

Union City Community Schools

“Educating and Preparing Each Child for Their Future”

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, May 15, 2023	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**

III. **Consent Agenda**

- a. **Approval of Minutes**
 - 1. Regular Meeting 4/17/23
 - 2. Special Meeting 5/1/23

- b. **Resignation**

Tom Olmsted, Elementary night custodian, has resigned effective May 5, 2023.

- c. **Maternity Leave**

Catherine Case, elementary teacher, has requested maternity leave at the beginning of the school year for 12 weeks.

IV. **Correspondence**

- a. Thank you from the maintenance department
- b. **Thank you from transportation department**

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 the agenda items. We ask you to limit your comments to no longer than 5 minutes per person to allow others the opportunity to speak.

This is an opportunity for the Board to listen to your concerns. It is not Board practice to act on the concerns voiced during this meeting to allow for the Board to do further research.

VI. **Action Items**

a. **Financials**

Board action is required to approve the financials for the month ending April 30, 2023.

b. **NEOLA**

Second reading and board action of NEOLA Volume 37, Number 2, Bylaws, Policies and Guidelines Updates.

c. **Hiring of Assistant Cook**

Board action is required to approve Ellen Smith as an assistant cook at the high school. Her start date was May 3, 2023.

d. **Resolution Authorizing the Issuance and Delegating the Sale of Bonds And Other Matters Relating Thereto**

Board action is required to issue bonds in the principal amount not to exceed Two Million Seventy-Five Thousand Dollars (\$2,075,000) for the purpose of erecting a restroom building and a ticket pavilion; and preparing, developing, improving, and equipping athletic fields and facilities and sites and the cost of issuing the bonds as presented in the attached resolution.

e. **Purchase of Two Used Buses**

Board action is required to approve the purchase of two 2020 65 passenger buses for \$64,483 each for a total of \$128,966 with some remaining warranty. There is an option to extend the warranty.

f. **Closed Session #1**

Board action is required to adjourn to closed session for the purpose of considering a long-term suspension of a student per Section 8(a) of the Open Meetings Act.

g. **Long-Term Suspension of Middle School Student #1**

Board action is required to suspend a middle school student for the remainder of the 2022-23 school year per the recommendation of Jamie Thomas, middle school principal.

h. **Closed Session #2**

Board action is required to adjourn to closed session for the purpose of considering a long-term suspension of a student per Section 8(a) of the Open Meetings Act.

i. **Long-Term Suspension of a Middle School Student #2**

Board action is required to adjourn to closed session for the purpose of considering a long-term suspension of a student per Section 8(a) of the Open Meetings Act.

j. **Closed Session #3**

Board action is required to adjourn to closed session for the purpose of considering a long-term suspension of a student per Section 8(a) of the Open Meetings Act.

k. **Long-Term Suspension of a Middle School Student #3**

Board action is required to adjourn to closed session for the purpose of considering a long-term suspension of a student per Section 8(a) of the Open Meetings Act.

l. **Performance Services, Inc. (PSI) Contract**

Board approval is required to approve the contract with PSI for the bleacher project.

VII. Discussion Items

a. Calhoun Intermediate School District (CISD) Biennial Election Resolution Consideration

Board discussion must take place regarding the upcoming Biennial Election of the CISD Board of Education. The discussion should include selecting a representative from the Board to attend the Biennial Election meeting on June 5, 2023 at 6 p.m. at the CISD; Identifying the candidate(s) that the board supports for the position(s); and direct the representative to vote for such candidate(s).

VIII. Information Items

a. Superintendent Evaluation Tool

Attached is the superintendent evaluation tool for your reference. The Superintendent Evaluation will take place at the June meeting.

b. Addams Family Musical

c. Bleacher and Bathroom Rental

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.

XII. Individual Contracts for 2023-2024

Board action is required to approve the contracts for 2023-2024 for the individuals as listed.

Alan Cross, High School Maintenance Custodian
Amanda Steele, Elementary Behavior Interventionist
Andrew Hemker, Assistant Maintenance Supervisor
Ashley Simpson, Middle School Behavior Interventionist
Deb Frey, Transportation Supervisor
Deborah McDowell, Food Service Director
James Clark, Elementary Night Custodian
Kelly AcMoody, Administrative Assistant
Keo Sok, Middle School Maintenance Custodian
Lorraine Cross, Assistant Business Manager
Patricia Morrow, Middle School Night Custodian

Samantha Fick, Full-Time Substitute Teacher
Sara Holt, Full-Time Substitute Teacher
Scott Schrader, Elementary Maintenance Custodian
Spencer Kever, Maintenance Supervisor

Monthly Board Meeting
Monday, April 17, 2023 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:	Present
Paul Arlt:	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 Archie Mears and seconded by Jennifer Gautsche, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea

Yea: 7 Nay: 0

Approval of Minutes

III.a.1. Regular Meeting 3/20/23

III.a.2. Closed Meeting 3/20/23

Correspondence

Thank you from Smith Family for plant.

Comments From the Audience on Agenda Items - None

Public Comments Statement

Action Items

Financials

The Board of Education approves the financial for the month ending March 31, 2023.

This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea

Yea: 7 Nay: 0

Retirement

The Board of Education approves the retirement of Lisa Powell. This motion, made by Jennifer Gautsche and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea
Yea: 7 Nay: 0

Custodian Hiring

The Board of Education approves hiring of Candi Demery as the high school night custodian. This motion, made by Dave Mathis and seconded by Darin LaBar, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea
Yea: 7 Nay: 0

Individual Contract Extensions

The Board of Education approves the individual contract extensions as presented This motion, made by Archie Mears and seconded by Dave Mathis, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea
Yea: 7 Nay: 0

Administrative and Individual Contracts

I move the existing contracts of Grant Hutchins, Sara Leson, Hayley Denney, Patrick McKerr, and James Owens be non-renewed and that the Board approve the new contracts as presented for Grant Hutchins, Sara Leson, Hayley Denney, Patrick McKerr, and James Owens, which are effective July 1, 2023. This motion made by Dave Mathis and seconded by Archie Mears, carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea
Yea: 7 Nay: 0

2023-2024 CISD Budget Resolution

The Board of Education approves the CISD budget proposal for 2023-2024 as presented. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Paula DeJongh: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Amber Herman: Yea
Yea: 7 Nay: 0

Discussion Items

NEOLA

First reading of NEOLA Volume 37, Number 2, Bylaws, Policies and Guidelines Updates.
Second reading and board action will take place in May.

Bleacher Project Update

Chris updated the board on the bleacher project. A special meeting may be scheduled next week for further updates.

Information

Calhoun Association of School Boards (CASB)

Thrun Law

Public Comment – Tate Goodwin

Public Comments Statement

Board Roundtable - None

Adjournment

The Board of Education adjourns the meeting. This motion, made by Dave Mathis and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Paula DeJongh: Yea, Dave Mathis: Yea, Darin LaBar: Yea,
Archie Mears: Yea, Paul Arlt: Yea, Amber Herman: Yea

Yea: 7 Nay: 0

President Amber Herman adjourned the meeting at 7:23 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary

Special Board Meeting
Monday, May 1, 2023 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:	Present
Paul Arlt:	Present

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items to the Agenda - None

Comments From the Audience on Agenda Items - None

Public Comments Statement

Action Item

Bleacher Project

Mark Titus, General Manager; and Chris Bauer, Production Manager from Performance Services, Inc. were present to answer questions and present a timeline and budget for the project.

The Board of Education authorizes Superintendent Katz to enter into contracts with the concrete and excavation companies for the bleacher project. This motion, made by Archie Mears and seconded by Dave Mathis, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea

Yea: 7 Nay: 0

Discussion Item

Purchase of Two Used Buses

This will be an action item at the May 15 regular meeting.

Public Comment

Mike Eyre, Toni Kircher

Public Comments Statement

Board Roundtable

Mathis

Adjournment

The Board of Education adjourns the meeting. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Jennifer Gautsche: Yea, Paula DeJongh: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Amber Herman: Yea

Yea: 7 Nay: 0

President Amber Herman adjourned the meeting at 7:45 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary

May 5, 2023

Dear Chris Katz,

Today will be my last day working at Union City Community Schools.

Sincerely,

Thomas Olmsted

A handwritten signature in black ink that reads "Thomas Olmsted". The signature is written in a cursive style with a large, sweeping initial "T" and a stylized "O".



Union City Community Schools

Catherine Case, Third Grade Teacher

430 ST. JOSEPH STREET
UNION CITY, MICHIGAN 49094

Phone: (616) 915-5293

E-mail: ccase@unioncityschools.org



May 4, 2023

To: Mr. Chris Katz, Mrs. Jennifer Johnson, and Union City School Board

RE: Maternity Leave

To Whom It May Concern,

This letter serves to notify you of my request for a leave of absence for maternity leave. The anticipated due date is September 2, 2022. Since this is so close to the beginning of the school year, I am requesting a leave of absence to start at the beginning of the school year. I am requesting a leave of absence for twelve (12) weeks off. No formal arrangements have been made at this time for this leave in terms of a substitute.

Sincerely,

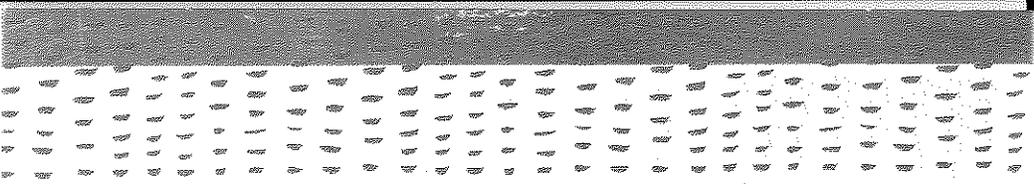
Catherine Case

To the Board of Education

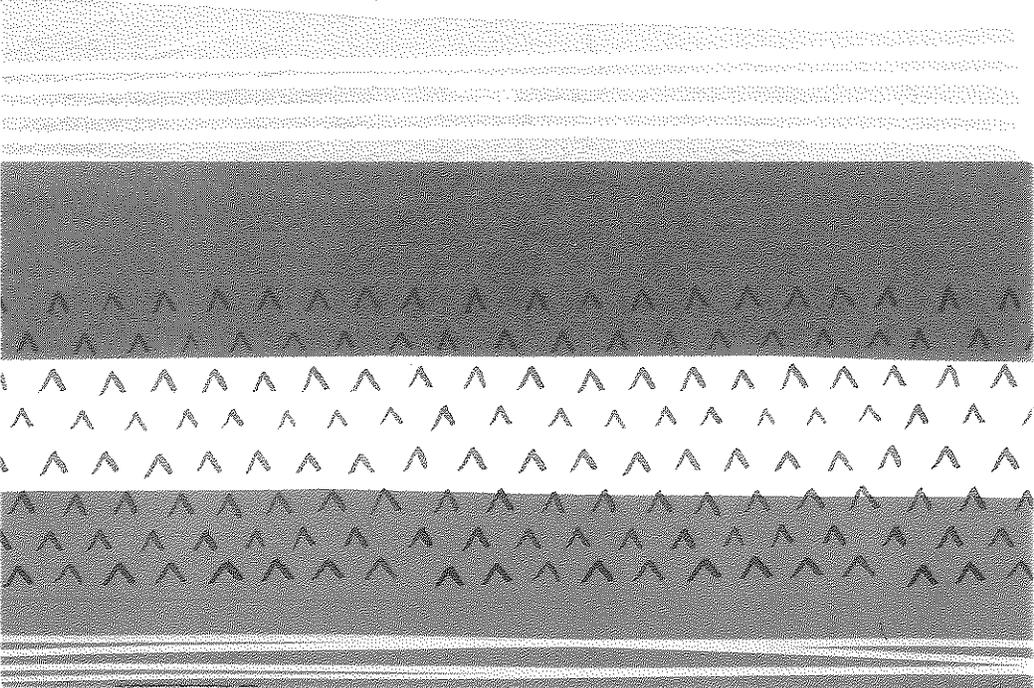
Thank you very much for the approval to purchase a new maintenance vehicle. We rely on these vehicles heavily especially for the purpose of snow removal. A new 2023 Ford Super Duty has replaced a 1999 Dodge 2500 that we used for 17 years. Thanks again to the Board, Chris Katz and Sara Leson. We appreciate your support!

Thanks,

Spencer Kever and Andy Hemker



THANK
YOU



We appreciate
everything you have
done for us.
-Deb Frey

Thank you for
everything
you've done for
us!
-Jenny &
Nick

Thanks for
your appreciation!
-Chris Gundrum 2003

Thank you for the
things you do for all of us!
-Kristen Morner

Thank you!
Stephanie Yearling

Thank you for
everything
you've done for
us!
-Jenny &
Nick

Thank you for the
goodies.
-Jenny &
Nick

SO GRATEFUL

for your kindness.

3/31/2023 Begin. Cash on Hand:	\$2,929,516		Total of Bills:	1,186,028
Total Receipts:	\$1,252,345		Total Net Payroll:	335,032
Total Expenditures:	\$1,521,060		Total Bills and Payroll	\$1,521,060
4/30/2023 Total Cash on Hand:	\$2,660,801		to be Approved:	

FOOD SERVICE-April

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Peroid Ending

April 30, 2023

	FOOD SERVICE			
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<u>REVENUE:</u>				
Local Sources	37,382	\$ 20,000	(\$17,382)	18%
State Sources	11,657	18,881	7,224	0.00%
Federal Sources	426,637	490,000	63,363	0.00%
INCOMING TRANSFERS		0	0	
TOTAL REVENUE	475,676	528,881	\$53,205	
<u>EXPENDITURES:</u>				
Salaries	160,663.50	179,346	(18,683)	89.58%
Employee Benefits	94,392.75	105,972	(11,579)	89.07%
Purchased Services	35,451.46	30,000	5,451	118.17%
Supplies & Materials	291,360.75	200,000	91,361	145.68%
Capital Outlay	15,052.17	-	15,052	
Other Expense	1,936	800	1,136	242.00%
Other Transactions	0	32,882	(32,882)	0.00%
TOTAL EXPENDITURES	598,857	549,000	49,857	
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	598,857	549,000	49,857	
EXCESS REVENUE (EXPENDITURES)	(123,181)	(20,119)		
BEGINNING FUND BALANCE	200,085	200,085		
ENDING FUND BALANCE	\$76,904	\$179,966		

Union City Community Schools
 General Fund Statement of Revenue and Expenditure Compared to Budget
 For Period Ending April 30, 2023

