AMENDED/PROPOSED FOOD SERVICE BUDGET- 2021-2022 & 2022-2023

	BUDGET FINAL	PROPOSED BUDGET	DIFFERENCE B/W
	JUNE 21-22	JUNE 2022	2021-2022 & 2022-2023
REVENUE			
Local Sources	\$ 29,221	\$ 20,000	\$ (9,221)
State Sources	18,881	18,881	\$ -
Federal Sources	560,000	490,000	\$ (70,000)
TOTAL REVENUE	\$ 608,102	\$ 528,881	\$ (79,221)
EXPENDITURES			
Salaries	153,547	179,346	25,799
Employee Benefits	92,085	105,972	13,887
Purchased Services	44,924	30,000	(14,924)
Supplies & Materials	296,554	200,000	(96,554)
Capital Outlay	27,594	-	(27,594)
Other Expense	800	800	-
Transfer Out	32,882	32,882	-
TOTAL EXPENDITURES	\$ 648,386	\$ 549,000	\$ (99,386)
EXCESS REVENUE (EXPENDITURES)	\$ (40,284)	\$ (20,119)	
BEGINNING FUND BALANCE	\$ 218,933	\$ 178,649	
ENDING FUND BALANCE	\$ 178,649	\$ 158,530	

AMENDED/PROPOSED SCHOOL/STUDENT ACTIVITY BUDGET-2021/2022 & 2022/2023

	Student/School Activity Fund	
REVENUE:	2021-2022	2022-2023
Local Sources - Current Year Elementary	13,500	7,500
Local Sources - Current Year Middle School	5,000	8,000
Local Sources - Current Year High School	75,000	75,000
TOTAL REVENUE	93,500	90,500
EXPENDITURES:		
Support Services - Elementary	20,000	10,000
Support Services - Middle School	5,000	6,000
Support Services - High School	62,000	62,000
TOTAL EXPENDITURES	87,000	78,000
EXCESS REVENUE (EXPENDITURES)	6,500	12,500
ESTIMATED BEGINNING FUND BALANCE	106,652	113,152
ENDING FUND BALANCE	113,152	125,652

STATE BORROWING LOAN

- **BASED ON THE EXCESS IN EXPENDITURES THE REQUESTED BORROWING AMOUNT IS: \$1,200,000.**
 - **\$284,000 INCREASE FROM THIS YEAR, 2021-2022**
 - **ADDITIONAL \$284,000 PROVIDES A CUSHION FOR MONTHS WITH LARGE EXPENDITURES**
 - **DECENT INTEREST RATES, BETTER THAN INTEREST FOR PURCHASING NOTE (BUS PURCHASE NOTE FOR EXAMPLE)**

Any questions?



**GENERAL FUND BUDGET COMPARISON
UNION CITY COMMUNITY SCHOOLS
FOR THE PERIOD ENDING JUNE 30, 2022**

	FINAL-ACTUAL JUNE 2020-2021	APPROVED BUDGET 2021-2022 940 Student Count	BUDGET AMENDMENT 2021-2022 JAN. Amendment	FINAL BUDGET AMENDMENT Jun-22	DIFF BTW JAN AMEND & FINAL
REVENUE					
Local Sources	\$ 1,133,444	\$ 1,137,133	\$ 1,269,468	\$ 1,303,388	33,920
State Sources	\$ 8,903,205	8,578,579	9,218,396	9,313,854	95,458
Federal Sources	\$ 1,152,446	441,802	1,074,892	1,364,993	290,101
Other Financing Sources	\$ 610,935	565,000	525,000	744,874	219,874
Transfers In-HL	33,238	32,000	32,000	32,000	-
TOTAL REVENUE	\$ 11,833,268	\$ 10,754,514	\$ 12,119,756	\$ 12,759,109	639,353
EXPENDITURES					
INSTRUCTION					
Basic Program	5,199,971	5,160,235	5,815,554	6,086,116	270,562
Added Needs	1,514,712	1,610,926	1,707,151	1,703,005	(4,146)
Total Instruction	6,714,683	6,771,161	7,522,705	7,789,121	266,416
SUPPORT SERVICE EXPENSE					
Pupil	611,087	569,020	629,895	642,077	12,182
Improvement Instructional Staff	72,468	152,797	104,677	165,397	60,720
General Administration	420,923	357,688	399,508	408,535	9,027
School Administration	641,576	650,104	660,855	656,415	(4,440)
Fiscal Services	283,080	309,432	300,922	285,814	(15,108)
Operation & Maintenance	931,709	940,805	1,244,444	1,298,127	53,683
Transportation	466,101	559,353	622,879	851,745	228,866
Central Support	437,039	313,379	176,539	212,339	35,800
Athletics	338,359	382,557	439,574	446,589	7,015
Community Services	4,653	3,706	3,706	3,844	138
Payments to Other Govt Units					-
Site Improvement Services					-
Prior Period Adjustments					-
Debt Service	35,832	65,000	61,807	61,807	-
Transfer to HL-Food Distribution					-
Total Support Services	4,242,827	4,303,839	4,644,806	5,032,689	387,883
TOTAL EXPENDITURES	10,957,510	11,075,000	12,167,511	12,821,810	
EXCESS REVENUE (EXPENDITURES)	875,758	(320,487)	(47,755)	(62,701)	
Non-spendable (inventory)	10,410	10,410	10,410	10,410	
Committed (Track)					
Assigned (Capital Expenditures)	75,000	75,000	75,000	75,000	
Unassigned (Undesignated)	853,018	853,018	853,018	853,018	
BEGINNING FUND BALANCE	\$1,243,652	\$2,119,410	\$2,119,410	\$2,119,410	
ENDING FUND BALANCE	2,119,410	1,798,923	2,071,655	2,056,709	
FUND BALANCE PERCENTAGE	19%	16%	17%	16%	
FUND BALANCE PERCENTAGE EXCLUDING 1	21%	17%	18%	17%	

**FOOD SERVICE FUND BUDGET COMPARISON
UNION CITY COMMUNITY SCHOOLS
FOR THE PERIOD ENDING JUNE 30, 2022
BUDGET PROPOSAL**

	BUDGET FINAL JUNE 20-21	PROPOSED BUDGET JUNE 2021	FINAL AMENDMENT JUNE 2022	DIFFERENCE B/W ORIGINAL & FINAL
REVENUE				
Local Sources	\$ 17,528	\$ 10,538	\$ 29,221	\$ 18,683
State Sources	15,034	15,034	18,881	\$ 3,847
Federal Sources	508,854	469,000	560,000	\$ 91,000
TOTAL REVENUE	\$ 541,416	\$ 494,572	\$ 608,102	\$ 113,530
EXPENDITURES				
Salaries	127,000	122,969	153,547	\$ 30,578
Employee Benefits	77,000	72,181	92,085	\$ 19,904
Purchased Services	30,000	28,423	44,924	\$ 16,501
Supplies & Materials	206,000	263,107	296,554	\$ 33,447
Capital Outlay	40,500	3,500	27,594	\$ 24,094
Other Expense	3,338	3,338	800	\$ (2,538)
Transfer Out	32,882	32,882	32,882	\$ -
TOTAL EXPENDITURES	\$ 516,720	\$ 526,400	\$ 648,386	\$ 121,986
EXCESS REVENUE (EXPENDITURES)	\$ 24,696	\$ (31,828)	\$ (40,284)	
BEGINNING FUND BALANCE	\$ 194,237	\$ 218,933	\$ 218,933	
ENDING FUND BALANCE	\$ 218,933	\$ 187,105	\$ 178,649	

RESOLUTION FOR ADOPTION BY THE BOARD
OF EDUCATION UNION CITY COMMUNITY SCHOOLS
2021-2022 BUDGET
GENERAL FUND AND FOOD SERVICE

Resolved, that this resolution shall be the general appropriations of Union City Community Schools for the 2021-2022 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the general fund of the school district for fiscal year 2021-2022 which includes 17.7822 mills of ad valorem taxes to be levied on non-homestead and non-qualified agricultural property to be used for operating purposes is as follows:

Revenue:

Local	\$ 1,303,388	
State	9,313,854	
Federal	1,364,993	
Other Financing Sources	744,874	
Transfers in-HL	32,000	
Total Revenue	12,759,109	12,759,109

Fund Balance, July 1	2,119,410	
Less Designated for:		
Assigned/Capital Expenditures	(75,000)	
Non Spendable/Inventory	(10,410)	
Estimated Fund Balance Available to Appropriate		2,034,000
Total Available to Appropriate		14,793,109

Be it further resolved that \$12,821,810 of the total available to appropriate in the general fund is hereby appropriated in the amounts and for the purposes set forth below:

Expenditures:

Basic Program	6,086,116	
Added Needs	1,703,005	
Total Instruction	7,789,121	

SUPPORT SERVICE EXPENSE

Pupil Support	642,077	
Instructional Staff Support	165,397	
General Administration	408,535	
School Administration	656,415	
Business Services	285,814	
Operation & Maintenance	1,298,127	
Transportation	851,745	
Central Support	212,339	
Athletic Activities	446,589	
Community Services	3,844	
Payments to Other Govt Units		
Site Improvement Services		
Prior Period Adjustments		
Debt Service	61,807	
Fund Modification		
Total Support Services	5,032,689	

TOTAL Appropriated General Fund **12,821,810**

Be it further resolved, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

Be it further resolved that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made by the superintendent or the business manager.

Be it further resolved, that the assigned monies for capital expenditures shall remain at \$75,000.

Be it further resolved, that this resolution shall be the general appropriations for the Food Service Fund of Union City Community Schools for the 2021-2022 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of revenue received by the Food Service Fund of Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Food Service Fund of the school district for fiscal year 2021-2022 is as follows:

	Food Service
<u>REVENUE:</u>	
Local Sources	29,221
State Sources	18,881
Federal Sources	560,000
Incoming transfer from Gen Fund	-
TOTAL REVENUE	<u>608,102</u>
<u>EXPENDITURES:</u>	
Salaries	153,547
Employee Benefits	92,085
Purchased Services	44,924
Supplies and Materials	296,554
Capital Outlay	27,594
Other Expenditures	800
Transfer to Gen Fund	32,882
TOTAL EXPENDITURES	<u>648,386</u>
EXCESS REVENUE (EXPENDITURES)	(40,284)
ESTIMATED BEGINNING FUND BALANCE	<u>218,933</u>
ENDING FUND BALANCE	<u><u>178,649</u></u>

Be it further resolved, that this resolution shall be the general appropriations for the Student/School Activity Fund of Union City Community Schools for the 2021-2022 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of revenue received by the Student/School Activity Fund of Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Student/School Activity Fund of the school district for fiscal year 2021-2022 is as follows:

	Student/School Activity Fund
<u>REVENUE:</u>	
Local Sources - Current Year Elementary	13,500
Local Sources - Current Year Middle School	5,000
Local Sources - Current Year High School	<u>75,000</u>
TOTAL REVENUE	93,500
<u>EXPENDITURES:</u>	
Support Services - Elementary	20,000
Support Services - Middle School	5,000
Support Services - High School	<u>62,000</u>
TOTAL EXPENDITURES	87,000
EXCESS REVENUE (EXPENDITURES)	6,500
ESTIMATED BEGINNING FUND BALANCE	<u>106,652</u>
ENDING FUND BALANCE	<u><u>113,152</u></u>

THIS RESOLUTION TAKES EFFECT JULY 1, 2022

RESOLUTION FOR ADOPTION BY THE BOARD
OF EDUCATION UNION CITY COMMUNITY SCHOOLS
2022-2023 BUDGET
GENERAL FUND AND FOOD SERVICE

Resolved, that this resolution shall be the general appropriations of Union City Community Schools for the 2022-2023 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the general fund of the school district for fiscal year 2022-2023 which includes 17.7822 mills of ad valorem taxes to be levied on non-homestead and non-qualified agricultural property to be used for operating purposes is as follows:

Revenue:

Local	\$ 1,303,786	
State	9,591,384	
Federal	559,379	
Other Financing Sources	565,000	
Transfers in-HL	32,000	
Total Revenue	12,051,549	12,051,549

Fund Balance, July 1	2,056,709	
Less Designated for:		
Assigned/Capital Expenditures	(75,000)	
Non Spendable/Inventory	(10,410)	
Estimated Fund Balance Available to Appropriate		1,971,299
Total Available to Appropriate		14,022,848

Be it further resolved that \$12,393,465 of the total available to appropriate in the general fund is hereby appropriated in the amounts and for the purposes set forth below:

Expenditures:

Basic Program	5,877,449	
Added Needs	1,685,358	
Total Instruction	7,562,807	

SUPPORT SERVICE EXPENSE

Pupil Support	693,405	
Instructional Staff Support	182,389	
General Administration	375,498	
School Administration	705,288	
Business Services	306,881	
Operation & Maintenance	1,034,250	
Transportation	869,747	
Central Support	182,008	
Athletic Activities	441,511	
Community Services	3,706	
Payments to Other Govt Units		
Site Improvement Services		
Prior Period Adjustments		
Debt Service	35,975	
Fund Modification		
Total Support Services	4,830,658	

TOTAL Appropriated General Fund **12,393,465**

Be it further resolved, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

Be it further resolved that for purposes of meeting emergency needs of the school district, transfers of appropriations may be made by the superintendent or the business manager.

Be it further resolved, that the assigned monies for capital expenditures shall remain at \$75,000.

Be it further resolved, that this resolution shall be the general appropriations for the Food Service Fund of Union City Community Schools for the 2022-2023 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of revenue received by the Food Service Fund of Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Food Service Fund of the school district for fiscal year 2022-2023 is as follows:

	Food Service
<u>REVENUE:</u>	
Local Sources	20,000
State Sources	18,881
Federal Sources	490,000
Incoming transfer from Gen Fund	-
TOTAL REVENUE	<u>528,881</u>
<u>EXPENDITURES:</u>	
Salaries	179,346
Employee Benefits	105,972
Purchased Services	30,000
Supplies and Materials	200,000
Capital Outlay	-
Other Expenditures	800
Transfer to Gen Fund	32,882
TOTAL EXPENDITURES	<u>549,000</u>
EXCESS REVENUE (EXPENDITURES)	(20,119)
ESTIMATED BEGINNING FUND BALANCE	<u>178,649</u>
ENDING FUND BALANCE	<u><u>158,530</u></u>

Be it further resolved, that this resolution shall be the general appropriations for the Student/School Activity Fund of Union City Community Schools for the 2022-2023 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of revenue received by the Student/School Activity Fund of Union City Community Schools.

Be it further resolved, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Student/School Activity Fund of the school district for fiscal year 2022-2023 is as follows:

	Student/School Activity Fund
<u>REVENUE:</u>	
Local Sources - Current Year Elementary	7,500
Local Sources - Current Year Middle School	8,000
Local Sources - Current Year High School	<u>75,000</u>
TOTAL REVENUE	90,500
<u>EXPENDITURES:</u>	
Support Services - Elementary	10,000
Support Services - Middle School	6,000
Support Services - High School	<u>62,000</u>
TOTAL EXPENDITURES	78,000
EXCESS REVENUE (EXPENDITURES)	12,500
ESTIMATED BEGINNING FUND BALANCE	<u>113,152</u>
ENDING FUND BALANCE	<u><u>125,652</u></u>

THIS RESOLUTION TAKES EFFECT JULY 1, 2022

8,075
16,233
67,668

9,179
12,871
124,000

**RESOLUTION AUTHORIZING ISSUANCE OF NOTES
IN ANTICIPATION OF STATE SCHOOL AID
(AUGUST 2022 BORROWING THROUGH THE
MICHIGAN FINANCE AUTHORITY)**

Union City Community Schools, Branch and Calhoun Counties, Michigan (the “Issuer” or “School District”)

A special meeting of the board of education of the Issuer (the “Board”) was held in the _____, within the boundaries of the Issuer, on the 27th day of June, 2022, at _____ o’clock in the __.m. (the “Meeting”).

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS, under the terms of Section 1225 of Act 451, Public Acts of Michigan, 1976, as amended (the “Act”), the School District is authorized to borrow money for school operations and issue its notes therefor, in one or more series, pledging for the payment thereof moneys to be received by it pursuant to the State School Aid Act of 1979, Act 94, Public Acts of Michigan, 1979, as amended (the “State Aid Act”), which notes shall be the full faith and credit obligation of the School District; and

WHEREAS, the estimated amount of the state school aid appropriations allocated or to be allocated to the School District for the fiscal year ending June 30, 2023 and expected to be received by the School District from October 2022 through August 2023, inclusive (the “2022/2023 State Aid” or the “Pledged State Aid”), is shown in paragraph 1 of Exhibit A; and

WHEREAS, the School District has the need to borrow the sum of not to exceed the amount shown in paragraph 2 of Exhibit A to pay operating expenses for the fiscal year ending June 30, 2023, which amount is estimated to be not more than 70% of the difference between the total state school aid funds apportioned or to be apportioned to the School District for the 2022/2023 State Aid and that portion of the 2022/2023 State Aid already received or pledged; and

WHEREAS, the School District plans to issue or has issued notes, bonds or other obligations subject to Section 148 of the Internal Revenue Code of 1986, as amended (the “Code”), relating to arbitrage and the rebate thereof, including but not limited to federally tax-exempt and/or tax-advantaged bonds and other obligations, not including this borrowing, during calendar year 2022 in the aggregate principal amount shown in paragraph 3 of Exhibit A; and

WHEREAS, the School District determines that it is in its best interest to borrow the sum of not to exceed the amount shown in paragraph 2 of Exhibit A and issue and sell general

obligation notes in one or more series (the “Note” or “Notes”) of the School District to the Michigan Finance Authority (the “Authority”).

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School District, pursuant to Section 1225 of the Act, shall issue its Notes in one or more series in order to borrow for the above purpose a sum not to exceed the amount shown in paragraph 2 of Exhibit A, the final amount and series designation to be determined by an officer designated in paragraph 4 of Exhibit A, or a designee who shall be a member of the administrative staff or board of education of the School District (each an “Authorized Officer”), prior to the sale of the Notes, or such portion thereof as the Michigan Department of Treasury (the “Treasury”) may approve, if prior approval is necessary, and issue the Notes of the School District therefor in anticipation of the distribution of the Pledged State Aid.

2. The Notes shall be issued in one or more series, bear interest at the rate or rates determined on the sale thereof, which shall not exceed the maximum rate permitted by law at the time of sale, be dated as set forth in paragraph 5 of Exhibit A, or as of the date of delivery, and be due and payable on the date shown in paragraph 5 of Exhibit A. The Notes shall be payable in lawful money of the United States of America at a bank or trust company qualified to act as paying agent in the State of Michigan, as shall be designated by the Authority. The Notes shall be in denominations to be determined by an Authorized Officer prior to the sale of the Notes. The Notes shall be subject to redemption prior to maturity as specified in the Purchase Contract described below.

3. The School District hereby appropriates a sufficient amount of the Pledged State Aid to repay the principal of and interest on the Notes. In addition, the full faith and credit of the School District is hereby irrevocably pledged for payment of the principal of and interest on the Notes and, in case of the insufficiency of the Pledged State Aid, the School District shall pay the Notes from any funds legally available therefor, and, if necessary, levy sufficient taxes on all taxable property in the School District for the payment thereof, subject to applicable constitutional and statutory tax rate limitations.

4. In the event any Authorized Officer determines that it is in the best interest of the School District to choose to pay all or a portion of the principal of and interest on the Notes with set-aside installments:

- A. The School District shall set aside moneys in a separate fund with the depository designated in the Purchase Contract described below (the “Depository”) to pay the principal of and interest on the Notes when due in three (3), five (5) or seven (7) consecutive monthly set-aside installments (the “Installment” or “Installments”), ending on July 20, 2023, and earlier on the 20th day of each month (or, in the case of February, the 21st, and in the case of May, the 22nd), or such other state school aid payment date as may be provided for under state law (each a “Payment Date”). If a Payment Date falls on a Saturday, Sunday or legal holiday, the Payment Date shall be the next business day. The payment to the Depository shall be made first from the Pledged State Aid received during the month of the Installment. If, for any reason, the Pledged State Aid received during the month of the Installment is insufficient to pay the Installment, then the School District pledges to use any and all other available funds to meet the Installment obligation. If the School District fails to set aside all or any portion of an Installment (the “Installment Shortfall”) on the Payment Date, the

Authority is authorized, pursuant to Section 17a(3) of the State Aid Act, to intercept 100% of the Pledged State Aid to be distributed to the School District beginning with the month following the School District's failure to meet the Installment obligation and all months thereafter, in accordance with the terms and conditions of the Purchase Contract (the "Purchase Contract") between the Authority and the School District. Beginning with the month following the Installment Shortfall, the Authority shall intercept 100% of the Pledged State Aid to be distributed to the School District and apply the intercepted amount on the following priority basis: (i) the Installment Shortfall; (ii) the current month's Installment; and (iii) any amounts remaining to be immediately distributed to the School District. The intercept process set forth above shall continue each month following the Installment Shortfall until sufficient funds are deposited with the Depository to pay the total principal of and interest on the Notes. Unless expressly authorized by the Authority, the maximum amount of each Installment will not exceed 50% of the amount of Pledged State Aid due to the School District in any set-aside month.

- B. If the School District has failed to deposit all or a portion of an Installment by the last business day of the month of the Installment, the Depository is authorized and directed to give written notice to the Authority, the State Treasurer and the School District on the first business day following the last business day of the month of the failure to deposit all or a portion of the Installment. Upon receipt of such written notice from the Depository, the Authority shall promptly notify the School District that it will immediately commence to intercept 100% of the Pledged State Aid.
 - C. If on the date of the final Installment as specified in Schedule I to the Purchase Contract, the funds with the Depository are insufficient to pay the principal of and interest on the Notes when due, the School District, pursuant to Section 17a(3) of the State Aid Act to the extent necessary to meet the payment obligation, assigns to the Authority and authorizes and directs the State Treasurer to advance all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the payment has been made.
 - D. Any Authorized Officer is further authorized to agree, if required by the Authority, to assign to the Authority and authorize and direct the State Treasurer to intercept all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the state school aid payment has been made pursuant to Section 17(a)(3) of the State Aid Act.
 - E. Any Authorized Officer is further authorized to determine that each Installment is a partial mandatory redemption of a particular series of the Notes and that the last Installment is the maturity date of that series of the Notes, and such determination shall be conclusively evidenced by the Purchase Contract.
 - F. The School District authorizes and consents to the Authority entering into an investment agreement with a financial institution for the investment of funds deposited with the Depository on behalf of the Authority and the School District, in the event the Authority determines to enter into such an agreement.
5. Any Authorized Officer is authorized to sell all or a portion of the Notes to the Authority without an Installment payment schedule (the "No Set-Aside Notes") pursuant to the

provisions of this resolution. In that event: (A) any Authorized Officer is further authorized to agree, if required by the Authority, to assign to the Authority and authorize and direct the State Treasurer to intercept or advance all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the state school aid payment has been made pursuant to Section 17a(3) of the State Aid Act; (B) the School District acknowledges that payment of the principal of and interest on certain of the No Set-Aside Notes may be secured by a direct-pay letter of credit issued for the account of the Authority and the School District by one or more providers selected by the Authority (each a “Letter of Credit”; and each issuer a “Letter of Credit Bank”); (C) it shall not be deemed a default by the School District under the provisions of the Purchase Contract or the No Set-Aside Notes if the principal of and interest on the No Set-Aside Notes shall have been paid in full when due to the Authority from proceeds of a drawing on the Letter of Credit and the drawing on the Letter of Credit is reimbursed by the School District on the designated date set forth in the reimbursement agreement relating to the Letter of Credit; and (D) the School District appoints the Authority as its agent to enter into the reimbursement agreement for and on behalf of the School District, if required by the Authority, as well as on the Authority’s own behalf, and the School District agrees to be referred to as an account party in the Letter of Credit obtained by the Authority to secure payment of the No Set-Aside Notes and any series of the Authority’s State Aid Revenue Notes issued to finance the Authority’s purchase of the No Set-Aside Notes.

