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
Tuesday, May 21, 2024	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 4/15/24

    b. **Resignation**
Tamara Beaudoin, 2nd grade teacher, is resigning effective June 30, 2024.

    c. **Resignation**
Sharon Cross, Middle School Paraprofessional, has resigned effective April 29, 2024.

    d. **Resignation**
Kenisha Schley, Middle School Art teacher, is resigning effective July 31, 2024.

    e. **Resignation**
Jennifer Johnson, elementary principal, will be resigning effective June 30, 2024.

    f. **Resignation**
Hillary Hiday, Elementary teacher, is resigning effective May 31, 2024.

    g. **High School Girls Basketball Camp Field Trip Request**
The high school girls basketball team is requesting to attend a camp at Ferris State University from June 24 - June 26, 2024.

IV. **Correspondence**

V.   **Comments From the Audience on Agenda Items**

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

VI.   **Presentation**
   Tanya Sherwood, elementary teacher, will be presenting information on having a therapy dog at the elementary.

VII.   **Action Items**
   a.   **Financials**
   Board action is required to approve the financial for the month ending
   April 30, 2024.

   b.   **Retirement**
   Mike Eyre, middle school teacher, is retiring effective June 7, 2024. He has been with UCCS for 27 years.

   c.   **Therapy Dog**
   Board action is required to approve having a therapy dog at the elementary. I recommend approving the therapy dog.   For now, they have received significant donations to obtain the dog and begin care, but there may be some expense potentially down the road.

   d.   **Sex Ed Curriculum**
   Board action is required to approve the new Sex Ed. curriculum as presented.

   e.   **Union City Booster Donation**
   Board action is required to approve a donation from the Union City Booster Club for the amount not to exceed $26,750 for the purpose of refurbishing the press box.

   f.   **Calhoun Intermediate School District (CISD) 2024-25 Preliminary Budget Resolution**
   Budget packets will be available for each board member at the meeting.

VIII.   **Discussion Items**

   a.   **Superintendent Evaluation Training**
   MASB has made the necessary adjustments to their evaluation instrument and training program to reflect the latest legislative changes regarding superintendent evaluations. The training must be completed before the September 1, 2024, legislative deadline. The Calhoun Intermediate School District (CISD) has scheduled June 25 from 5 to 8 p.m. (in person); and August 5 from 5 to 8 p.m. (Zoom), which board members can attend. If the board wants to schedule a date to hold the training in Union City, we can find out how much this would cost.

IX.   **Information Items**
   a.   **Smiles on Wheels**
   The mobile dental service, Smiles on Wheels, was at the elementary in April.

   b.   **Superintendent Evaluation**
   The superintendent's evaluation will be on the June agenda. The superintendent evaluation tool is

attached.

    c. **2024 Graduation Information**

    d. **Elementary Principal Hiring Process**
At the meeting I will have some information on the process we're going through to hire our next elementary principal.

X. 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.

XI. Board Roundtable

XII. Closed Session for Negotiations
The board will enter closed session for the purpose of discussing contract negotiations per Section 8(c) of the Open Meetings Act.

XIII. Adjournment
This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda items five (V) and ten (X). 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.

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

Paula DeJongh:	Arrived at 6:33 p.m.
Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Jeremy Steele:	Present (Appointed during the meeting)
Archie Mears:	Present
Paul Arlt:	Present

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items to the Agenda

Hiring of High School Night Custodian
The Board of Education adds Action Item VII (h) Hiring of High School Night Custodian to the agenda. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried. Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBaer: Yea, Archie Mears: Yea, Paul Arlt: Yea
Yea: 6 Nay: 0

Consent Agenda

Approval of Minutes
Regular 3/18/24
Closed 3/18/24

Field Trip Request (Over 50-Mile)
5th Grade to MSU Planetarium and Dairy Store on May 16, 2024

The Board of Education approves the Consent Agenda as presented. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.
Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea
Yea: 6 Nay: 0

Correspondence - None

Comments From the Audience on Agenda Items - None

Paula DeJongh arrived at 6:33 p.m.