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,211,434	\$ 1,372,083	(160,649)	88.29%
State Sources	6,718,551	9,570,227	(2,851,676)	70.20%
Federal Sources	35,390	639,689	(604,299)	5.53%
Other Financing Sources	416,136	578,923	(162,787)	71.88%
		32,000		
TOTAL REVENUE	8,381,511	12,192,922	(3,779,411)	
EXPENDITURES				
INSTRUCTION				
Basic Program	4,970,533	6,017,971	1,047,438	82.59%
Added Needs	1,351,701	1,632,184	280,484	82.82%
Total Instruction	6,322,234	7,650,155	1,327,922	
SUPPORT SERVICE EXPENSE				
Pupil	583,233	701,386	118,154	83.15%
Improvement Instructional Staff	187,948	219,703	31,754	85.55%
General Administration	323,511	389,216	65,705	83.12%
School Administration	597,789	735,069	137,280	81.32%
Fiscal Services	263,633	309,977	46,344	85.05%
Operation & Maintenance	1,041,271	1,141,695	100,424	91.20%
Transportation	725,265	633,127	(92,137)	114.55%
Central Support	154,434	200,261	45,827	77.12%
Athletics	399,632	458,839	59,207	87.10%
Community Services	4,205	3,706	(499)	113.46%
Payments to Other Govt Units	2,656		(2,656)	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	0.00%
Total Support Services	4,319,551	4,828,953	407,523	
TOTAL EXPENDITURES	10,641,785	12,479,109	1,735,445	
EXCESS REVENUE (EXPENDITURES)	(\$2,260,275)	(\$286,187)		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	2,256,014	2,256,014		
BEGINNING FUND BALANCE	2,341,424	2,341,424		
ENDING FUND BALANCE	\$81,149	\$2,055,237		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF APRIL 30, 2023			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF APRIL 30, 2022		
Current Year			Prior Year		
Balance as of 3/31/2023			Balance as of 3/31/2022		
General Fund Cash Accounts	1,523,623		General Fund Cash Accounts	1,348,464	
Food Service Checking Accounts	49,465		Food Service Checking Accounts	91,020	
Trust & Agency Checking Accounts***	125,978		Trust & Agency Checking Accounts***	106,629	
SF Cash	1,230,450		SF Cash	1,052,833	
Total Cash On Hand	\$2,929,516		SF DS Cash 2013	2,533	
			SF DS Cash 2016	273	
			Total Cash On Hand	2,601,753	
Current Month Activities		YTD Activities	Prior Year-Current Month Activities		
General Fund Revenue	1,235,767	13,903,625	General Fund Revenue	1,185,984	
Food Service Revenue	3,925	333,637	Food Service Revenue	3,310	
Trust & Agency Revenue	11,388	45,322	Trust & Agency Revenue	n/a	
SF Revenue	1,264	5,494	SF Revenue	154.43	
Total Revenue	\$1,252,345	14,288,077	SF DS Revenue 2013	0.02	
			SF DS Revenue 2016	500,076	
			Total Revenue	1,689,525	
General Fund Expenses	1,137,757	9,646,692	General Fund Expenses	1,135,189	
Net Payroll	335,032	3,527,177	Net Payroll	455,796	
Food Service Expenses	32,713	346,811	Food Service Expenses	26,692	
Trust & Agency Expenses	15,557	50,595	Trust & Agency Expenses	n/a	
SF Expenses	-	13,853	SF Expenses	529,728.75	
Total Expenses	\$1,521,060	13,585,129	SF DS Expenses 2013	0	
			SF DS Expenses 2016	500,079	
			Total Expenses	2,647,484	
Balance as of 4/30/2023			Balance as of 4/30/2022		
General Fund Cash Accounts	1,286,601		General Fund Cash Accounts	943,464	
Food Service Checking Accounts	20,677		Food Service Checking Accounts	67,638	
Trust & Agency Checking Accounts***	121,809		Trust & Agency Checking Accounts***	106,629	
SF Cash	1,231,714		SF Cash	523,259	
Total Cash On Hand	\$2,660,801		SF DS Cash 2013	2,533	
			SF DS Cash 2016	271.23	
			Total Cash On Hand	1,643,794	



Book Policy Manual
Section Board Review 37.2 - Tobacco
Title Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY ADMINISTRATORS
Code po1615
Status
Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473
Adopted August 17, 2020

Revised Policy - Vol. 37, No. 2

1615 - USE OF TOBACCO BY ADMINISTRATORS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use (x) consumption, display, activation, promotion, sale, or possession [END OF OPTION] of a tobacco product by employees administrators in District buildings, on District property (owned or leased), in District vehicles on District buses, and at any District-related event at all times (x) (twenty-four (24) hours a day, seven (7) days a week) [END OF OPTION] within any enclosed facility owned, or leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to (x) school grounds, (x) athletic facilities, (x) any school-related event, (x) on or off Board premises (-) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours. [END OF OPTIONS].

[x] It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.

For purposes of this policy:

- A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY", "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah; "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "employees" means any person employed by _____ **[district/school name]** Union City Community Schools as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by Union City Community Schools, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for Union City Community Schools.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);
2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
3. the ~~inhaling or~~ chewing of a tobacco product;
4. the placing of a tobacco product within a person's mouth;
5. ~~(-) the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance.~~

~~[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including, but not limited to, "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

[x] Advertising/Promotion

In accordance with Policy 9700.01, tobacco **product** advertising is prohibited on school grounds, in all school **or District**-sponsored publications, and at all school **or District**-sponsored events.

~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, **gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia** and ~~other personal articles~~ are not permitted on school grounds, in school vehicles, or at school **or District**-sponsored events.

No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

Education and Training

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. ~~{END OF OPTION}~~

Exceptions

It shall not be considered a violation of this policy:

- A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~
- B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~
- C. **for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.**



Book	Policy Manual
Section	Board Review 37.2
Title	Vol. 37, No. 2 - February 2023 Revised [new to UCCS] STUDENT ASSESSMENT
Code	po2623
Status	
Legal	A.C. Rule 340.1101 et seq. M.C.L. 380.1278a, 380.1279, 380.1279g, 390.1451 et seq., 380.1280b, 380.1280f
Adopted	December 15, 1997
Last Revised	August 21, 2017

Revised Policy - Vol. 37, No. 2

2623 - STUDENT ASSESSMENT

The Board of Education shall, in compliance with law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon the student's his/her entrance into the District and annually or more frequently, as required by law, thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs and/or diagnostic reading assessment systems, student portfolios, and physical examinations.

The Superintendent shall develop (x) and present to the Board annually () and the Board shall approve [END OF OPTION] a program of testing and assessment that includes:

- A. the Michigan Student Test of Educational Progress (M-STEP), the Michigan Merit Examination ("MME") (or other readiness assessment program approved by the State Superintendent), (x) the PSAT, [END OF OPTION] and MI-Access Alternate Assessments administered each year in accordance with the schedule established by statute and the State Department of Education;

M-STEP includes summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades three (3) through eight (8) 3-8, science in grades four (4) 4 and seven (7) 7, and social studies in grades five (5) 5 and eight (8) 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the SAT with essay, ACT WorkKeys, and M-STEP summative in science, and social studies.

- B. a valid and reliable screening, formative, and diagnostic third grade reading assessment system from the assessment systems approved by the Michigan Department of Education;

- C. criteria-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;
- D. selection of assessment instrument, data, and other District criteria that will be used to assess educational achievement of each student in grades **one (1) through five (5)**~~1-5~~;

Third grade students who do not meet the District's and State's established assessment criteria may be offered the opportunity to attend summer school.

- E. assessment tests;
- F. aptitude tests;
- G. achievement tests;
- H. vocational inventories;
- I. test of mental ability.

The Superintendent is responsible for the District's assessment and testing program and shall implement the program in accordance with the provisions of the Office of Educational Assessment and Accountability (OEAA) and the reporting requirements of the Michigan Department of Education (MDE). The Superintendent will appoint an individual to act as each assessment's District Assessment Coordinator. All staff members who participate in a state assessment must be fully trained in proper test administration procedures pertaining to their role in the assessment.

The Superintendent shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- A. communicating standards of ethical assessment practice;
- B. communicating security procedures for assessment;
- C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
- E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board requires that:

- A. any assessment tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 1. political affiliations;
 2. mental and psychological problems potentially embarrassing to the student or **the student's**~~his/her~~ family;
 3. sexual behavior and attitude;

4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized, privileged, and analogous relationships, such as those of lawyers, physicians, and ministers;
7. income without the prior consent of the adult student or without the prior written consent of the parent;

B. any personality testing complies with Department of Education guidelines.

The Board also requires that:

- A. tests be administered by persons who are qualified under State law and regulation;
- B. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- C. students who have not attained satisfactory scores on the fourth grade or seventh grade test should be provided special assistance that will enable them to bring reading skills up to grade level within a twelve (12) month period;
- D. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- E. the results of each school-wide, program-wide, and District-wide test be made part of the public record.

All eleventh grade students shall participate in the Michigan Merit Examination unless excluded under the guidelines established by the State Department of Education.

A student who wants to repeat a State-approved readiness assessment (other than the Michigan Merit Examination and any component) may repeat the assessment in the next school year or after graduation on a date when the District is administering the assessment. Only this type of repeat assessment testing will be without charge to the student.

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once if the student has valid scores in some or all MME components. If a student does not take the complete Michigan Merit Examination in grade **eleven (11)**~~11~~, the District shall administer the complete Michigan Merit Examination to the student in grade **twelve (12)**~~12~~. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

- A. the student has taken the complete Michigan Merit Examination;
- B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination;
- C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk;
- D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied;
- E. after taking the complete Michigan Merit Examination, the student has not already received a free retake of the college entrance examination component paid for either by the State of Michigan, or through a scholarship or fee waiver by the provider.

~~[] In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.~~

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Book Policy Manual
Section Board Review 37.2 - Tobacco
Title Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY PROFESSIONAL STAFF
Code po3215
Status
Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473
Adopted December 15, 1997
Last Revised August 17, 2020

Revised Policy - Vol. 37, No. 2

3215 - USE OF TOBACCO BY PROFESSIONAL STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use () consumption, display, activation, promotion, sale, or possession ~~[END OF OPTION]~~ of a tobacco product by ~~employees~~ professional staff members in District buildings, on District property (owned or leased), in District vehicles on District buses, and at any District-related event at all times () (twenty-four (24) hours a day, seven (7) days a week) ~~[END OF OPTION]~~ within any enclosed facility owned, or leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to () school grounds, () athletic facilities, () any school-related event, () on or off Board premises ~~() with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours. [END OF OPTIONS].~~

[] It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.

For purposes of this policy:

- A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL," "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah; ~~tobacco product means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

- B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

- C. "employees" means any person employed by Union City Community Schools as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by Union City Community Schools, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for Union City Community Schools.

- D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

- E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);
2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
3. the ~~inhaling or~~ chewing of a tobacco product;
4. the placing of a tobacco product within a person's mouth;
5. ~~(-) the use or smoking of electronic, vapor, or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance.~~

~~[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to JUUL's), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco **product** advertising is prohibited on school grounds, in all school **or District**-sponsored publications, and at all school **or District**-sponsored events.

~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, **gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia** ~~and other personal articles~~ are not permitted on school grounds, in school vehicles, or at school **or District**-sponsored events.

No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

~~Education and Training~~

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. ~~{END OF OPTION}~~

Exceptions

It shall not be considered a violation of this policy:

- A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~
- B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~
- C. **for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.**



Book Policy Manual
Section Board Review 37.2 - Tobacco
Title Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY SUPPORT STAFF
Code po4215
Status
Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473
Adopted December 15, 1997
Last Revised September 19, 2011

Revised Policy - Vol. 37, No. 2

4215 - USE OF TOBACCO BY SUPPORT STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use () consumption, display, activation, promotion, sale, or possession ~~[END OF OPTION]~~ of a tobacco product by ~~employees~~ support staff members in District buildings, on District property (owned or leased), in District vehicles on ~~District buses~~, and at any District-related event at all times () (twenty-four (24) hours a day, seven (7) days a week) ~~[END OF OPTION]~~ within any enclosed facility owned, ~~or leased,~~ or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to () school grounds, () athletic facilities, () any school-related event, () on or off Board premises ~~() with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours. [END OF OPTIONS].~~

It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL," "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah; ~~tobacco product means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "employees" means any person employed by Union City Community Schools as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by Union City Community Schools, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for Union City Community Schools

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);
2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
3. the ~~inhaling or~~ chewing of a tobacco product;
4. the placing of a tobacco product within a person's mouth;
5. ~~(-) the use or smoking of electronic, vapor, or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance.~~

~~[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to JUUL's), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco **product** advertising is prohibited on school grounds, in all school **or District**-sponsored publications, and at all school **or District**-sponsored events.

[x] ~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, **gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia** ~~and other personal articles~~ are not permitted on school grounds, in school vehicles, or at school **or District**-sponsored events.

[x] No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

~~[] Education and Training~~

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. **[x]** Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. ~~**[END OF OPTION]**~~

[x] Exceptions

It shall not be considered a violation of this policy:

- A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~
- B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~
- C. **for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.**



Book	Policy Manual
Section	Board Review 37.2 - Tobacco
Title	Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY STUDENTS
Code	po5512
Status	
Legal	M.C.L. 333.12601 et seq. M.C.L. 750.473
Adopted	June 28, 2011
Last Revised	September 19, 2011

Revised Policy - Vol. 37, No. 2

5512 - USE OF TOBACCO BY STUDENTS

The Board of Education recognizes that the use of tobacco **products** presents a health hazard which can have serious consequences both for the user and the nonuser, **including the effects of secondhand smoke and vapor/aerosol exposure**, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco **products** from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco **products** on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use, **consumption, display, activation, promotion, sale**, or possession of tobacco products by students in District buildings, on District property (owned or leased), **in District vehicles** ~~on District buses~~, and at any District-related event.

For purposes of this policy:

- A. **"electronic smoking device"** means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah **"tobacco product"** means a preparation of tobacco to be ~~inhaled, chewed, or placed in a person's mouth;~~

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. **Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.**

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products or tobacco-related devices (e.g., Juul, Altria);

This includes parent companies and subsidiaries.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);
2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
3. the ~~inhaling or~~ chewing of a tobacco product;
4. the placing of a tobacco product within a person's mouth;
5. ~~() the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.~~

~~[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

In order to protect students and staff who choose not to use tobacco products from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase, and/or use of tobacco or tobacco substitute products by students at all times (x) (twenty-four (24) hours a day, seven (7) days a week) ~~[END OF OPTION]~~ on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

[x] This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

- A. (x) school grounds,
- B. (x) athletic facilities,
- C. (x) any school-related event, and
- D. (x) on or off Board premises.

~~It is allowable for a student to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product and is being marketed and sold solely for such an approved purpose, assuming such possession or usage is accompanied by medical authorization and adheres to all District medication protocols.~~

~~It is allowable to possess or provide to another person (but not inhale or ingest) a tobacco product (excluding electronic smoking devices) for an Indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony, or practice.~~

Advertising/Promotion

In accordance with Policy 9700.01, tobacco **product** advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia is not permitted on school grounds, in school vehicles, or at school or District-sponsored events. ~~Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school sponsored events.~~

No one on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

Notification

Signage ~~"No Tobacco" signs~~ will be posted throughout the District. Students will be provided notice of this policy through student handbooks.

~~District vehicles will display the international "No Smoking" insignia.~~

~~Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate.~~

~~School programs will include a written reminder of the tobacco free policy.~~

Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program ~~() and shall be evidence based, age appropriate, and culturally responsive. [END OF OPTION].~~

The curriculum for this education program shall not be paid for or developed by the tobacco industry. **[END OF OPTION]**

Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and the effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Education will include instruction on the harmful effects of and legal restrictions against tobacco, including electronic smoking devices as part of the health education curriculum.

Enforcement

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board. ~~Students subject to such action may also be referred for smoking cessation treatment, support, and a graduated set of evidence-based, supportive disciplinary practices that promote recovery and reduction of tobacco product addiction and dependence, including information about My Life My Quit, the State of Michigan's teen quit program education services.~~

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Book	Policy Manual
Section	Board Review 37.2
Title	Copy of PROCUREMENT – FEDERAL GRANTS/FUNDS
Code	po6325
Status	
Legal	2 C.F.R. 200.317 - .326. Appendix II to Part 200 2 C.F.R. 200.520
Adopted	August 15, 2016
Last Revised	March 21, 2021

6325 - **PROCUREMENT – FEDERAL GRANTS/FUNDS**

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board of Education policies, and administrative procedures.

The Superintendent shall have and use a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326), including affirmative steps for small and minority businesses and women's business enterprises, for the administration and management of Federal grants and Federally-funded programs. The District shall maintain oversight that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320 and AG 6320A.

When required by Federal program legislation, all Federally-funded contracts in excess of \$2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1130, Policy 3110 and Policy 4110 – Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase and, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions for the acquisition of property or services required under a Federal award paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

- A. unreasonable requirements on firms in order for them to qualify to do business;
- B. unnecessary experience and excessive bonding requirements;
- C. noncompetitive pricing practices between firms or between affiliated companies;
- D. noncompetitive contracts to consultants that are on retainer contracts;
- E. organizational conflicts of interest;
- F. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and
- G. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless 1) an applicable Federal statute expressly mandates or encourages a geographic preference; or 2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services that are subject to this policy, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as needed.

The District shall require that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to provide maximum open and free competition. The District shall not preclude potential bidders from qualifying during the solicitation period.