6. The President and Secretary of the Board of Education shall execute the Notes on behalf of the School District, and the executed Notes shall be delivered to the Authority upon the receipt of the purchase price therefor. The Vice President, Treasurer, Superintendent, Assistant/Associate Superintendent, or individual acting in the capacity of the school business official may execute the Notes instead of either the President or Secretary. The foregoing officials are hereby authorized to execute and deliver a temporary Note or Notes and exchange, when available, final printed Notes therefor at the request of the Authority. If permitted by the Authority, Notes may be executed using electronic or facsimile signatures, with such electronic or facsimile signatures having the same legal effect and enforceability as a manual signature.

7. Unless the Notes are issued as federally taxable, the School District hereby covenants for the benefit of all holders of the Notes to comply with all requirements of the Code that must be satisfied subsequent to the issuance of the Notes in order that the interest thereon be or continue to be excluded from gross income for federal income taxation purposes, including, but not limited to, requirements relating to the rebate of arbitrage earnings, if applicable, and the expenditure and investment of Note proceeds and moneys deemed to be Note proceeds.

8. If necessary, any Authorized Officer is hereby authorized to make application to Treasury for and on behalf of the School District for an order approving the issuance of the Notes and to pay any applicable fee therefor, or a post-issuance filing fee, as applicable.

9. Any Authorized Officer is hereby authorized to execute any documents or certificates necessary to complete the transaction including, but not limited to, any certificates relating to federal or state securities laws, rules or regulations. If permitted by the Authority, such documents or certificates may be executed using electronic or facsimile signatures, with such electronic or facsimile signatures having the same legal effect and enforceability as a manual signature.

10. The Notes shall be sold to the Authority and the following provisions shall apply:

- A. Any Authorized Officer is hereby authorized to execute and deliver one or more Purchase Contracts with the Authority (which shall be determined by whether one or more series of Notes are issued hereunder) in substantially the form attached hereto as Exhibit B reflecting the terms and conditions of the borrowing with such additions, deletions or substitutions (including without limitation additions, deletions or substitutions required by any Letter of Credit Bank(s) or any purchaser(s) of any series of the Authority's State Aid Revenue Notes issued by the Authority to finance its purchase of the Notes), as the Authority and any Authorized Officer shall deem necessary and appropriate, including the number of set-asides, if any, and their dates and amounts, and not inconsistent with the provisions of this resolution. The choice of whether to make Installments for the Notes and/or the number, dates and amounts of Installments shall be conclusively evidenced by the Purchase Contract. The Purchase Contract shall include the School District's agreement with respect to any Installment not received by the Depository from the School District on the respective Payment Date, to pay the Authority an amount as invoiced by the Authority to recover its administrative costs and lost investment earnings attributable to that late payment. If permitted by the Authority, a Purchase Contract may be executed by an Authorized Officer using an electronic or facsimile signature, with such electronic or facsimile signature having the same legal effect and enforceability as a manual signature.
- B. Any Authorized Officer is further authorized to approve (i) the specific interest rate(s) to be borne by the Notes, not exceeding the maximum rate permitted by law, (ii) the purchase price of the Notes, not less than the price specified in paragraph 6 of Exhibit A, (iii) a guaranteed investment agreement or other permitted investment in accordance with state law for funds paid to the Depository, if applicable, (iv) direct payments of Pledged State Aid to and if required by the Authority, (v) if applicable, a default rate with respect to a private placement of the Notes, and (vi) other terms and conditions relating to the Notes and the sale thereof.
- C. The form of the No Set-Aside Notes shall contain the following language in substantially the form set forth below as applicable, with such additions, deletions or substitutions (not inconsistent with the Purchase Contract) as the Authority and any Authorized Officer shall deem necessary and appropriate:

To the extent permitted by law, the principal of and interest on this Note which remains unpaid after this Note has matured and all other outstanding and unpaid amounts owing by the School District under the Purchase Contract shall bear interest until paid at an interest rate per annum based upon a 360-day year for the actual number of days elapsed equal to the "Bank Reimbursement Rate" as described in Schedule I to the Purchase Contract.

11. By opting to sell its Notes to the Authority, the School District hereby determines that it is in the best interest of the School District to sell its Notes to the Authority rather than sell the Notes at a competitive sale based upon the historical performance of the Authority's note pool program whereby competitive interest rates and reduced costs of issuance are obtained by pooling several participating school districts in one or more series of notes. Any School District policy or bylaw that requires a bidding process to sell the Notes is suspended by this resolution with respect to the School District's sale and issuance of the Notes.

12. Within fifteen (15) business days after issuance of the Notes, the Board hereby authorizes and directs the Superintendent to cause to be filed with Treasury any and all documentation required subsequent to the issuance of the Notes, along with any statutorily required fee.

13. Each series of Notes issued hereunder are of equal standing as to the Pledged State Aid. The School District reserves the right to issue additional notes or other obligations of equal standing with the Notes as to the Pledged State Aid with the prior written consent of an authorized officer of the Authority. The School District further resolves that the amount payable as to principal of and interest on the Notes plus the amount payable as to principal of and interest on or prior to the maturity date of the Notes on any additional notes or other obligations of equal standing with the Notes as to payment from Pledged State Aid will not exceed 70% of the amount of Pledged State Aid.

14. The Authority has appointed Thrun Law Firm, P.C. to act as counsel to the underwriter and the structuring agent for the August 2022 state aid note program. The School District consents to Thrun Law Firm, P.C. representing this School District and acting as counsel to the underwriter and the structuring agent for the Authority's August 2022 state aid note program.

15. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Union City Community Schools, Branch and Calhoun Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

MFH/clw

EXHIBIT A

1. Estimated 2022/2023 State Aid allocated or to be allocated for fiscal year ending June 30, 2023: \$9,570,384 (total amount estimated to be received from October 1, 2022 through August 31, 2023)
2. Amount of borrowing not to exceed: \$1,200,000
3. Principal amount of notes, bonds or other obligations, including but not limited to federally tax-exempt and/or tax-advantaged bonds, not including this borrowing, that have been issued or are expected to be issued during the 2022 calendar year: \$0 (include plans for voted or non-voted bonds, refunding bonds, additional state aid notes, tax anticipation notes, installment purchase agreements, lines of credit, and lease-purchase agreements)
4. Authorized Officer: President, Vice President, Secretary or Treasurer of the Board of Education, Superintendent, Assistant/Associate Superintendent, or individual acting in the capacity of the school business official, or a designee thereof
5. The Notes shall be dated August 22, 2022 and shall mature on July 20, 2023, August 21, 2023, or such other date as determined by any Authorized Officer
6. Purchase price: Not less than 97% of the principal amount of the Notes
7. Five percent (5%) of estimated fiscal year 2021/2022 operating expenses: \$641,090

EXHIBIT B

FORM OF PURCHASE CONTRACT

[Insert Name of School District Here]

The Michigan Finance Authority (the “Authority”), a public body corporate, separate and distinct from the State of Michigan, hereby offers to enter into this Purchase Contract with the Issuer named below (the “Issuer”) which, upon the acceptance of this offer by the Issuer, will be binding upon the Authority and the Issuer. This offer is made subject to acceptance on or before the date set forth below. The Issuer accepts the electronic or digital signature of the Authority’s Executive Director (or other authorized officer of the Authority) if set forth below and acknowledges that it has the same legal effect and enforceability as a manual signature.

Upon the terms and conditions and upon the basis of the representations, warranties and agreements set forth herein, including those set forth in Schedule I hereto, the Authority hereby agrees to purchase from the Issuer, and the Issuer hereby agrees to sell and deliver to the Authority, notes (the “Notes”) in the principal amount and with the interest rate as shown in Schedule I. The purchase price for the Notes shall be as set forth in Schedule I.

IF THREE, FIVE OR SEVEN SET-ASIDES ARE APPLICABLE, THE FOLLOWING LANGUAGE SHALL BE INCLUDED IN THE PURCHASE CONTRACT:

[The Issuer acknowledges that the Authority will purchase the Notes with proceeds from certain State Aid Revenue Notes to be issued by the Authority (the “Authority’s Notes”). The Issuer represents and warrants to, and agrees with, the Authority that (A) the Issuer has, and on the Closing Date (specified below) will have, full legal right, power and authority (1) to enter into this Purchase Contract, and (2) to sell and deliver the Notes to the Authority and pledge and assign to the Authority the moneys to be received by the Issuer pursuant to the State School Aid Act of 1979, as amended (the “State School Aid”) as provided herein and in the resolution authorizing the Notes and the Issuer has duly authorized and approved the execution and delivery of and the performance by the Issuer of its obligations contained in this Purchase Contract including those set forth in Schedule I; and (B) the Issuer shall promptly pay its pro rata share of the Costs of Issuance upon notification by the Authority. The term “Costs of Issuance” shall mean and include underwriters’ discount, printing charges, rating agency charges, trustee fees, note counsel fees, and other counsel fees and issuance fees of the Authority and the underwriter(s) related to the Authority’s Notes; provided, however, that the Issuer’s pro rata share of such Costs of Issuance shall not exceed the amount shown in Schedule I.

The Issuer pledges to pay the principal of and interest on the Notes from its State School Aid appropriations allocated or to be allocated to it for the fiscal year ending June 30, 2023 and to be paid from October 2022 through August 2023, inclusive (the “Pledged State Aid”). Moneys to pay the principal of and interest on the Notes when due shall be set aside in a separate fund with the Depository (as defined in Schedule I) as hereinafter described in 3, 5 or 7 installments (the “Installment” or “Installments”) as specified in Schedule I, or such other State School Aid payment date as may be provided for under state law (the “Payment Date”). If a Payment Date falls on a Saturday, Sunday or legal holiday, the Installment shall be due on the next business day. The payment to the Depository shall be made first from the Pledged State Aid received during the month of the Installment. Notwithstanding the foregoing, the Issuer hereby irrevocably directs the Treasurer of the State of



Michigan to directly transfer to the Depository payment of the Issuer's current month's Installment from the Pledged State Aid received during the month of the Installment on the Payment Date. If, for any reason, the Pledged State Aid received during the month of an Installment is insufficient to pay the Installment (an "Installment Shortfall") the Issuer pledges to use any and all other legally available funds to pay the Installment Shortfall. If the Issuer has failed to deposit with the Depository all of the Installment Shortfall by the last business day of the month of the Installment, the Depository is authorized and directed to give written notice to the Authority, the State Treasurer, and the Issuer on the first business day following the last business day of the month of the failure to deposit all of the Installment Shortfall. Upon receipt of written notice from the Depository, the Authority shall promptly notify the Issuer that it will immediately commence to intercept Pledged State Aid as described herein.

Pursuant to Section 17a(3) of the State School Aid Act of 1979, as amended (the "Act"), the Authority is authorized to intercept 100% of the Pledged State Aid to be distributed to the Issuer. Beginning with the month following the Installment Shortfall, for Pledged State Aid to be distributed to the Issuer pursuant to the Act on or before July 20, 2023, the Authority shall intercept 100% of that Pledged State Aid and apply the intercepted amount on the following priority basis: (A) to the Installment Shortfall; (B) to the current month's Installment; and (C) any amounts remaining to be immediately distributed to the Issuer. Except as otherwise provided below, the intercept process set forth above shall continue each month following the Installment Shortfall until sufficient funds are deposited with the Depository to pay the principal of and interest on the Notes.

If on the date of the final Installment as specified in Schedule I, the funds on deposit with the Depository are insufficient to pay the principal of and interest on the Notes when due, and any and all other amounts owed by the Issuer as set forth in Schedule I (the "Payment Obligations"), and the Issuer also has an outstanding no set-aside state aid note issued as a separate series on August 22, 2022 (a "No Set-Aside Note") and purchased by the Authority with proceeds from the Authority's State Aid Revenue Notes, Series 2022A-2, then the Issuer, pursuant to Section 17a(3) of the Act, to the extent necessary to meet the Payment Obligations, assigns to the Authority and authorizes to intercept, and directs the State Treasurer to advance, the Issuer's Pledged State Aid to be applied pursuant to the terms of any applicable State Aid Agreement, dated as of August 22, 2022, by and among the Authority, the Treasurer of the State of Michigan and _____.

If at any time and from time to time prior to the maturity date of the Notes the Authority has reason to believe that the Issuer will be unable to pay in full the principal of and interest on the Notes when due, the Authority, in its sole discretion, may by phone or email:

(i) request from the Issuer a written confirmation of both its ability to pay the Notes when due and a description of the source(s) of funds for the repayment of the Notes. If the Issuer fails within ten (10) days to provide such confirmation to the satisfaction of the Authority, the Issuer hereby authorizes the intercept of any Pledged State Aid to be distributed to the Issuer before August 2023 in such amount as determined by the Authority to be appropriate and further authorizes the Authority to give notice to the State Treasurer to intercept that amount of any Pledged State Aid which has not already been transferred to the Issuer. Any Pledged State Aid which is thus intercepted shall be transferred to the Depository and shall, after the Authority's Notes are paid, any amounts remaining shall be immediately distributed to the Issuer; and/or

(ii) give notice to the Issuer requiring the Issuer to enter into one or more Tax Intercept Agreements (each a "TIA") to provide additional security for the payment of the Notes. Each TIA shall be in a form prescribed by the Authority, with such additions, deletions

or substitutions reasonably required by any local taxing unit that collects operating tax revenues collected for the Issuer, and the delinquencies thereon, on behalf of the Issuer, as the Authority and any Authorized Officer shall deem necessary and appropriate.

The Issuer consents to the Authority's pledge and assignment of and grant of a security interest in the Authority's rights and interest (subject to certain rights of indemnification) in the Notes and this Purchase Contract as security for the Authority's Notes and a Trust Indenture dated as of August 1, 2022, issued by the Authority pursuant to its Note Authorizing Resolution adopted June 14, 2022, and for the Authority's obligations under a Note Purchase Agreement between it and any underwriter(s) or purchaser(s) of the Authority's Notes.]

IF NO SET-ASIDE INSTALLMENTS ARE APPLICABLE, THE FOLLOWING LANGUAGE SHALL BE INCLUDED IN THE PURCHASE CONTRACT RELATING TO THE AUTHORITY'S STATE AID REVENUE NOTES SECURED BY A LETTER OF CREDIT (IF ANY):

[The Issuer represents and warrants to, and agrees with, the Authority that (A) the Issuer has, and on the Closing Date (specified below) will have, full legal right, power and authority (1) to enter into this Purchase Contract, and (2) to sell and deliver the Notes to the Authority and pledge and assign to the Authority the moneys to be received by the Issuer pursuant to the State School Aid Act of 1979, as amended (the "State School Aid") as provided herein and in the resolution authorizing the Notes and the Issuer has duly authorized and approved the execution and delivery of and the performance by the Issuer of its obligations contained in this Purchase Contract including those set forth in Schedule I; and (B) the Issuer shall promptly pay its pro rata share of the Costs of Issuance upon notification by the Authority. The term "Costs of Issuance" shall mean and include underwriter's discount, printing charges, letter of credit fees and related charges of a letter of credit (including, without limitation, all other amounts owing by the Authority under the reimbursement agreement relating to the letter of credit), rating agency charges, trustee fees, note counsel fees, and other counsel fees and issuance fees of the Authority related to the Authority's Notes (as defined below); provided, however, that the Issuer's pro rata share of such Costs of Issuance shall not exceed the amount shown on Schedule I hereto.

The Issuer acknowledges that (A) the Authority will purchase the Notes with proceeds from the State Aid Revenue Notes, Series 2022A-2 to be issued by the Authority (the "Authority's Notes"); and (B) the payment of the principal of and interest on the Authority's Notes will be secured by a direct-pay letter of credit (the "Letter of Credit") to be issued by _____ (the "Bank"), pursuant to a reimbursement agreement among the Authority, _____ (as Trustee and Depository), and the Bank, dated as of August __, 2022 (the "Reimbursement Agreement").

The Issuer agrees that it will deposit with the Depository (as defined in Schedule I) payment of the principal of and interest on the Notes in immediately available funds, the full amount of such principal of and interest on the Notes to be received by the Depository by 11:00 a.m. on the maturity date of the Notes. The Issuer pledges to pay the principal of and interest on its Notes from the 2022/2023 State School Aid to be allocated to it and to be paid from October 2022 through August 2023, inclusive (the "Pledged State Aid").

Not later than August __, 2023, the Issuer shall determine whether there will be sufficient funds on deposit with the Depository on August 21, 2023 (the maturity date of the Notes) to pay the principal

of and interest on the Notes when due on that maturity date. If the Issuer determines that there will be insufficient funds on deposit with the Depository on August 21, 2023 to pay the principal of and interest on the Notes on the maturity date of the Notes, the Issuer will so notify the Authority by telephone and email not later than August __, 2023 (email to: TreasMFA-StateAidNote@michigan.gov; and telephone the Executive Director, 517-335-0994).

If on the maturity date of the Notes there are insufficient funds on deposit with the Depository to pay the principal of and interest on the Notes when due, the Issuer, pursuant to Section 17a(3) of the State School Aid Act of 1979, as amended (the “Act”), to the extent necessary to meet the payment obligation, assigns to the Authority and authorizes and directs the State Treasurer to advance the Issuer’s Pledged State to be applied pursuant to the terms of any applicable State Aid Agreement, dated as of August 22, 2022, by and among the Authority, the State Treasurer of the State of Michigan, and _____. The Issuer acknowledges that such a State Aid Agreement will be executed among the Authority, the State Treasurer, the Depository, and the Trustee for the Authority whereby the State Treasurer agrees to intercept and/or advance all or part of any State School Aid as described under this Purchase Contract. Notwithstanding the foregoing:

(A) The Issuer hereby irrevocably directs the State of Michigan to pay to the Depository 100% of the Pledged State Aid to be distributed to the Issuer in August 2023, and the Depository shall apply the August 2023 State School Aid payment on the following priority basis: (1) first, to pay the Bank the amount necessary to reimburse it for the drawing on the Letter of Credit to pay principal of and interest on the Authority’s Notes on August 21, 2023; (2) second, all other amounts due and owing to the Bank under the Reimbursement Agreement; (3) third, to pay any outstanding obligations relating to any other notes issued and delivered by the Issuer to the Authority concurrently with the Notes (“Other Notes”), if any; and (4) any amount remaining to be immediately distributed to the Issuer.

(B) If (i) the Issuer’s August 2023 State School Aid payment will be less than the aggregate amount of principal of and interest on the Notes and on any Other Notes, and (ii) the Issuer will pay any of the remaining amount due from any source other than proceeds from its borrowing in the Authority’s August 2023 state aid note pool, the Issuer shall give written notice by August __, 2023 to the Authority and the Depository specifying each such source and amount (e.g., \$ ___ will be wired to the Depository from [bank name]).

(C) If at any time and from time to time prior to the maturity date of the Notes the Authority has reason to believe that the Issuer will be unable to pay in full the principal of and interest on the Notes when due, the Authority, in its sole discretion, may by phone or email:

(i) request from the Issuer a written confirmation of both its ability to pay the Notes when due and a description of the source(s) of funds for the repayment of the Notes. If the Issuer fails within ten (10) days to provide such confirmation to the satisfaction of the Authority, the Issuer hereby authorizes the intercept of any Pledged State Aid to be distributed to the Issuer before August 2023 in such amount as determined by the Authority to be appropriate and further authorizes the Authority to give notice to the State Treasurer to intercept that amount of any Pledged State Aid which has not already been transferred to the Issuer. Any Pledged State Aid which is thus intercepted shall be transferred to the Depository and shall be applied after the Authority’s Notes are paid in the same manner as provided in paragraph (A) above; and/or

(ii) give notice to the Issuer requiring the Issuer to enter into one or more Tax Intercept Agreements (each a “TIA”) to provide additional security for the payment of the Notes and the Issuer shall take the actions necessary to enter into the TIA(s). Each TIA shall be in a form prescribed by the Authority, with such additions, deletions or substitutions reasonably required by any local taxing unit that collects operating tax revenues collected for the Issuer, and the delinquencies thereon, on behalf of the Issuer, as the Authority and any Authorized Officer shall deem necessary and appropriate.

The Issuer consents to the Authority’s pledge and assignment of and grant of a security interest in the Authority’s rights and interest (subject to certain rights of indemnification) in the Notes and this Purchase Contract as security for the Authority’s Notes and a Trust Indenture dated as of August 1, 2022, issued by the Authority pursuant to its Note Authorizing Resolution adopted June 14, 2022 and the Authority’s obligations under the Reimbursement Agreement.]

The Issuer acknowledges that Section 15 of the Authority’s enabling statute, the Shared Credit Rating Act, as amended, provides for a statutory lien on the Authority’s pledge of the Pledged State Aid which is paramount and superior to all other liens for the sole purpose of paying the principal of, and interest on, (i) the Authority’s Notes and (ii) if proceeds of any State Aid Revenue Notes of any other series issued and delivered by the Authority concurrently with the Authority’s Notes are used to purchase any other notes of the Issuer, those other State Aid Revenue Notes.

The Issuer further acknowledges that Section 17a(3) of the Act does not require the State to make an appropriation to any school district or intermediate school district and shall not be construed as creating an indebtedness of the State.

With respect to any payment not received from the Issuer by the Depository by the time and date due under this Purchase Contract, the Issuer agrees to pay the Authority an amount as invoiced by the Authority to recover its administrative costs attributable to the late payment. The Issuer further agrees to reimburse the Authority (A) for any and all amounts which the Authority may have to rebate to the federal government due to investment income which the Issuer may earn in connection with the issuance or repayment of its Notes and (B) for the Issuer’s pro rata share of the Costs of Issuance that were paid by the Authority in the event that the Authority is required to rebate investment earnings to the federal government regardless, in either case, whether the Issuer is subject to such rebate or not. In the event the Issuer does not meet any arbitrage rebate exception pursuant to the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder, relative to the Notes, the Issuer will make any required rebate payment to the federal government when due.

The Issuer shall make the Notes and its other documents, certificates and closing opinions as the Authority shall require (the “Closing Documents”) available for inspection by the Authority on August __, 2022, at the offices of the Thrun Law Firm, P.C., East Lansing, Michigan. At 9:00 a.m., prevailing Eastern Time, on August 22, 2022 (“Closing Date”), the Issuer shall deliver the Notes to the Authority at the offices of _____, Lansing, Michigan, together with the Closing Documents, and the Authority shall accept delivery of the Notes and the Closing Documents and pay the purchase price for the Notes.