Public Comments Statement

Interviews for Board Vacancy

Sean O'Kon

Jeremy Steele

Edward DeLisle

Action Items

New Board Member Appointment and Oath of Office

The Board of Education appoints Jeremy Steele as the board member to replace Dave Mathis through December 31, 2024. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

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

Yea: 5 Nay: 0

Appointment of Board Treasurer

The Board of Education appoints Paul Arlt as Board Treasurer. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Financials

The Board of Education approves the financials for the month ending March 31, 2024. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Retirement

The Board of Education accepts the retirement of Kathy Wilson, Middle School Special Education teacher. This motion, made by Darin LaBar and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Coaching Recommendations

The Board of Education approves the coaching recommendations as presented. This motion, made by Paula DeJongh and seconded by Paul Arlt, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay:0

Southern Michigan Bank and Trust Donation

The Board of Education accepts the donation of $18,600 for the softball scoreboard. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Approval of Architect Contract

The Board of Education approves the contract in the amount of $35,000 with c2ae. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Hiring of High School Night Custodian

The Board of Education approves the hiring of Ray Zierle as the high school night custodian. This motion, made by Archie Mears and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

Information Items

Union City High School Targeted Support and Improvement (TSI)

Construction Update

Update on Facilities Planning

Before and After School Child Care

Public Comment

Patrick McKerr, Director of Curriculum, Instruction and Assessment; Tasha Hale, Parent

Public Comments Statement

Board Roundtable

Darin, Paul – May board meeting was rescheduled for May 21, 2024.

Adjournment

The Board of Education adjourns the regular meeting. This motion, made by Darin LaBar and seconded by Archie Mears, Carried. Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea, Jeremy Steele: Yea

Yea: 7 Nay: 0

President Amber Herman adjourned the meeting at 7:57 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary

Dear Mrs. Johnson,   June 30, 2024

Please accept this letter as formal notification of my intention to resign from my position as an educator with Union City Schools. My final day will be June 30, 2024.

I would like to thank you for the opportunity to have worked in the position for the last half of the school year. I have learned a great deal during my time here and have enjoyed collaborating with my colleagues. I will take a lot of what I have learned with me in my career and look back at my time here as a valuable period of my professional life.

 Please let me know if there is anything further I can do to assist in this process.

Sincerely,

Tamara Beaudoin

Union City Elementary School

Jennifer Johnson
Principal
601 Walnut Street
Union City, MI 49094
jjohnson@unioncityschools.org
517.741.5762 Fax: 517.741.8415

Dear Chris and UCCS Board Members,

I am writing to let you know that after five fulfilling years as the principal of Union City Elementary School, I will be stepping down from my position effective June 30, 2024. I have accepted a position with Calhoun ISD as an MTSS Consultant. This decision has been an arduous one, weighed with careful consideration and heartfelt contemplation. However, I believe that it is the right move for me at this time.

It has been my utmost privilege to serve as the principal of UCE. Together, we have navigated through unprecedented challenges, particularly those brought about by the Covid-19 pandemic. Through it all, I've been so proud of our school community. We pulled together, supported each other, and kept our focus on what matters most: our students' well-being and learning.

One of the things I'll miss most is the relationships I've built with our students and staff. They've made every day special, and it's been a privilege to work alongside such dedicated and caring people.

I want to express my gratitude to you and the whole administrative team for your support and guidance over the years. Your leadership has been invaluable to me, and I'm grateful for the opportunity to have worked with such amazing people.

As I move on to the next chapter of my life, I'll carry with me many fond memories of my time at UCE. I have every confidence that under your continued leadership, the school will continue to thrive and grow.

Please accept my sincerest gratitude for the opportunity to serve as the principal of UCE. It has been an honor and privilege beyond measure.

Most Sincerely,

Jennifer Johnson

Jennifer Johnson

Girls Basketball Program
Summer time fun
Overnight basketball camp
2024
Ferris State College
Monday June 24, Tuesday 25 and Wednesday the 26

The camp would build team unity, bonding, trust and a lot of basketball. Not to mention FUN! Hanging out with friends, building relationships and promoting our program.

The team will leave at 8AM Monday from the high school parking lot. Coach Burgett and myself will drive the team to the camp. We will make sure all the appropriate paperwork will be filled out and turned in before we leave. We are planning on ten to twelve players attending the camp.

Ferris State basketball camp: we will play three scrimmages on Monday and then we will put on a power tournament where you keep playing until you lose. So a possibility to play five games. Tuesday will run about the same way but we will play different teams. They will put us in brackets with teams that have equal skills so we can learn, get better and compete. The camp is $550.00 for the two days.