Solicitation Language (Purchasing Procedures)

The District shall have written procurement procedures that require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall have and use documented procedures, consistent with the standards described above for the following methods of procurement:

A. Informal Procurement Methods

When the value of the procurement for property or services under a Federal award does not exceed the simplified acquisition threshold, or a lower threshold established by the State, formal procurement methods are not required. The District may use informal procurement methods to expedite the completion of its transactions and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the simplified acquisition threshold include:

1. Micro-purchases

Procurement by micropurchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the maximum extent practicable, the District should distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable based on research, experience, purchase history or other relevant information and documents are filed accordingly. The District shall maintain evidence of this reasonableness in the records of all purchases made by this method.

Unless otherwise defined by State or local law, Districts are responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of the risk, and its documented procurement procedures. The micro-purchase threshold used by the District shall be authorized or not prohibited under State, local, or tribal laws or regulations. A District which is qualified as a low-risk auditee for the most recent audit (C.F.R. 200.520) may increase the micro-purchase threshold up to \$25,288. An eligible District may self-certify the micro-purchase threshold on an annual basis (not to exceed \$ 25,288) after completing the annual internal institutional risk assessment to identify, mitigate, and manage financial risks. The self-certification, in accordance with C.F.R. 200.334, must include a justification, clear identification of the threshold, and supporting documentation of the qualifications listed above.

2. Small Purchases

Small purchases include the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold of \$25,288. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

Districts are responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk, and its documented procurement procedures which must not exceed the threshold established in the Federal Acquisition Regulations (FAR). When applicable, a lower simplified acquisition threshold used by the non-Federal entity must be authorized or not prohibited under State, local, or tribal laws or regulations.

B. Formal Procurement Methods

When the value of the procurement for property or services under a Federal award exceeds the simplified acquisition threshold, or a lower threshold established by the State, formal procurement methods are required. Formal procurement methods require following documented procedures. Formal procurement methods also require public advertising unless a non-competitive procurement method can be used in accordance with the standards on competition in C.F.R. 200.319 or non-competitive procurement. The formal methods of procurement are:

1. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to more than the amount allowed by Michigan statute and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed the amount allowed by Michigan statute.

In order for sealed bidding to be feasible, the following conditions shall be present:

- a. a complete, adequate, and realistic specification or purchase description is available;
- b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- c. the procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

- a. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- b. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- c. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- d. A firm fixed-price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- e. The Board reserves the right to reject any or all bids for sound documented reason.

2. Proposals

Procurement by proposals is a method in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price

is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E that firms are a potential source to perform the proposed effort.

3. **Noncompetitive Procurement**

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. micro-purchases
- b. the item is available only from a single source
- c. the public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation
- d. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District
- e. after solicitation of a number of sources, competition is determined to be inadequate

Domestic Preference for Procurement

As appropriate and to the extent consistent with law, the District shall, to the extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. Such requirements shall be included in all subawards including all contracts and purchase orders for work or products under the Federal award.

Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Time and Materials Contracts

The District uses a ~~time and materials~~ **time-and-materials** type contract only 1) after a determination that no other contract is suitable; and 2) if the contract includes a ceiling price that the contractor exceeds at its own risk. ~~Time and materials~~ **A time-and-materials** type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as 1) contractor integrity; 2) compliance with public policy; 3) record of past performance; and 4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 C.F.R. Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over \$25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Bid Protest

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy- two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

Maintenance of Procurement Records

The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

Revised 3/18/19

Revised 6/17/19



Book	Policy Manual
Section	Board Review 37.2 - Tobacco
Title	Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO ON SCHOOL PREMISES
Code	po7434
Status	
Legal	M.C.L. 333.12601 et seq. M.C.L. 380.1170 M.C.L. 750.473 20 U.S.C. 6081 et seq. MDE Board Policy on 24/7 Tobacco-Free Schools U.S.D.O.E. Memorandum, 1995
Adopted	December 15, 1997
Last Revised	August 17, 2020

Revised Policy - Vol. 37, No. 2

7434 - USE OF TOBACCO ON SCHOOL PREMISES

The Board of Education believes that the right of persons to use tobacco **products** must be balanced against the right of those who do not use tobacco **products** to breathe air untainted by tobacco **products, including secondhand smoke and vapor/aerosol exposure.**

In order to protect students and employees who choose not to use tobacco **products** from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises (owned or leased), in District vehicles, at all **school-sponsored school-sponsored events,** and in all school buildings owned and/or operated by the District.

For purposes of this policy:

- A. **"electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah** ~~"tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

Electronic smoking device includes any component, part, or accessory of the device, and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products or tobacco-related devices (e.g., Juul, Altria);

This includes parent companies and subsidiaries.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; 3) or any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes (Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.);

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device) ~~the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;~~
2. the ~~inhaling or~~ chewing of a tobacco product;
3. the placing of a tobacco product within a person's mouth.
4. ~~(-) the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.~~

~~[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

In order to protect students and staff who choose not to use tobacco products from an environment noxious to them, and because the Board does not condone smoking and/or the use of tobacco and tobacco products, the Board prohibits the use (x), consumption, display, activation, promotion, or sale (x), or possession, [END OF OPTIONS] of tobacco products or tobacco substitute products at all times (x) (twenty-four hours a day, seven days a week) [END OF OPTION] within any enclosed facility owned, or leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

A. (x) school grounds,

B. (x) athletic facilities,

C. (x) any school-related event,

D. (x) on or off Board premises,

E. ~~(-) except at designated times (-), and in designated areas as defined in statute.~~

~~[] It is allowable for possession or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product and is being marketed and sold solely for such an approved purpose.~~

~~[] Tobacco products may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

~~[] Tobacco products may be used at nondistrict special events held during nonschool hours with no students present and with the permission of the Superintendent. The special events special events supervisor shall submit a written request and justification to permit smoking at the event. The Superintendent may deny permission.~~

Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia is not permitted on school grounds, in school or District-owned vehicles, or at school or District-sponsored events. Tobacco may not be advertised or promoted on school property or at school controlled events. Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.

No one on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

Tobacco companies/products may not sponsor any school activity or project.

Enforcement

Violations of this policy may result in removal from school property or from the school activity in accordance with Policy 9150 – School Visitors.

The Superintendent shall designate the individuals and the methods to monitor compliance with this policy.

Exceptions

It shall not be considered a violation of this policy:

- A. for any person to possess or provide to any other person (but not inhale or ingest) Traditional tobacco products (excluding electronic smoking devices) as part of an Indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;
- B. for Traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to Indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or
- C. for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.



Book	Policy Manual
Section	Board Review 37.2 - Technology
Title	Vol. 37, No. 2 - Technology - February 2023 Revised WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES
Code	po7540.02
Status	
Adopted	September 20, 1999
Last Revised	October 15, 2018

Revised Policy - Vol. 37, No. 2

7540.02 - **WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES**

A. Creation of Content for Web Pages/~~Websites~~Sites, Apps, and Services

The Board of Education authorizes staff members () and students ~~[END OF OPTION]~~ to create content, apps and services (see Bylaw 0100 Definitions) that are hosted by the Board on its servers or District-affiliated servers (~~(i.e., servers the Board pays to use or otherwise sanctions the use of)~~) and/or published on the Internet.

The content, apps, and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), Student Online Personal Protection Act (SOPPA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services, and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

~~[NOTE: CHOOSE ONE (1), BOTH, OR NONE OF THE FOLLOWING OPTIONS.]~~

Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored ~~Student~~ Publications and Productions.

The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

~~[END OF OPTIONS]~~

B. Purpose of Content of District Web Pages/Sites, Apps, and Services

The purpose of content, apps, and services ~~covered by this policy~~ hosted by the Board on its servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such

content, apps, and services:

1. Educate

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

2. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. Communicate

Content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be interested in and/or affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances are District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution, or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

[x] Under no circumstances is staff member-created content, apps, and services, including personal web pages/websites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service (e.g., PowerSchool _____ ~~Progressbook/PowerSchool/Infinite Campus~~) for the purpose of conveying information to students and/or parents.

[x] Staff members are prohibited from requiring students to go to the staff member's personal web pages/websites (including, but not limited to, their Facebook, Instagram, Pinterest pages, YouTube Channel(s), or TikTok sites) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

[x] If a staff member creates content, apps, and services, related to their/his/her class, it must be hosted on the Board's server or a District-affiliated server.

[x] Unless the content, apps, and services contain contains student personally-identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password-protected password-protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and web services.

Web content, apps and web services should reflect an understanding that both internal and external audiences will be viewing the information.

~~The District's website(s) and web pages, apps, and services must be hosted on Board-owned or District-affiliated servers. School web pages/sites, apps and web services must be located on Board-owned or District-affiliated servers.~~

The Superintendent shall prepare administrative guidelines defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and web services by staff () and students ~~[END OF OPTION]~~.

The Board retains all proprietary rights related to the design of ~~and content for its website(s)~~ web content, apps, and web services ~~that are hosted on Board-owned or District-affiliated servers~~, absent written agreement to the contrary.

~~In order for a student's school work (i.e., work that is created in a class, at school, or as part of a school-sponsored extracurricular activity) to be displayed on the Board's website, the student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) must provide written permission and expressly license its display without cost to the Board. Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.~~

~~Likewise, prior written permission from a student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) is necessary for a student to be identified by name on the Board's website. Prior written parent permission is necessary for a student to be identified by name on the Board's website.~~

C. Website Accessibility

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

~~This policy reflects the Board's commitment and~~ The District adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, 34 C.F.R. Part 104, ~~and~~ Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. Section 12131, and 28 C.F.R. Part 35 in all respects.

1. Technical Standards

The District will adhere to the technical standards of compliance identified at _____ **[insert link to District website]** www.unioncityschools.org. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's **(W3C's)** Web Content Accessibility Guidelines (WCAG) 2.0 Level _____, and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content. () _____ **[insert another acceptable standard selected by the District - e.g., the Section 508 Information and Communication Technology Accessibility Standards published by the U.S. Access Board, which serves as the standards the Federal government uses for its own websites.**

[DRAFTING NOTE: While OCR currently (as of December 2022) recommends WCAG 2.0 Level AA, WCAG 2.1 is gradually becoming the standard courts cite as the ADA accessibility standard that public entities should use for websites, mobile applications, and digital content compliance. Further, W3C published a

~~working draft of WCAG 2.2 in August 2020 and a Candidate Recommendation draft of WCAG 2.2 in September 2022; a final version of WCAG 2.2 is expected to be released in early 2023. The W3C states that WCAG 2.0 and 2.1 remain its recommendation, but version 2.2 should be used to maximize future applicability of accessibility efforts. The W3C also encourages the use of the most current version of WCAG when developing or updating Web accessibility policies~~OCR recommends WCAG 2.0 Level AA.]

2. Web Accessibility Coordinator

The Board designates its ~~() Section 504/ADA Compliance Coordinator(s)~~ ~~() Technology Director~~ Chief Information Officer/Technology Services Manager _____ [END OF OPTIONS] as the District's Web Accessibility Coordinator(s). That individual(s) ~~is/are~~ is responsible for coordinating and implementing this policy.

~~[SELECT OPTION #1 OR #2]~~

~~[] [OPTION #1]~~

~~See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.~~

[OPTION #2]

The District's Web Accessibility Coordinator(s) can be reached at:

~~Chief Information Officer/Technology Services Manager (517-741-3317).~~ [INSERT NAME or TITLE, ADDRESS, E-MAIL, PHONE]

~~[END OF OPTIONS]~~

3. Third Party Content

Links included on the Board's website(s) or web services and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, SOPPA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online/digital content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's Web Accessibility Coordinator(s) or designee ~~Coordinator or his/her designees~~ will vet online content available on its website(s), apps, and services that are ~~that is~~ related to the District's programs, benefits, and/or services for compliance with this criteria for all new content ~~published on the District's website(s), apps, and services after adoption of this policy~~ placed on the District's website after adoption of this policy.

Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s),

apps, and services to:

- a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites);⁷ or
- b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may contain advertisements that are not age-appropriate or not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

4. Regular Audits

The District, under the direction of the Web Accessibility Coordinator(s) or his/her/their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

~~[] [OPTION]~~

~~This audit will occur no less than once every two (2) years.~~

~~[END OF OPTION]~~

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

5. Reporting Concerns or Possible Violations

~~If a person accessing the District's website(s), apps, or services (e.g., a student, prospective student, employee, guest, or visitor) ("user") believes that the District has violated the technical standards identified above in its online content, the user may contact a/the Web Accessibility Coordinator with any accessibility concerns. The user may also file a formal complaint utilizing the procedures set out in Board Policy 2260.01 relating to Section 504 and Title II if any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the Web Accessibility Coordinator with any accessibility concerns. S/he may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.~~

D. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and web services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

~~[SELECT OPTION #1 or #2]~~

] [OPTION #1]

The Board requires the ~~() Superintendent~~ ~~Chief Information Officer District Technology Manager~~ ~~Technology Services Manager~~ pre-approve each app and/or web service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or web service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA), Student Online Personal Protection Act (SOPPA), and the Children's Internet Protection Act (CIPA) and Section 504 and the ADA.

~~[END OF OPTION #1]~~

[] [OPTION #2]

A teacher who elects to supplement and enhance student learning through the use of apps and/or web services is responsible for verifying/certifying to the ~~()~~ Superintendent ~~()~~ _____ that the app and/or web service has a FERPA-compliant privacy policy, and it complies with all requirements of the Children’s Online Privacy Protection Act (COPPA), Student Online Personal Protection Act (SOPPA), and the Children’s Internet Protection Act (CIPA) ~~()~~ and Section 504 and the ADA.

[END OF OPTION #2]

The Board further requires the use of a Board-issued e-mail address in the login process. ~~() prior written parental permission for a student seventeen (17) years of age or younger to use the to use a student’s personal e-mail address in the login process.~~

E. Training

The District will provide ~~() annual~~ periodic training for its employees who are responsible for creating **web content or distributing information online** ~~or distributing information with online content~~ so that these employees are aware of this policy and understand their roles and responsibilities with respect to web **design and creation and/or uploading of design,** documents and multimedia content.

F. One-Way Communication Using District Website(s), Content, Apps, and Services

The Board approves the use of its website(s)/web pages ~~The District is authorized to use web pages/sites,~~ apps, and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/**websites,** apps, and web services to be one-way communication, public comments are not solicited or desired, and the **website(s), apps, or services** ~~are website, app or web service~~ is to be considered a nonpublic forum.

If the District uses an app and/or ~~web~~ service that does not allow the District to block or deactivate public comments ~~(e.g., Facebook, which does not allow comments to be turned off, or Twitter, which does not permit users to disable private messages or mentions/replies),~~ the District’s use of that **app and/or service** ~~apps and web service~~ will be subject to Policy 7544 – Use of Social Media unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records, and AG 8310E – Record Retention and Disposal), but it will not review or consider those comments.

[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such “hidden public comments” on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.]



Book	Policy Manual
Section	Board Review 37.2 - Technology
Title	Vol. 37, No. 2 - Technology - February 2023 Revised STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	
Legal	P.L. 106-554, Children's Internet Protection Act of 2000 P.L. 110-385, Title II, Protecting Children in the 21st Century Act 18 U.S.C. 1460 18 U.S.C. 2246 18 U.S.C. 2256 20 U.S.C. 6777, 9134 (2003) 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003) 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003) 47 C.F.R. 54.500 – 54.523
Adopted	December 17, 2001
Last Revised	February 19, 2018

Revised Policy - Vol. 37, No. 2

7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology ~~directly affects~~ ~~has fundamentally altered~~ the ways in which information is accessed, communicated, and transferred in society. ~~Educators are expected to continually adapt~~ ~~As a result, educators are continually adapting~~ their means and methods of instruction, and the way they approach student learning, to incorporate the ~~latest technologies~~. ~~The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, "District Information & Technology Resources")~~ ~~vast, diverse, and unique resources available through the Internet~~. ~~The Board of Education provides Technology Resources (as defined in Bylaw 0100)~~ to support the educational and professional needs of its students and staff. With respect to students, District ~~Information &~~ Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for ~~limited~~-educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its ~~stated~~ ~~limited~~ educational purpose.