The Authority shall have the right in its sole discretion to terminate the Authority's obligations under this Purchase Contract to purchase, accept delivery of and pay for the Notes if the Authority is unable for any reason to sell and deliver the Authority's Notes on or prior to the Closing Date.

Michigan Finance Authority

By _____
Its Authorized Officer

Accepted and Agreed to this
_____ day of _____, 2022
_____ ("Issuer")

By _____
Title: _____

(Signature page to Purchase Contract)

Schedule I

[INSTALLMENT PAYMENT SCHEDULE]

All capitalized terms used and not expressly defined in this Schedule I shall have the meanings given to them in the Purchase Contract to which this Schedule I is attached (the "Purchase Contract").

1. The Issuer hereby covenants that it will deposit all Installment payments as set forth in paragraph 9 below with _____, or its successor (the "Depository") at its designated corporate trust office located in _____, Michigan. [The Issuer directs the Depository to use the proceeds of the Installment payments to acquire U.S. Treasury Obligations state and local government series (SLGS) and/or such other U.S. Treasury notes, bonds, bills and securities as authorized and directed by the Authority and as permitted by law, or, if authorized and directed by the Authority, to enter into an investment contract with a financial institution on behalf of the Issuer for the investment of the Installment payments.] In the event the Depository resigns, or is removed, the Issuer hereby accepts and appoints a successor depository appointed by the Authority as depository for the Notes.

2. The number of Installments shall be as set forth in paragraph 9 below. The Issuer hereby agrees to deposit funds with the Depository in accordance with the Purchase Contract and its resolution authorizing the Notes.

3. The Issuer covenants that it will deliver from time to time such additional information regarding the financial condition of the Issuer as the Authority may reasonably request.

4. The Issuer covenants that the principal amount of the Notes and the interest thereon, together with the amounts payable as to principal and interest on any additional notes or other obligations of equal standing with the Notes as to the Pledged State Aid, will not exceed 70% of the amount of State School Aid to be received by the Issuer during the period from October 1, 2022, through August 31, 2023.

5. The principal amount and the initial interest rate on the Notes shall not exceed \$ _____ and _____% per annum, respectively.

6. The Issuer's pro rata share of the Costs of Issuance shall not exceed: (A) \$ _____, plus (B) the Issuer's pro rata share of related charges pursuant to the Note Purchase Agreement between the Authority and the underwriter(s).

7. The Notes shall be dated August 22, 2022 and shall mature on [July 20][August 21], 2023.

8. The purchase price of the Notes shall be \$ _____ (par of \$ _____ [less net discount of \$ _____] [plus net premium of \$ _____]).

9. The amounts of the Installments/Mandatory Redemptions on the Payment Dates are:

<u>Payment Date</u>	<u>Installment/Mandatory Redemption</u>
---------------------	---

10. As long as the Notes are outstanding, the Issuer shall neither pledge nor make any request for an advancement pursuant to Section 17b of the State School Aid Act of 1979, as amended, of any portion of its Pledged State Aid, October 2023 State School Aid, or State School Aid payable thereafter without the prior written consent of the Authority, by its Executive Director, which consent shall not be unreasonably withheld. The Issuer shall not, at any time prior to the maturity of the Notes, issue any other obligations pledging the Pledged State Aid ("Other Obligations") unless: (i) the Issuer shall have given prior written notice to the Authority of the Issuer's intent to issue any Other Obligations promptly after forming such intent; (ii) any Other Obligations shall mature after August 21, 2023; and (iii) any pledge of the Pledged State Aid as security for the payment of any Other Obligations shall be: (A) expressly subject to the prior

right of interception set forth in this Purchase Contract; and (B) expressly subordinate, under written subordination terms satisfactory to the Authority and its counsel, to the Issuer's prior pledge of Pledged State Aid as security for the Notes. "Other Obligations" as defined in this paragraph shall not include state aid notes, if any, issued by the Issuer as a separate series on August 22, 2022 and purchased by the Authority with proceeds from its State Aid Revenue Notes, Series 2022A-2, to be issued by the Authority pursuant to the Trust Indenture dated as of August 1, 2022. Any one or more of the foregoing restrictions set forth in this paragraph may be waived in writing by the Authority, by its Authorized Officer, in his or her sole and absolute discretion.

11. The Notes and related funds on hand with the Depository are Security for the Authority and the Trustee. The Issuer is directing the Authority, and the Authority is directing the Depository, to enter into an investment agreement with a financial institution for investment of such funds on behalf of the Authority and the Issuer. Subject to all ownership and security interests of the Authority, the Trustee and the Depository in and to such funds, accounts and investment, and to the extent required by law, an undivided interest in and to such investment, in the Issuer's designated allocable amount, is granted to the Issuer.

[Note: If a Purchaser of the Authority's State Aid Revenue Notes, Series 2022A-__, requires particular provisions for determining the interest rate on the Notes or a default interest rate, such provisions will be added to this Schedule I, as appropriate]

Schedule I

[NO INSTALLMENTS]

All capitalized terms used and not expressly defined in this Schedule I shall have the meanings given to them in the Purchase Contract to which this Schedule I is attached (the "Purchase Contract").

1. The Issuer hereby agrees to deposit or cause to be deposited funds to pay principal of and interest on the Notes with _____, or its successor (the "Depository") at its designated corporate trust office located in _____, Michigan, in accordance with the Purchase Contract and resolution authorizing the Notes. In the event the Depository resigns, or is removed, the Issuer hereby accepts and appoints a successor depository appointed by the Authority as depository for the Notes.

2. The Issuer covenants that it will deliver from time to time such additional information regarding the financial condition of the Issuer as the Authority may reasonably request.

3. The Issuer covenants that the principal amount of the Notes and the interest thereon, together with the amounts payable as to principal and interest on any additional notes or other obligations of equal standing with the Notes as to the Pledged State Aid, will not exceed 70% of the amount of State School Aid to be received by the Issuer during the period from October 1, 2022, through August 31, 2023.

4. The principal amount and the initial interest rate on the Notes shall not exceed \$ _____ and _____ % per annum, respectively.

5. The Issuer's pro rata share of the Costs of Issuance shall not exceed: (A) \$ _____, plus (B) the Issuer's pro rata share of related charges pursuant to the Reimbursement Agreement among the Authority, the Bank and the Depository (including, without limitation, all other amounts owing by the Authority under the Reimbursement Agreement and the initial fee of the Bank).

6. The Notes shall be dated August 22, 2022 and shall mature on August 21, 2023.

7. The purchase price of the Notes shall be \$ _____ (par of \$ _____ [less net discount of \$ _____] [plus net premium of \$ _____]).

8. Drawings on the Letter of Credit shall be reimbursed to the Bank on the same day in immediately available funds and reasonable charges and expenses which the Bank may pay or incur relative to the Letter of Credit shall be reimbursed to the Bank on demand as provided in the Reimbursement Agreement. Interest shall be payable to the Bank at a daily fluctuating interest rate per annum (the "Bank Reimbursement Rate") equal to (i) in the case of any amount drawn under the Letter of Credit and not so reimbursed, the Base Rate plus 4.0%; and (ii) in the case of any aforesaid reasonable charges and expenses which the Bank may pay or incur relative to the Letter of Credit, the Base Rate plus 4.0%. For purposes of this paragraph 8:

"Base Rate" means, for any day, the highest of (i) the Prime Rate; and (ii) 7.50%.

"Prime Rate" means the rate of interest last quoted by The Wall Street Journal as the "Prime Rate" in the U.S. or, if The Wall Street Journal ceases to quote such rate, the highest per annum interest rate published by the Federal Reserve Board in Federal Reserve Statistical Release H.15 (519) (Selected Interest Rates) as the "bank prime loan" rate or, if such rate is no longer quoted therein, any similar rate quoted therein (as determined by the Bank) or any similar release by the Federal Reserve Board (as determined by the Bank). Each change in the Prime Rate shall be effective from and including the date such change is publicly announced or quoted as being effective.

9. As long as the Notes are outstanding or any amounts are due and owing to the Authority under this Purchase Contract, the Issuer shall neither pledge nor make any request for an advancement pursuant to Section 17b of the State School Aid Act of 1979, as amended, of any portion of its Pledged State Aid, October 2023 State School Aid, or State School Aid payable thereafter without the prior written consent of the Authority, by its Executive Director, which consent shall not be unreasonably withheld. The Issuer shall not, at any time prior to the maturity of the Notes, issue any other obligations pledging the Pledged State Aid (“Other Obligations”) unless: (i) the Issuer shall have given prior written notice to the Authority of the Issuer’s intent to issue any Other Obligations promptly after forming such intent; (ii) any Other Obligations shall mature after August 21, 2023, and (iii) any pledge of the Pledged State Aid as security for the payment of any Other Obligations shall be: (A) expressly subject to the prior right of interception set forth in this Purchase Contract; and (B) expressly subordinate, under written subordination terms satisfactory to the Authority and its counsel, to the Issuer’s prior pledge of Pledged State Aid as security for the payment of the Notes. “Other Obligations” as defined in this paragraph shall not include state aid notes, if any, issued by the Issuer as a separate series on August 22, 2022 and purchased by the Authority with proceeds from the State Aid Revenue Notes, Series 2022A-1, to be issued by the Authority pursuant to the Trust Indenture dated as of August 1, 2022. Any one or more of the foregoing restrictions set forth in this paragraph may be waived in writing by the Authority, by its Authorized Officer, in his or her sole and absolute discretion.

[Note: If a Purchaser of the Authority’s State Aid Revenue Notes, Series 2022A-__, requires particular provisions for determining the interest rate on the Notes or a default interest rate, such provisions will be modified, or added to, this Schedule I, as appropriate]



Union City Community Schools

District Goals 2021-2022

Mission Statement: Striving for Excellence in Everything We Do

- 1) Target to increase/maintain the fund balance for 2021-2022 with a minimum fund balance of 10%
- 2) Student Achievement:
 - a. Every student that graduates has a college/career readiness plan.
 - b. Maintain a 4 year cohort graduation rate of at least 88%
 - c. Achieve the academic goals submitted as part of 98b legislation for each building:
 - i. Elementary School: 50% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - ii. Middle School Math: 48% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - iii. Middle School Reading: 45% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - iv. High School: 70% of all students will pass their second semester assessments with a score of 60% or higher.
 - d. Use the audit of special education services to launch an investigation to discover the cause of our comparatively high rate of special education students and begin the process of building a plan to address any changes necessary.
- 3) Ensure that the district has appropriate systems in place to support positive behavior from our students and improve the climate of the district communities.
 - a. Improve the building scores on the TFI (Tiered Fidelity Inventory) with an ultimate goal of 85% or above.
 - i. Elementary School Goal : 70%
 - ii. Middle School Goal: 65%
 - iii. High School Goal: 60%
 - b. Complete a district wide climate survey that demonstrates a positive climate in the school district communities including students, staff, and parents.

Union City Community Schools

430 St Joseph Street

Union City, MI 49094

(517) 741-8091, Fax (517) 741-5205

TO: Union City Schools School Board

FROM: Sara Leson

DATE: June 21, 2022

SUBJECT: Fund Balance Percent-Year 2021-2022

Maintaining a fund balance percent of a minimum of 10% was a district goal for the 2021-2022 school year. The ending fund balance percent for the 2021-2022 will be over 10%. The final amendment that will be presented at a Special Board meeting dated June 27, will reflect this percentage.

Thank you,

Sara Leson
Business Manager

UCHS Career & College Readiness Plan for the Class of 2022

Postsecondary planning must begin before students reach the high school level. Exploration, research, field trips, guest presenters, and intentional classroom instruction aid all students in making well informed decisions about life after high school: trade school, straight to work, certificate, union (journeyman), college, military. The [MICHIGAN CAREER DEVELOPMENT MODEL](#) supports this belief and UCCS counselors work diligently to meet the needs of all students.

Yearly, UCCS counselors apply for a \$5,500 grant through the Calhoun Intermediate School District to help fund educational opportunities for our students related to Career & College Readiness. These funds have been used for such activities as college visits (high school and middle school), 8th & 10th grade visits to the CACC, [MiCareerQuest](#) visit by 8th graders, nontraditional career fair to KCC/RMTC by 7th graders, in house career and college fairs (all three building levels), classroom supplies and materials, and elementary subscription to Xello. You are able to see our most recent grant and how UCCS counselors supported creating a comprehensive plan for all students here: [21-22 UNION CITY Mindsets & Behaviors Action Plan CCR Grant](#)

UCCS has the amazing opportunity to participate in [Xello](#) K-12. Xello is an academically researched and scientifically validated career and college ready tool. Xello's award-winning program puts the student at the center of their planning experience. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences. With counselors in all three building levels, students are able to begin the process of postsecondary exploration beginning in kindergarten. Counselors will work with the Director of Instruction to enhance and improve our CCR plan K-12,

UCHS Postsecondary Plans for the Class of 2022:

38 (52%) seniors confirmed acceptance with plans to participate in college (2 year, 4 year, certificate), skilled trade union, or postsecondary training (special education student)

33 (45%) seniors who plan to head straight into the workforce

2 (3%) foreign exchange students

27 (37%) seniors participated in Decision Day

50 (68%) seniors (includes two foreign exchange students) had Mrs. Connelly for English 12 - resume completion, comparison essay of colleges, workforce, military, Xello

7 (10%) Charger Academy - accessed and completed lessons in Xello

3 (4%) Virtual Students - were invited to participate in all CCR activities

11 (15%) Glen Oaks - Invited to participate in classroom lessons utilizing Xello to complete EDP's; FAFSA/Scholarship/College Application presentations; postsecondary planning - concerned that students miss out on the opportunities provided by English 12 teacher and counselor when they take Glen Oaks English in place of English 12. Revisit allowing students to make this choice? Maybe allow students to take Glen Oaks College English in conjunction with English 12?

2 (3%) Certificate of Completion students - still participate in Xello through their self contained English classrooms as well as work based learning opportunities and job coaching support through their Individualized Education Plan (IEP)

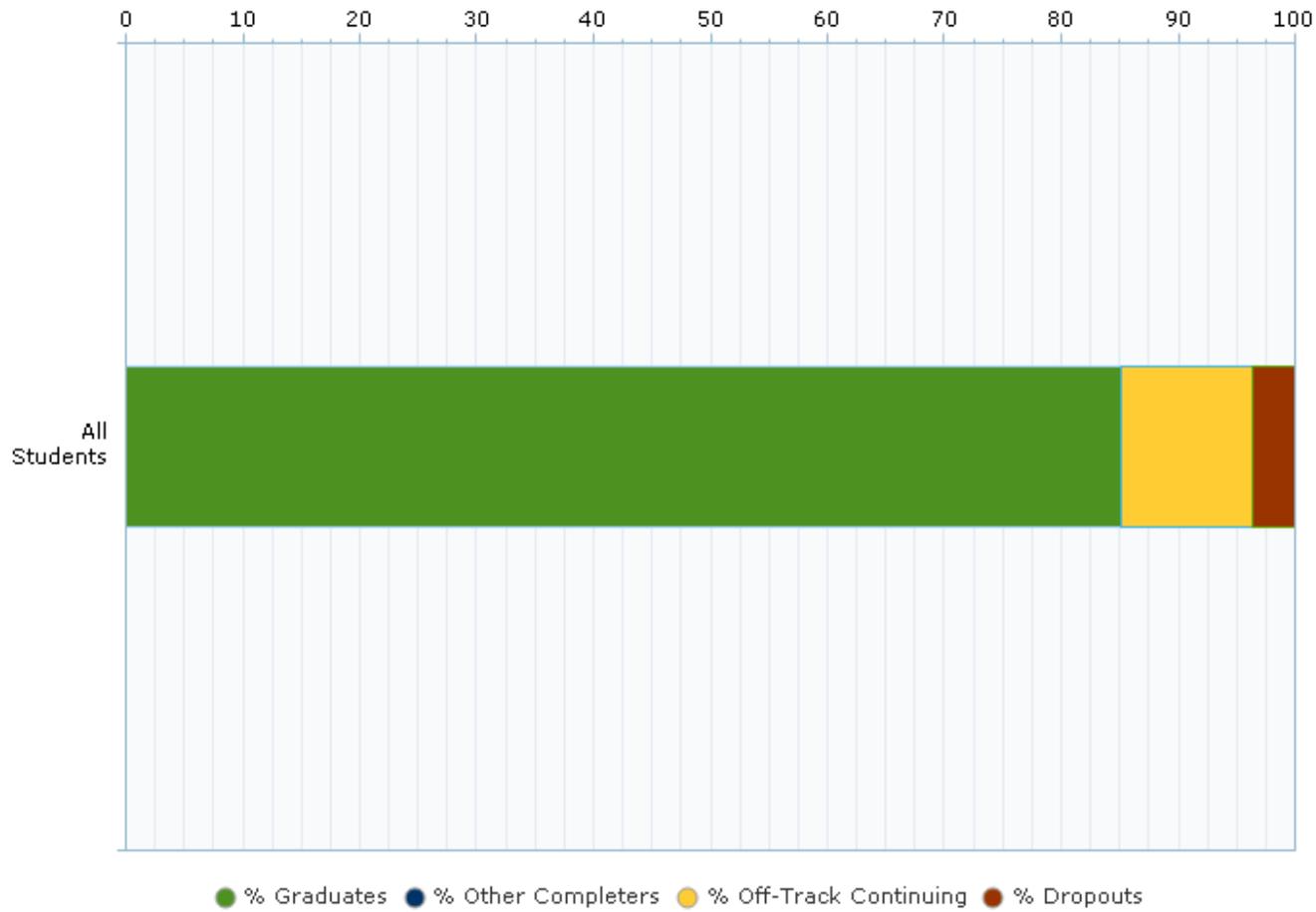
9 (12%) attended the Calhoun Area Career Center - they have multiple counselors in their facility that are able to focus on work based learning, Xello, Early Middle College, scholarships, college applications, CCR Plans

3 (4%) attended the Battle Creek Area Math & Science Center - amazingly rigorous curriculum that offers our students the ability to take Advanced Placement and Honors courses

High School Career & College Readiness committee hosted the following events in October (9-12): Xello lessons centered around career and college exploration, teachers led discussion of their postsecondary institutions, FSA ID creation in English 12, FAFSA parent night, college visits planned for each grade level but had to cancel due to bus driver shortages and illnesses

Precovid UCHS had college visits for every grade 9-12, in house career and college fair, senior interviews - these will be brought back for the 2022-23 school year

2020-21 Graduation Dropout Snapshot Union City Community Schools (13135): 4-Year (2021 Graduation Cohort) / All Students



2020-21 Graduation Dropout Snapshot Union City Community Schools (13135): 4-Year (2021 Graduation Cohort) / All Students

Location Name	Report Category	Total Cohort	Total Graduated	Other Completers (GED, etc.)	Off-Track Continuing	Dropouts	Graduation Rate	Dropout Rate
Union City Community Schools (13135)	All Students	54	46	0	6	2	85.19%	3.70%

Some percentages may not add to 100% due to rounding.



Union City Elementary School

UCE End of Year Goals

Goal:

50% of all students will meet their projected growth target in English Language Arts and Math on the NWEA Map Growth Assessment.

- ELA Results:

43% of students met their projected growth target (from the beginning to the end of the year) in English Language Arts on the NWEA Map Growth Assessment.

- Math Results:

41% of students met their projected growth target (from the beginning to the end of the year) in English Language Arts on the NWEA Map Growth Assessment.

Summary:

Our NWEA results were somewhat disappointing. With two new curriculums over the past 2 years it is typical to see a dip in scores as everyone learns and becomes comfortable with the curriculum. However, teachers have reported they are seeing far more growth than the testing results indicated. We did see a higher growth rate when looking at testing data from winter to spring, with 53% of our students meeting their goal in ELA and 49% in Math. We attribute this to intentionally exposing students to, and practicing “NWEA type” questions on student iPads and individual student goal setting. We have a plan in place to continue these strategies for next year.



Union City High School

430 St. Joseph Street

Union City, MI 49094

Ph: 517-741-3305

Fax: 517-741-5205

e-mail: acase@unioncityschools.org

Amber Case

Principal

June 14, 2022

Union City High School End of Year 98b Goal

End of the Year Academic Goal: At least 75% of students will pass their second semester assessments with a score of 60% or higher.

Report: This year, 79.4% of students passed their first semester assessments with a score higher than 60%

This goal was selected in response to low assessment scores during the 2020-2021 school year. One year ago, only 62% of students passed their semester assessments with a 60% or higher. There were several factors that contributed to this low percentage, including a month of virtual learning during the first semester.

This goal has been supported through review and modification of our assessments and instructional practices. Teachers have spent several hours in department groups reviewing and revising their semester assessments to ensure they are an accurate measurement tools for standards mastery within their content area. Teachers have also participated in professional develop focused on accommodated assessments for special education students, ensuring all of our students are being appropriately assessed.

The improvement in this area is a direct reflection of the hard work and focus from the teaching staff and support staff at Union City High School. We will continue to make time to review assessment data and make modifications when necessary to improve our assessment practices throughout the building.



Union City Community Schools

430 St. Joseph Street
Union City, MI 49094
jthomas@unioncityschools.org
Ph: 517.741.5381
Fax: 517.741.8513

Jamie Thomas
Principal

UCMS End-of-Year Goals Memo

Academic Goal 1: 45% of all students would reach their projected growth target on NWEA Reading winter assessment.

Results: 55% of all students met their projected growth target in Reading

Academic Goal 2: 48% of all students would reach their projected growth target on NWEA Mathematics winter assessment.

Results: 59% of all students met their projected growth target in Mathematics

Non-Academic Goal 3: Improve the percentage of the TFI features to 80%

Results: TFI features is currently 90%.

Summary:

We continue the curriculum work necessary to gain vertical alignment throughout the building as well as identifying the need for consistent aligned resources to be used throughout the building in both reading and mathematics. We have purchased a math resource for next year that will be used 5-8. Our next focus will be updating and aligning ELA resources.

We continue to adjust and improve our restorative practices and consistent implementation of behavioral expectations. We are also continuing to look at classroom procedures that are consistent throughout the building. Finding a balance between outcomes and teaching appropriate behaviors will be a strong focus.



Special Education Audit Report

Union City

May 2022; Revised June 2022

Introduction

Calhoun Intermediate School District (CISD), Special Education Division, performed an audit on Union City’s special education programs/services to support the district in adhering to the Individuals with Disabilities Act (IDEA) and Michigan Administrative Rules for Special Education (MARSE).

Due to the ISD being the sub-recipient of the IDEA funds, we are stewards of the provision of a Free and Appropriate Public Education for all students eligible for special education programs and services under IDEA in our constituent districts.

Union City served approximately 980 students during the 2020 - 2021 school year. The district reported 202 Students with Disabilities (SWDs), which makes up **20.6%** of the student population. The state average of SWD is at **13.24%**. Therefore, Union City’s identification rate is notably higher than the state average.

Union City special education providers and administration are encouraged to contact the CISD Special Education Supervisor assigned to if there are questions regarding special education.