The team will be staying in a hotel in Big Rapids: Super 8 by Wyndham Big Rapids. The hotel has continental breakfast and an indoor pool. The girls will have 3 or 4 girls in each room, they will be in the room by 10PM and lights out at midnight. Coach Burgett and myself will be doing room checks.

When the team finishes playing on Monday we will head to the hotel for some swimming and playing games, I will order pizza for dinner and the bonding will start. We will head back to the room at ten and relax until lights out.

Tuesday morning we will be up at 8:00 for breakfast. We will return to the college for more basketball scrimmages, after we finish we will head back to the hotel for more fun and swimming. I will order

dinner. We will head back to the rooms at ten and light out at midnight.

Wednesday morning we will get up to eat breakfast by 9AM, get around and head to Lake Michigan for a day in the sun. We will head home around 3PM from the beach and meet at the school around 5PM.

Cost:
Ferris State camp: $550.
Hotel: $500.-$750. Depending on the number of players.
Food: Lunch 3 days: $300. Parents donate food for lunches. ?
         Dinner 2 days: $300.
Total: $1900. We will be using our activity account to pay for the trip. The players and coaches raised money last year to help with the cost. The player will need to pay $25.00 for the trip and any spending money they think they will need.

The parents will be sending food that they donate for snacks for the girls and to offset the food cost for lunches.

I think that this will be a great opportunity for our team and the girls. We will build relationships, bond, get to know each other and play basketball! Please allow our program to take part in this great team event that will be filled with awesome memories, tons of fun and taking our program to the next level.
I have a lot of experience in team trips. When I was the varsity girls softball coach in Coldwater we took a spring trip to Florida for ten years of the sixteen years I coached. It was a lot of work but it was well worth it. The girls loved it! We made a lot of memories, our program was successful and we were a family!

Thank you for your time, I appreciate it.
Tina Scheidler

			Total of Bills:	1,385,689	
3/31/2024 Begin. Cash on Hand:	$3,000,219		Total of Bills:	1,385,689	
Total Receipts:	$1,988,278		Total Net Payroll:	356,702	
Total Expenditures:	$1,742,391		Total Bills and Payroll	$1,742,391	
4/30/2024 Total Cash on Hand:	$3,246,106		to be Approved:		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,			STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF APRIL 30, 2024			TRUST & AGENCY, AND SINKING FUNDS AS OF APRIL 30, 2023		
Current Year			**Prior Year**		
Balance as of 3/31/2024			Balance as of 3/31/2023		
General Fund Cash Accounts	1,193,372		General Fund Cash Accounts	1,523,623	
Food Service Checking Accounts	26,824		Food Service Checking Accounts	49,465	
Trust & Agency Checking Accounts***	152,145		Trust & Agency Checking Accounts***	125,978	
SF Cash	1,627,878		SF Cash	1,230,450	
SF DS Cash 2023	0		Total Cash On Hand	2,929,516	
Total Cash On Hand	$3,000,219				
			Prior Year-Current Month Activities		
Current Month Activities		**YTD Activities**	General Fund Revenue	1,235,767	
General Fund Revenue	1,546,389	14,968,530	Food Service Revenue	4,321	
Food Service Revenue	55,429	392,522	Trust & Agency Revenue	11,388	
Trust & Agency Revenue	8,917	69,841	SF Revenue	1264.16	
SF Revenue	1,470	306,866	Total Revenue	1,252,740	
SF DS Revenue 2023	376,072				
Total Revenue	$1,988,278	15,737,759	General Fund Expenses	1,137,757	
			Net Payroll	335,032	
General Fund Expenses	940,435	10,683,399	Food Service Expenses	32,713	
Net Payroll	356,702	3,735,403	Trust & Agency Expenses	15,557	
Food Service Expenses	40,719	399,729	SF Expenses	0.00	
Trust & Agency Expenses	11,813	48,995	Total Expenses	1,521,060	
SF Expenses	392,721	2,119,419			
SF DS Expenses 2023	375,962		Balance as of 4/30/2024		
Total Expenses	$1,742,391	16,986,946	General Fund Cash Accounts	1,286,601	
			Food Service Checking Accounts	21,072	
Balance as of 4/30/2024			Trust & Agency Checking Accounts***	121,809	
General Fund Cash Accounts	1,442,624		SF Cash	1,231,714	
Food Service Checking Accounts	41,534		Total Cash On Hand	2,661,196	
Trust & Agency Checking Accounts***	149,248				
SF Cash	1,236,627				
SF DS Cash 2023	110				
Total Cash On Hand	$3,246,106				

