

Union City Community Schools

“Educating and Preparing Each Child for Their Future”

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

Board of Education Agenda

Monthly Board Meeting	High School Media Center
Monday, June 17, 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 5/21/24
2. Closed Session 5/21/24

b. **Resignation**

Melody Williams, Elementary Paraprofessional, has resigned effective May 30, 2024.

c. **Resignation**

Kimberly Hudson, Elementary Teacher, is resigning effective July 1, 2024.

d. **Resignation**

Claire Grobbel, Elementary Teacher, is resigning effective June 12, 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. **Action Items**

a. **Financials**

Board action is required to approve the financials for the month ending May 31, 2024.

b. **Millage Levy Resolution**

Board action is required to approve the 2024 Tax Millage Rate Request Report to County Board of Commissioners (L-4029). This report requests levying the allowable portion of the 18.000 mills on non-homestead and non-qualified agricultural property (currently 17.7252 mills) on December 1, 2024; and, that on all district properties, an amount not to exceed the allowable portion of the 4.5 mills authorized by the voters for Sinking Fund Millages (currently 2.9892 mills) on December 1, 2024.

c. **Elementary Principal Hiring**

Board action is required to approve the hiring of Michael Bates as elementary principal.

d. **Middle School Art Teacher Hiring**

Board action is required to approve the hiring of Lesli Wardell as the Middle School Art Teacher.

e. **Reduction of an Administrator Position**

Board action is required to eliminate the position of Director of Behavior Supports and lay off Mr. James Owens.

f. **Michigan High School Athletic Association (MHSAA) 2024-25 Membership Resolution**

Board action is required to approve membership in MHSAA for 2024-25 as presented.

g. **School of Choice 2024-25 Resolution**

Board action is required to approve the School of Choice Resolution for 2024-25 as presented.

h. **Mental Health Services Specialist Position**

Board action is required to approve the creation of a Mental Health Services Specialist position.

VII. **Discussion Items**

a. **Update on Facility Improvement Planning**

VIII. **Information Items**

a. **Audit Information from Willis and Jurasek, P.C.**

Attached is a letter from Willis and Jurasek, P.C. regarding the upcoming audit for the year ending June 30, 2024.

b. **Superintendent Evaluation Tool Training**

Just a reminder - please let Kelly know which session you would like to attend, if you haven't already done so.

Calhoun ISD - June 25 5-8 p.m. (in person)

Calhoun ISD - August 5 5-8 p.m. (Zoom)

Branch ISD - August 12 5-8 p.m. (in person)

IX. **Public Comment**

a. **Public Comments Statement**

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

X. Board Roundtable

XI. Closed Session

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

XII. Additional Action Items

a. Superintendent Evaluation

Board action is required to approve the superintendent evaluation.

b. Superintendent Merit Pay

Board action is required to approve the superintendent merit pay.

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 nine (IX).

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

Monthly Board Meeting
Tuesday, May 21, 2024 6:30 PM Eastern

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

Call To Order

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

Paula DeJongh: Absent
Jennifer Gautsche: Present
Amber Herman: Present
Darin LaBar: Present (Arrived at 6:51 p.m.)
Jeremy Steele: Present
Archie Mears: Present
Paul Arlt: Present

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items to the Agenda - None

Consent Agenda

The Board of Education approves the Consent Agenda as presented. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Amber Herman: Yea, Archie Mears: Yea, Paul Arlt: Yea;

Jeremy Steele: Yea

Yea: 5 Nay: 0

Approval of Minutes

Regular 4/15/24

Resignation

Resignation

Resignation

Resignation

Resignation

High School Girls Basketball Camp Field Trip Request

Correspondence - None

Comments From the Audience on Agenda Items - None

Public Comments Statement

Presentation

Tanya Sherwood, elementary teacher, presented information on having a therapy dog at the elementary. Scott LaRoe and Megan Szepesi from Magnum K9 were also in attendance along with two of the therapy dogs.

Darin LaBar arrived at 6:51 p.m.

Action Items

Financials

The Board of Education approves the financials for the month ending April 30, 2024.

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

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

Yea: 6 Nay: 0

Retirement

The Board of Education accepts the retirement of Mike Eyre, middle school teacher. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

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

Yea: 6 Nay: 0

Therapy Dog

The Board of Education approves the therapy dog at the elementary as presented. This motion, made by Jennifer Gautsche and seconded by Jeremy Steele, Carried.

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

Yea: 6 Nay: 0

Sex Ed Curriculum

The Board of Education approves the Sex Ed Curriculum as presented. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

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

Yea: 6 Nay: 0

Union City Booster Donation

The Board of Education approves the Union City Booster donation in the amount of \$26,750 for the purpose of refurbishing the press box. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

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

Yea: 6 Nay: 0

Calhoun Intermediate School District (CISD) 2024-25 Preliminary Budget Resolution

The Board of Education disapproves the preliminary 2024-25 Budget Resolution as presented. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.

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

Yea: 6 Nay: 0

Discussion Items

Superintendent Evaluation Training

The board decided to join the CISD for one of the two trainings being offered this summer.