Disability Data

Disability	State %	ISD %	U.C. %
Autism Spectrum Disorder	10.9%	7.7%	4.2%
Specific Learning Disability	27.1%	36.8%	44.9%
Cognitive Impaired	8.4%	10.0%	6.9%
Emotional Impairment	5.3%	3.8%	6.5%
Other Health Impaired	14.1%	13.5%	11.1%

Financial

Areas Reviewed:	Result:
201 Reports	Compliant
Teacher Contracts	Compliant
Hourly Timesheets	N/A
Review of	Compliant

Allowable Expenditures	
------------------------	--

Financial Comments:

Personnel

Area Reviewed:	Result:
Highly Qualified Status	Compliant
Teacher schedules/student ratios	Compliant
Caseloads aligned w/ CISD plan	Compliant

Personnel Comments:

All special education personnel have valid teacher certifications. They all meet highly qualified status requirements for their assigned positions. It should be noted that Chasity Allen's teacher certification expires in June 2022.*

Caseloads are well within the allowances within our county plan.

For the next audit, teacher's schedules should show what the teachers are teaching throughout the day, not individual student schedules.

*Note: At the Special Education Audit Final meeting it was noted that Chasity Allen has renewed her teacher certification.

Medicaid



Number of Students	
SE Students	190
SE Medicaid Students	80
Medicaid Eligibility Rate	42%
Medicaid Providers	
SE Teachers/TCs	10
Personal Care	8
Transportation	
Students with specialized transportation	5
Medicaid students with specialized transportation	4

Medicaid Comments:

Medicaid file reviews were completed for 4 students to ensure compliance with Medicaid policy and monitor validity of claims. This process included reviewing attendance records, IEPs, clinician notes, provider credentials, transportation logs and Medicaid consents. The review disclosed the following:

Clinician Notes: Union City continues to do a nice job with Medicaid billing. Billing is submitted in a timely manner and overall, the clinician notes meet documentation requirements. Continue working on including sufficient detail in clinician notes to describe what transpired for each service. This is essential in justifying reimbursement of the service. Another recommendation is to make sure providers are not falling into a pattern of billing "one" service each month, which could be a potential red flag in a state Medicaid audit. Billing should reflect all eligible services provided for the month, some months there may be more billable services and others less.

Medicaid Consents: Per IDEA regulations, a one-time Medicaid Consent is needed prior to seeking Medicaid reimbursement. Once consent is obtained, it is valid for the duration of time the student is enrolled within a CISD district. All students reviewed had a Medicaid Consent on file. This suggests Union City has a good process in place for obtaining consents. Keep up the good work!



Programs & IEP Review

IEP Implementation Comments:

Union City has made substantial improvements in holding amendments and roll over IEPs.

In the 2021 school year Union City conducted 27 IEP amendments, which is almost half the number that were conducted in the 2019 school year.

In 2019 CISD released Roll over IEP guidance and since then Union City has made improvements in this area as well - Union City only conducted 4 roll over IEPs in 2021.

Union City has increased their student population educated in the general education setting 80% of the time or more from 81% to 87% from 2018 - 2019 to 2019 - 2020.

Within the student selection process, a 5% random selection of student records from each special education teacher's caseload are selected and reviewed for timeliness, clear connectedness between needs and program & services, goals & objectives, and Supplemental aids and services.

Special Education Teacher Interviews:

Chasity Allen was able to explain the process in which they track accommodations.

In our resource hours there is a google sheet that is given to the students and then they fill it in and learn about advocating for themselves. Special ed teachers work on that form and then share out at staff meetings to the gen ed teachers. SPED teacher highlights rosters of gen ed and then gives them copies of the accommodations. On a paper calendar, teachers track when an accommodation is given. Gen Ed teachers give them back at the end of each semester and the administration supports this as a checkout process.

When asked how she helps develop accommodations and what data is used to track accommodations she was able to explain that process with ease. At the end of the year, she reaches out to teachers and asks about accommodations that have been useful and ones that aren't used in order to drive decisions on the IEP.

Lori Bowers was also interviewed and was able to explain the process in which they track and develop accommodations for students with IEPs.

A Google Doc is sent out with all of the students, their eligibility, support services, and accommodations to all gen ed teachers. They document accommodations in PowerSchool in their grades if the assignment was accommodated. Teacher states that it is done 100%, and if there was something missing then Special Ed teachers are checking in on this as well and administration makes sure that it's

done with fidelity. Printed at the semester and signed by gen ed teachers and then sped teacher files them and reviews at IEP time.

Lori also stated that the team uses the accommodation tracking information, as well as observational data and anecdotal records to develop the IEP and accommodations for the following IEP.

Catamaran - State Performance

Indicator	State Target	U.C.
1: Graduation	>80%	85.92%
2: Drop Out	<8.25%	5.63%
4: Suspension	<5%	1.98%
13: Secondary Transition	100%	100%
Indicator	State Target	U.C.
Timely IEPs	100%	100%
Timely Submission of Data	100%	100%

State Performance Comments:

Union City is meeting state targets for Dropout and Graduation rates.

Union City expulsion/suspension data is compliant at 1.98% and met the 100% compliance rate for B-13 Secondary Transition this year.

Union City has worked to develop and refine their child study process and tiered interventions. Due to this proactive work the Special Ed Audit Team anticipates the number of students identified with a disability will decrease in the 2021 - 2022 school year.

Recommendations

Immediate Action Steps:

1. Student 3013179639 is overdue for a re-evaluation. He is a student with the ECDD eligibility, but is over the age of 8 yrs old. *Note: This student moved back into U.C. district with this overdue, U.C. has since completed the required reevaluation IEP.



17111 G Drive North, Marshall, MI 49068 / P 269.781.5141 / F 269.781.7071 / www.calhounisd.org

Additional action Items:

1. Clarifying service log expectations with all ancillary team members.
2. Communication to secondary teams around holding transition IEPs prior to leaving the middle school.

Thank you for the opportunity to review your programs and the quality service that your district provides for your students. It was a pleasure to visit with staff about the special education programs and services and see the good work in the classrooms that is being done in Union City on behalf of all students.

Nicole Lawrence

Supervisor of Accountability and Program Evaluation

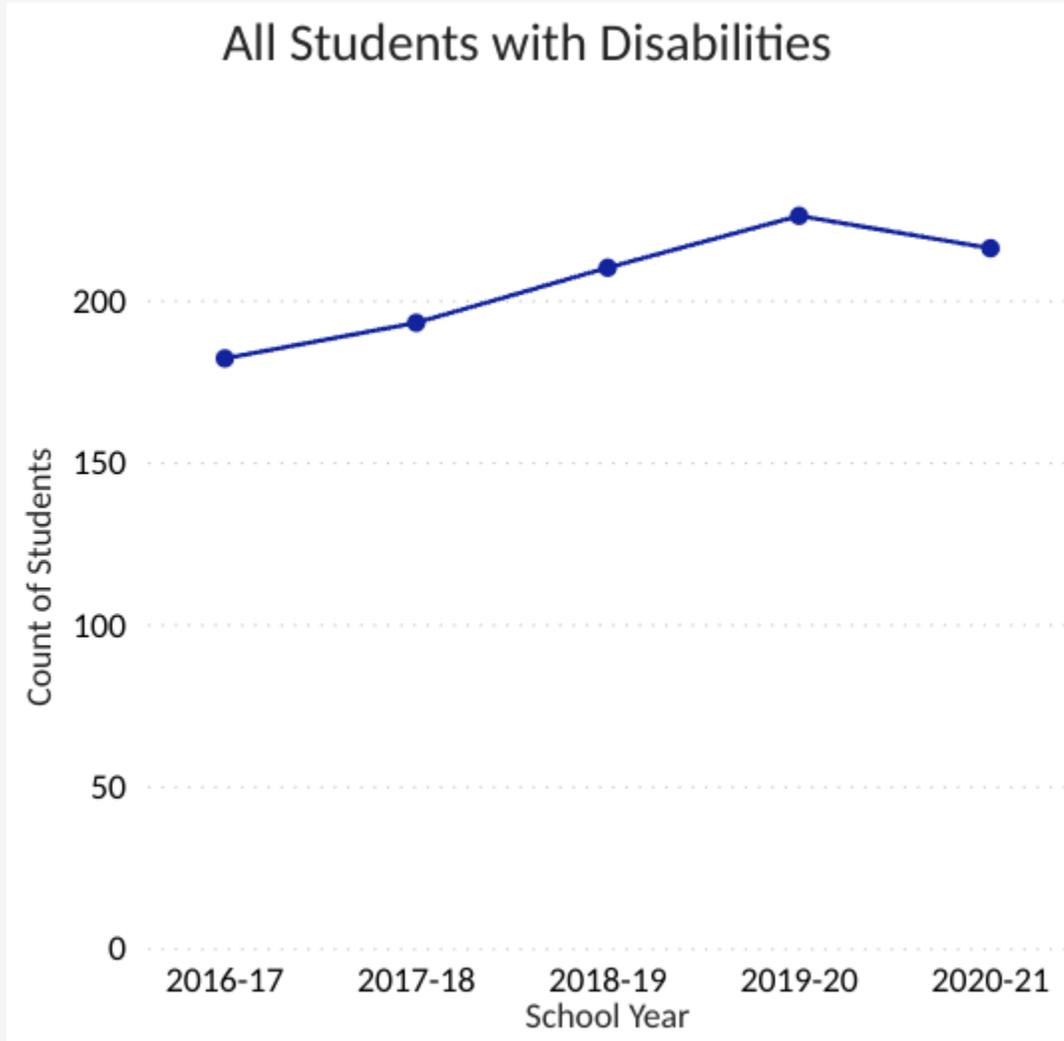


District Support Plan

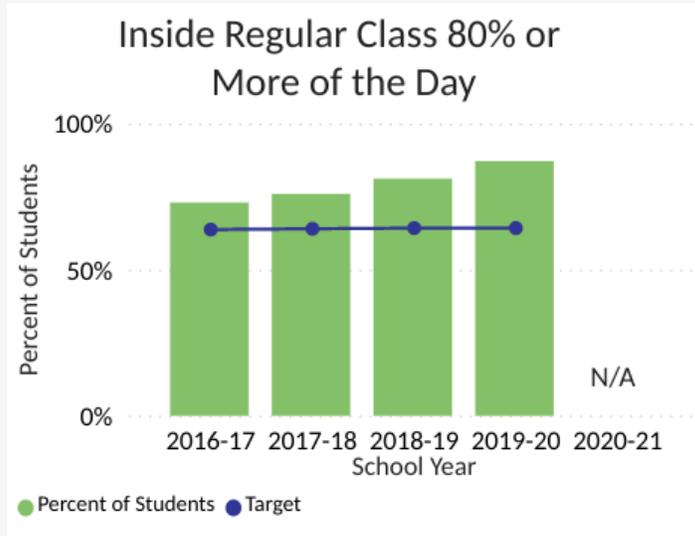
1. Based on your team activities, what are the underlying problems that cause the noncompliance? How many district policies, procedures and practices, or the lack of support, have contributed to the results?
2. Activity Steps, dates they will occur, and name/title of person responsible.

Action Steps	Date/Deadlines	Name/Title of Person Responsible	Complete
Follow up with U.C. team to get student 3013179639 re-evaluation completed.	June 15, 2022	Eric LaFleur	Completed 5/27/2022
Develop some inter-rater reliability activities for the evaluators.	Dec. 15, 2022	Special ed audit team in coordination with Eric LaFleur	
Review the Students with Disabilities data once the Spring 2022 data is released.	Dec. 15, 2022	Special ed audit team in coordination with Eric LaFleur	

Students with disabilities Trend Data

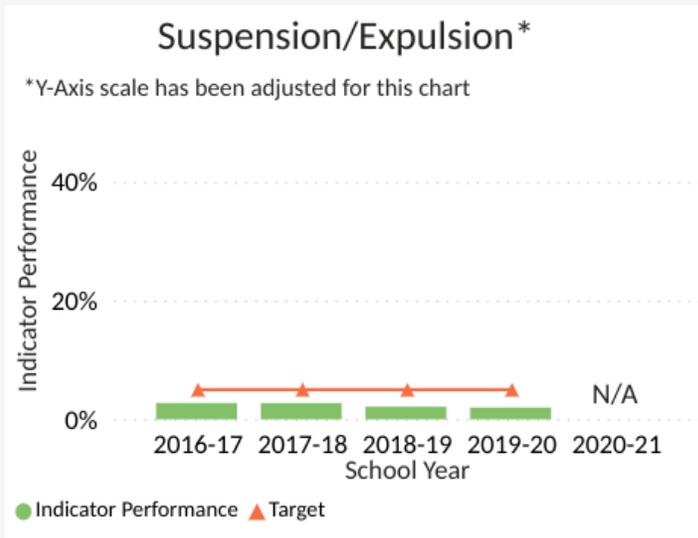


Educational Setting



Target is met if percent is at or above the line.

Suspension/Expulsion Trend Data



Target is met if percent is at or below the line.



Union City Community Schools

430 St. Joseph Street
Union City, MI 49094
Ph: 517.741.8091
Fax: 517.741.5205

Hello Mr. Katz,

The 2021-2022 goals for the district in regard to TFI for each building are below:

Elementary School Goal: 70%

Middle School Goal: 65%

High School Goal: 60%

Currently each school is performing at this level in regard to the TFI.

Elementary School: 82%

Middle School Goal: 90%

High School Goal: 76%

Please let me know if you have any questions,

James Owens

Director of Behavior Support

Union City Community Schools

"STRIVING FOR EXCELLENCE IN EVERYTHING WE DO"

District Staff Survey

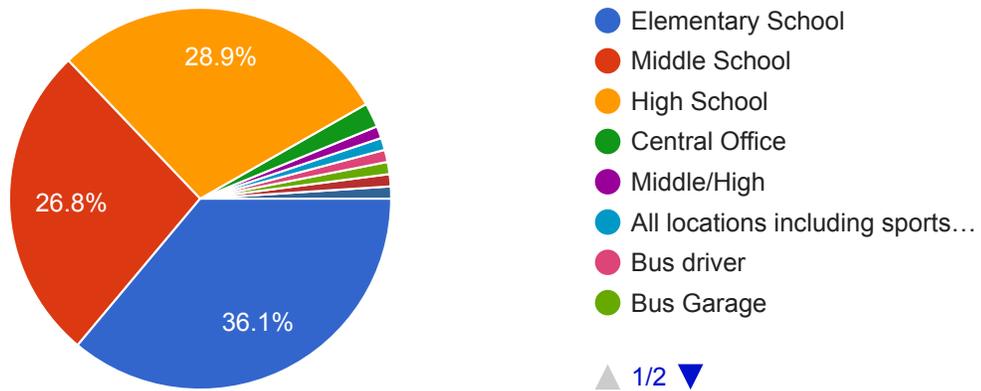
98 responses

[Publish analytics](#)

Primary Work Location

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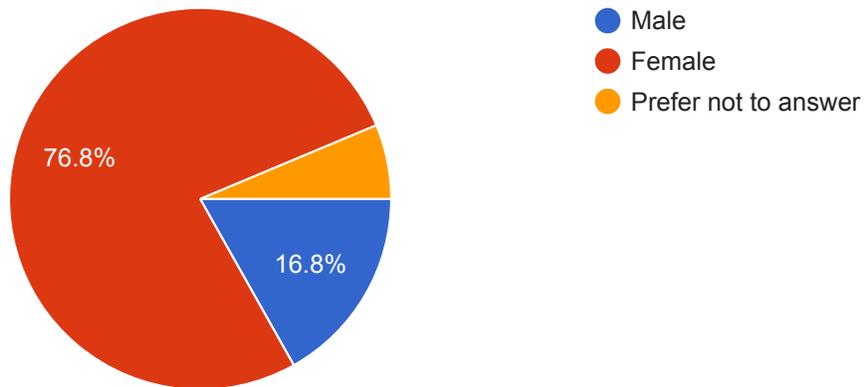
97 responses



Gender

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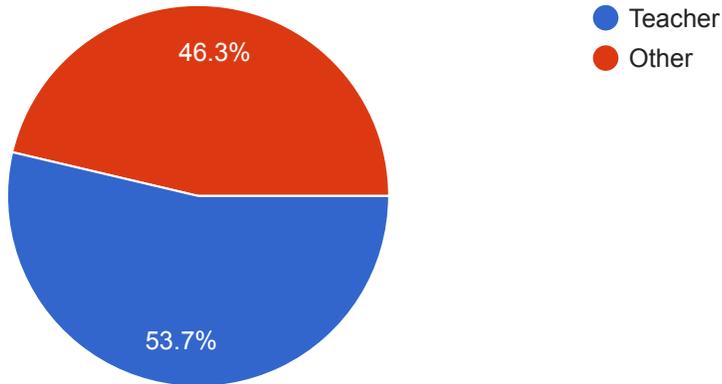
95 responses



Primary job classification



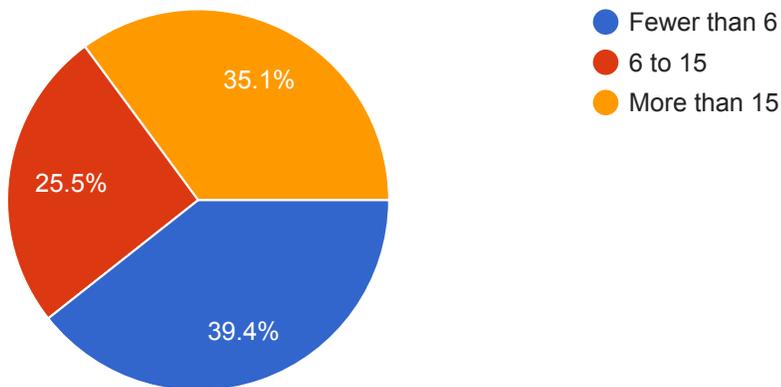
95 responses



Years employed by UC Community Schools



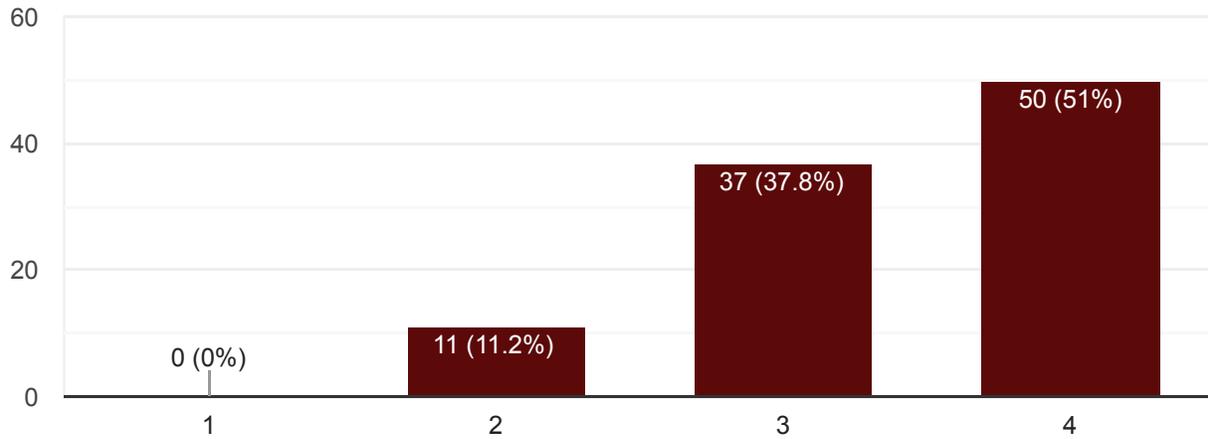
94 responses



I feel strongly supported by other staff members at my school.



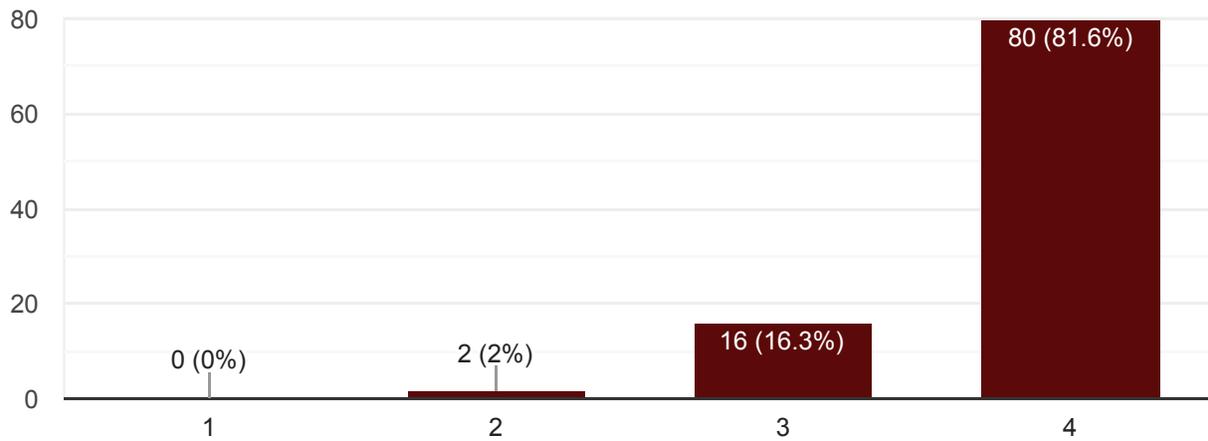
98 responses



I get along well with other staff members at my school.



