

# 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

Monthly Board Meeting	High School Media Center
Monday, December 19, 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. **Addition or Deletion of Items to the Agenda**

##### a. **Addition of Action Item VI h. Bus Driver Hiring**

Board action is required to add Action Item VI h. Bus Driver hiring to the agenda.

#### III. **Consent Agenda**

##### a. **Approval of Minutes**

1. Regular Meeting 11/21/22
2. Board Workshop 11/29/22

##### b. **Resignation**

James Alwood, Bus Driver, has resigned effective November 21, 2022.

##### c. **Resignation**

Brian Belanger, Bus Mechanic, has resigned effective December 12, 2022.

##### d. **Maternity Leave**

Heather LeDuc, elementary teacher, is requesting maternity leave in April for eight weeks.

#### IV. **Correspondence**

#### V. **Comments From the Audience on 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 items on the agenda. 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.

## VI. **Action Items**

### a. **Financials**

Board action is required to approve the financials for the month ending November 30, 2022.

### b. **Bus Driver Aide Hiring**

Board action is required to approve the hiring of Merissa Lapham as a bus aide.

### c. **NEOLA Policy 5136 Revision - Student Cell Phone Policy**

Second reading of NEOLA Policy 5136. Board action is required to approve the policy as presented.

### d. **Construction Project Contract Approvals**

Board action is required to approve the contracts for the bleacher and middle school heating and cooling projects.

### e. **Hiring of Middle School Assistant Wrestling Coach**

Board action is required to approve the hiring of Randy Widener as the middle school assistant wrestling coach.

### f. **Closed Session**

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

### g. **Superintendent Evaluation**

Board action is required to approve the Superintendent evaluation.

## VII. **Discussion Item**

### a. **Bus Purchase Rotation Plan**

Chris will present a rotation plan for bus purchases.

## VIII. **Information**

### a. **Community Unlimited**

Patrick will introduce Chelsea Lofton, Executive Director of Community Unlimited.

### b. **Juul Litigation Update**

### c. **Graduation Date 2023**

Graduation for the Class of 2023 is Thursday, May 25 at 7 p.m. in the Field House.

## IX. **Public Comment**

### 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. **Board Roundtable**

## XI. **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 five (V) 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.**

Monthly Board Meeting  
Monday, November 21, 2022 6:30 PM Eastern

High School Media Center  
430 St. Joseph Street  
Union City, MI 49094

### **Call To Order**

President Amber Herman called the meeting to order at 6:30 p.m.

Paula DeJongh:	Present
Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Dave Mathis:	Present
Archie Mears:	Absent
Jennifer Searls:	Present

### **Pledge of Allegiance**

### **Opening Statement**

**Addition or Deletion of Items to the Agenda - None**

### **Consent Agenda**

The Board of Education approves the consent agenda as presented. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea,  
Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Approval of Minutes**

**Regular Meeting 10/17/22**

**Closed Minutes 10/17/22**

### **Zekelman Holocaust Museum Field Trip**

### **Correspondence**

### **Comments From the Audience on Agenda Items**

Tate Goodwin

### **Public Comments Statement**

## **Action Items**

### **Financials**

The Board of Education approves the financials for the month ending October 31, 2022 as presented. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Neola**

The Board of Education approves the NEOLA policy and guideline updates as presented. This motion, made by Dave Mathis and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Middle School Night Custodian Hiring**

The Board of Education approves the hiring of Patricia Morrow as the night custodian at the middle school. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Middle School Cook Hire**

The Board of Education approves hiring of Sarah Arrasmith as a middle school cook. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Middle School Paraprofessional Hiring**

The Board of Education approves the hiring of Jasmine Walker as a middle school paraprofessional. This motion, made by Jennifer Searls and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Elementary/Middle School Art Teacher Hiring**

The Board of Education approves the hiring of Kenisha Schley as the elementary/middle school Art teacher. This motion, made by Paula DeJongh and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

## **Winter Coaches**

The Board of Education accepts the winter sports coaching recommendations as presented by Hayley Denney, Athletic Director. This motion, made by Paula DeJongh and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

## **New Truck for Maintenance Department**

The Board of Education accepts the bid from Gorno Ford for the purchase of a 2023 Form F-250 Ford Truck in the amount of \$49,231. This motion, made by Jennifer Searls and seconded by Paul DeJongh, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

## **Presentation**

### **Professional Development for Teachers Presentation**

Patrick McKerr, Director of Curriculum, Instruction and Assessment presented information on professional development opportunities offered to our teaching staff.