Union City Community Schools
General Fund Statement of Revenue and Expenditure Compared to Budget
For Period Ending April 30, 2024

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,342,041 $	1,574,891	(232,850)	85.21%
State Sources	6,969,861	10,879,115	(3,909,254)	64.07%
Federal Sources	810,309	424,653	385,656	190.82%
Other Financing Sources	519,650	800,000	(280,350)	64.96%
		32,000		
TOTAL REVENUE	**9,641,862**	**13,710,659**	**(4,036,798)**	
EXPENDITURES				
INSTRUCTION				
Basic Program	4,972,834	6,638,451	1,665,617	74.91%
Added Needs	1,498,584	1,946,792	448,208	76.98%
Total Instruction	6,471,418	8,585,243	2,113,825	
SUPPORT SERVICE EXPENSE				
Pupil	567,464	749,839	182,375	75.68%
Improvement Instructional Staff	191,242	223,542	32,300	85.55%
General Administration	335,314	405,967	70,653	82.60%
School Administration	624,449	767,437	142,988	81.37%
Fiscal Services	279,094	333,857	54,763	83.60%
Operation & Maintenance	1,015,381	1,192,972	177,591	85.11%
Transportation	746,089	785,692	39,603	94.96%
Central Support	172,796	221,947	49,151	77.85%
Athletics	466,818	543,981	77,163	85.82%
Community Services	5,715	5,200	(515)	109.91%
Payments to Other Govt Units	10,211		(10,211)	0.00%
Site Improvement Services	547,945		(547,945)	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	35,975	36,526	551	0.00%
Fund Modification to Food Service		0	0	0.00%
Total Support Services	4,998,495	5,266,960	700,272	
TOTAL EXPENDITURES	**11,469,913**	**13,852,203**	**2,814,097**	
EXCESS REVENUE (EXPENDITURES)	**($1,828,052)**	**($141,544)**		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,846,140	1,846,140		
BEGINNING FUND BALANCE	**1,931,550**	**1,931,550**		
ENDING FUND BALANCE	**$103,498**	**$1,790,006**		

Union City Community Schools
School Service Fund
Combined Statement of Revenue and Expenditures Compared to Budget
For The Peroid Ending
April 30, 2024

	FOOD SERVICE			
	Actual	Proposed Budget	Variance	% of Budget
REVENUE:				
Local Sources	32,410 $	47,000	$14,590	68.96%
State Sources	87,325	15,960	(71,365)	547.15%
Federal Sources	436,730	558,000	121,270	78.27%
INCOMING TRANSFERS		0	0	
TOTAL REVENUE	556,465	620,960	$64,495	
EXPENDITURES:				
Salaries	174,328	202,468	(28,140)	86.10%
Employee Benefits	106,933	118,450	(11,517)	90.28%
Purchased Services	33,292	33,540	(248)	99.26%
Supplies & Materials	304,647	275,000	29,647	110.78%
Capital Outlay	27,333	-	27,333	
Other Expense	2,032	800	1,232	253.98%
Other Transactions	0	32,882	(32,882)	0.00%
TOTAL EXPENDITURES	648,565	663,140	(14,575)	
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	648,565	663,140	(14,575)	
EXCESS REVENUE (EXPENDITURES)	(92,100)	(42,180)		
BEGINNING FUND BALANCE	69,655	69,655		
ENDING FUND BALANCE	($22,445)	$27,475		

FUNCTION SECTION DESCRIPTIONS

Definitions of Operating Expenditure Categories:

Basic Program- Includes general education teachers pay and benefits. Also includes costs associated with use in the classroom such as school supplies, school furniture, curriculum purchases/subscriptions, and iPad/laptop purchases, etc.

Added Needs-Special education, at risk (behavior interventionist positions) and title (Paras) cost fall under this function.

Pupil Support Services - Consist of those activities that are designed to assess and improve the well-being of pupils and to supplement the teaching process. Included in this area are the cost of guidance counselors, social work, and other pupil support activities.

Instructional Staff Support Services - Consist of activities associated with assisting the instructional staff with the content and process of providing learning experiences for pupils. These activities include curriculum development, techniques of instruction, in-service training for instructional staff, library and educational media services, and supervision and direction of instructional services and program compliance.

General Administration - Consist of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils. Also included are community relations. This area covers the board of education and superintendent's office.