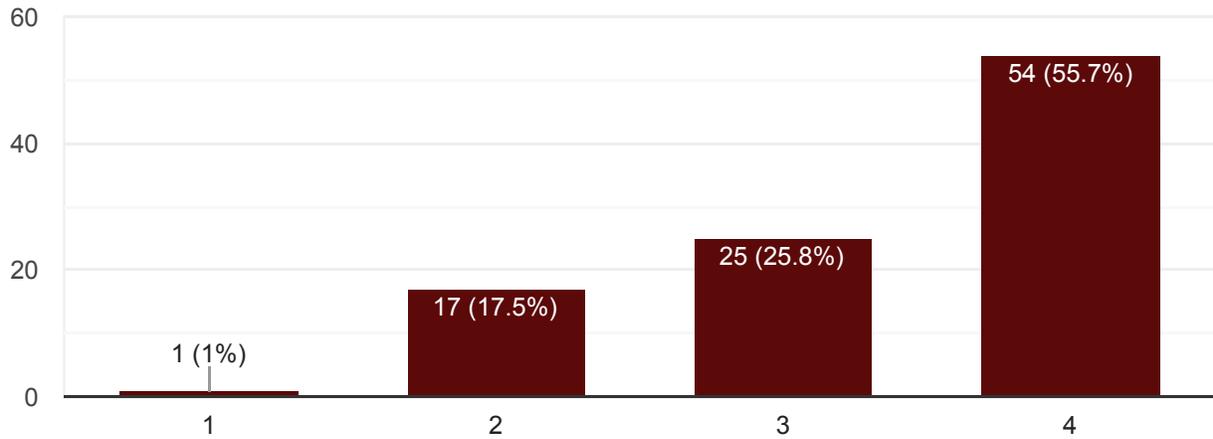
98 responses



I feel like I am an important part of my school



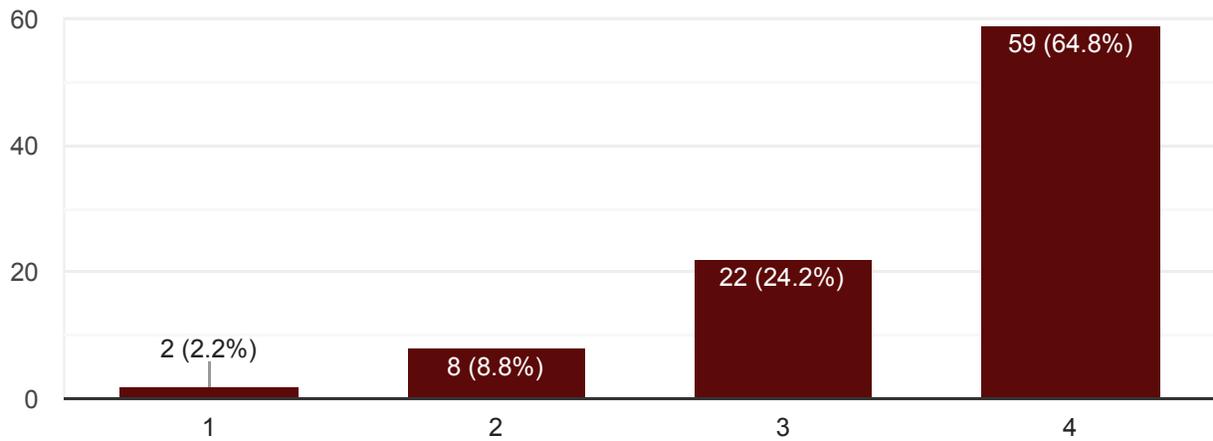
97 responses



I enjoy working in teams (e.g. grade level, content) at my school.



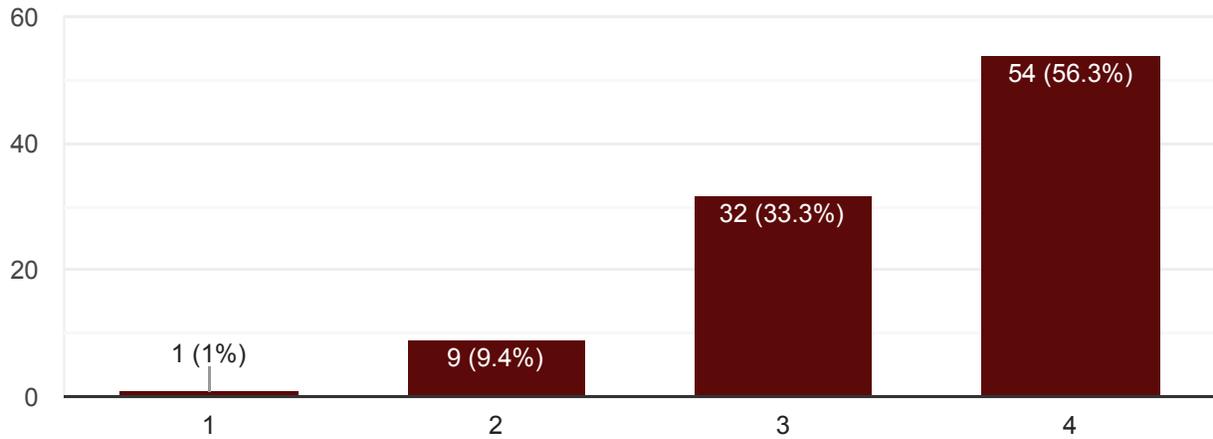
91 responses



I feel like I fit in among other staff members at my school.



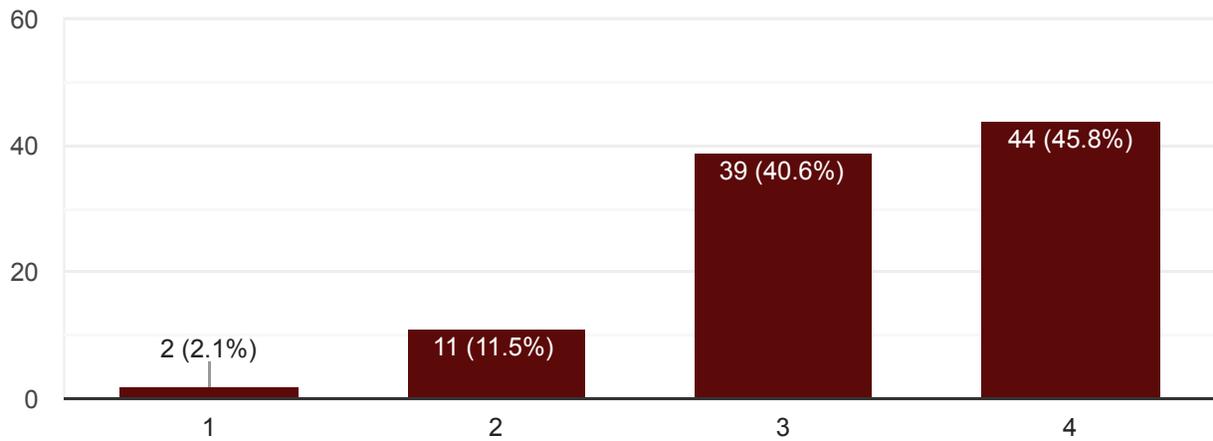
96 responses



I feel connected to the staff members at my school



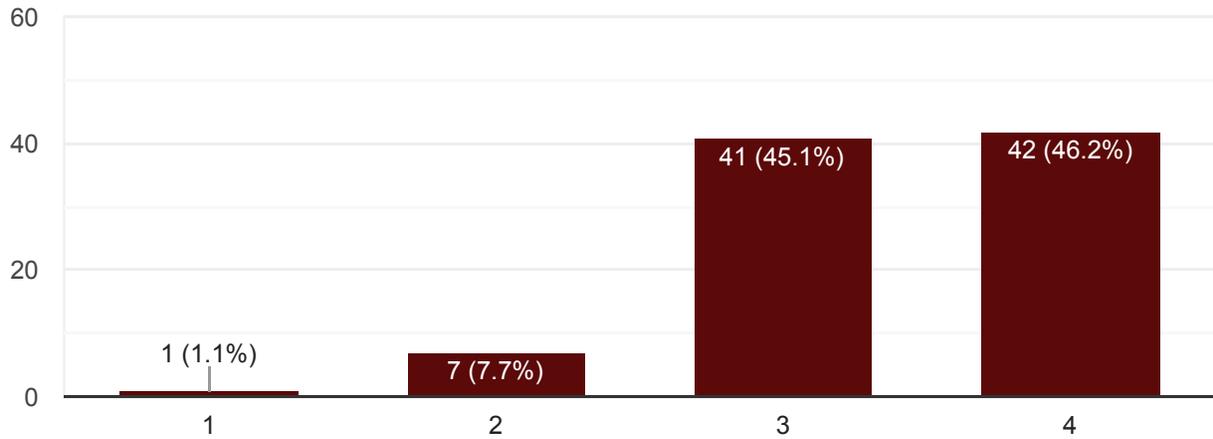
96 responses



Teachers at my school frequently recognize students for good behavior.



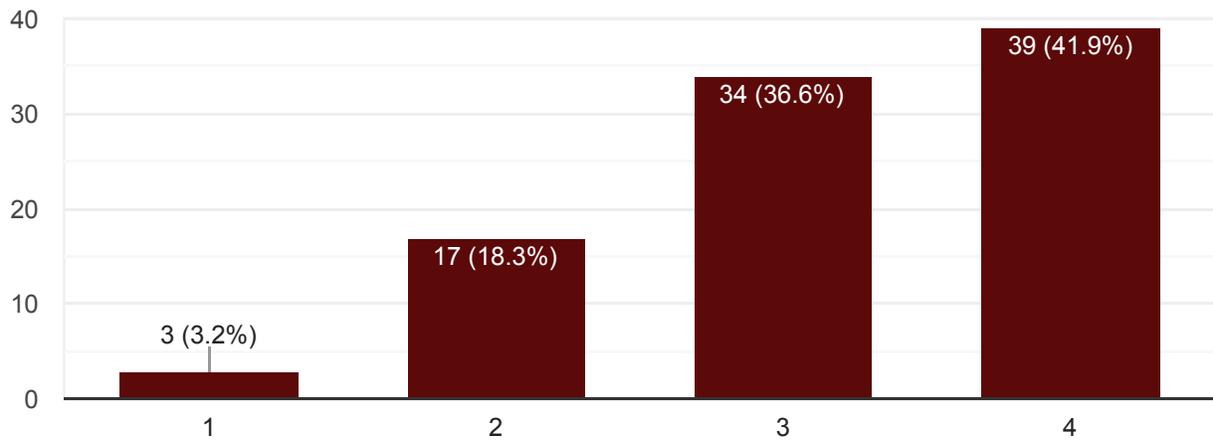
91 responses



Teachers at my school have high standards for achievement.



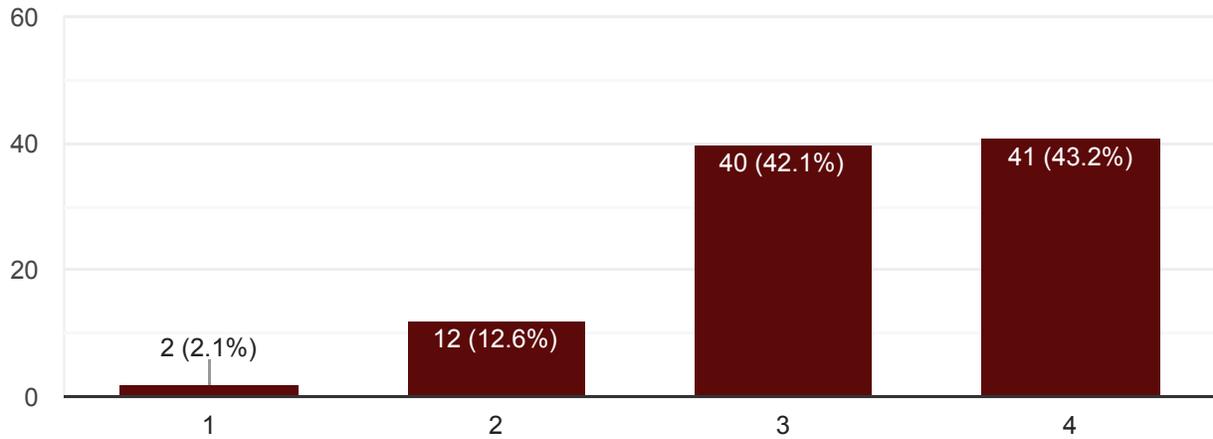
93 responses



My school promotes academic success for all students.



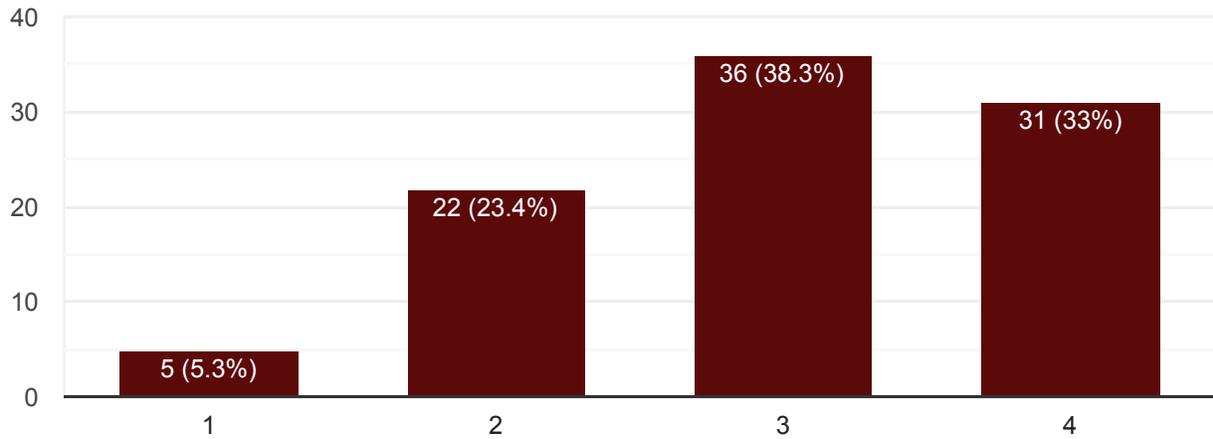
95 responses



All students are treated fairly by the adults at my school.



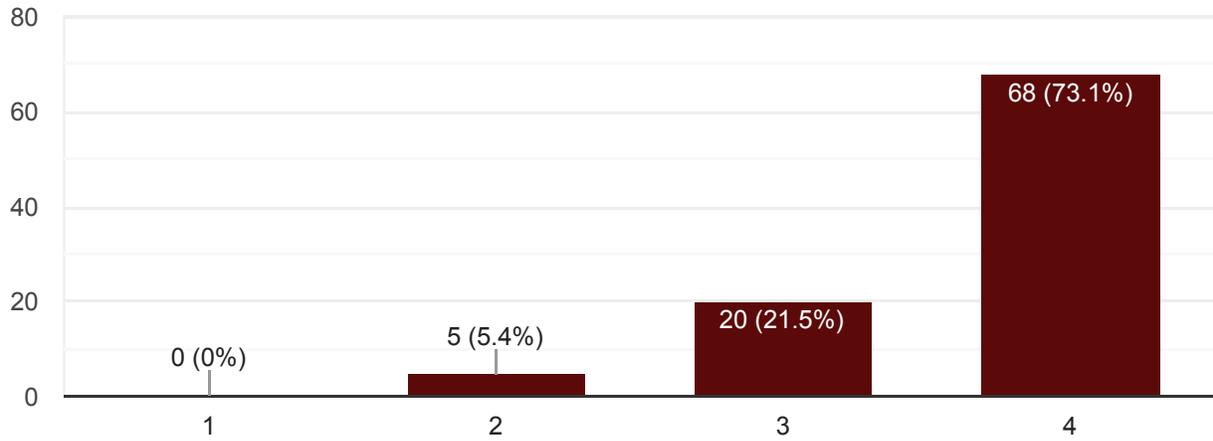
94 responses



Teachers at my school treat students fairly regardless of race, ethnicity, or culture.



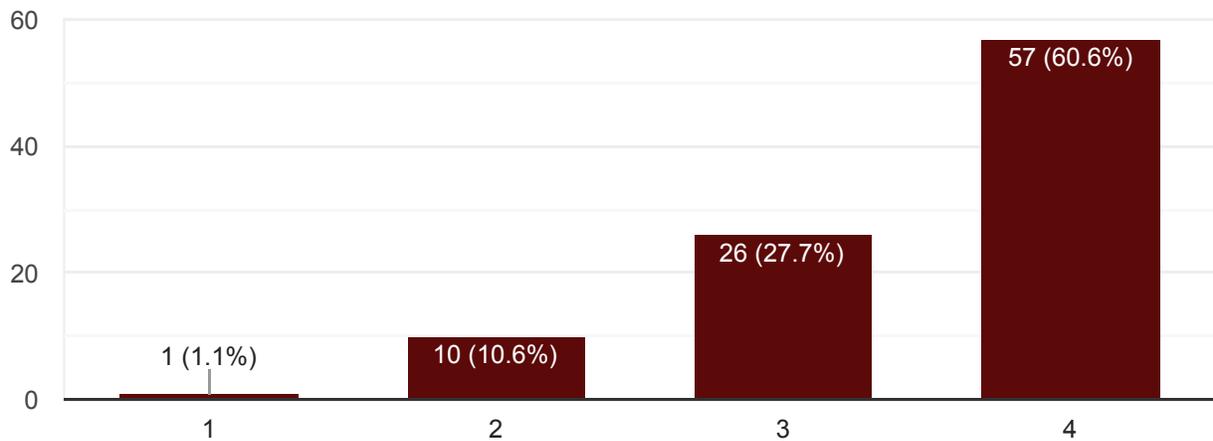
93 responses



Teachers at my school work hard to make sure that students do well.



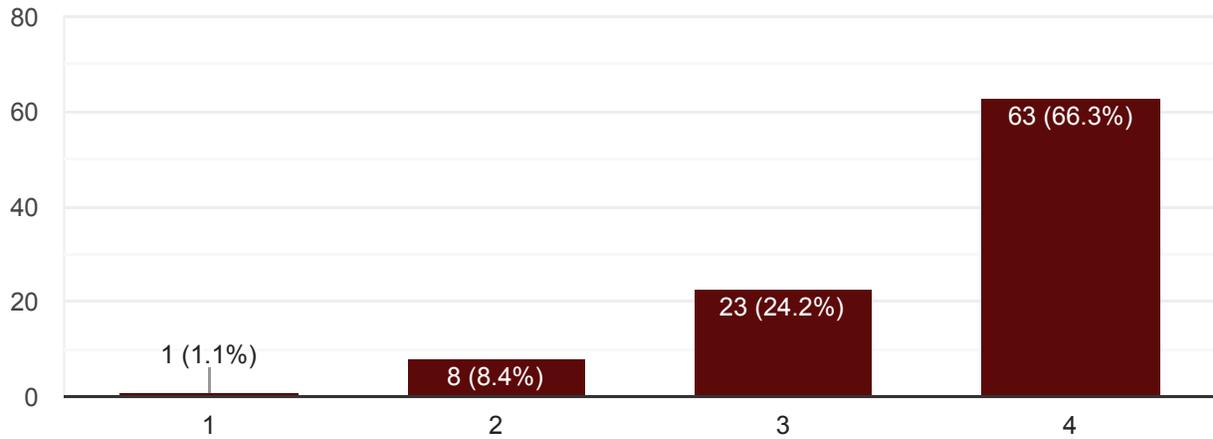
94 responses



I feel safe at my school.



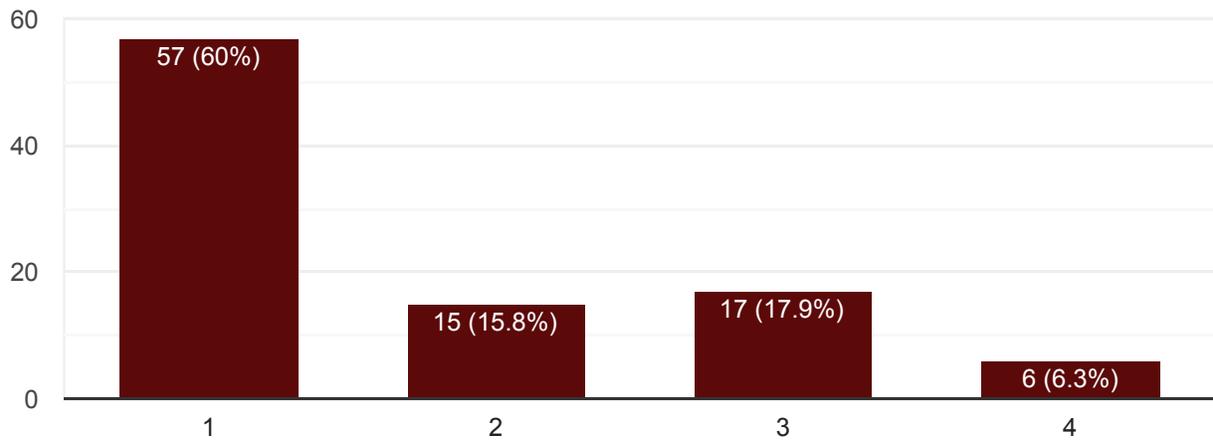
95 responses



I have been concerned about my physical safety at school.



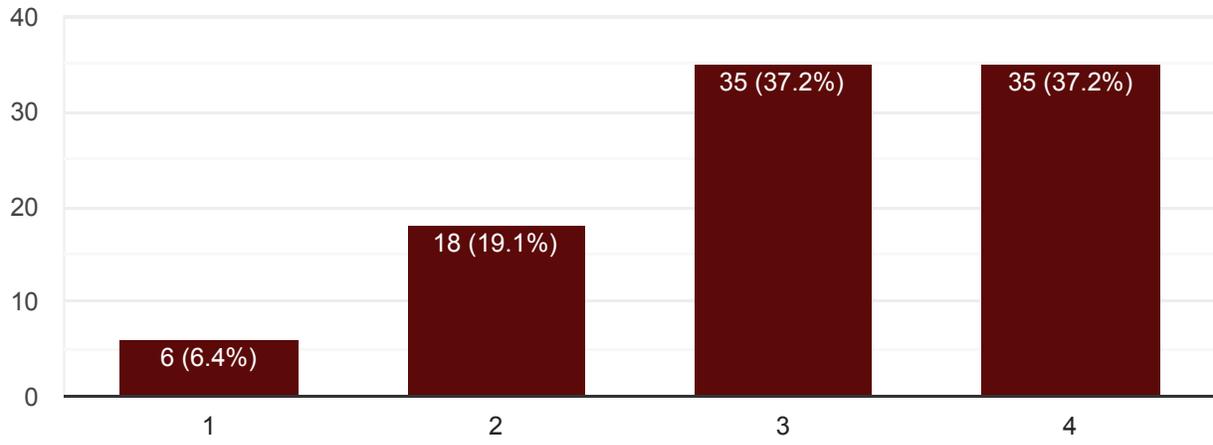
95 responses



If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.



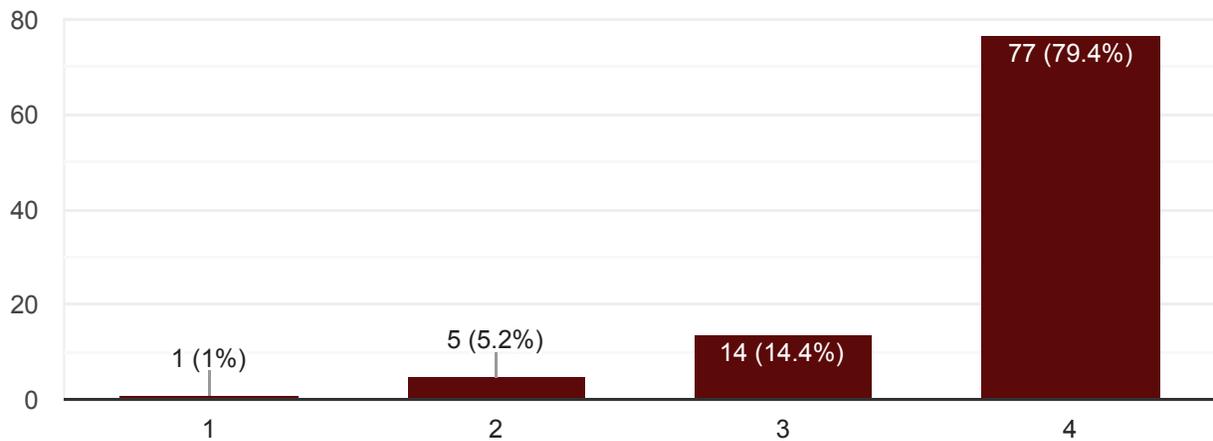
94 responses



I feel safe when entering and leaving my school building.