## **Discussion Items**

### **NEOLA Policy 5136 Revisions - Student Cell Phone Policy**

First reading of revisions to NEOLA policy 5136 – student cell phone usage - to align with the high school student handbook. This will be an action item in December.

### **School Bus Bids**

Discussion regarding the bids for two 2023 school buses. Chris Katz will develop a purchase rotation schedule for the bus fleet.

## **Information**

**Enrollment Information and Budget Impact**

**Superintendent Evaluation Information**

**Construction Project Updates**

**JJ Watt Foundation Grant**

**WIN 98.5/B&G Discount Game of the Week**

**Crisis Team Meetings Information**

**Public Comment - None**

**Public Comments Statement**

**Board Roundtable**

Dave Mathis, Amber Herman

Board Workshop on November 28 or 29 to discuss Construction Project Bids.

**Adjournment**

The Board of Education approves the consent agenda as presented. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

President Amber Herman adjourned the meeting at 7:53 p.m.

Jennifer Searls  
Secretary

Kelly AcMoody  
Recording Secretary

Board Workshop  
Tuesday, November 29, 2022 6:30 PM Eastern

High School Media Center  
430 St. Joseph Street  
Union City, MI 49094

### **Call To Order**

President Amber Herman called the meeting to order at 6:30 p.m.

Paula DeJongh:	Absent
Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Dave Mathis:	Absent
Archie Mears:	Present
Jennifer Searls:	Absent

### **Pledge of Allegiance**

### **Opening Statement**

**Addition or Deletion of Items to the Agenda** - None

### **Comments From the Audience on Agenda Items**

### **Public Comments Statement**

### **Discussion Item**

### **Construction Project Bids**

Board discussion regarding the construction projects.

### **Adjournment**

The Board of Education approves the consent agenda as presented. This motion, made by Jennifer Gautsche and seconded by Darin LaBar, Carried.

Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea  
Yea: 4, Nay: 0

President Amber Herman adjourned the meeting at 8:06 p.m.

Kelly AcMoody  
Recording Secretary

November 21, 2022

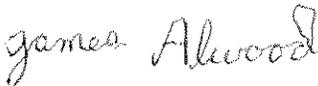
Union City Schools  
430 Saint Joseph Street  
Union City, MI 49094

To Whom it may concern

Due to my current health issues, I have decided to separate from Union City Schools as a bus driver effectively immediately.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "James Alwood".

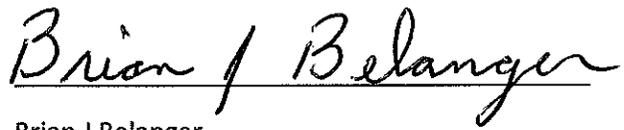
James Alwood

269-317-4787

12-12-2022

To Whom it may concern,

Please accept this letter as notice of resignation from Union City Schools Bus Mechanic effective 12-12-2022. Thank You

A handwritten signature in cursive script that reads "Brian J Belanger". The signature is written in black ink and is positioned above a horizontal line.

Brian J Belanger



*Union City Community Schools*

Heather J. LeDuc, 1st Grade Teacher

---

430 ST. JOSEPH STREET  
UNION CITY, MICHIGAN 49094

Phone: 517-741-5784

E-mail: [hleduc@unioncityschools.org](mailto:hleduc@unioncityschools.org)



November 30, 2022

To: Mr. Chis Katz

RE: Maternity Leave

Dear Mr. Katz,

This letter serves to notify you of my request for a leave of absence for reasons of maternity leave. The anticipated due date is around Tuesday, April 18, 2023. It is my intention to work up through Tuesday, April 18, 2023, dependent upon the arrival of my child or unless otherwise medically necessitated. In conjunction with the Family & Medical Leave Act, I am requesting a leave of absence that will last eight (8) instructional/work weeks. Formal arrangements are currently being made at this time for this leave in terms of a substitute.