The Board regulates the use of District **Information & Technology Resources** ~~in a manner by principles~~ consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District **Information & Technology Resources** and students' personal communication devices when they are connected to **District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property**~~the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity~~ (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights~~Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like).~~ Because its **Information & Technology Resources** are not unlimited, the Board **may institute**~~has also instituted~~ restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students~~Users~~ have no right or expectation to privacy when using District **Information & Technology Resources** (including, but not limited to, privacy in the content of their personal files, **messages/e-mails, and records of their online activity**)~~when using the District's computer network and/or Internet connection~~.

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members~~First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity~~ to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) **when significant portions of students' education take place online or through the use of online educational services/apps,**~~access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.~~

Pursuant to Federal law, the Board **implements**~~has implemented~~ technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (**CIPA**). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District **Information & Technology Resources**, if such disabling will cease to protect against access to materials that are prohibited under **CIPA**~~the Children's Internet Protection Act~~. Any student who attempts to disable the technology protection measures will be **disciplined**~~subject to discipline~~.

The Superintendent or _____ **Chief Information Officer**~~District Technology Manager~~ **Technology Services Manager** may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been **mistakenly, improperly, or inadvertently**~~inappropriately~~ blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to **online content and/or services/apps and/or resources on the Internet**~~that the Board has not authorized for educational purposes.~~ In fact, it is impossible to guarantee students will not gain access through the Internet to **content, information and communications** that they and/or their parents may find inappropriate,

offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while they are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs. **[END OF OPTION]**

~~Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All students who use users of District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.03 F1)~~

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures () including, but not limited to, the use of multi factored authentication for which they have been trained **[END OF OPTION]**. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. (x) Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps, including mobile applications/apps that will be utilized by the student for educational purposes. **[END OF OPTION]**

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature, general. General school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

[NOTE: If language about social media is added to Policy 7540, it is recommended that the following optional language be added to this policy.]

Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use. **[END OF OPTION]**

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and ~~_____ Chief Information Officer~~ District Technology ~~Manager~~ Technology Services Manager as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

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Book	Policy Manual
Section	Board Review 37.2 - Technology
Title	Vol. 37, No. 2 - Technology - February 2023 Revised STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04
Status	
Legal	P.L. 106-554, Children's Internet Protection Act of 2000 P.L. 110-385, Title II, Protecting Children in the 21st Century Act 18 U.S.C. 1460 18 U.S.C. 2246 18 U.S.C. 2256 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003) 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003) 47 C.F.R. 54.500 – 54.523
Adopted	December 17, 2001
Last Revised	October 15, 2018

Revised Policy - Vol. 37, No. 2

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology ~~directly affects~~ ~~has fundamentally altered~~ the ways in which information is accessed, communicated, and transferred in society. ~~Educators are expected to continually adapt their means and methods of instruction and the way they approach student learning to incorporate the latest technologies. The Board of Education provides District Information & Technology Resources (as defined by Bylaw 0100) (collectively, "District Information & Technology Resources")~~ ~~As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology and Information Resources (as defined by Bylaw 0100)~~ to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for ~~limited~~ educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its ~~stated~~ ~~limited~~ educational purpose.

The Board regulates the use of District ~~Information & Technology and Information~~ Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines (x), Policy 7544 and AG 7544 ~~[END OF OPTION]~~ and any applicable employment contracts and collective bargaining agreements govern the

~~Staff's/staffs' use of the District's Information & Technology and Information Resources and staff's personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property, the District's computer network, Internet connection and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).~~

[DRAFTING NOTE: Choose the option in the preceding paragraph if above if the Superintendent recommends and the Board adopts Policy 7544.]

~~Staff members are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines (e.g., making personal attacks and injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on a staff member's First Amendment rights. Because District Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on the use of bandwidth, storage space, and printers. Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.~~

~~Staff members/Users have no right or expectation to privacy when using District Information & Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity when using the District's computer network and/or Internet connection).~~

Staff are expected to ~~use~~utilize District Information & Technology and Information Resources to promote educational excellence in our schools by providing students with the opportunity to develop the ~~resource-sharing~~resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services/apps will be guided by Board Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. ~~The Internet connects computers and users in the District with computers and users worldwide.~~ Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Information & Technology Resources provide students and staff with the opportunity to communicate with ~~other~~people from throughout the world. Access to such an incredible quantity ~~and diversity~~ of information and resources brings with it, however, certain unique challenges and responsibilities.

~~While the Board uses various technologies to limit the use of District Information & Technology Resources to only use/access online services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent users from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members. The Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps, access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.~~

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or Superintendent, the technology protection

measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be disciplined subject to disciplinary action, up to and including termination.

The Superintendent or _____ Chief Information Officer District Technology Services Manager may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. (x) The Superintendent or _____ Chief Information Officer District Technology Director may also disable the technology protection measures to enable access for bona fide research or other lawful purposes. **[END OF OPTION]**

Principals are responsible for providing training so that staff under their supervision are knowledgeable about this policy and its accompanying guidelines.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Further, staff members shall monitor students' online activities while the students are at school. Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

[x] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs. **[END OF OPTION]**

The disclosure of personally identifiable information about students online is prohibited.

~~Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media including in chat rooms, and cyberbullying awareness and response. All users of District Technology~~ All staff members who use District Information & Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.04 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, staff members are required to comply with all District-established cybersecurity procedures () including, but not limited to, the use of multi factored authentication (MFA), [END OF OPTION]. for which they have been trained. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Staff will be assigned a District-provided school e-mail address that they are required to use/utlize for all school-related electronic communications, including those to students, parents and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District. [END OF OPTION]

With prior approval from the Superintendent or _____ Chief Information Officer/District Technology Services Manager, staff may direct students who have been issued school-assigned e-mail accounts to use those accounts when signing-up/registering for access to various online educational services/apps that the student will use, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision. [END OF OPTION]

Staff members are responsible for good behavior when using District Information & Technology and Information Resources - i.e., behavior comparable to that expected when they are in physical classrooms, school buildings, and at school-sponsored events. Because communications classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature, general rules for professional behavior and communication apply. The Board does not approve any use of District Information & its Technology and Information Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines () and Policy 7544 and its accompanying procedure [END OF OPTION].

[DRAFTING NOTE: Choose the preceding option if option above if the Superintendent recommends and the Board adopts Policy 7544.]

[NOTE: If the use of social media is authorized by Policy 7540 and Policy 7544, choose the appropriate following option to match that language]

Staff members may only use District Information & Technology Resources to access or use social media if it is done for educational or business related purposes. [END OF OPTION]

Staff member/members' use of District Information & Technology Resources/technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying procedure. [END OF OPTION]

[DRAFTING NOTE: Choose the following option to provide further direction to staff regarding the appropriate versus inappropriate use of social media.]

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property, including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities. [END OF OPTION]

[AI/NLP TOOLS OPTIONAL LANGUAGE]

Use of Artificial Intelligence/Natural Language Processing Tools

Staff are permitted to use Artificial Intelligence and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") to accomplish their job responsibilities so long as the use is ethical, responsible, and does not violate any provisions of this policy (e.g., it does not infringe on students' or staff members' privacy rights, violate their duty to maintain confidentiality related to personally identifiable information, etc.). General school rules for behavior and communication apply.

With respect to students, it is the Board's policy that they are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, students are prohibited from using AI/NLP tools to complete school work. The use of AI/NLP tools without the express permission/consent of a teacher is considered to undermine the learning and problem solving skills that are essential to a student's academic success and that the staff is tasked to develop in each student. Consequently, students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools, and they are expected to ask their teachers when they have questions and/or need assistance. A student's unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using such tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students are allowed to use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. ~~Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.~~
- B. ~~Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments—e.g., scientific experiments and marketing research.~~
- C. ~~Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.~~
- D. ~~Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.~~
- E. ~~Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text to speech software can help students with specific learning disabilities or visual impairments to read texts and AI powered translation tools can help students with hearing impairments to understand spoken language.~~

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use AI/NLP tools to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

[END OF OPTIONAL LANGUAGE]

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology and Information Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and _____ Chief Information Office District Technology Services Manager as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff member members' use of District Information & Technology and Information Resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality and/or laws or privacy laws related to the disclosure of student or employee personally identifiable confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.



Book Policy Manual
Section Board Review 37.2 - Technology
Title Vol. 37, No. 2 - Technology - February 2023 Revised CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN
Code po8300
Status
Adopted August 21, 2017

Revised Policy - Vol. 37, No. 2

8300 - CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN

The Continuity of Organizational Operations Plan (COOP) provides the District with the capability of conducting its essential operations under all threats and conditions with or without warning. Having a plan to recover from any type of disaster regardless of the severity and consequences of the emergency is critical to recovery of operations and **minimizing** ~~can minimize~~ the impact on the District's teaching and learning, personnel, facilities, technology, transportation, food service, and other functional resources.

Scope of the Continuity Plan

The primary objective of the COOP is to restore the District's critical operational functions and the learning environment as quickly as possible after a crisis or threat event **occurs** ~~has occurred~~. A COOP contains critical and sensitive information that is confidential and exempt from public disclosure.

Planning for the continuity of operations of a school system in the aftermath of a disaster is a complex task. The current ~~changing~~ threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, **cyberattacks**, and terrorist attacks and threats, have increased the need for viable continuity capabilities and plans that enable the District to resume and continue the essential functions in an all-hazards environment across a full spectrum of emergencies. Such conditions have increased the importance of having continuity plans in place that provide stability of essential functions across the various levels of public government and private enterprises.

The planning and development of continuity of an organizational operations plan, as well as the ongoing review, **testing**, and revision of such a plan, is important for the overall District ~~() and also for each school () and department in the District~~ **[END OF OPTIONS]**.

The District-wide plan describes how the District will respond as a total organization to a given emergency and describes the centralized resources and how they will be organized to implement command and control necessary to function during the life cycle of the event. Individual school and departmental plans contain the details related to the continuity plan for those specific sites and functional areas to prepare for an event, communicate throughout the duration of an event, assess the impact of an event on essential functions in the unit, respond to the event, and detail what will be done to recover from the event.

Preparation for, response to, and recovery from a disaster affecting administrative, educational, and support functions of the District's operations requires the cooperative efforts of external organizations, in partnership with the functional areas supporting the business of the District. This includes local government agencies, law enforcement, emergency management, medical services, and vendors necessary to District operations. The COOP outlines and coordinates all efforts by the District in cooperation with other local and State agencies and businesses to restore the essential functions of the District ~~to the larger local community~~ post-disaster.

The Superintendent shall **develop and** recommend the COOP for Board of Education review and approval; however, the COOP shall be considered a confidential document not subject to release under State public records laws, and accordingly, no copies shall be provided for public review during the adoption process.

The Superintendent shall conduct ~~() an annual~~ **(x)** a periodic ~~[END OF OPTION]~~ review of the COOP.

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Book Policy Manual
Section Board Review 37.2 - Technology
Title Vol. 37, No. 2 - Technology - February 2023 Revised INFORMATION SECURITY
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Status
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Revised Policy - Vol. 37, No. 2

8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This data/information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information & Technology Resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board of Education members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Information & Technology Resources (as defined in Bylaw 0100) and Information Resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the data/information is protected and preserved. Board members, administrators, and all District staff members (x), as well as contractors, vendors, and their employees, [END OF OPTION] granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Information & Technology Resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to them, him/her or how they apply to them, him/her, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the Superintendent is **charged with developing procedures that can** ~~authorized to develop procedures that would~~ be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of **personally-identifiable** ~~personally-identifiable~~ information occurs.

The Superintendent shall require **staff members to participate in training related to the internal controls applicable to the data/information that they collect and have access to and for which they are** ~~the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be~~ responsible for the security protocols.

Third Party ~~Third party~~ contractors/vendors who require access to Confidential Data/Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of **District Information & Technology** Resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and **retained** ~~retain~~ by the District at risk. Employees who violate this policy and/or **its related administrative guidelines may be disciplined** ~~the administrative guidelines promulgated consistent with this policy may have disciplinary consequences imposed~~, up to and including termination of employment, and/or referral to law enforcement. Students who violate this Policy and/or **its related administrative guidelines will be disciplined** ~~AGs will be subject to disciplinary action~~, up to and including expulsion, and/or referral to law enforcement. **(x)** Contractors/vendors who violate this Policy and/or **its related administrative guidelines** ~~AGs~~ may face termination of their business relationships with and/or legal action by the District. ~~[END OF OPTION]~~ Parents and visitors who violate this Policy and/or **its related administrative guidelines** ~~AGs~~ may be denied access to the District's **Information & Technology** Resources.

The Superintendent shall conduct ~~() an annual~~ **(x)** a periodic ~~[END OF OPTION]~~ assessment of risk related to the access to and security of the data/information collected and retained by the District.

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Book	Policy Manual
Section	Board Review 37.2 - Technology
Title	Vol. 37, No. 2 - Technology - February 2023 Revised INFORMATION MANAGEMENT
Code	po8315
Status	
Legal	Federal Rules of Civil Procedure 34, 37(f)
Adopted	May 17, 2010

Revised Policy - Vol. 37, No. 2

8315 - INFORMATION MANAGEMENT

The Board of Education recognizes its responsibility, in certain circumstances, to maintain information created, maintained, or otherwise stored by the District outside the "Records Retention Schedule". In such situations, a "Litigation Hold" procedure will be used to identify and preserve information relevant to a specific matter. "Information" includes both paper documents and electronically stored information ("ESI"). When implementing the "Litigation Hold," the District will identify individuals in possession or custody of paper documents, ESI, and electronic media containing ESI, and inform them of their obligation to preserve the documents and ESI outside the "Records Retention Schedule". The District will also identify third parties with custody or control over paper documents, ESI, or electronic media storing ESI, and request them to preserve that information. All information falling within a "Litigation Hold," which is under the control of the District, must be preserved in a readily accessible form and cannot be disposed of under the "Records Retention and Disposal" requirements. Failure to comply with a Litigation Hold notice (x) may ~~() shall~~ **[END OF OPTION]** result in ~~discipline~~ disciplinary action, up to and including possible termination.

Instances where the Board must maintain information outside the "Records Retention Schedule" include:

- A. when the Board has specific information and/or written notice from a parent/guardian, student, or another person representing the parent/guardian or student ~~an individual, parent or student~~ of an intent to file an appeal of student discipline to State court;
- B. when the Board has specific information and/or written notice that litigation is imminent even though the litigation has not yet been filed in Federal or State court;
- C. when the Board is served with litigation, including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;
- D. when the Board receives specific information and/or written notification from an employee, labor union, or other person of an intent to file a claim against the Board, its members, employees, or agents at an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim against the Board, its members, employees or agents;

- E. when the Board receives specific information and/or written notification from an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim filed against the Board, its members, employees or agents;
- F. when the Board receives written notification from a third party requesting that the Board maintain information that could be at issue in litigation or potential litigation involving against that third party;
- G. when the Superintendent recommends the termination of an employee to the Board pursuant to a labor contract;
- H. when the Board explores, contemplates or initiates litigation.

Definitions

"Documents" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any medium from which information can be obtained or translated if necessary.

"ESI" means any type of information that is created, used, and stored in digital form and accessible by digital means. It includes all data, digital documents or files, or other information contained on any media type (e.g., tape, hard disk drive, cloud storage, or some yet-to-be-created storage technology). Specifically, it includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. Examples include: e-mails and their attachments, text and instant messages, communications conducted in ephemeral messaging applications or in workplace collaboration tools, word processing documents, spreadsheets, digital photographs/pictures, videos, application programs and data files, data/information stored in databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, digital scans (including TIFF files), PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voicemails, phone/call logs, faxes, internet/browser histories, caches, cookies, or logs of activity on computer systems (whether internal to the District or external) that may have been used to process or store electronic data. ESI also includes data/information from cloud applications (e.g., educational or operational services/apps), electronic records of online activity (e.g., social media postings), and data generated or stored by devices connected to the Internet of Things (IoT). "ESI" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. It includes, but is not limited to, e-mails, e-mail attachments, instant messages, word processing files, spreadsheets, pictures, application program and data files, databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, TIFF files, PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voice mails, phone logs, faxes, internet histories, caches, cookies or logs of activity on computer systems that may have been used to process or store electronic data.