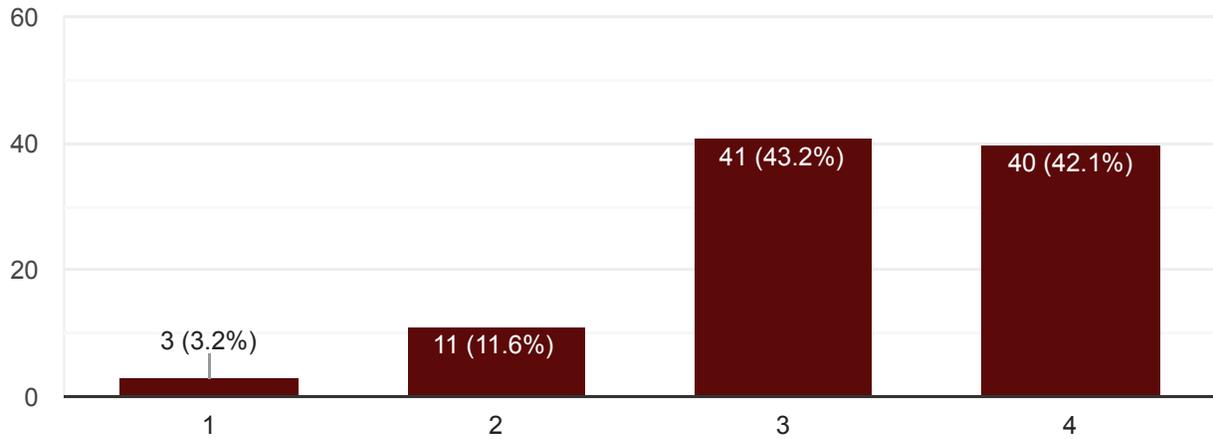
97 responses



My school building is well-maintained.



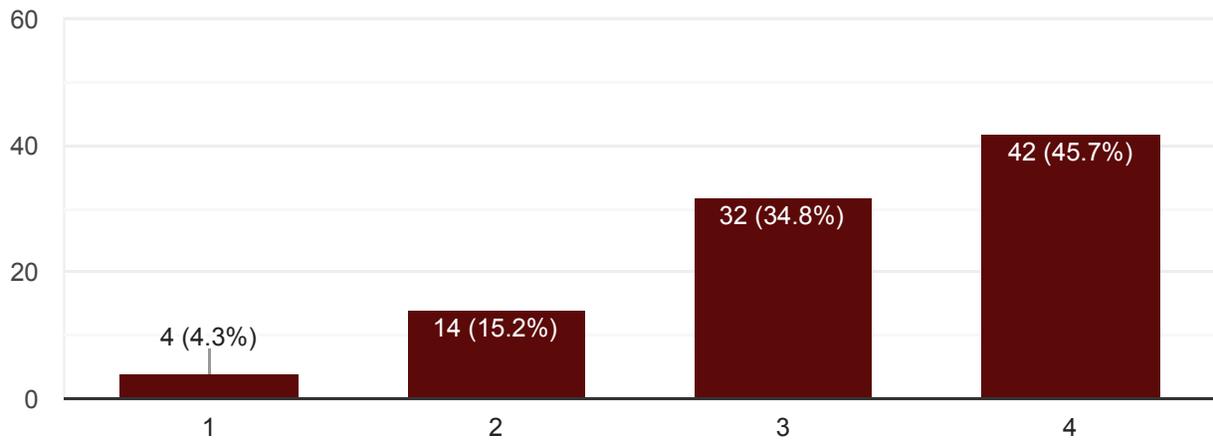
95 responses



Instructional materials are up to date and in good condition.



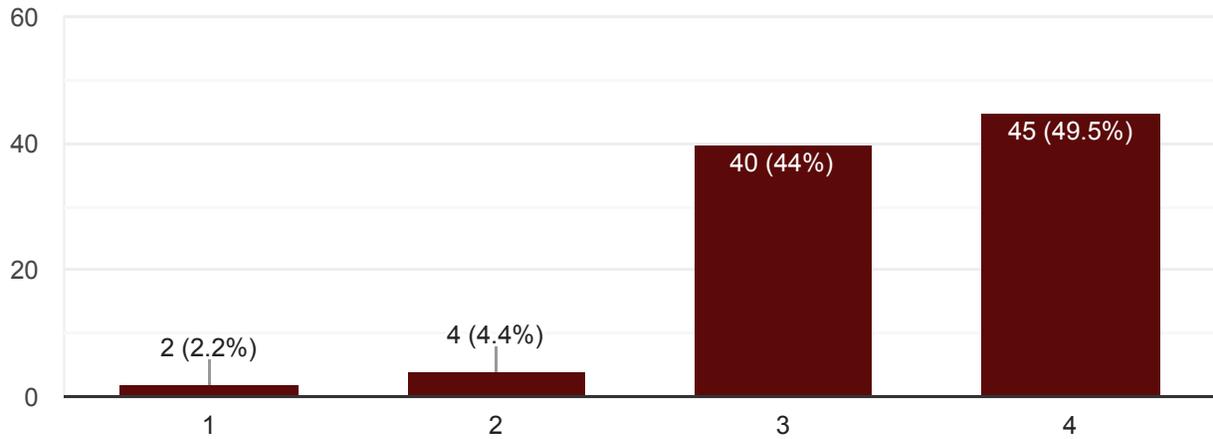
92 responses



Teachers at my school keep their classrooms clean and organized.



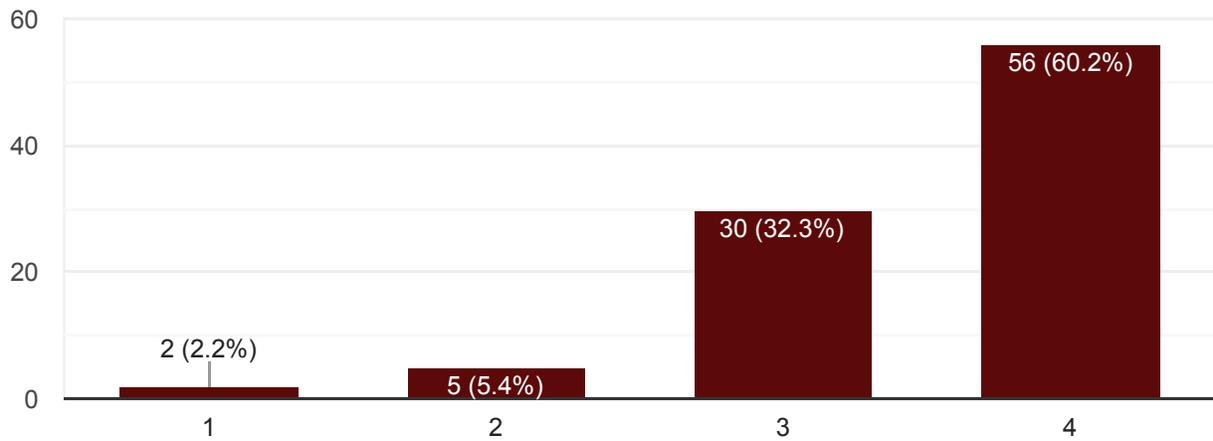
91 responses



Teachers make an effort to keep the school building and facilities clean.



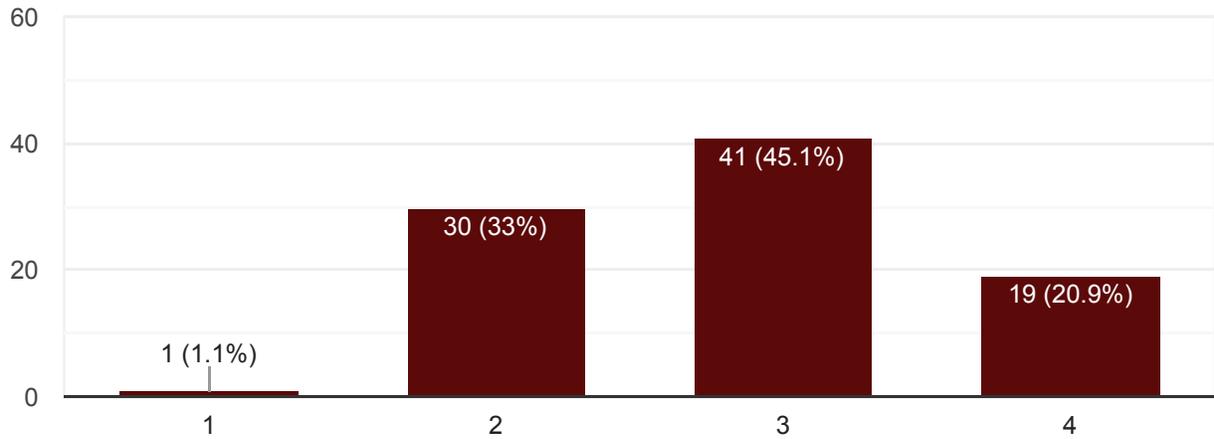
93 responses



Students at my school would help another student who was being bullied.



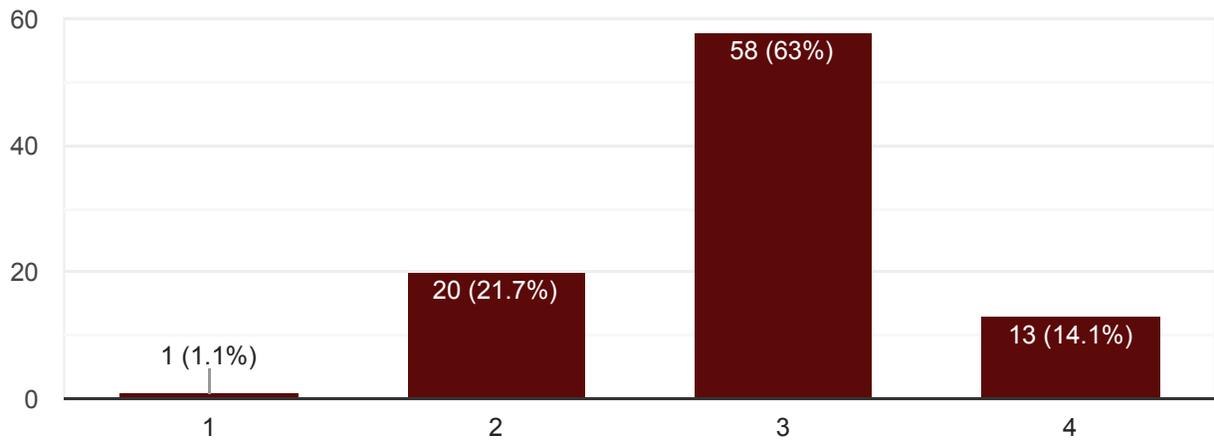
91 responses



Students at my school get along well with one another.



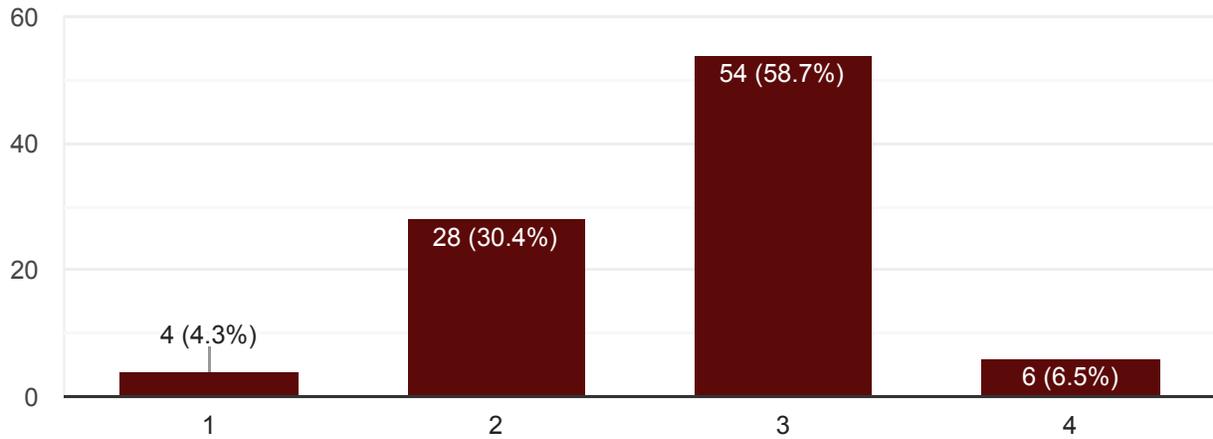
92 responses



Students at my school treat each other with respect.



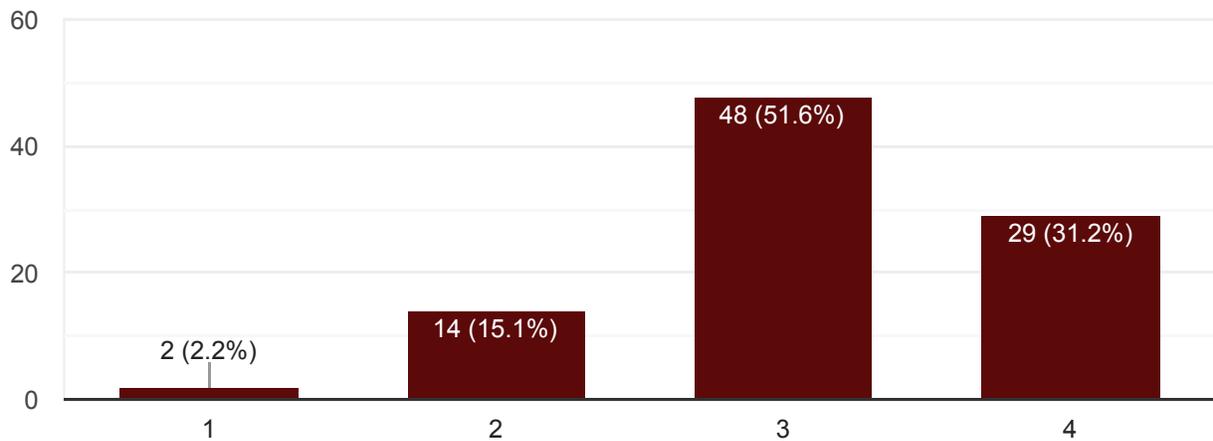
92 responses



Students at my school treat other students fairly regardless of race, ethnicity, or culture.



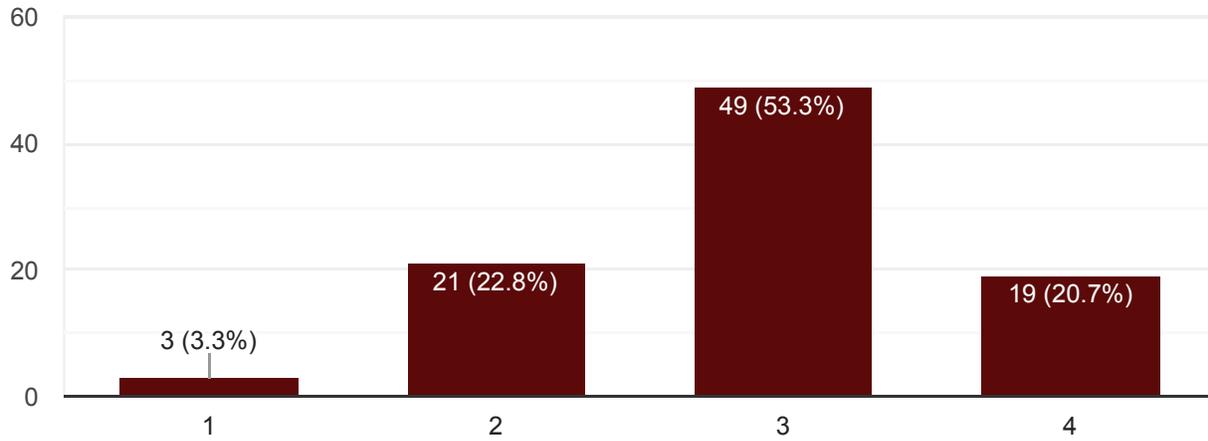
93 responses



Students at my school show respect to other students regardless of their academic ability.



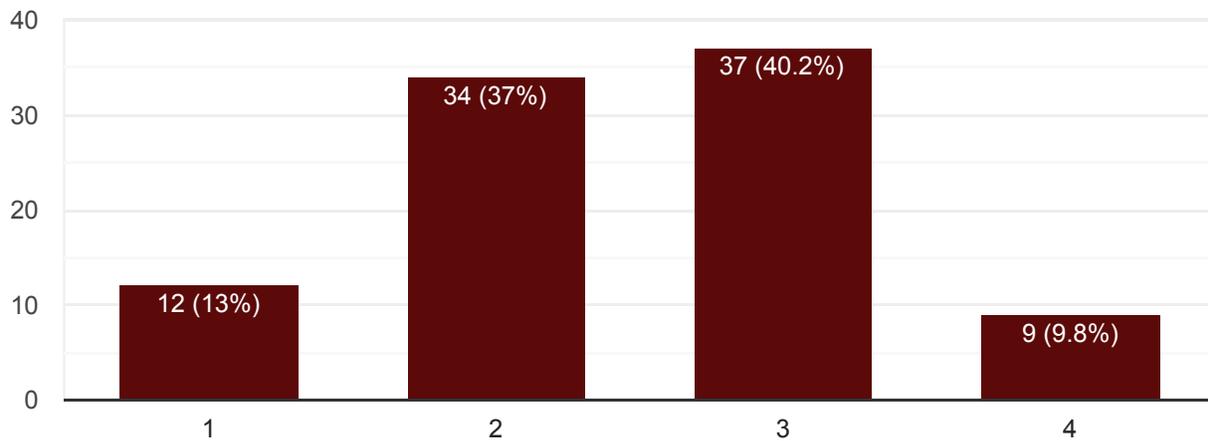
92 responses



Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.



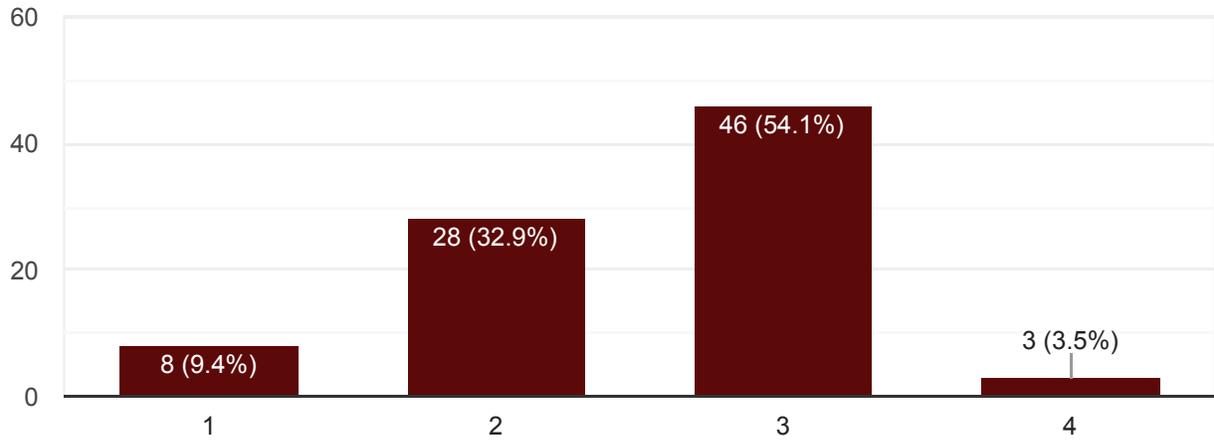
92 responses



Parents at my school attend parent meetings or parent/teacher conferences.



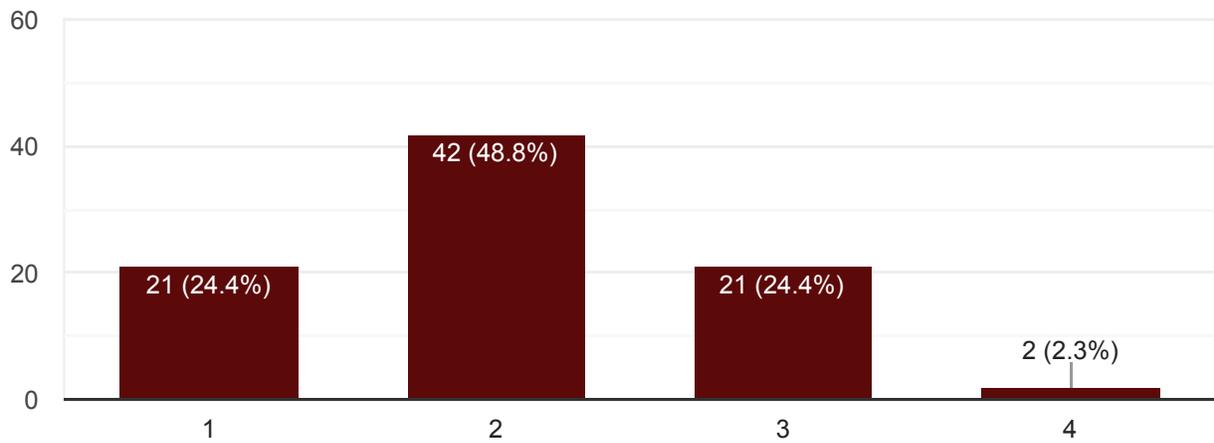
85 responses



At this school, parents frequently volunteer to help on special projects.



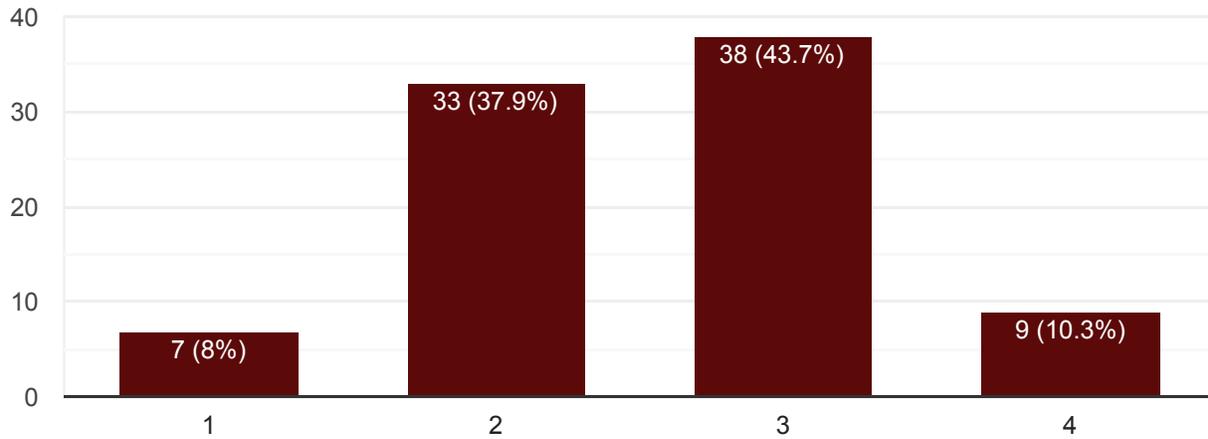
86 responses



Parents at this school frequently attend school activities.