Sincerely,

Heather J. LeDuc

CC: Jennifer Johnson, Lori Cross

	10/31/2022 Begin. Cash on Hand:	\$1,939,861		Total of Bills:	866,337
		Total Receipts:	\$1,367,965	Total Net Payroll:	326,486
		Total Expenditures:	\$1,192,822	Total Bills and Payroll	\$1,192,822
	11/30/2022 Total Cash on Hand:	\$2,115,003		to be Approved:	

**Union City Community Schools**

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Peroid Ending

November 30, 2022

	<b>FOOD SERVICE</b>			
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<b><u>REVENUE:</u></b>				
Local Sources	15,615	\$ 20,000	\$4,385	18%
State Sources	4,402	18,881	14,479	0.00%
Federal Sources	155,488	490,000	334,512	0.00%
INCOMING TRANSFERS	0	0	0	
<b>TOTAL REVENUE</b>	<b>175,505</b>	<b>528,881</b>	<b>\$353,376</b>	
<b><u>EXPENDITURES:</u></b>				
Salaries	67,883.89	179,346	(111,462)	37.85%
Employee Benefits	36,759.16	105,972	(69,213)	34.69%
Purchased Services	8,724.22	30,000	(21,276)	29.08%
Supplies & Materials	133,961.47	200,000	(66,039)	66.98%
Capital Outlay	7,526.10	-	7,526	0.00%
Other Expense	534	800	(266)	66.75%
Other Transactions	0	32,882	(32,882)	0.00%
<b>TOTAL EXPENDITURES</b>	<b>255,389</b>	<b>549,000</b>	<b>(293,611)</b>	<b>0.00%</b>
OUTGOING TRANSFERS				
<b>TOTAL EXPENDITURES</b>	<b>255,389</b>	<b>549,000</b>	<b>(293,611)</b>	<b>0.00%</b>
<b>EXCESS REVENUE (EXPENDITURES)</b>	<b>(79,884)</b>	<b>(20,119)</b>		
<b>BEGINNING FUND BALANCE</b>	<b>199,972</b>	<b>199,972</b>		
<b>ENDING FUND BALANCE</b>	<b>\$120,088</b>	<b>\$179,853</b>		

**Union City Community Schools**  
 General Fund Statement of Revenue and Expenditure Compared to Budget  
 For Period Ending November 30, 2022