School Administration - Consist of those activities concerned with overall administrative responsibility for a single school. This covers the office of the principal and related building-specific administrative staff.

Fiscal Services - Activities concerned with purchasing, paying, transporting, exchanging and maintaining goods and services for the school district. This includes fiscal services, which covers budgeting, accounting, and payroll services, as well as costs associated with short-term borrowing.

Operations and Maintenance - Activities concerned with keeping the physical plant open, clean, and ready for daily used, as well as maintaining order and safety in school buildings. They include operating the heating, lighting, and ventilation systems, and repairing facilities/equipment. Also included are operating building leases, property and liability insurance, janitorial and ground maintenance costs.

Transportation - Activities concerned with the conveyance of pupils to and from school. It includes trips between home and school or trips to school activities. All other direct costs related to pupil transportation should are included under this function, i.e., physical exams, uniforms, school bus driver licenses, etc.

Central and Other Support Services - Activities other than general administration that support each of the other instructional service programs. This covers a number of areas, technology services, pupil accounting, and other support services. Technology services include supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes. Includes costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, and hardware maintenance and support.

Community Services – Services provided by the school system for the community as a whole or some segment of the community, such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities. Facilities Acquisition - Activities concerned with initially acquiring and improving sites. This includes architectural services, site work, construction, and building improvements.

Debt Service – Payments made for principal and interest on short- or long-term obligations.

Capital Outlay - Expenditures for the acquisition of fixed assets of additions to fixed assets. They are expenditures for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment, and replacement of equipment.

Other Transactions – Payments to other districts in sub-grantee relationships and prior year adjustments.

April 17, 2024

Michael R. Eyre
4660 7 1/2 Mile Rd
Burlington MI, 49029

To: Superintendent Chris Katz, Principal Jamie Thomas and Union City Community
Schools Board of Education

It is with great pleasure to inform the Administration of Union City Community Schools
of my intent to retire at the conclusion of the 2023-24 school year. My effective
retirement date with the state of Michigan will be June 30, 2024. My last working day
is expected to be June 7, 2024. This should allow plenty of time to wrap up all
coaching duties from Track.

I formally request the balance of my contract and any remaining compensation to be
paid out in the June 7, 2024 payroll.

Respectfully,

Michael R. Eyre

Union City Community Schools

Patrick McKerr
Director of Curriculum, Instruction and Assessment
pmckerr@unioncityschools.org

430 St. Joseph Street
Union City, MI 49094
Ph: 517.741.3316
Fax: 517.741.5205

5/10/2024

To: Union City Community Schools Board of Education

From: Patrick McKerr

Hello, this proposal is in regards to an acceptance of *Advocates for Youth - Rights, Respect and Responsibility Curriculum (3 R's)* sex education curriculum. During the 2022-2023 school year, a review of our current sex education curriculum (FLASH) along with other outside curriculums was conducted by our district. The purpose of this was to determine the standards we need to ensure our students are being taught and examine if our curriculum fit those needs. During that process, the 3 R's curriculum was a recommendation for evaluation from Regional School Health Coordinator, Angela Blood Starr, it stood out above the others for several reasons. The first being the alignment with the national standards and state standards that allow for flexibility to use their materials to cover any standards a district has accepted. Secondly, it provided plentiful and easy to follow resources that make teaching it accessible for our staff.

Through an analysis of our current Sex Education with our Sex Education teachers we had determined the following information. Our current curriculum FLASH did some things extremely well such as providing students with opportunities to ask a variety of questions on the topics. It also placed an emphasis on making lessons engaging to students to hopefully keep them interested throughout the course of the class. Lastly, FLASH also had a foundational piece that students all have the right to learn about their own sexual health and no one can determine that for them. However, FLASH did have several weaknesses. It has not been updated recently and because of that, some lessons are not as up to date as they need to be for our students. Those missing areas in particular center on safe technology use for our students and laws pertaining to Michigan specifically rather than national or ties to Washington where the curriculum was developed. From a practical standpoint, FLASH makes it difficult to access the curriculum for our staff. They are not able to print lesson plans, only student assignments and coordinating with FLASH to gain some of the information was challenging last spring (2023) when we were seeking it for our Middle School Curriculum.