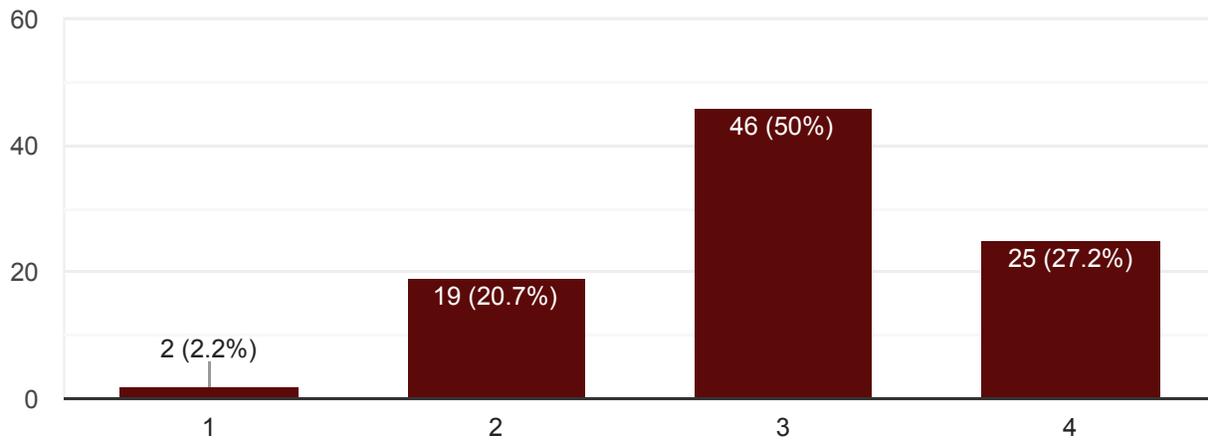
87 responses



My school is headed in the right direction.



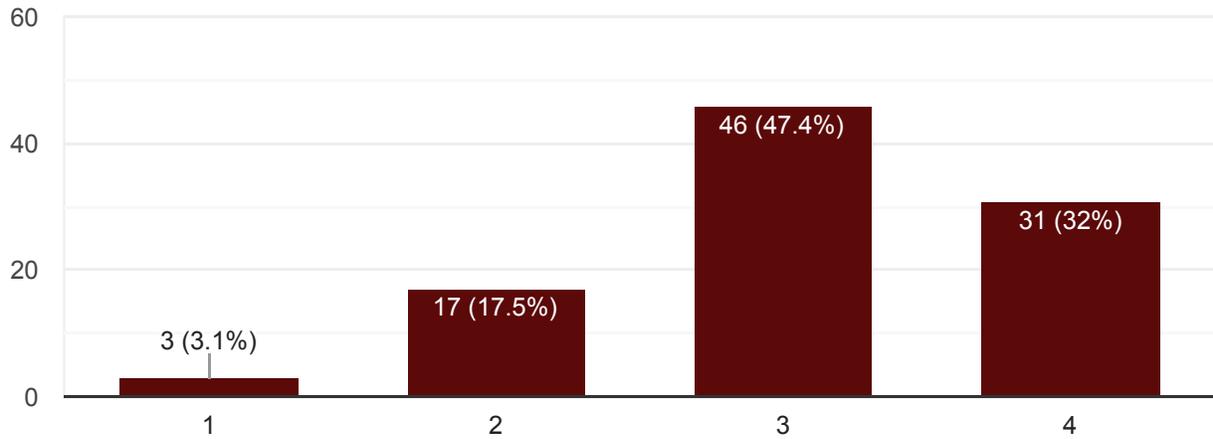
92 responses



The school district is headed in the right direction.



97 responses



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Google Forms



School Climate Survey

363 responses

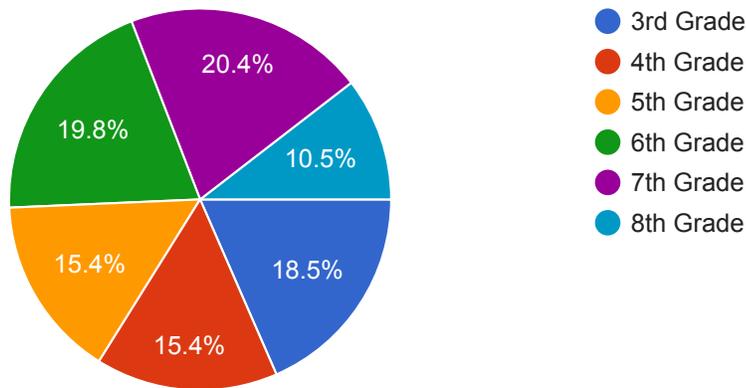
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School Climate Survey

What Grade are you in?

 Copy

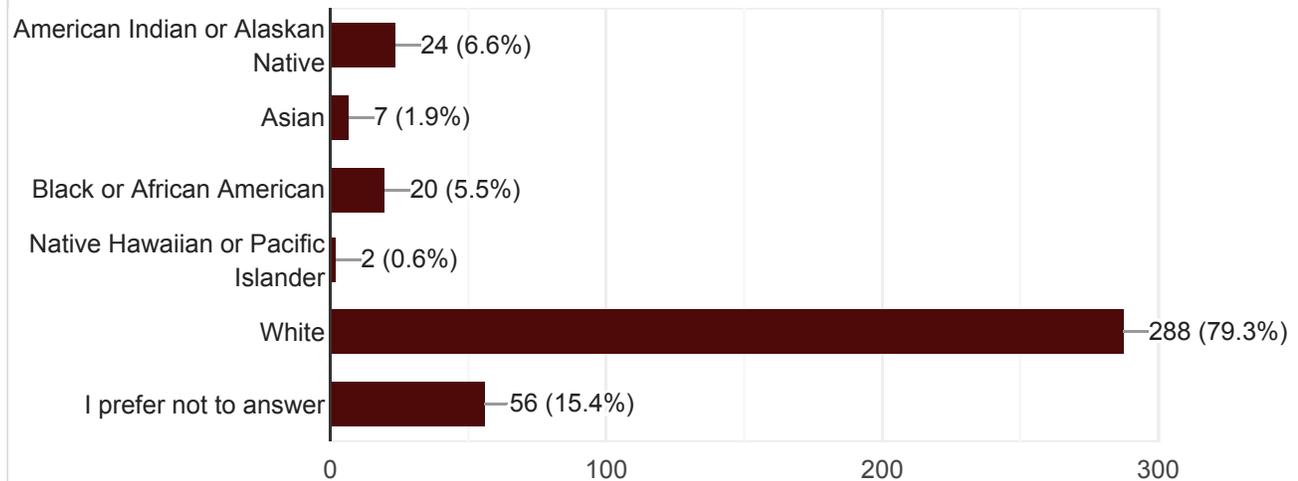
363 responses



What is your race (select all that apply)?

 Copy

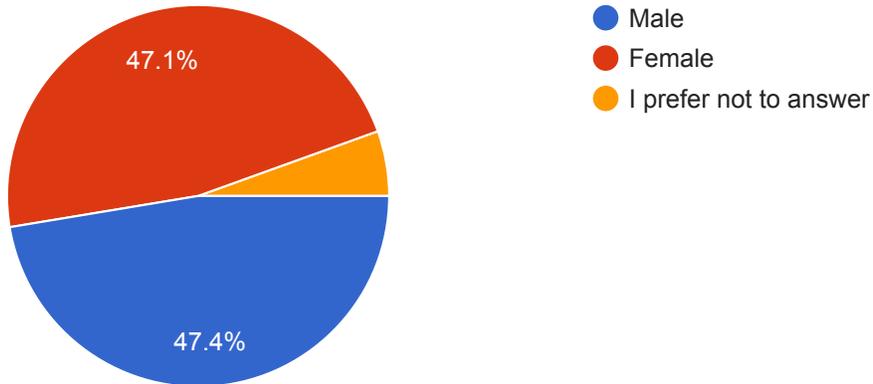
363 responses



What is your gender?



363 responses

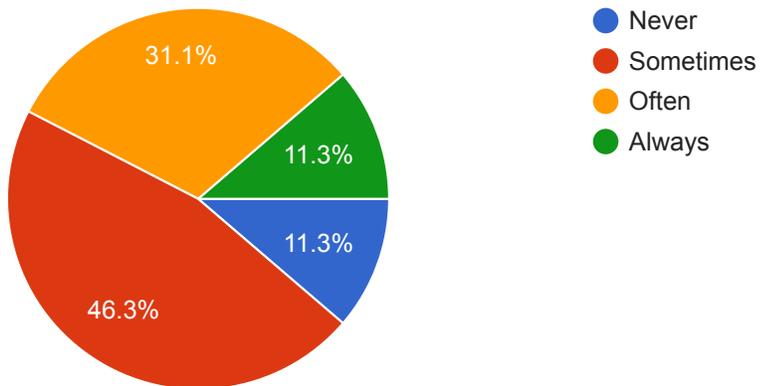


School Climate Survey

I like School



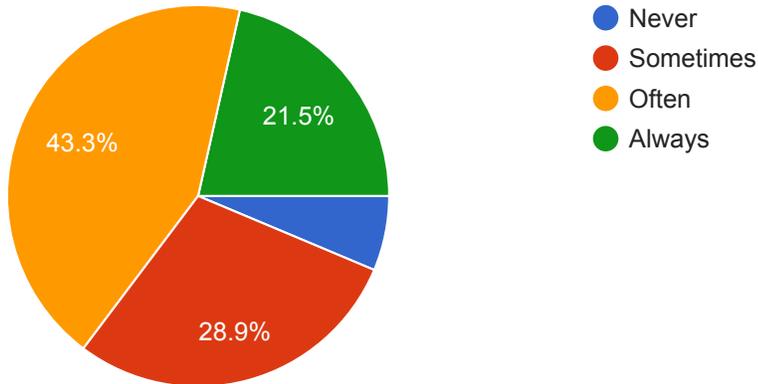
363 responses



I feel like I do well in school.



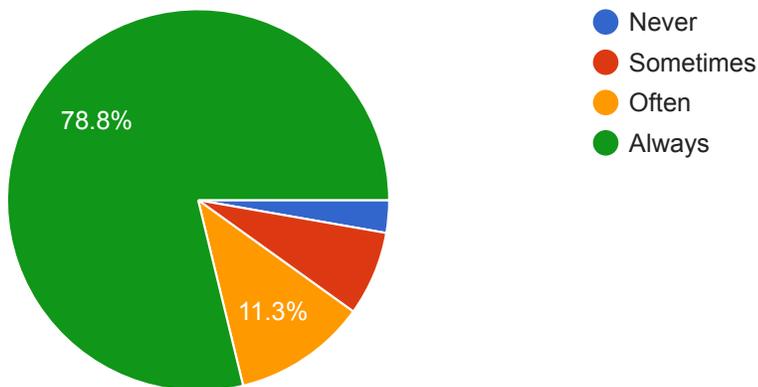
363 responses



My school wants me to do well.



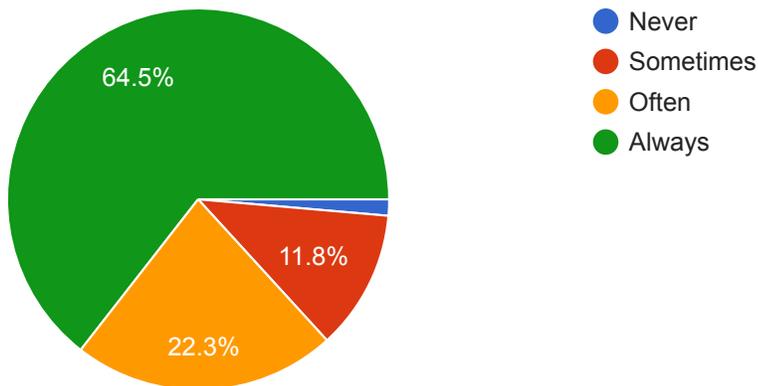
363 responses



My school has clear rules for behavior



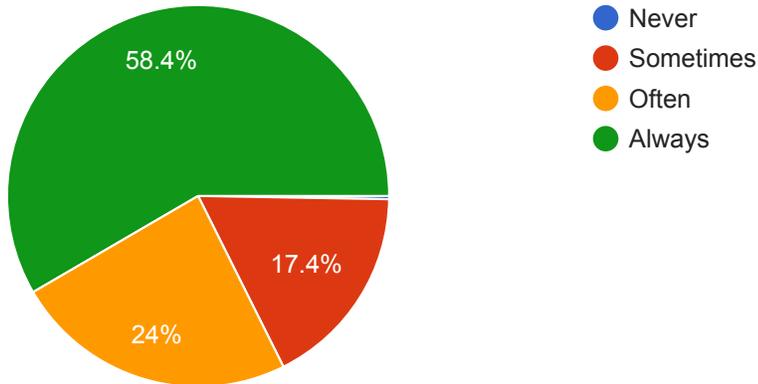
363 responses



Teachers treat me with respect



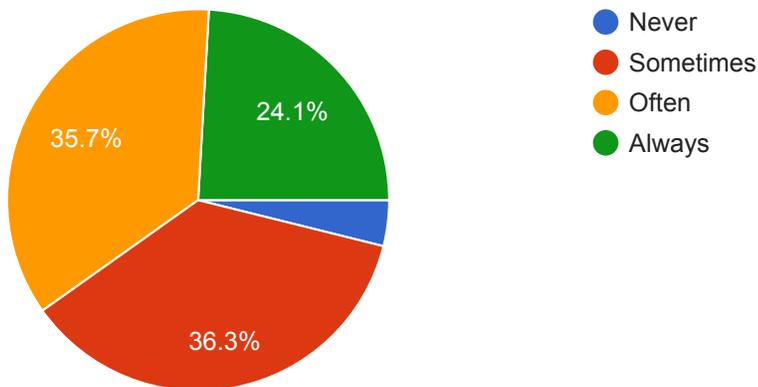
363 responses



Good behavior is noticed at my school



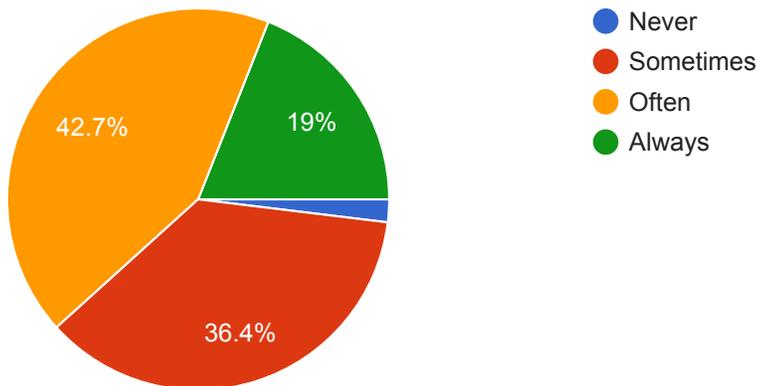
361 responses



I get along with other students



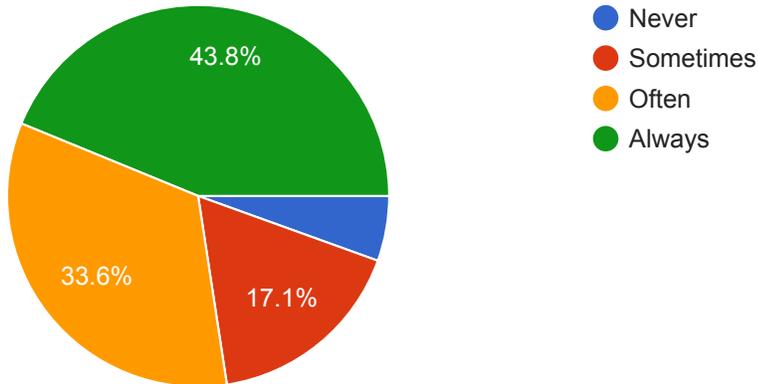
363 responses



I feel safe at school



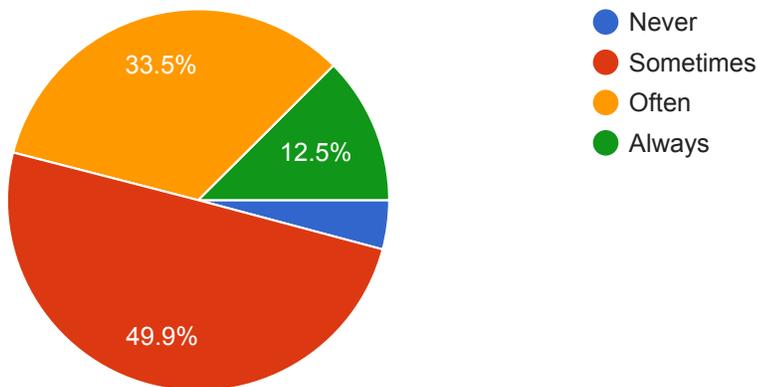
363 responses



Students treat each other well.



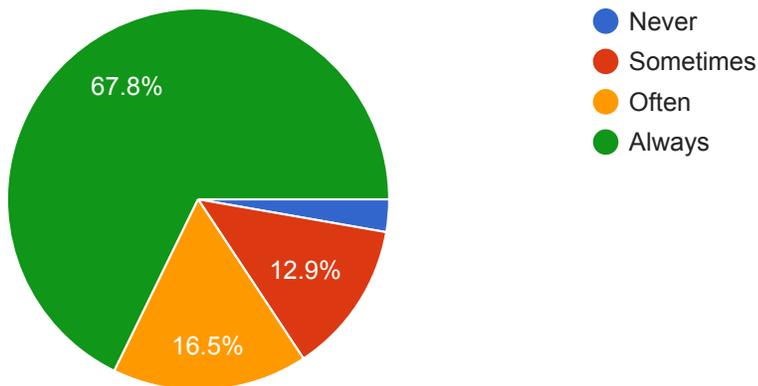
361 responses



There is an adult at my school who will help me if I need it.



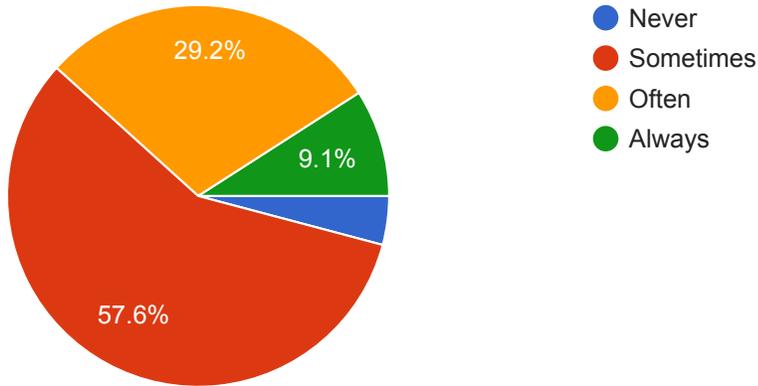
363 responses



Students in my class behave so that teachers can teach.



363 responses



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Google Forms



High School Climate Survey

115 responses

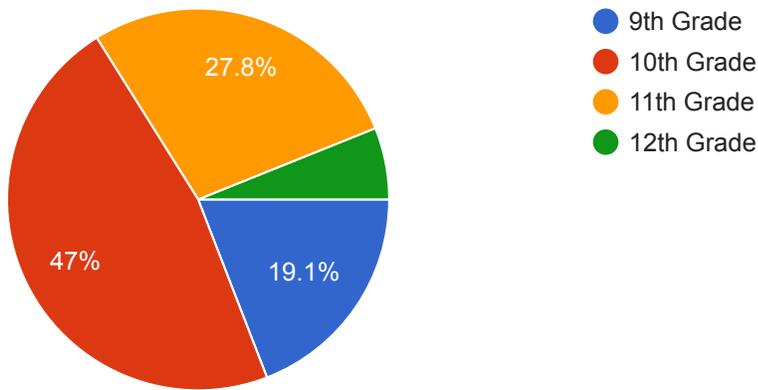
[Publish analytics](#)

High School Climate Survey

What Grade are you in?

 Copy

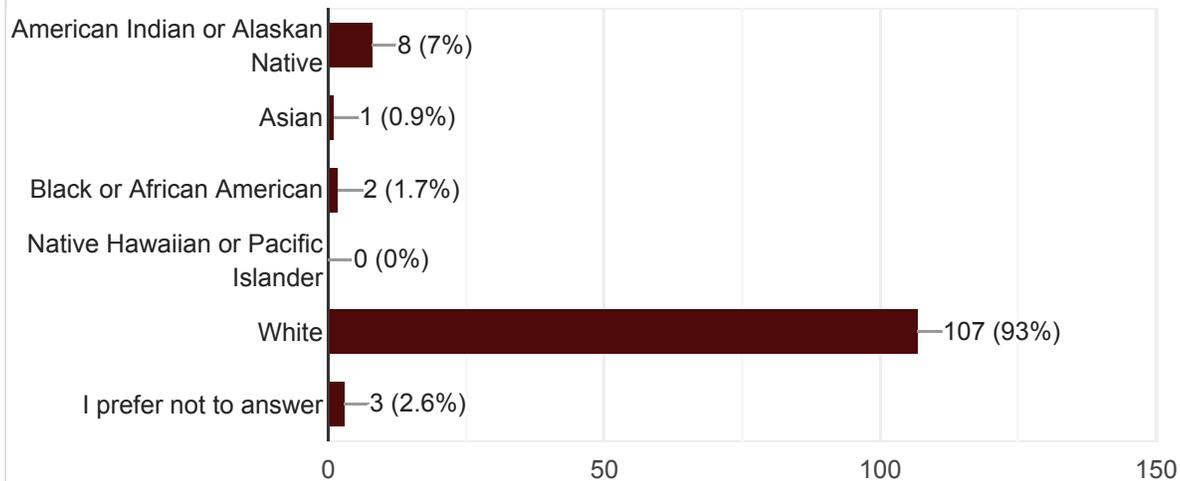
115 responses



What is your race (select all that apply)?

 Copy

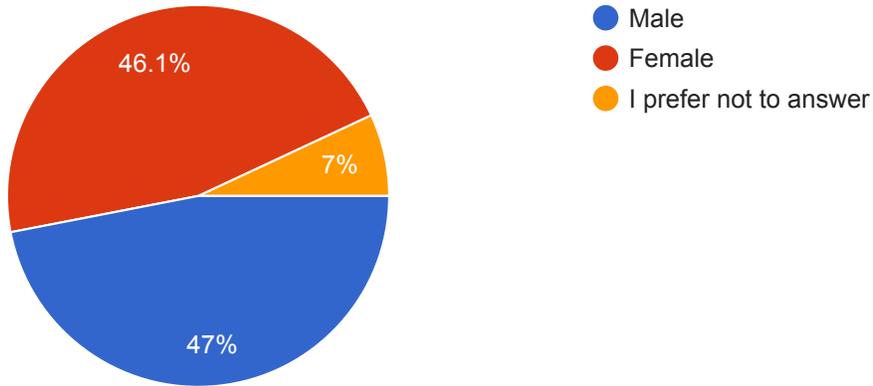
115 responses



What is your gender?