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
<b>REVENUE</b>				
Local Sources	98,336	\$ 1,303,786	(1,205,450)	7.54%
State Sources	1,793,646	9,591,384	(7,797,738)	18.70%
Federal Sources	35,390	559,379	(523,989)	6.33%
Other Financing Sources	135,553	565,000	(429,447)	23.99%
		32,000		
<b>TOTAL REVENUE</b>	<b>2,062,925</b>	<b>12,051,549</b>	<b>(9,956,624)</b>	
<b>EXPENDITURES</b>				
<b>INSTRUCTION</b>				
Basic Program	2,510,549	5,877,449	3,366,900	42.71%
Added Needs	610,496	1,685,358	1,074,862	36.22%
<b>Total Instruction</b>	<b>3,121,045</b>	<b>7,562,807</b>	<b>4,441,762</b>	
<b>SUPPORT SERVICE EXPENSE</b>				
Pupil	288,920	693,405	404,485	41.67%
Improvement Instructional Staff	112,015	182,389	70,374	61.42%
General Administration	173,807	375,498	201,691	46.29%
School Administration	277,118	705,288	428,170	39.29%
Fiscal Services	126,781	306,881	180,100	41.31%
Operation & Maintenance	545,460	1,034,250	488,790	52.74%
Transportation	426,309.93	869,747	443,437	49.02%
Central Support	91,220.85	182,008	90,787	50.12%
Athletics	196,132	441,511	245,379	44.42%
Community Services	1,389	3,706	2,317	37.48%
Payments to Other Govt Units	3,265		(3,265)	0.00%
Site Improvement Services	0		0	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	35,975	35,975	0	0.00%
Fund Modification to Food Service	0	0	0	0.00%
<b>Total Support Services</b>	<b>2,278,392</b>	<b>4,830,658</b>	<b>2,217,047</b>	
<b>TOTAL EXPENDITURES</b>	<b>5,399,437</b>	<b>12,393,465</b>	<b>6,658,809</b>	
<b>EXCESS REVENUE (EXPENDITURES)</b>	<b>(\$3,336,512)</b>	<b>(\$341,916)</b>		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	2,256,014	2,256,014		
<b>BEGINNING FUND BALANCE</b>	<b>2,341,424</b>	<b>2,341,424</b>		
<b>ENDING FUND BALANCE</b>	<b>(\$995,088)</b>	<b>\$1,999,508</b>		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF NOVEMBER, 2022			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF NOVEMBER 30, 2021		
<b>Current Year</b>			<b>Prior Year</b>		
Balance as of 10/31/2022			Balance as of 10/31/2021		
General Fund Cash Accounts	1,118,384		General Fund Cash Accounts	1,097,880	
Food Service Checking Accounts	57,158		Food Service Checking Accounts	40,109	
Trust & Agency Checking Accounts***	103,669		Trust & Agency Checking Accounts***	99,963	
SF Cash	660,650		SF Cash	563,021	
Total Cash On Hand	\$1,939,861		SF DS Cash 2013	2,533	
			SF DS Cash 2016	305	
<b>Current Month Activities</b>		<b>YTD Activities</b>	<b>Total Cash On Hand</b>		1,803,811
General Fund Revenue	1,282,338	6,596,107	<b>Prior Year-Current Month Activities</b>		
Food Service Revenue	74,436	187,189	General Fund Revenue	1,080,023	
Trust & Agency Revenue	11,135		Food Service Revenue	3,089	
SF Revenue	54	3,081	Trust & Agency Revenue	10,532	
Total Revenue	\$1,367,965	6,786,377	SF Revenue	46	
			SF DS Revenue 2013	0	
General Fund Expenses	792,250	5,871,288	SF DS Revenue 2016	5,074	
Net Payroll	326,486	1,602,406	Total Revenue	1,098,763	
Food Service Expenses	64,339	153,785	General Fund Expenses	605,585	
Trust & Agency Expenses	9,343		Net Payroll	302,697	
SF Expenses	405.00	13,853	Food Service Expenses	28,270	
Total Expenses	\$1,192,822	7,641,333	Trust & Agency Expenses	8,386	
			SF Expenses	5,073.75	
Balance as of 11/30/2022			Balance as of 11/30/2021		
General Fund Cash Accounts	1,281,986		General Fund Cash Accounts	1,269,621	
Food Service Checking Accounts	67,255		Food Service Checking Accounts	14,928	
Trust & Agency Checking Accounts***	105,461		Trust & Agency Checking Accounts***	102,108	
SF Cash	660,300		SF Cash	557,993	
Total Cash On Hand	\$2,115,003		SF DS Cash 2013	2,533	
			SF DS Cash 2016	273	
			Total Cash On Hand	1,947,456	

## 5136 - WIRELESS COMMUNICATION DEVICES

Students may possess wireless communication devices (WCDs) in school, on school property, during and/or after school activities (e.g. extra-curricular activities) and at school-related functions. ~~provided that during school hours and on school vehicles the WCDs are powered completely off (i.e., not just placed into vibrate or silent mode) and concealed and secured in hall lockers (but not locker room lockers) or vehicles, or stored out of sight.~~ The building principal will establish rules and guidelines determining when wireless communication devices may be used by students.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school. "Students may use WCDs while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated."