Information Items

Smiles on Wheels

Superintendent Evaluation

2024 Graduation Information

Elementary Principal Hiring Process

Public Comment - None

Public Comments Statement

Board Roundtable – Darin LaBar

Closed Session for Negotiations

The Board of Education adjourns to closed session for the purpose of discussing contract negotiations per Section 8(c) of the Open Meetings Act. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

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

Yea: 6 Nay: 0

President Amber Herman adjourned to closed session at 7:29 p.m.

The Board of Education comes back into open session. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

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

Yea: 6 Nay: 0

President Amber Herman called the meeting back to order at 8:34 p.m.

Adjournment

The Board of Education adjourns the rescheduled regular meeting. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.

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

Yea: 6 Nay: 0

President Amber Herman adjourned the meeting at 8:34 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary

June 5th, 2024

Dear Jennifer Johnson and Chris Katz,

After much consideration, I have decided to continue my teaching journey closer to home. I am writing to formally resign from my position as a kindergarten teacher at Union City Elementary school, effective Monday, July 1st, 2024. I've truly appreciated my time working, learning and growing here and I am grateful for the opportunities I've had. I believe that I am the teacher I am today because of my experience at Union City. I have learned so much from every one of my colleagues, administrators, students and families.

I am thankful to Union City and the growth and learning I've had as I began my teaching career. Over the last three years, I have learned an incredible amount of invaluable knowledge as it pertains to the many hats that teachers wear. The knowledge that I have acquired will be carried with me on my next adventure. For this reason, I am appreciative of having the opportunity to work here.

I sincerely appreciate the support you have provided me in my professional growth. I extend my best wishes to you and the school. If you need any assistance during this time of transition, please do not hesitate to reach out to me.

Sincerely,

Kimberly Hudson

From: Claire Grobbel <cgrobbel@unioncityschools.org>

Subject: Resignation Letter

Date: June 12, 2024 at 1:35:58 PM EDT

To: Chris Katz <ckatz@unioncityschools.org>, Jennifer Johnson <jjohnson@unioncityschools.org>

Good afternoon,

I have made a very tough decision to leave Union City and work closer to home. I have grown so much these past three years and truly appreciate all of the support and learning opportunities I have received along the way. I have loved being a part of this community so much, I will miss it. Please accept my letter of resignation. If you need anything else please let me know.

-Claire Grobbel

4/30/2024 Begin. Cash on Hand:	\$2,870,144		Total of Bills:	1,662,258
Total Receipts:	\$1,366,488		Total Net Payroll:	381,199
Total Expenditures:	\$2,043,457		Total Bills and Payroll	\$2,043,457
5/31/2024 Total Cash on Hand:	\$2,193,174		to be Approved:	

FOOD SERVICE-May

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Peroid Ending

May 31, 2024

	FOOD SERVICE			
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<u>REVENUE:</u>				
Local Sources	40,986	\$ 47,000	\$6,014	18%
State Sources	104,974	15,960	(89,014)	0.00%
Federal Sources	498,363	558,000	59,637	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	644,323	620,960	(\$23,363)	
<u>EXPENDITURES:</u>				
Salaries	195,973	202,468	(6,495)	96.79%
Employee Benefits	120,414	118,450	1,964	101.66%
Purchased Services	33,370	33,540	(170)	99.49%
Supplies & Materials	337,384	275,000	62,384	122.69%
Capital Outlay	27,333	-	27,333	
Other Expense	2,112	800	1,312	263.97%
Other Transactions	0	32,882	(32,882)	0.00%
TOTAL EXPENDITURES	716,586	663,140	53,446	0.00%
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	716,586	663,140	53,446	0.00%
EXCESS REVENUE (EXPENDITURES)	(72,263)	(42,180)		
BEGINNING FUND BALANCE	69,655	69,655		
ENDING FUND BALANCE	(\$2,608)	\$27,475		

Union City Community Schools
 General Fund Statement of Revenue and Expenditure Compared to Budget
 For Period Ending May 31, 2024