We believe our Sex Education has several areas to grow as well. An increased emphasis on safe technology use for our students would be critical in the ever evolving world we live in. FLASH does not currently incorporate those factors into their curriculum. Also an ability to bring in guest speakers for topics around technology, laws, contraceptives and resources for victims of sexual assaults would allow for more current and expert knowledge to be shared with our students. We believe an increase in those areas will also support our district in efforts to improve our MiPHY data that reflects the potentially risky behaviors of our students.

Union City Community Schools

Patrick McKerr
Director of Curriculum, Instruction and Assessment
pmckerr@unioncityschools.org

430 St. Joseph Street
Union City, MI 49094
Ph: 517.741.3316
Fax: 517.741.5205

In order to improve our sex education we believe an approval of the 3Rs curriculum would benefit our students. 3Rs provides a curriculum that meets all the standards currently accepted by the Union City Community Schools Board of Education. Additionally, it has been updated in 2023 to best meet the standards while also incorporating the changes in our world due to technology and or changes in laws. 3Rs specifically fills the gaps in for FLASH on several different standards. For Michigan A-K standard "D" FLASH does not address the standard at all while 3Rs covers that topic in both Middle School and High School. 3Rs incorporates specific Michigan Laws into their lesson for that standard as well. Those laws include sex trafficking, distribution of child pornography (Sexting) as well as safe delivery laws for residents of Michigan. 3Rs also strengthens our current Sex Education by helping students develop plans on how to exit unhealthy relationships. In FLASH that topic is more theoretical where in 3Rs students actually create the process they will follow if in that situation.

3Rs also provides all of their materials online and our teachers can download the materials and access it in a variety of simple ways. That ease would also allow us to share information about what is taught in our sex ed classes with our community so they will all gain an understanding of what is covered within our classes. With all lesson plans and activities available online it allows for a high level of transparency. 3Rs helps to strengthen weaknesses within our current sex ed while also helping to improve our communication within the community.

It is the recommendation of myself and sex education teachers in our district that we approve the use of the 3Rs curriculum in order to strengthen the Sex Education we are able to provide our students. This spring, our Sex Education Advisory Board reviewed the 3Rs curriculum and held two public meetings regarding the curriculum. They offer the same recommendation, that our district should allow for the use of 3Rs to strengthen the sex education we provide our students.

Thank you,

Patrick McKerr

Patrick McKerr

Appendix:

3Rs Curriculum

To: Union City High School Board of Education

From: The Union City Booster Club

Date: May 14, 2024

Subject: Press Box Funds Donation

The Union City Booster Club board has approved a donation to the Union City Community Schools for the purposes of refurbishing the existing press box, not to exceed $26,750. The funds shall be disbursed upon receipt of paid invoices from the school.

Details for the project can be found in the attached project spreadsheet.

Tate Goodwin
UC Booster Club President

Attachments: Press Box Project

Press Box Project

		Estimated Cost	Notes
Exterior	**Labor completed by volunteer - TC Case**		
Siding	Estimate given from K&M in Tekonsha.	$4,200	Work completed in June/ start date dependant on completion of current work. The goal is to have all exterior work complete by the fireworks event.
Paint	Estimate from Sherwin Williams (Possibly donated by Kodets)	$800	Does not include rollers, pans, or brushes
Signs	Fritz Signs in Jackson - 16'x8' Aluminum Alumni Field sign & 4'x4' UC logo sign	$3,100	
Donor Plaque			List of donors sent to Kelly so she can get a quote for this.
Exterior Restroom Signs	Amazon order ADA compliant with braille	$50	
Total:		**$8,150**	
Ground Level			
Concession Stand	**Some labor completed by volunteer group _____**		May need to hire a contractor to complete remodel while volunteers empty, clean, and paint the space - Chris will arrange this.
Interior Paint	Estimate from Sherwin Williams (Possibly donated by Kodets)	$680	Does not include rollers, pans, or brushes
Price Board	Amazon order 32"x40"	$120	
Cabinets & Storage	From Menards - lower cabinents with sliding doors and tall pantry cabinet.	$1,800	
Popcorn Machine	Possible item, if funds are available.	$500	
Cleaning Supplies	(For all interior spaces)	$300	
Restrooms	**Labor completed by volunteer group _____**		
Paint	Estimate from Sherwin Williams includes paint for ceilings, walls, and concrete floor paint. (Possibly donated by Kodets)	$660	Does not include rollers, pans, or brushes
Stall Dividers	Spencer checking on pricing.		Chris with check in with Spencer on this.
Vent Fans	Replace 2 exisiting	$150	
Total:		**$4,210**	
Upper Levels	**Labor completed by volunteer group _____**		(Need a group with some experience installing trim and carpet.)
Trim & Closet Door	Estimate from K&M in Tekonsha - materials only/no labor	$1,400	
Paint	Estimate from Sherwin Williams - paint only for first level trim and walls. (Possibly donated by Kodets)	$440	Does not include rollers, pans, or brushes
Carpet	Charcoal indoor/outdoor without padding - from Menards	$1,300	
Stools	20 Stools @ $86 each	$1,720	
Tables	Amazon order 6 tables @ $170	$1,020	
Ceiling Tiles	Replace damaged tiles	$250	
Total:		**$6,130**	
		$18,490	
Notes:			