~~Also, during after school activities when directed by the administrator or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.~~

The principal may require students to store their WCDs in their locker during all or part of the school day provided that students will be allowed to keep their WCDs on their person throughout the day if... ~~The requirement that WCDs must be powered completely off will not apply in the following circumstances when the student obtains prior approval from the building principal:~~

- A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.
- B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).
- ~~C. The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer to peer (ad hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board owned and issued laptops, PDAs or authorized assistive technology devices.~~

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person shall have their WCD confiscated.

"Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

WCDs, including but not limited to those with cameras, may not be possessed, activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a WCD is absolutely prohibited.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. Any WCD confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Revised 6/23/08

Revised 5/17/10

## Union City Athletic Fields Improvements

	\$0	\$0	\$0	\$0	
Subcontractor	Bleachers	Excavation	Bathrooms	Front Entries	
<b>Cement work (Site and Bleachers)</b>					
Kent Companies	\$1,417,614				
DSP Constructors	\$1,573,987				
Concrete Placement LLC	\$905,000				
<b>Bleacher Seating</b>					
Bleachers International	\$63,257				
GT Grandstands	\$56,655				
Southern Bleachers	\$56,500				
<b>Bathroom Facility</b>					
Kent Companies			\$255,425		
<b>Pavilions</b>					
Kent Companies				\$75,000	
<b>Excavation</b>					
Nagel Excavation		\$450,000			
<b>Misc. Items</b>					
Owner Directed Allowances	\$48,075	\$0	\$7,663		\$0
Contingency	\$96,150	\$45,000	\$12,771		\$3,750
<b>Project Mgmt, Engineering, Architectural</b>					
Site Engineer and Site Reviews	\$0	\$0	\$0		\$0
Lead Architect	\$0	\$0	\$0		\$0
<b>Item Selected</b>					
<b>Construction Cost Sub-Total</b>					
	\$1,105,725	\$495,000	\$275,859	\$78,750	
<b>General Conditions</b>					
Warranty	\$11,057	\$0	\$2,759		\$0
Bond	\$22,080	\$12,571	\$4,261		\$1,204
Construction Management	\$56,943	\$25,379	\$14,144		\$3,998
Profit	\$59,790	\$26,647	\$14,851		\$4,198
<b>Total Construction Cost</b>	<b>\$1,255,596</b>	<b>\$559,597</b>	<b>\$311,874</b>	<b>\$88,150</b>	<b>\$2,215,216</b>