"Electronic media" includes, but is not limited to, computer hard drives (including portable hard disk drives "HDD's"), floppy drives, disaster recovery media, and storage media (including DVD's, CD's, floppy discs, Zip discs/drives, Jazz discs/drives, USB memory drives, jump disc/drives, flash discs/drives, keychain discs/drives, thumb discs/drives, smart cards, microfilm micro film, backup tapes, cassette tapes, cartridges, etc.), accessed, used, and/or stored on/in/through the following locations: networks and servers, whether internal or external (including the cloud); laptop and desktop work computers; home and personal computers; other computer systems; databases; backup computers or servers, whether internal or external (including cloud storage); archives; mobile devices (e.g., mobile/cellular phones and tablet computers, personal digital assistants ("PDAs" - including Palm, Blackberry), etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; and video cameras and devices. Electronic media also includes social media websites (e.g., Facebook, Twitter, LinkedIn) and any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that an employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy was first adopted into the future; laptop and desktop work computers; home and personal computers; other computer systems; backup computers or servers; archives; personal

digital assistants ("PDAs" including Palm, Blackberry, cellular phone, tablet PC, etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; and video cameras and devices. Electronic media shall also include any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that an employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy is adopted into the future.

Initiation and Removal of a "Litigation Hold"

The Board or the Superintendent may initiate a "Litigation Hold" under this policy. If the Superintendent initiates a "Litigation Hold," the Superintendent, he or the Board's legal counsel will notify the Board of the reason the Litigation Hold was instituted and its scope. When implementing a Litigation Hold, the Board or Superintendent () may () will ~~[END OF OPTION]~~ utilize an Electronically Stored Information Team ("ESI Team"). The Board's legal counsel shall be involved in the implementation of the "Litigation Hold Procedure" outlined in AG 8315.

A "Litigation Hold" shall remain in place until removed/withdrawn by the Board. A "Litigation Hold" may be removed when the litigation or administrative agency matter has been resolved or can no longer be initiated. Any information maintained under this policy shall fall back under the "Records Retention Schedule" once the "Litigation Hold" is removed/withdrawn.

The Superintendent shall develop administrative guidelines outlining the procedures to be followed by Board members and employees when initiating and implementing a "Litigation Hold." This policy and its related administrative guidelines shall be posted and distributed in the manner described in AG 8315.



Book	Policy Manual
Section	Board Review 37.2
Title	Copy of ANIMALS ON DISTRICT PROPERTY
Code	po8390
Status	
Legal	28 C.F.R. 35.104 Section 504 of the Rehabilitation Act of 1973, as amended (Section 504) The Americans with Disabilities Act, as amended (ADA) The Individuals with Disabilities Education Improvement Act (IDEIA)
Adopted	February 17, 2014
Last Revised	July 20, 2015

8390 - ANIMALS ON DISTRICT PROPERTY

Introduction

The Board of Education recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service or therapy animal in accordance with Federal and State law and this policy.

This policy applies to all animals on District property, including service animals.

Definitions

- A. **"Animal"**: ~~includes every vertebrate other than a human.~~ Includes any living creature that is not a human being.
- B. **"Service animal"**: pursuant to 28 C.F.R. Section ~~35.104~~ 36.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and

neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."

The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

- C. **(x) "Emotional Support Animal"**: Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". See 28 C.F.R 36.104.
- D. **(x) "Therapy Dog"**: Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing affection and comfort to aid in a particular purpose, such as healing or learning. A therapy dog in a school setting services the function of assisting students in the learning process while providing comfort and affection to specific students or to a group of students. Therapy dogs are not service dogs and do not have the same special access as service dogs (source: American Kennel Club/AKC).

~~Non-Service Animals in Schools and Elsewhere on District Property~~

~~Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), those that provide a reasonable accommodation to a student in accordance with a Section 504 Plan, or those that serve as service animals as required by Federal and State law.~~

~~Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum related projects and activities only under the following conditions:~~

- ~~A. the staff member seeking approval to have a non-service animal in his/her classroom shall:~~
 - ~~1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;~~
 - ~~2. take precautions deemed necessary to protect the health and safety of students and other staff;~~
 - ~~3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,~~
 - ~~4. keep the surrounding areas in a clean and sanitary condition at all times;~~
- ~~B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health related or other concerns.~~

~~Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.~~

Vaccination, Licensing, and/or Veterinary Requirements (not currently in UCCS policy)

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance including, but not limited to, rabies vaccination or other inoculations required to be properly licensed.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 4120.09.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal ~~has demonstrated~~ demonstrates that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and ~~his/her~~ their parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with ~~his/her~~ their service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and ~~his/her~~ their parents, or eligible student, and the handler, if ~~s/he~~ the handler is someone other than the student, shall meet with the Transportation Supervisor to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Principal an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

- A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. the service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Principal.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ~~ADA-mandated~~ ADA-mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her/their service animal in accordance with Policy 9160 - Public Attendance at School Events.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- A. the staff member seeking approval to have a non-service animal in their classroom shall:
 1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;
 2. take precautions deemed necessary to protect the health and safety of students and other staff;
 3. provide that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and

4. keep the surrounding areas in a clean and sanitary condition at all times;

- B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

[x] [OPTIONAL LANGUAGE]

Emotional Support Animals for Students

An emotional support animal is not granted the same access to school buildings and classrooms as service animals. Unless required by a student's IEP or Section 504 Plan, the District is not required to grant a student's request that the student be permitted to bring an emotional support animal to classes or on school grounds for any purpose. (x) The Superintendent may grant a student use of an emotional support animal on a case-by-case basis if necessary and not disruptive to the environment or other students. ~~[END OF OPTION]~~

Consistent with State and Federal law, authorization for an emotional support animal to be on District grounds may be suspended if the animal is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the animal to be on District grounds requires approval by the (x) Superintendent (~~-~~) ~~[OTHER]~~ ~~_____~~ ~~[END OF OPTION]~~. Authorization for an emotional support animal to be on District grounds may be withdrawn at any time by the Superintendent.

~~[END OF OPTIONAL LANGUAGE]~~

[x] [OPTION FOR ALLOWING CERTIFIED THERAPY DOGS ON DISTRICT GROUNDS]

Therapy Dogs

Therapy dogs are the personal property of the handler and are specially trained to help students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the (x) Superintendent (~~-~~) ~~building principal (-)~~ ~~[OTHER]~~ ~~_____~~ ~~[END OF OPTIONS]~~, provided the following conditions are met each year:

- A. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.
- B. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.
- C. Documentation that the therapy dog is not younger than one (1) year old and is properly licensed according to local requirements.
- D. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.
- E. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.
- F. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning, feeding, and cleanup while on District grounds.
- G. Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.

Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the (x) Superintendent (~~-~~) ~~[OTHER]~~ ~~_____~~. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the Superintendent.

~~[END OF OPTIONS]~~

28 C.F.R. ~~36.104~~ ~~35.104~~

Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)

The Americans with Disabilities Act, as amended (ADA)

The Individuals with Disabilities Education Improvement Act (IDEIA)



Book	Policy Manual
Section	Board Review 37.2 - Tobacco
Title	Copy of PUBLIC ATTENDANCE AT SCHOOL EVENTS
Code	po9160
Status	
Legal	28 C.F.R. Part 35
Adopted	December 15, 1997
Last Revised	February 17, 2014

9160 - **PUBLIC ATTENDANCE AT SCHOOL EVENTS**

The Board of Education welcomes the attendance of members of the community at athletic and other public events held by the schools in the District, but the Board also acknowledges its duty to maintain order and preserve the facilities of the District during the conduct of such events. The Board retains the right to bar the attendance of or remove any person whose conduct may constitute a disruption at a school event. School administrators are expected to call law enforcement officials if a person violates posted regulations or does not leave school property when reasonably requested. In accordance with Board Policy 7440 and AG 7440B, administrators may use metal detectors and other devices to protect the safety and well-being of participants and visitors.

The Board directs that no alcoholic beverage or other controlled substance be possessed, consumed, or distributed nor any betting occur at any function sponsored by the District or at any function occurring on District premises.

Raffles and similar forms of fund-raising by District-related organizations may be permitted by the Superintendent in accordance with Policy 9211 - District Support Organizations and Policy 9700 - Relations with Special Interest Groups.

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to persons with disabilities who desire access to their child's educational program or meetings pertinent thereto.

If a student or adult is asked to leave or is removed from a school event, no admission fees shall be refunded.

Individuals with disabilities shall have an equal opportunity to purchase tickets for events that have been sanctioned or approved by the Board in accordance with the provisions of the Americans with Disabilities Act, as amended.

Further, in accordance with the provisions of the Americans with Disabilities Act, as amended, the Board shall permit individuals with disabilities to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go. (See also Policy 8390)

Smoking and/or the use of tobacco **products** and/or tobacco substitute products is prohibited at any time within any enclosed facility owned or leased or contracted for by the Board, and in areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. Such prohibition also applies to school grounds and any school-related event. **For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, or tobacco substitutes, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco or nicotine (including synthetic nicotine) in addition to papers used to roll cigarettes, and/or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, and any other smoking devices for burning tobacco or any other substances (see Policy 7434).**

The Board is aware of the increasing desire of many parents and other members of an audience to make audio and/or video recordings of school events.

Such recordings can be made by parents or other members of the audience without restriction if the performance is not of copyrighted material. However, if the performance is of copyrighted material, recording can be made if the appropriate license authorizing such recordings has been secured in advance by the District. If the performance is of copyrighted material and the necessary license has not been secured in advance by the District, the audience shall be advised before the performance begins that audio and/or video recordings that will be re-broadcast or distributed in any way, such as posting on the internet, are prohibited.

The Board authorizes the Superintendent to establish rules and procedures governing the use of nondistrict audio/visual recording equipment at any District-sponsored event or activity. Such rules are to be distributed in such a manner that members of the audience who wish to record the event are aware of the rules early enough to make proper arrangements to obtain their recordings without causing delay or disruption to an activity.

Any person or organization seeking to film students or a school activity which is not a public event shall obtain prior permission from the Superintendent.

The Superintendent shall ensure that all notices, signs, schedules, and other communications about school events contain the following statement:

"Upon request to the Superintendent, the District shall make reasonable accommodation for a disabled person to be able to participate in this activity."

Revised 4/19/99

Revised 6/28/11

Revised 9/19/11

Revised 2/20/12

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Book Policy Manual
Section Board Review 37.2 - Technology
Title Vol. 37, No. 2 - Technology - February 2023 Revised [new to UCCS] ADVERTISING AND COMMERCIAL ACTIVITIES
Code po9700.01
Status

Revised Policy - Vol. 37, No. 2

9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

The purpose of this policy is to provide guidelines for the appropriate and inappropriate use of advertising or promoting of commercial products or services to students and parents in the schools.

"Advertising" comes in many different categories and forums and is defined as an oral, written, or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use, or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos, or tags for product or service identification purposes are not considered advertising.

Option #1

~~It is the policy of the Board of Education that advertising shall not be permitted in School District school district facilities or on School District property and that the District's name, students, staff members, and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit, or other non-school agency or organization, public or private.~~

[END OF OPTION # 1]

[SELECTION OF THE FIRST OPTION PRECLUDES SELECTION OF THE SECOND OPTION]

Option #2

~~The Board of Education may permit advertising in School District facilities or on School District property in the following categories or forums in accordance with the guidelines set forth herein:~~

A. Product Sales:

- product sales benefiting a district, school, or student activity (e.g., the sale of beverages or food within schools);
- exclusive agreements between the District and businesses that provide the businesses with the exclusive right to sell or promote their products or services in the schools (e.g. pouring rights contracts with soda companies);

3. fundraising activities (e.g., short-term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club, or activity where the school receives a share of the profits.

B. Direct Advertising/Appropriation of Space:

1. signage and billboards in schools and school facilities;
2. corporate logos or brand names on school equipment (e.g., marquees, message boards, or score boards);
3. ads, corporate logos, or brand names on book covers, student assignment books, or posters;
4. ads in school publications (newspapers, ~~and~~ yearbooks, and event programs);
5. media-based electronic advertising (e.g., Channel One or Internet or web-based sponsorship);
6. free samples (e.g., of food or personal hygiene products).

C. Indirect Advertising:

1. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants, or gifts;
2. the Board approves the use of instructional materials developed by commercial organizations, such as films and videos, only if the education value of the materials outweighs their commercial nature.

The films or ~~materials~~ ~~material~~ shall be carefully evaluated by the school principal for classroom use to determine whether the films or materials contain undesirable propaganda and are in compliance with the guidelines as set forth above.

D. Market Research:

1. surveys or polls related to commercial activities;
2. internet surveys or polls asking for information related to commercial activities;
3. _____ [other].

[END OF OPTION # 2]

It is further the policy of the Board that its name, students, staff members, and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit, or other non-school agency or organization, public or private, without the approval of the Board or its designee.

Any commercial advertising shall be structured in accordance with the General Advertising Guidelines set forth below.

General Advertising Guidelines

The following guidelines shall be followed with respect to any form of advertising on school grounds **or school property (x)**, including the District's website **[END OF OPTION]:**

- A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement should be consistent with the District's educational standards and goals.

- B. Any advertising that may become a permanent or semi-permanent part of a school requires prior approval of the Board.
- C. The Board reserves the right to consider requests for advertising in the schools on a case-by-case basis.
- D. No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic, or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, X or R rated movies, or gambling aids.
- E. No advertisement shall promote any specific religion or religious, ethnic, or racial group, political candidate, or ballot issue, and shall be non-proselytizing.
- F. No advertisement may contain libelous material.
- G. No advertisement may be approved which would tend to create a substantial disruption in the school environment or inhibit the functioning of any school.
- H. No advertisement shall be false, misleading, or deceptive.
- I. ~~To the extent feasible, each~~ Each advertisement must be reviewed in advance for age appropriateness.
- J. Advertisements may be rejected by the School District if determined to be inconsistent with the educational objectives of the School District, inappropriate, or inconsistent with the guidelines set forth in this policy.
- K. All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, disability, or age, and must be age-appropriate.
- L. Students shall not be required to advertise a product, service, company, or industry.
- M. Advertising will not be permitted on the outside or the inside of school buses.
- N. The Superintendent or designee is responsible for screening all advertising unless it is not feasible to do so, and the advertising is linked to a contract approved by the Board that expressly requires the vendor who is selecting and running the advertisement(s) to comply with these General Advertising Guidelines ~~[END OF OPTION]~~.
- O. The Superintendent or designee may require that samples of advertising be made available for inspection.
- P. The inclusion of advertisements in School District publications, in School District facilities, or on ~~School District~~ school district property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.
- Q. Final discretion regarding whether to advertise and the content and value of the materials will be with the Board.

Accounting

Advertising revenues must be properly reported and accounted for.

“Striving For Excellence In Everything We Do”



Union City Community Schools

430 St. Joseph Street

Union City, MI 49094

Ph: 517-741-3312

Fax: 517-741-5205

e-mail: dmcdowell@unioncityschools.org

Deborah McDowell

Food Service Supervisor

Dear Members of the Board of Education,

I recommend the following candidates for employment with Union City Schools,

Ellen smith

It is with pleasure that I recommend this candidate be added to the hot lunch staff, as an assistant cook. Starting date May 03, 2023.

Best Regards,
Deborah McDowell

**UNION CITY COMMUNITY SCHOOLS
RESOLUTION AUTHORIZING THE ISSUANCE
AND DELEGATING THE SALE OF BONDS
AND OTHER MATTERS RELATING THERETO**

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

A regular meeting of the board of education of the Issuer (the “Board”) was held in the _____, within the boundaries of the Issuer, on the 15th day of May, 2023, at _____ o’clock in the __.m. (the “Meeting”).