Missing costs: donor plaques, new bathroom stalls, and any necessary labor costs for the concession stand
Request one donation for full amount ($26,760) - We can provide details of expenses on this spreadsheet as work is completed.
Track resurfacing could take place the last week of school
Dedication of bleachers - 4th of July
Grand opening celebration for the first home football event/scrimmage on 8/22 for JV and Varsity teams
Make a donation to the board up to XXXX - We will do the renovations and pay the bills and provide a report with a total for reimbursement

THIS IS NOT A BILL
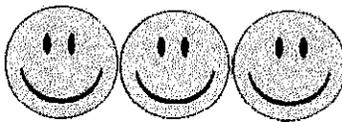
Smiles on Wheels 501c3

122 Highland Dr., Jackson, Michigan, 49201
Phone: (517) 740-7422   Fax: (517) 315-4918
Mobile Dental Hygiene Care

Smiles on Wheels would like to thank you for working together to help the children of

Union City on 4/19, 4/22, 4/23 .

*Nationally, 51 million school hours are lost each year due to dental related illnesses. Many low-income children do not have regularly scheduled dental visits or access to a dental office. Michigan Department of Health and Human Services, June 2012

During our site visit, the following was completed:

Number of students provided with dental education: 52

Number of assessment of a patient: 52

Number of dental cleanings: 51

Number of fluoride varnish: 50

Number of dental sealants: 97

Total value of dental services provided: 11,234 *(for information purposes only)*

All parents are provided a letter stating the dental treatment that was completed, areas of concern, and referral source to locate a future dental home.

Since 2006 Smiles on Wheels has offered free dental services. Our partnership with the MDHHS SEAL! MI program requires us to bill any available insurance policies to help cover incurred expenses. Parents will never receive a bill from Smiles on Wheels.

We look forward to visiting again on Oct 17, 18 & 21 - 2024.

If you have any questions please call **517-740-7422**.

Smiles on Wheels mission is to improve the public's total health, thereby increasing the awareness of and ensuring access to quality oral health care.

Thank you :)

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

Topic	Contact
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

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!

Artifacts that <u>may</u> serve as evidence of performance in this domain:
- 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

Amended Fall 2019 Superintendent Evaluation Instrument

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 _may_ serve as evidence of performance in this domain: • 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 may serve as evidence of performance in this domain: • 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: • Strategic plan • Auditor's report • District budget • Budget-related communications • Election results that impact funding or facilities • Evidence of budgetary alignment to district-wide goals • Grants received/applied for • Policies/procedures related to fund management • Long-term financial forecast data • 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.

Comments by Board of Education:	**Comments by the Superintendent:**

Amended Fall 2019 Superintendent Evaluation Instrument

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:

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 Education 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.

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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.	

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Beginning of cycle:	Informal update:	Mid-cycle formal update:	Annual evaluation:
Board of Education and superintendent mutually agree upon: • 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	• 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	• 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	• 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

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.
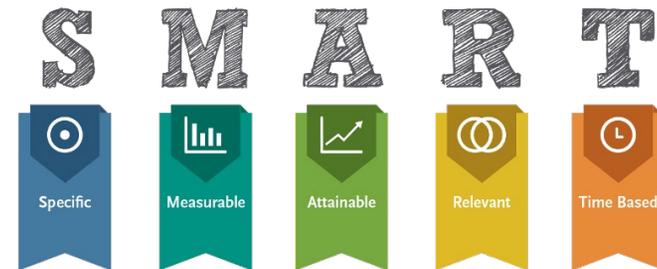
Process for Goal Development

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.

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Appendix L – *Training*

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

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

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

Authors

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

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

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

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

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