Project Total





## Union City Community Schools HVAC Improvement List



November 18, 2022

Scope of Work	No.	Improvements	Current Bid Pricing
<b>Middle School</b>			
X	MS-1	<b>HVAC and Ventilation Upgrades</b> a For media center & cafeteria, install a packaged DX rooftop units complete. Remove existing unit & modify roof curb as required. b On above rooftop units, install digital controls, heating hot water coils, and insulate supply ductwork. c For kitchen, install gas-fired packaged DX rooftop unit complete. Remove existing unit and modify roof curb as required. d On kitchen rooftop unit, install digital controls and insulate supply ductwork. <i>Extend return ductwork to new unit complete.</i> e <i>Remove three (3) existing roof curbs complete. Modify/infill roof openings for new RTU layouts. Patch roofing of new curbs complete.</i> f For classroom, install five (5) relief fans on roof complete. Install fans on existing gravity relief vent curbs. g Install insulated caps on existing gravity vent hoods not required. Remove old hood complete. h For twenty (20) classrooms, add relief path from rooms as required to ensure proper ventilation and allow for economizing. i For four (4) classrooms with existing HVAC units with air conditioning, install new digital controls and integrate into building controls. j Install two (2) 1,600 kBtu/hr high-efficiency condensing hot water boilers w/circulating pumps, SS flues, & sealed combustion complete. k Install variable speed building circulating pumps, air separator, expansion tank, and piping complete. l <i>Extend existing boiler housekeeping pad for new boiler installation. Relocate existing floor drain to not be under new boilers.</i> m <i>Extend existing domestic water heater venting up beyond new heating hot water boiler combustion air intakes.</i> n <i>Increase gas pressure service to building. Install pressure regulators at existing branch lines to existing gas-fired equipment.</i> o Install digital controls on all new equipment complete. Install new front end system complete.	<b>\$1,134,267</b>
X	MS-2	<b>Gymnasium Air Conditioning</b> a <i>Install rooftop air handling unit with DX cooling and hot water heating coil.</i> Extend heating water piping to unit from existing system. b <i>Install air-cooled condensing unit on roof. Install refrigerant piping between ACCU and air handling unit complete.</i> c Install insulated ductwork thru wall into gym. Extend fabric ductwork in gym for air distribution. d <i>Install return grille(s) in masonry wall in gym complete. Install re-enforcement of siding where supply duct enters gymnasium.</i> e Install motorized damper on existing louver for economizer operation. Remove two(2) existing hanging gym units complete. f Extend electrical power to unit complete. g <i>Install variable speed drive and digital controls on new unit complete. Integrate into new front end system complete.</i>	<b>\$315,129</b>
<b>TOTAL FOR MIDDLE SCHOOL</b>			<b>\$1,449,396</b>
<b>Notes</b>			
1. No asbestos abatement is included in the project pricing. This work is not included in the proposal. 2 Pricing includes contractor keeping all removed materials and obtaining scrap value for those materials. Perform air and water balance of all systems. Provide owner training of new systems. Provide Optimal Learning Environment readings in spaces affected by selected scopes of work at the completion of the installation.			



# **Union City Community Schools**

**Charger Athletics**  
430 St. Joseph Street  
Union City, MI 49094

**Mrs. Hayley Denney**  
Athletic Director  
[hdenney@unioncityschools.org](mailto:hdenney@unioncityschools.org)  
Ph: 517.741.3306  
Fax: 517.741.5205

**To: Chris Katz, Superintendent**  
**From: Hayley Denney, Athletic Director**  
**Date: Dec 15, 2022**  
**RE:**

**Winter Coaches:**

**Middle School Asst. Wrestling- Randy Widener**

# 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](http://www.masb.org/postingrequirements).

## Who to Contact

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

## Table of Contents

A. Governance & Board Relations	4
B. Community Relations	6
C. Staff Relations	8
D. Business & Finance	10
E. Instructional Leadership	12
F. Determining the Professional Practice Rating	15
G. Other Required Components of Evaluation	16
Student Growth	16
Progress Toward District-Wide Goals	16
H. Compiling the Summative Evaluation Score	17
Appendix A – <i>Research Base</i>	18
Appendix B – <i>Process for Completing Year-End Evaluation for Superintendent</i>	19
Appendix C – <i>Conducting the Formal Evaluation and Conference</i>	20
Appendix D – <i>Considerations Related to the Closed Meeting Exception</i>	21
Appendix E – <i>Possible Timelines for Evaluation of the Superintendent</i>	22
Appendix F – <i>Establishing Performance Goals for the Superintendent</i>	23
Appendix G – <i>Evidence</i>	24
Appendix H – <i>Possible Evidence of Performance</i>	25
Appendix I – <i>Contingencies</i>	27
Appendix J – <i>Student Growth</i>	28
Appendix K – <i>Developing an Individual Development Plan for the Superintendent</i>	29
Appendix L – Training	30
Authors	31

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>A1</b>	<b>Policy involvement</b> 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.	
<b>A2</b>	<b>Goal development</b> 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.	
<b>A3</b>	<b>Information</b> 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.	
<b>A4</b>	<b>Materials and background</b> 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.	
<b>A5</b>	<b>Board questions</b> 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.	
<b>A6</b>	<b>Board development</b> 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.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packets</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