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. This Board deems it advisable and necessary to issue bonds for the purpose of erecting a restroom building and a ticket pavilion; and preparing, developing, and improving athletic fields and facilities and sites (the “Project”); and Act 451, Public Acts of Michigan, 1976, as amended, authorizes this Board to issue bonds for the purpose of financing all or a portion of the Project; and

2. The Issuer estimates the necessary cost of the Project to be Two Million Four Hundred Fifty-Six Thousand Twenty-One Dollars (\$2,456,021), of which it is necessary to borrow the sum of Two Million Seventy-Five Thousand Dollars (\$2,075,000), and issue bonds of the Issuer therefor to pay a portion of said cost including the cost of issuing the bonds; and

3. The Issuer may have the opportunity to directly or privately place the bonds with a sophisticated investor or commercial bank (the “Purchaser”); and

4. The Issuer has received a proposal from Baker Tilly Municipal Advisors, LLC (the “Financial Advisor”) regarding the private placement of the bonds; and

5. Prior to the issuance of bonds, the Issuer must either achieve qualified status or secure prior approval of the bonds from the Michigan Department of Treasury (the “Department”) pursuant to Act 34, Public Acts of Michigan, 2001, as amended.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The bonds of the Issuer aggregating the principal sum of not to exceed Two Million Seventy-Five Thousand Dollars (\$2,075,000) be issued for the purpose of erecting a restroom building and a ticket pavilion; and preparing, developing, and improving athletic fields and facilities and sites and the cost of issuing the bonds. The bonds shall be designated 2023 School Building and Site Bonds (General Obligation – Limited Tax) (the “Bonds”).

2. The Bonds shall be dated the date of delivery or such other date as established at the time of sale; shall be fully registered bonds as to principal and interest; shall be numbered consecutively in the direct order of maturity from 1 upwards; and shall bear interest at a rate or rates to be hereafter determined not exceeding six percent (6%) per annum.

3. The Bonds may consist of serial or term Bonds or any combination thereof which shall be determined upon sale of the Bonds. The Bonds are issuable in minimum denominations of \$100,000 and in integral multiples of \$5,000 in excess thereof, not exceeding the aggregate principal amount for each maturity, and shall mature on May 1 in each year, in the final principal amounts determined upon sale, with interest thereon payable on May 1, 2024, or such other date as may be established at the time of sale, and semiannually thereafter on November 1 and May 1 in each year; and shall mature on May 1 in each year as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2024	\$460,000	2027	\$405,000
2025	380,000	2028	420,000
2026	390,000		

The interest on any one Bond shall be at one rate only, and all Bonds maturing in any one year must carry the same interest rate. No bid will be considered for a price less than 99% of the par value. The Superintendent or the Business Manager of the Issuer (each an “Authorized Officer”) is authorized to adjust the maturity schedule and principal amounts pursuant to the recommendation of the Financial Advisor.

4. The Bonds shall not be subject to redemption prior to maturity at the option of the Issuer.

5. The Bonds and the interest thereon shall be payable in lawful money of the United States of America at or by a bank or trust company to be designated by an Authorized Officer at the time of sale (herein called the “Paying Agent”), which shall act as the paying agent and bond registrar or such successor paying agent-bond registrar as may be approved by the Issuer, on each semiannual interest payment date and the date of each principal maturity.

6. Book Entry. At the request of the Purchaser, the ownership of one fully registered bond for each maturity in the aggregate principal amount of such maturity shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“DTC”). So long as the Bonds are in the book entry form only, the Paying Agent shall comply with the terms of the Blanket Issuer Letter of Representations to be entered into between the Issuer and DTC, which provisions shall govern registration, notices and payment, among other things, and which provisions are incorporated herein with the same effect as if fully set forth herein. An Authorized Officer is authorized and directed to enter into the Blanket Issuer Letter of Representations with DTC in such form as determined by an Authorized Officer, in consultation with bond counsel, to be necessary and appropriate. In the event the Issuer determines that the continuation of the system of book entry only transfer through DTC (or a successor securities depository) is not in the best interest of the DTC participants, beneficial owners of the Bonds, or the Issuer, the Issuer will notify the Paying Agent, whereupon the Paying Agent will notify DTC of the availability through DTC of the bond certificates. In such event, the Issuer shall issue and the Paying Agent shall transfer and exchange Bonds as requested by DTC of like principal amount, series and maturity, in authorized denominations to the identifiable beneficial owners in replacement of the beneficial interest of such beneficial owners in the Bonds, as provided herein.

So long as the book-entry-only system remains in effect, in the event of a partial redemption the Paying Agent will give notice to Cede & Co., as nominee of DTC, only, and only Cede & Co. will be deemed to be a holder of the Bonds. DTC is expected to reduce the credit balances of the applicable DTC Participants in respect of the Bonds and in turn the DTC Participants are expected to select those Beneficial Owners whose ownership interests are to be extinguished or reduced by such partial redemptions, each by such method as DTC or such DTC Participants, as the case may be, deems fair and appropriate in its sole discretion.

7. In the event the Bonds are no longer in book entry form only, the following provisions would apply to the Bonds:

The Paying Agent shall keep or cause to be kept, at its principal office, sufficient books for the registration and transfer of the Bonds, which shall at all times during normal business hours be open to inspection by the Issuer; and, upon presentation and surrender for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, transfer or cause to be transferred on said books, Bonds as herein provided.

Any Bond may be transferred upon the books required to be kept pursuant to this section by the person in whose name it is registered, in person or by a duly authorized agent, upon surrender of the Bond for cancellation, accompanied by delivery of a duly executed written instrument of transfer in a form approved by the Paying Agent. Whenever any Bond or Bonds shall be surrendered for transfer, the Issuer shall furnish or cause to be furnished a sufficient number of manual or facsimile executed Bonds and the Paying Agent shall authenticate and deliver a new Bond or Bonds for like aggregate principal amount. The Paying Agent shall require the payment of any tax or other governmental charge required to be paid with respect to the transfer to be made by the bondholder requesting the transfer.

8. If any Bond shall become mutilated, the Issuer, at the expense of the holder of the Bonds, shall furnish or cause to be furnished, and the Paying Agent shall authenticate and deliver, a new Bond of like tenor in exchange and substitution of the mutilated Bond, upon surrender to the Paying Agent of the mutilated Bond. If any Bond issued under this resolution shall be lost, destroyed or stolen, evidence of the loss, destruction or theft and indemnity may be submitted to the Paying Agent, and if satisfactory to the Paying Agent and the Issuer, the Issuer at the expense of the owner, shall furnish or cause to be furnished, and the Paying Agent shall authenticate and deliver a new Bond of like tenor and bearing the statement required by Act 354, Public Acts of Michigan, 1972, as amended, being sections 129.131 to 129.134, inclusive, of the Michigan Compiled Laws, or any applicable law hereafter enacted, in lieu of and in substitution of the Bond so lost, destroyed or stolen. If any such Bond shall have matured or shall be about to mature, instead of issuing a substitute Bond, the Paying Agent may pay the same without surrender thereof.

9. The President and Secretary are authorized to provide the Bonds in conformity with the specifications of this resolution by causing their manual or facsimile signatures to be affixed thereto, and upon the manual execution by the authorized signatory of the Paying Agent, the Treasurer is authorized and directed to cause said Bonds to be delivered to the Purchaser upon receipt of the purchase price and accrued interest, if any.

Blank Bonds with the manual or facsimile signatures of the President and Secretary affixed thereto, shall, at the direction of bond counsel and as necessary, be delivered to the Paying Agent for safekeeping to be used for registration and transfer of ownership.

10. There is hereby created a separate depository account to be kept with a bank located in the State of Michigan and insured by the Federal Deposit Insurance Corporation, previously approved as an authorized depository of funds of the Issuer, to be designated 2023 SCHOOL BOND GENERAL OBLIGATION LIMITED TAX DEBT RETIREMENT FUND (hereinafter referred to as the “DEBT RETIREMENT FUND”), all proceeds from taxes levied for the fund to be used for the purpose of paying the principal and interest on the Bonds authorized herein as they mature or are redeemed. Upon receipt of the Bond proceeds from the sale of the Bonds, the accrued interest, if any, shall be deposited in the DEBT RETIREMENT FUND. DEBT RETIREMENT FUND moneys may be invested as authorized by law.

11. The Issuer irrevocably pledges to make the annual principal and interest payments on the Bonds beginning with the fiscal year 2023-2024 and during each fiscal year for which a budget is adopted, the first budget obligation within its authorized millage and other available funds until such time as the principal and interest on the Bonds have been paid in full.

12. Commencing with the 2023 tax levy, there shall be levied upon the tax rolls of the Issuer in each year for the purpose of the DEBT RETIREMENT FUND a sum not less than the amount estimated to be sufficient to pay the principal and interest on the Bonds as such principal and interest fall due, the probable delinquency in collections and funds on hand being taken into consideration in arriving at the estimate. The Issuer pledges its limited tax full faith and credit for the payment of the principal and interest on the Bonds, payable from ad valorem taxes which will be levied within the authorized constitutional and statutory tax rate limitations of the Issuer for such purposes and an irrevocable appropriation of a sufficient amount of taxes will be made each year from said millage rate for the payment of principal and interest on the Bonds as due, subordinate only to any first liens on said funds pledged for the payment of state aid notes, lines of credit or tax anticipation notes heretofore or hereafter issued. The Issuer reserves the right to issue additional bonds of equal standing.

Because the Issuer does not have the power to levy taxes for the payment of the Bonds in excess of its constitutional or statutory tax rate limitations, the Bonds will be limited tax general obligations of the Issuer, and, if tax collections are insufficient to pay the principal of or interest on the Bonds when due, the Issuer pledges to use any and all other resources available for the payment of the Bonds.

13. The Issuer estimates the period of usefulness of the improvements for which the Bonds are to be issued to be not less than fifteen (15) years.

14. There is hereby created a separate account to be designated 2023 CAPITAL PROJECTS FUND, to which the proceeds of the Bond issue are to be credited.

15. The Bonds shall be in substantially the form attached hereto as Exhibit A.

16. An Authorized Officer is authorized to pursue, negotiate and select a sophisticated investor or commercial bank for a private placement of the Bonds, subject to the requirements of paragraph 19 below. An Authorized Officer is authorized to execute any documents or agreements necessary to evidence or consummate the private placement in accordance with the provisions of this resolution. Based upon information provided by the Issuer’s Financial Advisor, a negotiated sale allows flexibility in the timing, sale and structure of the Bonds in response to changing market conditions.

17. An Authorized Officer is authorized to approve circulation of a Request for Proposals or Marketing Bulletin, as necessary, describing the Bonds.

18. An Authorized Officer, or designee if permitted by law, is authorized to:
 - A. File with the Department an application for approval to issue the Bonds, if required, and to pay any applicable fee therefor and, further, within fifteen (15) business days after issuance of the Bonds, file any and all documentation required subsequent to the issuance of the Bonds, together with any statutorily required fee.
 - B. Make application for municipal bond insurance if, upon advice of the Financial Advisor, the purchase of municipal bond insurance will be cost effective. The premium for such bond insurance shall be paid by the Issuer from Bond proceeds.
19. The authorization to make a direct placement of the Bonds is subject to the following parameters:
 - A. the average true interest cost rate on the Bonds shall not exceed 6%; and
 - B. the receipt of express written recommendation of the Financial Advisor to accept the terms of the bond purchase and/or placement agreement.
20. An Authorized Officer is further authorized and directed to (i) appoint a paying agent for the Bonds; (ii) select a bond insurer, accept a commitment therefore and authorize payment of a bond insurance premium to insure any or all of the Bonds if recommended in writing by the Financial Advisor; (iii) if required, deem a Preliminary Official Statement for the Bonds final for purposes of SEC Rule 15c2-12(b)(1); and (iv) if required, execute and deliver a final Official Statement on behalf of the Issuer.
21. The President or Vice President, the Secretary, the Treasurer, the Superintendent, the Business Manager, and/or all other officers, agents and representatives of the Issuer and each of them shall execute, issue and deliver any certificates, statements, warranties, representations, or documents necessary to effect the purposes of this resolution, the Bonds, or the bond purchase and/or placement agreement.
22. The officers, agents and employees of the Issuer are authorized to take all other actions necessary and convenient to facilitate the sale and delivery of the Bonds.
23. Thrun Law Firm, P.C., is appointed as bond counsel for the Issuer with reference to the issuance of the Bonds. Further, Thrun Law Firm, P.C., has informed this Board that it represents no other party in the issuance of the Bonds.
24. The financial consulting firm of Baker Tilly Municipal Advisors, LLC, is appointed as financial consultant to the Issuer with reference to the issuance of the Bonds herein authorized.
25. The Board covenants to comply with existing provisions of the Internal Revenue Code of 1986, as amended (the "Code"), necessary to maintain the exclusion of interest on the Bonds from gross income.
26. The Bonds of this issue are hereby designated as "qualified tax-exempt obligations" for purposes of deduction of interest expense by financial institutions under the provisions of the Code. In making said designation, the Board determines that the reasonably anticipated amount of tax-exempt

obligations which will be issued by the Issuer or entities which issue obligations on behalf of the Issuer during calendar year 2023 will not exceed \$10,000,000, excluding only those tax-exempt obligations as permitted by Section 265(b)(3)(C)(ii) of the Code.

27. The advance payment for the Project is approved, and monies are authorized to be advanced from monies on hand in the General Fund, which monies will be repaid to the General Fund from the proceeds of the Bonds when received. The Issuer shall reimburse the General Fund not earlier than the date on which the expenses are paid and not later than the later of:

- A. the date that is eighteen (18) months after the expenses are paid, or
- B. the date the Project is placed in service or abandoned, but in no event more than three (3) years after the expenses are paid.

28. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution are rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

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

Secretary, Board of Education

MFH/keh

EXHIBIT A

**[No.]
UNITED STATES OF AMERICA
STATE OF MICHIGAN
COUNTIES OF BRANCH AND CALHOUN
UNION CITY COMMUNITY SCHOOLS
2023 SCHOOL BUILDING AND SITE BOND
(GENERAL OBLIGATION - LIMITED TAX)**

Rate Maturity Date Date of Original Issue CUSIP No.

REGISTERED OWNER:
PRINCIPAL AMOUNT:

UNION CITY COMMUNITY SCHOOLS, COUNTIES OF BRANCH AND CALHOUN, STATE OF MICHIGAN (the “Issuer”), promises to pay to the Registered Owner specified above, or registered assigns, the Principal Amount specified above, in lawful money of the United States of America on the Maturity Date specified above, with interest thereon, from the Date of Original Issue until paid at the Rate specified above on the basis of a 360-day year, 30-day month, payable on May 1, 2024, and semiannually thereafter on the first day of November and May of each year (the “Bond” or “Bonds”). Principal on this Bond is payable at the corporate trust office of _____, MICHIGAN (the “Paying Agent”), upon presentation and surrender hereof. Interest is payable by check or draft mailed to the Registered Owner at the registered address shown on the registration books of the Issuer kept by the Paying Agent as of the close of business on the 15th day of the month preceding any interest payment date. The Issuer may hereafter designate a successor paying agent/bond registrar by notice mailed to the Registered Owner not less than sixty (60) days prior to any interest payment date.

This Bond is one of a series of bonds of like date and tenor, except as to denomination, rate of interest and date of maturity, aggregating the principal amount of Two Million Seventy-Five Thousand Dollars (\$2,075,000) issued under and in pursuance of the provisions of Act 451, Public Acts of Michigan, 1976, as amended; Act 34, Public Acts of Michigan, 2001, as amended; and by resolutions duly adopted by the Board of Education of the Issuer on May 15, 2023 and _____, 2023, for the purpose of authorizing issuance of the Bonds by the Issuer.

The series of Bonds of which this is one is issued for the purpose of erecting a restroom building and a ticket pavilion; and preparing, developing, and improving athletic fields and facilities and sites.