115 responses

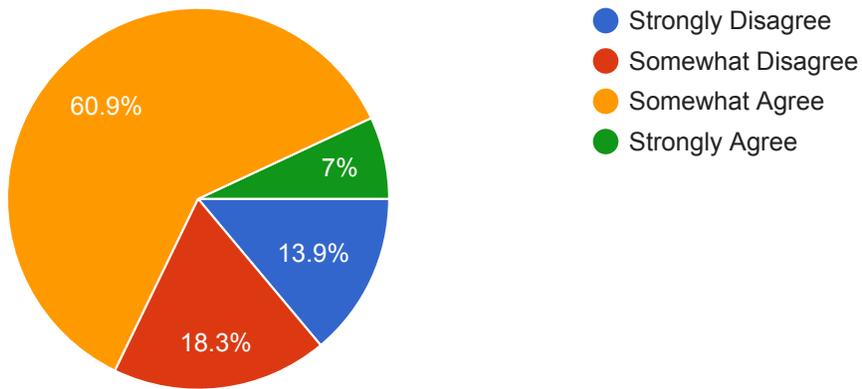


High School Climate Survey

I like School.



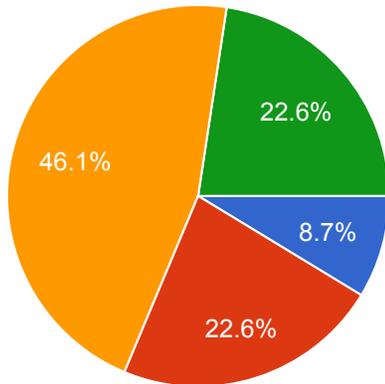
115 responses



I feel successful at school.



115 responses

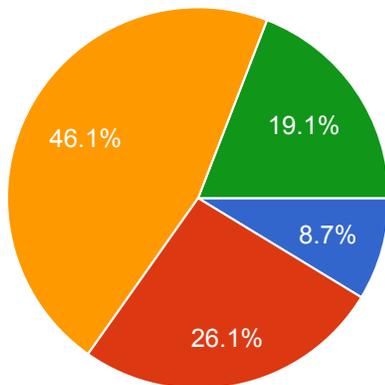


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

I feel my school has high standards for achievement.



115 responses

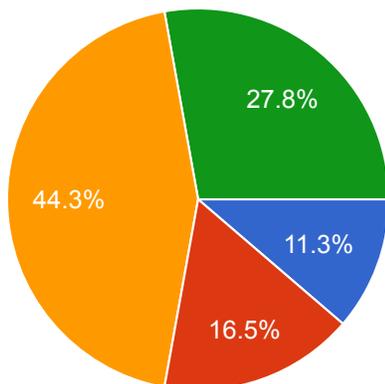


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

My school sets clear rules for behavior.



115 responses

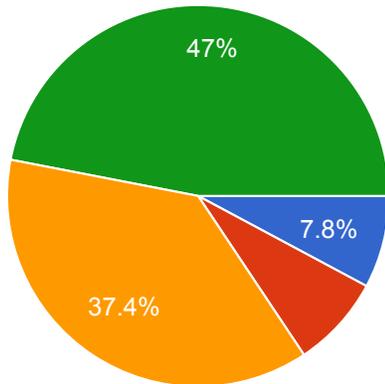


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

Teachers treat me with respect.



115 responses

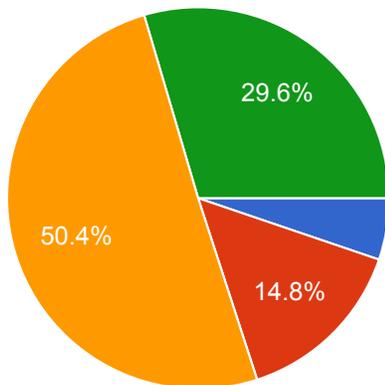


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

The behaviors in my class allow teachers to teach.



115 responses

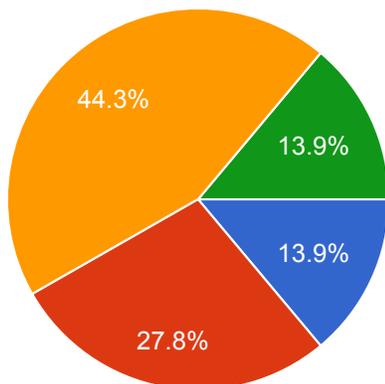


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

Students are frequently recognized for good behavior.



115 responses

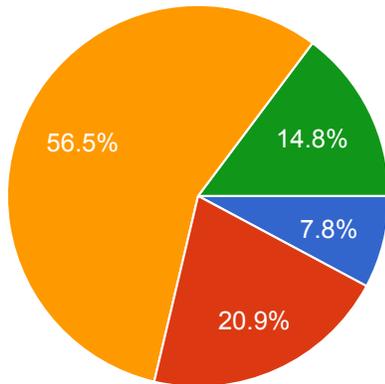


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

School is a place at which I feel safe.



115 responses

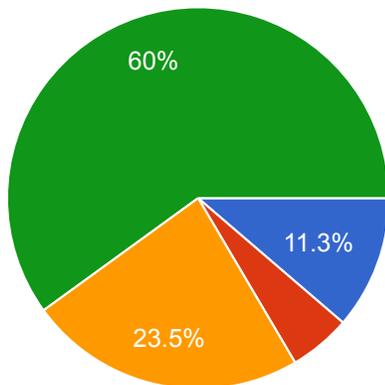


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

I know an adult at school I can talk with if I need help.



115 responses



- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

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Superintendent Evaluation



MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Superintendent Evaluation Amended Fall 2019

Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

Requirements, Process, Timeline and Resources

Elements that are required in the Revised School Code appear in red in the evaluation instrument. Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

Scoring

MASB recommends scoring on the rubric be limited to whole numbers (i.e., 2, 3, etc.); ratings of half numbers may be used if necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine the reliability of the evaluation instrument.

Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent beginning in 2016-2017. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit www.masb.org/postingrequirements.

Who to Contact

<i>Topic</i>	<i>Contact</i>
Superintendent Evaluation	search@masb.org or 517.327.5928
Training on Superintendent Evaluation	leadershipservices@masb.org or 517.327.5904
Legal Questions	legal@masb.org or 517.327.5929
Facilitated Evaluation	leadershipservices@masb.org or 517.327.5904

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A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	Policy involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	Goal development Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	Information Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	Materials and background Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
Category rating:						#DIV/0!
<p>Artifacts that <u>may</u> serve as evidence of performance in this domain:</p> <ul style="list-style-type: none"> • Meeting agendas/minutes • Board packets • Board development materials • Memos/communications • Board policies/policy book • Retreat agendas/minutes • Board development plan • Communication protocols • Policy review calendar 						

A. Governance & Board Relations – continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	Communication with community Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	Community feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B4	Media relations Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B5	District image Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B6	Approachability Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Third party survey data • School accreditation survey data • Meeting invitations, agendas • Press releases • Community meeting agendas • News clips/interviews • Community engagement calendar • Strategic planning agenda(s) • Communications • Service club membership(s) 						

B. Community Relations – continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	Staff feedback (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	
C2	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	Delegation of duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	Labor relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	

C. Staff Relations – continued

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C7	Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes 						

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	Financial controls Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	Facility management Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	Resource allocation Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Strategic plan • Election results that impact funding or facilities • Policies/procedures related to fund management • Auditor's report • Evidence of budgetary alignment to district-wide goals • Long-term financial forecast data • District budget • Budget-related communications • Grants received/applied for • Facilities maintenance plan • Facilities management plan 						

D. Business & Finance – continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	
E3	Staff development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E4	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E5	Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
E7	Student feedback Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	

E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
Category rating:						#DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Documentation of instructional rounds
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

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Comments by Board of Education:	Comments by the Superintendent:
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F. Determining the Professional Practice Rating

Superintendent name:

School year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
Total Possible	100%	Score:	#DIV/0!
		Adjusted (Score / 4) =	#DIV/0!

G. Other Required Components of Evaluation

Superintendent name:

School year:

Student Growth

Weight: 40%

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
	Growth:					
	Evidence:	District Growth Model				
						Component score:

* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education.

Progress Toward District-Wide Goals

Weight: 10%

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	
	Progress:					
	Evidence:	As indicated in District-Wide Improvement Plan				
						Component score:

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	#DIV/0! x 50%	= #DIV/0!
Student Growth (Component score, p. 15)	40% (.40)	x 40%	= #VALUE!
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.10)	x 10%	= #VALUE!
Total Possible	100%	Total Score:	#DIV/0!
		Total Score / 4 =	#DIV/0!

Evaluation rating as follows: 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

Appendix A – Research Base

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Educational Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Mid-continent Research for Education and Learning (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

Appendix B – Process for Completing Year-End Evaluation for Superintendent

Planning: At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

Checkpoints: The Board of Education and superintendent meet at key points in the evaluation year as follows:

- **Three months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – Formal update** – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed.
- **Nine months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **11-12 months in – Formal evaluation** – Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.

Appendix C – Conducting the Formal Evaluation & Conference

Prior to meeting:

- 1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- 2) Board members seek clarity, as needed, regarding self-evaluation or evidence provided.
- 3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

During meeting:

- 4) Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
- 5) Board president reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
- 6) Score is assigned for each performance indicator via consensus of the Board of Education.
- 7) Upon completion of all performance indicators within all domains, board president calculates overall professional practice score and identifies the correlating rating.
- 8) Board president reviews with Board of Education evidence provided related to progress toward district-wide goals.
- 9) Score is assigned for progress toward district-wide goals via consensus of Board of Education.
- 10) Board president reviews with Board of Education evidence provided related to district's student growth model.
- 11) Score is assigned for student growth via consensus of Board of Education.
- 12) Board president calculates overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- 13) Board president makes note of themes/trends identified by the Board of Education during the evaluation.
- 14) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 15) Superintendent notes his/her comments on evaluation.
- 16) Board president and superintendent sign completed evaluation form.

Appendix D – Considerations Related to the Closed

Boards of Education may go into closed session for certain aspects of the superintendent’s evaluation but ONLY at the request of the superintendent. A superintendent who has requested a closed session may rescind the request at any time. The following table identifies which aspects of the process need to be in open and closed session:

OPEN PHASE

Scheduling the evaluation
Choosing and modifying the evaluation instrument
Establishing performance goals or expectations
Determining process for the evaluation
Voting to go into closed session

CLOSED PHASE ***only if requested by employee***

Discuss & deliberate about the evaluation

OPEN PHASE

Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

1. Superintendent requests a Closed Session for the purpose of his/her evaluation.
2. Board of Education votes to go into closed session.
3. Board of Education moves into closed session: the superintendent remains present throughout the session unless he/she chooses to excuse him/herself.
4. Board president reviews with the Board of Education the superintendent’s self-evaluation and evidence provided for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
5. Board president reviews with Board of Education evidence provided related to progress towards district-wide goals. A consensus of the Board of Education is identified for progress towards district-wide goals via consensus of Board of Education.
6. Board president reviews with Board of Education evidence provided related to district’s student growth model. A consensus of the Board of Education is identified for student growth.
7. Upon completion of all areas, the board president calculates the overall score and identifies the correlating rating.
8. Board president makes a note of themes that were identified by the Board of Education during the evaluation.
- 9. Board of Education comes out of Closed Session and returns to an Open Meeting.**
10. Board president reads aloud:
 - The consensus score/rating identified for each performance indicator and the calculated domain scores
 - The score/rating for progress towards district-wide goals
 - The score/rating for student growth
 - And then the overall rating earned by the superintendent. (This may occur at a subsequent meeting.)
11. Board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
12. Superintendent notes his/her comments on the evaluation.
13. Board president and superintendent sign the completed evaluation form.
14. Board president works with the superintendent to coordinate public statement about the superintendent’s performance.

The completed evaluation form reflects the Board of Education’s assessment of the superintendent’s performance and is subject to FOIA.

The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.

Appendix E – Possible Timelines for Evaluation of the Superintendent

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

Jan. - Dec.		July - June		April - March	
Activity	Month	Activity	Month	Activity	Month
Tool, process, timeline and goals mutually established	January	Tool, process, timeline and goals mutually established	July	Tool, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Formal discussion and check-in on progress towards goals	June	Formal discussion and check-in on progress towards goals	December	Formal discussion and check-in on progress towards goals	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

<p>Beginning of cycle: Board of Education and superintendent mutually agree upon:</p> <ul style="list-style-type: none"> • System (tool) to be used • Timeline and key dates • Goals, benchmarks and evidence • How evaluation will be compiled • How evaluation will be shared with superintendent • How evaluation will be shared with the community 	<p>Informal update:</p> <ul style="list-style-type: none"> • Board president shares any specific questions/concerns from board members • Superintendent provides a written update to the board on goals, expectations and indicators of success • Board offers input on status/progress to-date 	<p>Mid-cycle formal update:</p> <ul style="list-style-type: none"> • Board president provides questions from the board prior to meeting • Superintendent provides update on progress with available evidence • Board seeks clarification if needed • Discussion on progress and growth • Adjustments to course or goals are discussed 	<p>Annual evaluation:</p> <ul style="list-style-type: none"> • Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education • Board members review portfolio prior to evaluation, seek clarification as needed • Board president or consultant facilitate evaluation • Formal evaluation is presented to and adopted by Board of Education • Board president and superintendent coordinate public statement regarding superintendent performance
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Appendix F – Establishing Performance Goals for the Superintendent

The MASB Amended Spring 2019 Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board’s expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:

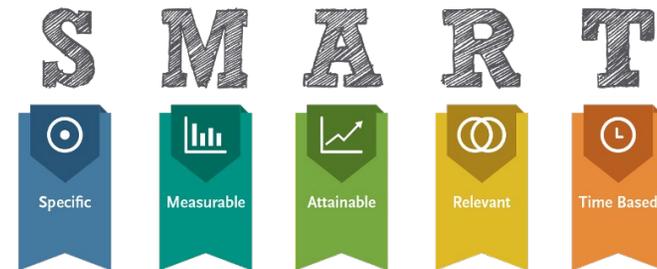
Specific – Goals should be simplistically written and clearly define what is expected.

Measurable – Goals should be measurable and their attainment evidenced in some tangible way.

Achievable – Goals should be achievable given the circumstances and resources at hand.

Results-focused – Goals should measure outcomes not activities.

Time-related – Goals should be linked to a specific timeframe.



Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent’s goal is intended to support
2. Ask the superintendent:
 - a. What will we see next year toward the accomplishment of this that we don’t see now?
 - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

Appendix G – Evidence

Validity, reliability and efficacy of the MASB Amended Fall 2019 Superintendent Evaluation instrument relies upon board members using evidence to score superintendent

- Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent.
- Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.
- Boards of Education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. See the appendixes of this document for additional artifacts that may serve as evidence of performance.

Appendix H – Possible Evidence of Performance

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. The list is not comprehensive.

- 1 Administrative “calendar” – critical dates calendar (RE: due dates, etc.) and board presentation cycle/annual reports
- 2 Administrative team book study (agendas and minutes)
- 3 Administrative team meeting agendas
- 4 Affirmative action plan
- 5 Agendas and/or minutes from community planning meetings, including key communicators meetings
- 6 Auditor’s report
- 7 Background checks verification
- 8 Board and administrative goals
- 9 Board meeting agendas
- 10 Board policy and administrative policy enforcement that’s reflective of a “new” vision with supporting materials
- 11 Bullying/harassment programs
- 12 Character education program data
- 13 Civic group presentations
- 14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation)
- 15 Collaborative partners (documentation)
- 16 Collaborative sharing of programs, etc. (agendas and minutes)
- 17 Common teacher instructional planning time
- 18 Communication “vehicles” that make the school vision visible to stakeholders including using technology
- 19 Communications with parents
- 20 Community survey
- 21 Comprehensive School Improvement Plan
- 22 Customer satisfaction indices
- 23 Curriculum team meeting agendas
- 24 Curriculum and instructional audit
- 25 Data on outreach programs
- 26 Department of Education site visit summative report
- 27 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data
- 28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district
- 29 District Budget
- 30 District-wide School Improvement Plan
- 31 Distribution of research to administrative team and teachers
- 32 Diversity training/awareness plan
- 33 Documentation of coaching for instruction, curriculum or assessment
- 34 Documentation of coaching and evaluation of principals
- 35 Economic vision (participation with community development groups)
- 36 Election results that impact tax levies
- 37 Emergency/Crisis Plans
- 38 Employee handbooks
- 39 Enrollment plans
- 40 Equity district-wide program results
- 41 Evidence of annual review of district’s mission statement and alignment to practice
- 42 Evidence of implementation of formal project management techniques
- 43 Evidence of relationship building (notes, cards, emails, etc.)
- 44 Evidence of teachers examining student achievement data
- 45 Feedback from a wide variety of stakeholders about performance as the superintendent
- 46 Formal and informal community partnership agreements and plans
- 47 Formative assessments to inform instruction
- 48 Grants received/applied for – alignment to goals of the district; sustainability
- 49 Growth goals for administrators
- 50 Hiring process (guidelines, procedures, schedules)
- 51 House calls – contact with parents and partners (documentation)
- 52 Induction plan of board members for understanding of school finance (confidence of board members’ understanding)
- 53 Involvement with “school safety” organizations (documentation)
- 54 Instructional model
- 55 Instruction-related professional development/growth plans
- 56 iPod audible book study
- 57 Job-embedded PD on instruction

58 Leadership library (documentation)
59 Level of volunteerism (documentation)
60 Linkage of Professional Development Model to student achievement goals (documentation)
61 Log of school visits and conversations with staff (includes emails)
62 Log of school visits and presentations
63 Meaningful interpretive reports of student achievement data delivered in lay language
64 Media – Newsletter/paper articles/Web site
65 Meeting logs of times with administrative staff/support staff
66 Membership and service to service clubs (documentation)
67 Michigan Student Test of Educational Progress Data
68 Michigan Top-to-Bottom School Rankings
69 Minutes of the School Improvement Advisory Committee meetings
70 Monthly calendars
71 National Assessment of Educational Progress Data
72 Needs assessments/satisfaction surveys/focus groups
73 Notes from state officials

74 Number of visits to Web site
75 Observational data from board, staff, etc.
76 Open houses (documentation)
77 Opening day PowerPoint-type presentation
78 Parenting classes - numbers
79 Parent-teacher conference numbers
80 Participation in social/fraternal organizations (documentation)
81 Participation in youth-oriented organizations (documentation)
82 Participation on state, regional, national initiatives (documentation)
83 PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans
84 Podcasts/video communicating district vision and accomplishments
85 Policies/procedures for management of funds
86 Preschool – community partnership plans
87 Presentations to groups, including teachers (shareholders/stakeholders)
88 Professional Development Plan
89 Program evaluation and process result
90 Reflective journals

91 Record of solicitation of feedback
92 Reports and celebrations of student achievement to board and other audiences
93 School comparisons charts from CEPI
94 Special Education delivery plan
95 Staff handbook
96 School Improvement Plans
97 Staff recruitment plan
98 Student achievement data
99 Surveys of staff/community
100 Symbolic “pins,” other symbols – celebrations, etc.
101 Teacher mentor program
102 Trends in Career Development Plan growth goals for teachers
103 Work with city council on city/school initiatives (documentation)
104 Work with School Improvement Advisory Committee (SIAC) (documentation)
105 Written communications
106 Written proposals for innovative practices
107 Written recommendations on difficult issues

Appendix I – Contingencies

If a superintendent receives a rating of **minimally effective** or **ineffective**, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation. See the appendixes of this document for more information on developing an Individual Development Plan for the superintendent.

If a superintendent receives a rating of **highly effective** on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Appendix J – Student Growth

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters*—and this includes all but the most exceptional situations—the following specific expectations must be met with regards to student growth:

- 25% of the annual evaluation shall be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018
- **40% of the annual evaluation shall be based on student growth and assessment data amended Fall 2019**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time.¹

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving his/her math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.²

Michigan law requires that multiple research-based growth measures be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals. **(Note: Beginning in 2018-2019, in grades and subjects in which state assessments are administered, 50% of student growth in core areas must be based on state assessments.)**

Michigan law also requires that the most recent three consecutive years of student growth data be used for evaluation. If three years of data are not available, available data should be used.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education

² A Practitioner's Guide to Growth Models, Council of Chief State School Officers

Appendix K – Developing an Individual Development Plan for the Superintendent

Individual Development Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IDP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IDP. The following process is a framework for creating and implementing an IDP for the superintendent:

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which he/she received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an IDP and presents it to the committee for feedback and approval. The IDP outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the IDP.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on his/her IDP with his/her self-evaluation prior to the formal annual evaluation.

Appendix L – Training

MASB provides training on its Amended Spring 2019 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

Fundamentals of Evaluation: This training covers the fundamentals of evaluation including legal requirements, essential elements of a performance evaluation system and processes for establishing superintendent performance goals and expectations. This session may not be necessary for participants who have attended Board Member Certification Courses (CBAs) 300 and 301, or who have documented participation in in-district workshops focused on superintendent evaluation conducted by MASB trainers. It is offered at various locations on an individual registration basis or as requested in cooperation with intermediate school districts.

Instrument-Specific Training: This training covers the use of the MASB Rev. Fall 2018 Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB Rev. Fall 2018 Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB 2016/ Rev. Fall 2019 Superintendent Evaluation instrument Include:

- Rodney Green, Ph.D., Superintendent of Schools (retired), East China School District
- Olga Holden, Ph.D., Director of Leadership Services (retired), MASB
- Donna Oser, CAE, former Director of Executive Search and Leadership Development, MASB
- Debbie Stair, MNML, former school board member, Assistant Director for Leadership Development, MASB

New York Council of School Superintendents staff and leadership involved in creating the Council's Superintendent Model Evaluation (which significantly influenced MASB's instrument):

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
- Maria C. Rice, Superintendent of Schools, New Paltz CSD
- Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD
- Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD
- Kathryn Wegman, Superintendent of Schools (retired), Marion CSD

TO: Chis Katz

FROM: Jennifer Johnson

RE: Riley Smith

DATE: June 20, 2022

Riley Smith interviewed for the open Special Education position at the elementary school on May 24, 2022. Every member of the interview team was very impressed with Riley and it was unanimously agreed that she would be a great addition to UCE.

Riley is currently in the Teach for Tomorrow program. She has finished her course work for general education teaching and will be taking her teaching certification exam soon. However, for her to be accepted into the Special Education program in Teach for Tomorrow, she also needs to complete 12 weeks of teaching in a general education classroom. I have created a plan that will have Riley ready to be hired as a special education teacher during the 2022-23 school year.

Here is the plan I am proposing:

1. Riley will start the school year as a substitute teacher in the special education teaching position she will eventually be hired to fill.
2. In mid-October she will become a long term substitute in Kindergarten for a teacher who will be taking maternity leave. This should give Riley approximately 10 weeks of general education teaching experience. In order to meet the other 2 required weeks I will have Riley substitute in general education classrooms as often as possible beginning in January 2023. I am confident that she will be able to fulfill the 12 week requirement by the end of January 2023.
3. Upon completion of her 12 weeks required general education teaching and official acceptance into the Teach for Tomorrow special education program, I will recommend that the school board hire Riley for the special education position.

Please let me know if you have any questions.

Thank you for your consideration!