**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:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>B1</b>	<b>Parent feedback</b> 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.	
<b>B2</b>	<b>Communication with community</b> 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.	
<b>B3</b>	<b>Community feedback</b> 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.	
<b>B4</b>	<b>Media relations</b> 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.	
<b>B5</b>	<b>District image</b> 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.	
<b>B6</b>	<b>Approachability</b> 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.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data</li> <li>• School accreditation survey data</li> <li>• Meeting invitations, agendas</li> <li>• Press releases</li> <li>• Community meeting agendas</li> <li>• News clips/interviews</li> <li>• Community engagement calendar</li> <li>• Strategic planning agenda(s)</li> <li>• Communications</li> <li>• Service club membership(s)</li> </ul>						

**B. Community Relations – continued**

**Weight: 15%**

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

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

**C. Staff Relations**

**Weight: 15%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>C1</b>	<b>Staff feedback</b> (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.	
<b>C2</b>	<b>Staff communications</b> 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.	
<b>C3</b>	<b>Personnel matters</b> 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.	
<b>C4</b>	<b>Delegation of duties</b> 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.	
<b>C5</b>	<b>Recruitment</b> 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.	
<b>C6</b>	<b>Labor relations (Bargaining)</b> 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
<b>C7</b>	<b>Visibility in district</b> 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.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third-party survey data    • School accreditation survey data    • Hiring process documentation    • Personnel policies and procedures    • Recruitment calendar</li> <li>• Staff leadership development plan    • Negotiations documentation    • School visit calendar    • Communications    • Staff meeting agendas/minutes</li> </ul>						

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

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

**D. Business & Finance**

**Weight: 20%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>D1</b>	<b>Budget development and management</b> 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.	
<b>D2</b>	<b>Budget reports</b> 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.	
<b>D3</b>	<b>Financial controls</b> 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.	
<b>D4</b>	<b>Facility management</b> 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.	
<b>D5</b>	<b>Resource allocation</b> 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.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Election results that impact funding or facilities</li> <li>• Policies/procedures related to fund management</li> <li>• Auditor's report</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Long-term financial forecast data</li> <li>• District budget</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Long-term financial forecast data</li> <li>• Budget-related communications</li> <li>• Grants received/applied for</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>						

**D. Business & Finance – continued**

**Weight: 20%**

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

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b> 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	<b>Building-Level Leadership</b> 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	<b>Staff development</b> 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	<b>School Improvement</b> 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	<b>Curriculum</b> 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	<b>Instruction</b> 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	<b>Student feedback</b> 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
<b>E8</b>	<b>Student attendance</b> 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.	
<b>E9</b>	<b>Support for Students</b> 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.	
<b>E10</b>	<b>Professional knowledge</b> 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.	
<b>Category rating:</b>						<b>#DIV/0!</b>

### 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:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

--

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
--	--

--	--

## 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!
<b>Total Possible</b>	100%	<b>Score:</b>	#DIV/0!
		<b>Adjusted (Score / 4) =</b>	#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	
	<b>Growth:</b>					
	<b>Evidence:</b>	District Growth Model				
						<b>Component score:</b>

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

<sup>1</sup> 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	
	<b>Progress:</b>					
	<b>Evidence:</b>	As indicated in District-Wide Improvement Plan				
						<b>Component score:</b>

## 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!
<b>Total Possible</b>	100%	<b>Total Score:</b>	#DIV/0!
		<b>Total Score / 4 =</b>	#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:

--	--

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

## 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:

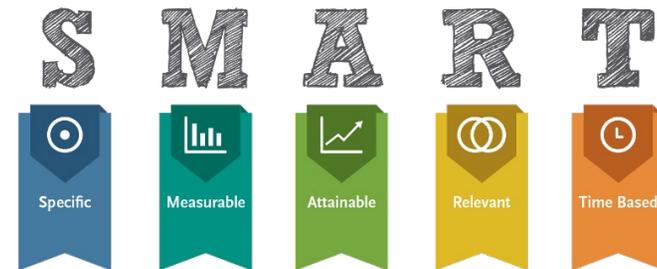
Specific – Goals should be simplistically written and clearly define what is expected.