The limited tax, full faith, credit and resources of the Issuer are hereby pledged for the payment of the principal and interest on the Bonds. The Bonds of this issue are payable primarily from ad valorem taxes, which will be levied within the authorized constitutional and statutory tax rate limitations of the Issuer and an irrevocable appropriation of a sufficient amount of such taxes will be made each year as a first operating budget obligation for the payment of the principal of and interest on the Bonds as due, subordinate only to any first liens on said funds pledged for the payment of state aid notes, lines of credit or tax anticipation notes heretofore or hereafter issued and, if taxes are insufficient to pay the Bonds when due, the Issuer has pledged to use any and all other resources available for the payment of the Bonds. The Issuer does not have the power to levy taxes for the

payment of the Bonds in excess of its constitutional or statutory tax rate limitations. The Issuer reserves the right to issue additional bonds of equal standing.

MANDATORY REDEMPTION

The Bonds maturing on _____, 20 __, are term Bonds subject to mandatory redemption, in part, by lot, on the redemption dates and in the principal amounts set forth below and at a redemption price equal to the principal amount thereof, without premium, together with accrued interest thereon to the date fixed for redemption. When term Bonds are purchased by the Issuer and delivered to the Paying Agent for cancellation or are redeemed in a manner other than by mandatory redemption, the principal amount of the term Bonds affected shall be reduced by the principal amount of the Bonds so redeemed or purchased in the order determined by the Issuer.

<u>Redemption Dates</u>	<u>Bonds due</u>	<u>Principal Amounts</u>
_____, 20 __		\$
_____, 20 __		
_____, 20 __		
_____, 20 __ (maturity)		

NO OPTIONAL REDEMPTION

Bonds of this issue are not subject to redemption at the option of the Issuer prior to maturity.

Notice of redemption of any Bond shall be given not less than thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption by mail to the Registered Owner at the registered address shown on the registration books kept by the Paying Agent. Bonds shall be called for redemption in multiples of \$100,000, and Bonds of denominations of more than \$100,000 shall be treated as representing the number of Bonds obtained by dividing the denomination of the Bond by \$100,000, and such Bonds may be redeemed in part, provided the unredeemed portion has a par value of not less than \$100,000. The notice of redemption for Bonds redeemed in part shall state that upon surrender of the Bond to be redeemed a new Bond or Bonds in an aggregate principal amount equal to the unredeemed portion of the Bond surrendered shall be issued to the Registered Owner thereof. No further interest payment on the Bonds or portions of Bonds called for redemption shall accrue after the date fixed for redemption, whether presented for redemption, provided funds are on hand with the Paying Agent to redeem the same.

If less than all of the Bonds of any maturity shall be called for redemption prior to maturity, unless otherwise provided, the particular Bonds or portions of Bonds to be redeemed shall be selected by the Paying Agent, in such manner as the Paying Agent in its discretion may deem proper, in the principal amounts designated by the Issuer. Upon presentation and surrender of such Bonds at the corporate trust office of the Paying Agent, such Bonds shall be paid and redeemed.

This Bond is registered as to principal and interest and is transferable, as provided in the resolutions authorizing the Bonds, only upon the books of the Issuer kept for that purpose by the Paying Agent, by the Registered Owner hereof in person or by an agent of the Registered Owner duly authorized in writing, upon the surrender of this Bond together with a written instrument of transfer satisfactory to the Paying Agent duly executed by the Registered Owner or agent thereof and thereupon a new Bond or Bonds in the same aggregate principal amount and of the same maturity shall be issued to the transferee in exchange therefor as provided in the resolutions authorizing the Bonds, and upon

payment of the charges, if any, therein provided. The Bonds are issuable in minimum denominations of \$100,000 and in integral multiples of \$5,000 in excess thereof.

It is hereby certified and recited that all acts, conditions and things required to be done, to happen, and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed in due time, form and manner, as required by law.

This Bond shall not be deemed a valid and binding obligation of the Issuer in the absence of authentication by manual execution hereof by the authorized signatory of the Paying Agent.

IN WITNESS WHEREOF, Union City Community Schools, Counties of Branch and Calhoun, State of Michigan, by its Board of Education, has caused this Bond to be signed in the name of the Issuer by the manual or facsimile signature of its President and countersigned by the manual or facsimile signature of its Secretary as of _____, 2023, and to be manually signed by the authorized signatory of the Paying Agent as of the date set forth below.

UNION CITY COMMUNITY SCHOOLS
COUNTIES OF BRANCH AND CALHOUN
STATE OF MICHIGAN

Countersigned

By _____
Secretary

By _____
President

CERTIFICATE OF AUTHENTICATION

Dated:

This Bond is one of the Bonds described herein.

(Name of Bank)

(City, State)

PAYING AGENT

By _____
Authorized Signatory



ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto _____
_____ the within Bond and does hereby irrevocably constitute and
appoint _____ attorney to transfer the Bond on the
books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____

NOTICE: The assignor's signature to this assignment must
correspond with the name as it appears upon the face of the
within Bond in every particular without alteration or any
change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by an eligible guarantor institution participating in a Securities
Transfer Association recognized signature guarantee program.

The Paying Agent will not effect transfer of this Bond unless the information concerning the
transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners if the Bond is held by joint
account.)

PLEASE INSERT SOCIAL SECURITY NUMBER OR
OTHER IDENTIFYING NUMBER OF ASSIGNEE

(if held by joint account, insert number
for first named transferee)



Midwest Transit Equipment, Inc.
15580 US Highway 27 N.
Marshall MI 49068
(800) 487-9782

Union City Community Schools
100 Park Street
Union City, MI 49094

Attn: Debbie Frey

RE: Used School Bus Pricing/Trade In Pricing

April 23, 2023

2020 65 Passenger bus per attached specifications \$64,483.00 Each
Proposal U23-249
Approximate mileage is 50,000
Available Summer/Fall 2023

2012 Thomas C2 Special Needs Trade in Value \$2,500.00

ALL STOCK/USED BUSES ARE SUBJECT TO PRIOR SALE

Please contact me if you have any questions.

Gary D. Bigelow, Regional Sales Manager

A handwritten signature in black ink that reads 'Gary D. Bigelow'. The signature is written in a cursive style with a long, sweeping underline.

C 517-648-1012
Gary.bigelow@midwesttransit.com

Fwd: Union City Extended Warranty Pricing Inbox x

Sara Leson

to me ▾

Here are the extended warranty amounts. Can you please include this in the board information?

Thanks!

----- Forwarded message -----

From: **Gary Bigelow** <gary.bigelow@midwesttransit.com>

Date: Tue, May 9, 2023 at 7:53 PM

Subject: Union City Extended Warranty Pricing

To: sleson@unioncityschools.org <sleson@unioncityschools.org>, dfrey@unioncityschools.org <dfrey@unioncityschools.org>

Cc: Gary Bigelow <gary.bigelow@midwesttransit.com>

3 Year/Unlimited Mileage Extended Towing Warranty	\$1,245.00 per bus
5 Year/Unlimited Mileage Extended Towing Warranty	\$2,042.00 per bus
3 Year/Unlimited Mileage Body/Chassis Extended Warranty	\$2,188.00 per bus
5 Year/Unlimited Mileage Body/Chassis Extended Warranty	\$3,703.00 per bus
3 Year/Unlimited Mileage Engine/Engine Electronics/ Injectors Extended Warranty	\$3,853.00 per bus
5 Year/Unlimited Mileage Engine/Engine Electronics/Injectors Extended Warranty	\$5,710.00 per bus

Please let me know if you have any questions.

Thanks,

Gary Bigelow

Regional Sales Manager

MIDWEST TRANSIT EQUIPMENT

M: 517-648-1012

E: gary.bigelow@midwesttransit.com



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Sara Leson

Business Manager

Union City Community Schools

430 St. Joseph St

Union City, MI 49094

517-741-3301

sleson@unioncityschools.org

BIOGRAPHICAL INFORMATION ON THE 2023 CISD BOARD OF EDUCATION CANDIDATES:

There are three (3) seats up for election: One - two year term and Two- six year terms

TWO YEAR TERM CANDIDATE:

NAME: JEAN GOODRICH

SCHOOL BOARD EXPERIENCE:

- Calhoun ISD (2 years)
 - Secretary (1 year); Treasurer (1 year)
- Union City (15 years)
 - Office Held: President – 5 years

EMPLOYMENT:

- Summit Pointe, CEO

CONTRIBUTIONS I FEEL I WILL MAKE TO THE CISD BOARD:

Personally, I have experience with the views of the smaller districts within the CISD District with the years of experience I have with Union City School District. Professionally, I have over 28 years of experience in the local Community Mental Health, Summit Pointe with the last 8 years as the CEO.

SIX YEAR TERM CANDIDATES:

NAME: ELLEN COLLIER

SCHOOL BOARD EXPERIENCE:

- None

EMPLOYMENT:

- S.A.F.E. Place, CEO

CONTRIBUTIONS I FEEL I WILL MAKE TO THE CISD BOARD:

I am excited to bring my unique skills and experiences to the CISD Board, and I am confident that I can make valuable contributions in three key areas. Firstly, my community connections and over 15 years of experience dedicated to being a voice for people who do not have one and empowering them to develop their own. Working with a wide variety of populations throughout Calhoun County make me well-suited to understand the needs of students utilizing CISD services. I have a deep understanding of the challenges and opportunities that students face, and I am passionate about creating equitable educational opportunities for all students. With my knowledge and expertise, I can provide a valuable perspective to the board and help ensure that CISD services meet the needs of all students. As the CEO of S.A.F.E. Place, I not only have a collaborative relationship with the CISD services already, I have also led the organization through a period of significant growth and transformation, including the implementation of new departments, the restoration of community trust and connections, and an increase in revenues. Through my work at S.A.F.E. Place, I gained valuable experience in managing complex organizations, building relationships with key stakeholders, and delivering high-quality services that meet the needs of the community. I am confident that these skills, coupled with my passion for advocacy and social justice, will enable me to make meaningful contributions to the CISD Board. Secondly, my experience serving on governance boards and as treasurer of the Michigan Breastfeeding Network, a statewide board, have given me a deep understanding of effective board governance. I understand the importance of setting clear goals and priorities, developing strong relationships with key stakeholders, and working collaboratively to achieve common goals. I am committed to using these skills to ensure that the CISD Board operates effectively and efficiently and provides the necessary oversight to ensure that CISD services are meeting the needs of students and the community. In addition to collaborating with my own Board of Directors, my work on the Calhoun County Housing Solutions Board, Sexual Assault Services Advisory Board, and FEMA Emergency Food & Shelter Program boards connect me to vital partnerships throughout the county as well as have provided opportunities to develop my governance philosophy. At its core, effective board governance is about ensuring that an organization is fulfilling its mission and serving its stakeholders in the best possible way through clearly defined roles, board composition that is representative of the community it serves, informed decision making, and accountability. Finally, my passion for education in all its forms and my background in higher education make me an ideal candidate for the CISD Board. I am committed to promoting lifelong learning and supporting students at all stages of their educational journey. I understand the importance of providing a well-rounded education that includes academic, social, and emotional support, and I am committed to working with the board to ensure that CISD services support these goals. I am also a parent of one current Harper Creek student, with a second to begin kindergarten this fall, and a third in 2026. I have been actively involved the Beadle Lake Elementary Parent Teacher Organization, serving as President for the last year. This provides me direct knowledge of a student experience within the CISD's service area, connections to other parents and staff, and a fresh perspective to the board. In summary, I believe that my knowledge and experience in working with diverse populations, my expertise in board governance, and my passion for education make me a strong candidate for the CISD Board. I am committed to using my skills and experience to support the success of all students and to help ensure that CISD services meet the needs of the community.

Additional information: See resume.

NAME: ERIC GREENE

SCHOOL BOARD EXPERIENCE:

- Lakeview (8 years)
 - President, Vice President, Treasurer and Trustee

EMPLOYMENT:

- Kellogg Community College, Vice President for Communications and Advancement

CONTRIBUTIONS I FEEL I WILL MAKE TO THE CISD BOARD:

Contributions I feel I will make to the CISD Board: As a 22-year resident of the Battle Creek area, I have been a member of the Lakeview School District Board of Education since 2015 and board president since 2018. As a longtime volunteer and community advocate, I take this role very seriously. I have strived to ensure that Lakeview is a board that seeks out and learns from diverse voices, always aims to do what is in the best interests of our students, creates a culture of inclusiveness and civility and maintains expectations of excellence in all facets of our district.

My goal is to take this approach to the CISD, where I would have the opportunity to serve the interests of students on a countywide basis while providing a link between the education community and the businesses, governments and citizens of Calhoun County.

During my eight years on the Lakeview board, I have worked with my fellow members to navigate through the Covid-19 pandemic, pass two major bond proposals, hire two superintendents, fill several board vacancies and embrace board development activities. As a member of the Lakeview board, I have routinely demonstrated my commitment to public service by listening to parents, supporting students and engaging with stakeholders, including taxpayers and business owners who don't have kids enrolled in the district. I believe boards function most effectively when they maintain healthy communication with each other, develop sound policies, act transparently, stay in their lane of governance and hold themselves accountable. Although my 2022 re-election campaign website is now outdated, you can get a sense of my activities and priorities by visiting electericgreene.com. I intend to remain on the Lakeview board and complete my six-year term, whether I am elected to the CISD Board or not.

Additional Information: Over the years, I have served on numerous volunteer boards and as a delegate to the Calhoun Association of School Boards and Michigan Association of School Boards. I currently serve as a member of the Battle Creek Shelter Board of Directors and KCC Foundation Board of Directors. In my professional life, I am the Vice President for Communications and Advancement at Kellogg Community College, where I have worked as an administrator and adjunct instructor since 2012. Prior to that, I spent 19 years in journalism, including as managing editor of the Battle Creek Enquirer. On a personal note, I live in Battle Creek with my wife and two sons, both of whom are enrolled at Lakeview High School.

NAME: CATHERINE YATES

SCHOOL BOARD EXPERIENCE:

- Homer (8 years)
 - Treasurer

EMPLOYMENT:

- Huntington Bank, Vice President, Relationship Manager

CONTRIBUTIONS I FEEL I WILL MAKE TO THE CISD BOARD:

I feel my experience on the Homer School Board, as well as being Chair of Oaklawn Hospital's Board, and Vice Chair of Marshall's DDA/LDFA Board give me the knowledge of board etiquette and leadership skills to help the ISD. I also analyze financial statements in my position at the bank and have done that since 1992.

ADDITIONAL INFORMATION:

I admire and respect all of the good work that the ISD has done in our county. I would be honored to be on the board.

Jean (Jeannie) Goodrich
5876 N Drive South, East Leroy, Michigan
Cell: 269-209-5928

May 8, 2023

To All Calhoun County School Board Members:

My name is Jeannie Goodrich, and I am running for a seat for the Calhoun Intermediate School District (CISD). I am confident that I have the skill set that will enhance the membership of the Board and will assist with future governance for the local CISD.

From a personal perspective, I have a total of 15 years of experience on the Union City School Board, with some of that time being the President of the School Board. I quickly learned the perspective of the smaller local school district and how to advocate for the needs of the students that attended our District. Through my time, I also learned the integral role that the CISD plays with the local School Boards and how important the supportive relationship with the CISD is for the districts.

From a professional perspective, as the CEO of Summit Pointe I have the opportunity to work with all of the local school districts, regardless of their size, in a variety of ways to support the mental and emotional health of our students. This support can be through a clinical provider on site, through working directly with the Behavioral Teams at the local school districts and ensuring that Summit Pointe is working closely with the school providers or supporting the CISD initiatives to place clinical providers in the school districts. There isn't a standardized or universal intervention for this support and through this process I have learned about the importance of ensuring that each district may have a different intervention based on the needs of their local districts.

It is through my work, both personally and professionally, that make me a good candidate for the CISD Board of Directors. I can provide the voice on the CISD Board that sustains the characteristics of the local district needs while still supporting the direction of the CISD.

I appreciate the support through the years for many of you that I have worked with, for the local Districts where I have worked and look forward to your vote to allow me to continue that work on the CISD level.