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.<sup>1</sup>

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.<sup>2</sup>

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.

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

<sup>2</sup> 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

Bus Purchase Rotation Plans

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
<b>Rotation 1</b>											
<b>Bus 1</b>	<b>23A</b>	<b>24A</b>	<b>25A</b>	<b>26A</b>	<b>27A</b>	27A	27A	27A	27A	<b>32A</b>	<b>33A</b>
<b>Bus 2</b>	<b>23B</b>	23A	24A	25A	26A	26A	26A	26A	26A	27A	32A
<b>Bus 3</b>	22A	23B	23A	24A	25A	25A	25A	25A	25A	26A	27A
<b>Bus 4</b>	22B	22A	23B	23A	24A	24A	24A	24A	24A	25A	26A
<b>Bus 5</b>	16A	22B	22A	23B	23A	23A	23A	23A	23A	24A	25A
<b>Bus 6</b>	16B	16A	22B	22A	23B	23B	23B	23B	23B	23A	24A
<b>Bus 7</b>	10A	16B	16A	22B	22A	22A	22A	22A	22A	23B	23A
<b>Bus 8</b>	12A	12A	16B	16A	22B	22B	22B	22B	22B	22A	23B
<b>Spare 1</b>	12B	12B	12A	16B	16A	16A	16A	16A	16A	22B	22A
<b>Spare 2</b>	11A	10A	12B	12A	16B	16B	16B	16B	16B	16A	22B
<b>Rotation 2</b>											
<b>Bus 1</b>	<b>23A</b>	23A	<b>25A</b>	<b>26A</b>	<b>27A</b>	<b>28A</b>	28A	28A	28A	<b>32A</b>	<b>33A</b>
<b>Bus 2</b>	<b>23B</b>	23B	23A	25A	26A	27A	27A	27A	27A	28A	32A
<b>Bus 3</b>	22A	22A	23B	23A	25A	26A	26A	26A	26A	27A	28A
<b>Bus 4</b>	22B	22B	22A	23B	23A	25A	25A	25A	25A	26A	27A
<b>Bus 5</b>	16A	16A	22B	22A	23B	23A	23A	23A	23A	25A	26A
<b>Bus 6</b>	16B	16B	16A	22B	22A	23B	23B	23B	23B	23A	25A
<b>Bus 7</b>	10A	12A	16B	16A	22B	22A	22A	22A	22A	23B	23A
<b>Bus 8</b>	12A	12B	12A	16B	16A	22B	22B	22B	22B	22A	23B
<b>Spare 1</b>	12B	11A	12B	12A	16B	16A	16A	16A	16A	22B	22A
<b>Spare 2</b>	11A	10A	11A	12B	12A	16B	16B	16B	16B	16A	22B
<b>Rotation 3</b>											
<b>Bus 1</b>	<b>23A</b>	23A	<b>25A</b>	<b>26A</b>	26A	<b>28A</b>	<b>29A</b>	29A	<b>31A</b>	<b>32A</b>	32A
<b>Bus 2</b>	<b>23B</b>	23B	23A	25A	25A	26A	28A	28A	29A	31A	31A
<b>Bus 3</b>	22A	22A	23B	23A	23A	25A	26A	26A	28A	29A	29A
<b>Bus 4</b>	22B	22B	22A	23B	23B	23A	25A	25A	26A	28A	28A
<b>Bus 5</b>	16A	16A	22B	22A	22A	23B	23A	23A	25A	26A	26A
<b>Bus 6</b>	16B	16B	16A	22B	22B	22A	23B	23B	23A	25A	25A
<b>Bus 7</b>	10A	12A	16B	16A	16A	22B	22A	22A	23B	23A	23A
<b>Bus 8</b>	12A	12B	12A	16B	16B	16A	22B	22B	22A	23B	23B
<b>Spare 1</b>	12B	11A	12B	12A	12A	16B	16A	16A	22B	22A	22A
<b>Spare 2</b>	11A	10A	11A	12B	12B	12A	16B	16B	16A	22B	22B