If you have questions, please feel free to contact me! My cell is 269-209-5928,

Sincerely,



Jean (Jeannie) Goodrich

May 6, 2023

Dear school board members:

I am excited to bring my unique skills and experiences to the CISD Board, and I am confident that I can make valuable contributions in three key areas.

Firstly, my community connections and over 15 years of experience dedicated to being a voice for people who do not have one and empowering them to develop their own. Working with a wide variety of populations throughout Calhoun County make me well-suited to understand the needs of students utilizing CISD services. I have a deep understanding of the challenges and opportunities that students face, and I am passionate about creating equitable educational opportunities for all students. With my knowledge and expertise, I can provide a valuable perspective to the board and help ensure that CISD services meet the needs of all students.

As the CEO of S.A.F.E. Place, I not only have a collaborative relationship with the CISD services already, I have also led the organization through a period of significant growth and transformation, including the implementation of new departments, the restoration of community trust and connections, and an increase in revenues.

Through my work at S.A.F.E. Place, I gained valuable experience in managing complex organizations, building relationships with key stakeholders, and delivering high-quality services that meet the needs of the community. I am confident that these skills, coupled with my passion for advocacy and social justice, will enable me to make meaningful contributions to the CISD Board.

Secondly, my experience serving on governance boards and as treasurer of the Michigan Breastfeeding Network, a statewide board, have given me a deep understanding of effective board governance. I understand the importance of setting clear goals and priorities, developing strong relationships with key stakeholders, and working collaboratively to achieve common goals. I am committed to using these skills to ensure that the CISD Board operates effectively and efficiently and provides the necessary oversight to ensure that CISD services are meeting the needs of students and the community.

In addition to collaborating with my own Board of Directors, my work on the Calhoun County Housing Solutions Board, Sexual Assault Services Advisory Board, and FEMA Emergency Food & Shelter Program boards connect me to vital partnerships throughout the county as well as have provided opportunities to develop my governance philosophy. At its core, effective board governance is about ensuring that an organization is fulfilling its mission and serving its stakeholders in the best possible way through clearly defined roles, board composition that is representative of the community it serves, informed decision making, and accountability.

Finally, my passion for education in all its forms and my background in higher education make me an ideal candidate for the CISD Board. I am committed to promoting lifelong learning and supporting students at all stages of their educational journey. I understand the importance of

providing a well-rounded education that includes academic, social, and emotional support, and I am committed to working with the board to ensure that CISD services support these goals.

I am also a parent of one current Harper Creek student, with a second to begin kindergarten this fall, and a third in 2026. I have been actively involved the Beadle Lake Elementary Parent Teacher Organization, serving as President for the last year. This provides me direct knowledge of a student experience within the CISD's service area, connections to other parents and staff, and a fresh perspective to the board.

In summary, I believe that my knowledge and experience in working with diverse populations, my expertise in board governance, and my passion for education make me a strong candidate for the CISD Board. I am committed to using my skills and experience to support the success of all students and to help ensure that CISD services meet the needs of the community.

Sincerely,

A handwritten signature in black ink that reads "Ellen Lassiter Collier". The signature is written in a cursive style with some loops and flourishes.

Ellen Lassiter Collier

ELLEN LASSITER COLLIER

collier.ellen@gmail.com

PROFESSIONAL PROFILE

Over 15 years of full-time experience dedicated to being a voice for people who may not be able to use theirs – and empowering them to eventually do so. I am a passionate community advocate who believes in supporting and uplifting our local Calhoun County communities. I have proved track record of leading organizational change and development, specifically through the creation of the Title IX office at Kalamazoo College and stabilizing then growing S.A.F.E. Place as an essential service provider in the region.

PROFESSIONAL EXPERIENCE

S.A.F.E. Place

Chief Executive Officer

Battle Creek, Michigan

July 2019 – present

- Work closely with the 15-member board of directors, providing them with information, advice, and support to help them fulfill their governance responsibilities.
- Implemented a board recruitment strategy and training curriculum in order to enhance board efficiency and effectiveness, as well as ensure the governing body is representative of the clients S.A.F.E. Place serves.
- Successfully lead the organization through the COVID-19 pandemic, ensuring continuity of services for clients. This included retaining all staff positions for the three year period of March 2022-2023 as well as maintaining a net positive on the organization's finances.
- Guide the organization through developing and implementing the organization's 2023 strategic plan, which includes setting goals, determining priorities, and allocating resources.
- Oversee the organization's finances, including creating and managing budgets, monitoring financial performance, and ensuring compliance with applicable laws and grant compliance.
- Accomplished clean audits for all years of employment, including two single audits during 2021 and 2022 fiscal years.
- Responsible for cultivating relationships with donors, sponsors, and other stakeholders resulting in a 21% increase in contributions from 2019 to 2022.
- Supervise the organization's free and confidential programs and services, ensuring they are aligned with the mission and goals of the organization and meet the needs of our over 2700 clients each year.
- Represent the organization on a variety of community groups and committees such as the Homeless Coalition, Michigan Coalition to End Domestic and Sexual Violence, sexual assault and domestic violence response teams, Albion College Victim Services Task Force, and BCPS Bearcat Health Leadership Team.
- Manage an annual budget of over \$1.5 million, comprised of approximately 70% state and federal grants.

Kalamazoo College

Director of Gender Equity/Title IX Coordinator

Kalamazoo, Michigan

November 2016 – July 2019

- Reporting to the President, oversaw the College's Title IX education, training, and outreach programming related to gender equity.
- Ensured the College's compliance with Title IX, Violence Against Women Act (VAWA), and the Clery Act statutory and regulatory requirements.
- Chaired the Sexual Respect and Violence Prevention Committee, a group of faculty, staff, and students charged with the creation of the annual strategic education plan.
- Served as a central resource for all constituencies on the wide range of issues addressed by Title IX and the Clery Act.
- Wrote, received, and managed a \$41,800 grant from the Michigan State Police and a \$300,000 grant from the Department of Justice Office of Violence Against Women.
- Worked to ensure clear, accurate, timely, and consistent communication related to Title IX and related policies.
- Stayed abreast of national trends related to Title IX, and related state and federal laws and regulations.
- Monitored the College's policies and procedures and lead regular review of such documents.

- Provided updates to the President's Staff, Community Council, Council of Student Representatives, and other constituent bodies.
- Facilitated on-going assessment of the impact of education, training, and outreach efforts.
- Administered the Minors on Campus policy and associated procedures.
- Managed an institutional annual budget of \$10,000.

Eastern Michigan University (EMU)

Ypsilanti, Michigan

Program Coordinator, Women's Resource Center

August 2013 – November 2016

- Responsible for the overall operations of the Women's Resource Center, including facilitation of educational programs, providing resources, and advocacy for students.
- Served as a member of the university Title IX Committee, which ensured compliance with federal legislation, Department of Education guidance, and EMU's resolution agreement.
- Co-wrote, received, and served as the Assistant Project Director for EMU's \$53,000 award from the Michigan State Police's End Campus Sexual Assault Grant.
- Co-chaired the EMU Comprehensive Sexual Violence Prevention Committee, responsible for planning and implementing all sexual violence prevention education during new student orientations.
- Served as the Assessment Coordinator, including construction of learning outcomes, development of assessment tools, data analysis, and formulating recommendations for improvement.
- Managed an annual general fund budget of \$24,000 and secured additional external funding.
- Supervised one graduate assistant, two graduate interns, and six undergraduate student staff.

Bowling Green State University (BGSU)

Bowling Green, Ohio

Assistant to the Chair, Department of Higher Education and Student Affairs

August 2012 – June 2013

- Coordinated the planning and execution of major departmental events including Convocation, Commencement, interview weekend, and the annual departmental banquet while managing approximately \$4000.
- Collaborated with the department chair, the College of Education and Human Development, and the Graduate College to plan and manage the application process for all potential doctoral students.
- Supported and monitored first-year doctoral students' progress to ensure successful completion of the program, mentoring and referring students to campus resources as needed.

Graduate Assistant, Graduate College

August 2011 – August 2012

- Collaborated with Graduate College staff to revise and implement the 2012 Graduate Student Orientation, allowing for greater education and training of 600 new graduate students.
- Interpreted and applied policies and procedures on academic standing, including probation and dismissal.
- Chartered graduation clearance progress, communicating with the Office of Registration and Records, faculty, and graduate students, ensuring timely receipt of materials and eligibility for commencement attendance.
- Coordinated the annual renewal of Graduate Faculty Status by corresponding with department chairs and processing required curriculum vitae, forms, and letters of support.

Delta Zeta Sorority

Oxford, Ohio

Chapter Services Coordinator

July 2009 – July 2011

- Developed educational programming dedicated to building leadership, communication, and academic skills for collegiate women throughout the country.
- Supervised 2 Educational Leadership Consultants who provided on-site assistance to the new branch locations.

Educational Leadership Consultant

June 2007 – July 2009

- Mentored, educated, and trained over 3500 women students on leadership development, academic goals, philanthropic service, risk reduction, and values-based membership recruitment.
- Supported the implementation of Delta Zeta's Five Year Strategic plan by educating students and volunteers on the organization's leadership curriculum, brand, and review of governance structure.

EDUCATION

Bowling Green State University

Doctor of Philosophy in Higher Education Administration

Bowling Green, Ohio

ABD

Northeastern University

Master of Arts in Public History

Bachelor of Science in History

Boston, Massachusetts

May 2007

May 2007

SELECTED TRAININGS & CERTIFICATIONS

CPR & First Aid

August 2022

MIVAN Victim Services & Confidentiality

October 2019

ATIXA Title IX and Athletics Certification

October 2018

ATIXA Title IX Coordinator and Administrator Training: Level Two

January 2018

ATIXA Title IX Investigator Training: Level One

January 2018

ATIXA Title IX Coordinator and Administrator Training: Level One

September 2014

SELECTED SERVICE

Beadle Lake Elementary School PTO, **President**

September 2022-present

Calhoun County FEMA Emergency Food & Shelter Board, **Member**

August 2019-present

Calhoun County Housing Solutions Board, **Member**

August 2019-present

Michigan Breastfeeding Network Board, **Treasurer**

February 2019-present

Calhoun County Breastfeeding Coalition, **Member**

June 2017-June 2020

First Lady's Campus Sexual Assault Workgroup, **State of Michigan**

June 2017-July 2019

Academic Specialist, **Delta Zeta Sorority**

August 2016-January 2020

Pre-Conference Co-Chair, **National Women's Studies Association**

November 2015-December 2016

Sexual Assault Awareness Task Force, **National Panhellenic Council**

January 2015-January 2016

Publication Editor, **NASPA Adult Learners & Students with Children KC**

February 2014-July 2019

National Awards Committee, **Delta Zeta Sorority**

August 2013-present

Graduate Education Strategic Implementation Advisory Committee, **BGSU**

September 2012-April 2013

Academic Visioning Committee, **BGSU**

November 2012-April 2013

SELECTED PRESENTATIONS

Gold, E. & Collier, E. L. (2016, September). 2015 grant recipient best practices. Program presented at the Inform, Empower, Prevent – Let's End Campus Sexual Assault Summit, Ann Arbor, MI.

Carter, S., Estep, S., & Collier, E. L. (2016, March). Women Centers: Making an impact. Program presented at NASPA – Student Affairs Professionals in Higher Education, Indianapolis, IN.

Collier, E. L. (2014, November). An anti-deficit approach to understanding and supporting parenting students. Program presented at NWSA – National Women's Studies Association, San Juan, Puerto Rico.

Collier, E. L. (2014, November). Assessment within Women's Centers. Program presented at NWSA – National Women's Studies Association, San Juan, Puerto Rico.

Collier, E. L. (2014, May). Embracing an anti-deficit approach to working with parenting students. Program presented at the Student Parent Support Symposium, Columbus, OH.

RESOLUTION OF THE _____ BOARD OF EDUCATION

WHEREAS, the biennial election of the Board of the _____ Intermediate School District will be held on Monday, June 5, 2023, at a meeting of representatives from constituent school boards.

WHEREAS, Section 614(2) of the Revised School Code requires a constituent school board to designate its representative and identify the intermediate school board candidate the board supports for each position to be filled on the board by a resolution adopted not earlier than 21 days prior to the date of the election, [*Note- May 15, 2023, is the earliest date that a constituent school board may designative its representative and identify the candidate that the board supports*] and

WHEREAS, Section 614(2) prescribes the method for passage of a resolution including the requirement of considering the resolution at not less than one public meeting before adopting the resolution, and

WHEREAS, the Board previously considered the resolution at an open meeting conducted in a manner prescribed under the Open Meetings Act on _____.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board designates _____ as its representative to serve on the June 5, 2023 electoral body responsible for electing members to the Calhoun Intermediate School District Board of Education and _____ as alternate representative in the event the designated representative is unable to attend.

2. The Board supports candidate 1) _____ for a term of **two year**, further the Board supports candidates 2) _____
3) _____ [insert candidate's name equal to the number of vacancies] for a position on the Calhoun Intermediate School District Board of Education for a **term of six years**.

3. The Board directs its representative _____ to vote for candidate
1) _____ **for a two year term** and candidates
2) _____ 3) _____ [insert candidate's name equal to the number of vacancies] **for a term of six years**; at least on the first ballot taken at the June 5, 2023 election.

4. The Board authorizes and directs its secretary to file this resolution with the secretary of the Calhoun Intermediate School Board.

Ayes: Members

Nays: Members

Resolved this _____ day of _____, 2023.

Secretary, Board of Education

Superintendent Evaluation



MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Superintendent Evaluation Amended Fall 2019

Introduction

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

Professional Standards for Educational Leaders

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

Requirements, Process, Timeline and Resources

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

Scoring

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

Training

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

Posting Requirements

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

Who to Contact

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

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

A. Governance & Board Relations – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

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

B. Community Relations – continued

Weight: 15%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

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

C. Staff Relations – continued

Weight: 15%

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

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

D. Business & Finance – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

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

E. Instructional Leadership - continued

Weight: 30%

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

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

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

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

Superintendent name:

School year:

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

G. Other Required Components of Evaluation

Superintendent name:

School year:

Student Growth

Weight: 40%

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

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

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

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

Progress Toward District-Wide Goals

Weight: 10%

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

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

H. Compiling the Summative Evaluation Score

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

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

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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

Appendix A – Research Base

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

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

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

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

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

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

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

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

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

Appendix C – Conducting the Formal Evaluation & Conference

Prior to meeting:

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

During meeting:

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

Appendix D – Considerations Related to the Closed

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

OPEN PHASE

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

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

Discuss & deliberate about the evaluation

OPEN PHASE

Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

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

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

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

Appendix E – Possible Timelines for Evaluation of the Superintendent

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

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

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

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

Superintendent performance goals may be developed from:

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

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

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

Performance Goal Fundamentals

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

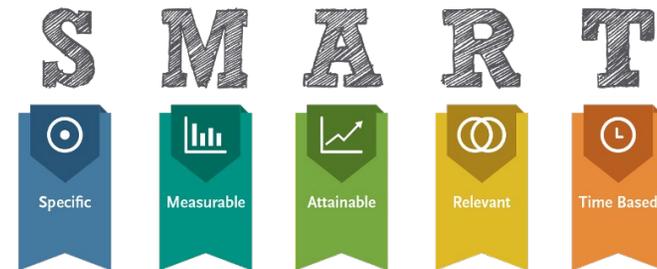
Specific – Goals should be simplistically written and clearly define what is expected.

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

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

Results-focused – Goals should measure outcomes not activities.

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



Process for Goal Development

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

Appendix G – Evidence

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

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

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

Appendix H – Possible Evidence of Performance

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

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

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

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

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

Appendix I – Contingencies

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

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

Appendix J – Student Growth

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

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

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

Student Growth Versus Student Achievement

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

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

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

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

What is a Student Growth Model?

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

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

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

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

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

Appendix K – Developing an Individual Development Plan for the Superintendent

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

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

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

Appendix L – Training

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

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

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

Authors

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

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

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

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

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
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