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,499,457	\$ 1,574,891	(75,434)	95.21%
State Sources	8,039,717	10,879,115	(2,839,398)	73.90%
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	10,869,134	13,710,659	(2,809,525)	
EXPENDITURES				
INSTRUCTION				
Basic Program	5,529,875	6,638,451	1,108,576	83.30%
Added Needs	1,669,655	1,946,792	277,137	85.76%
Total Instruction	7,199,530	8,585,243	1,385,713	
SUPPORT SERVICE EXPENSE				
Pupil	638,964	749,839	110,875	85.21%
Improvement Instructional Staff	216,163	223,542	7,379	96.70%
General Administration	365,293	405,967	40,674	89.98%
School Administration	690,335	767,437	77,102	89.95%
Fiscal Services	306,950	333,857	26,907	91.94%
Operation & Maintenance	1,112,034	1,192,972	80,938	93.22%
Transportation	822,251	785,692	(36,559)	104.65%
Central Support	192,279	221,947	29,668	86.63%
Athletics	494,396	543,981	49,585	90.88%
Community Services	5,715	5,200	(515)	109.91%
Payments to Other Govt Units	6,451		(6,451)	0.00%
Site Improvement Services	544,186		(544,186)	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	5,430,991	5,266,960	307,316	
TOTAL EXPENDITURES	12,630,522	13,852,203	1,693,029	
EXCESS REVENUE (EXPENDITURES)	(\$1,761,388)	(\$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	\$170,162	\$1,790,006		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF MAY 31, 2024			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF MAY 31, 2023		
Current Year			Prior Year		
Balance as of 4/30/2024			Balance as of 4/30/2023		
General Fund Cash Accounts	1,442,624		General Fund Cash Accounts	1,286,601	
Food Service Checking Accounts	41,534		Food Service Checking Accounts	21,072	
Trust & Agency Checking Accounts***	149,248		Trust & Agency Checking Accounts***	121,809	
SF Cash	1,236,627		SF Cash	1,231,714	
SF DS Cash 2023	110		Total Cash On Hand	2,661,196	
Total Cash On Hand	\$2,870,144				
Current Month Activities			Prior Year-Current Month Activities		
		YTD Activities	General Fund Revenue	1,174,958	
General Fund Revenue	1,332,767	16,301,297	Food Service Revenue	56,994	
Food Service Revenue	8,734	401,256	Trust & Agency Revenue	55,063	
Trust & Agency Revenue	23,822	93,663	SF Revenue	1214.59	
SF Revenue	1,166	306,866	Total Revenue	1,288,228	
SF DS Revenue 2023	0	376,072			
Total Revenue	\$1,366,488	17,103,081	General Fund Expenses	1,220,942	
			Net Payroll	359,954	
General Fund Expenses	1,145,348	11,828,746	Food Service Expenses	50,796	
Net Payroll	381,199	4,116,603	Trust & Agency Expenses	37,817	
Food Service Expenses	32,796	432,525	SF Expenses	216,441.25	
Trust & Agency Expenses	18,778	67,773	Total Expenses	1,885,950	
SF Expenses	465,337	2,584,756			
SF DS Expenses 2023	-	375,962	Balance as of 5/30/2023		
Total Expenses	\$2,043,457	19,030,403	General Fund Cash Accounts	880,662	
			Food Service Checking Accounts	27,270	
Balance as of 5/31/2024			Trust & Agency Checking Accounts***	139,054	
General Fund Cash Accounts	1,248,844		SF Cash	1,016,488	
Food Service Checking Accounts	17,472		Total Cash On Hand	2,063,474	
Trust & Agency Checking Accounts***	154,292				
SF Cash	772,456				
SF DS Cash 2023	110				
Total Cash On Hand	\$2,193,174				

ORIGINAL TO: County Clerk(s)
 COPY TO: Equalization Department(s)
 COPY TO: Each Township or City Clerk

2024 TAX RATE REQUEST (This form must be completed and submitted on or before September 30, 2024.)
MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

This form is issued under MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory. Penalty applies.

Carefully read the instructions on page 2.

County	CALHOUN	2024 Taxable Value of All Properties	262,041,217
Local Government Unit	UNION CITY SCHOOLS	For LOCAL School Districts: Current Year Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties.	64,029,343

You must complete this form for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec. 211.119. The following tax rates have been authorized for levy on the 2024 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc. MCL 211.34d	(5) 2023 Millage Rate Permanently Reduced by MCL 211.34d	(6) 2024 Current Year Millage Reduction Fraction	(7) 2024 Millage Rate Permanently Reduced by MCL 211.34d	(8) Sec. 211.34 Truth in Assessing or Equalization Rollback Fraction	(9) Maximum Allowable Millage Rate*	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
	Oper Non-Hm.	8/3/2021	17.7252	17.7252	1.0000	17.7252	1.0000	17.7252	17.7252	17.7252	12/31/2031

MCL 380.1212	BUILDING & SITE SF	5/8/2018	1.0000	0.9928	1.0000	0.9928	1.0000	0.9928	0	0	12/31/2024
MCL 380.1212	BUILDING & SITE SF	8/3/2021	3.0000	2.9892	1.0000	2.9892	1.0000	2.9892	2.9892	2.9892	12/31/2031

Prepared by **Tom Scott** Telephone Number **(269) 781-0747** Title of Preparer **Deputy Equalization Director** Date **May 7, 2024**

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary, to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary to comply with MCL Sections 211.24e, 211.34, and for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, MCL 380.121(3)

<input checked="" type="checkbox"/> Clerk Secretary	Signature	Jennifer Gautsche	Date	
<input checked="" type="checkbox"/> Chairperson President	Signature	Amber Herman	Date	

*Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** IMPORTANT: See instructions on page 2 regarding where to find the millage rate used in column (5).

Total School District Operating Rates to be levied (HH/Supp and NH Oper ONLY)	Rate
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	0.0000
For Commercial Personal	5.7252
For All Other	17.7252



Union City Community Schools

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

Chris Katz
Superintendent
ckatz@unioncityschools.org

6/15/2024

To: UCCS School Board

From: Superintendent Chris Katz

Re: Elementary Principal Recommendation

I am pleased to recommend to the board the hiring of Mr. Michael Bates for the position of Elementary School Principal effective July 1, 2024.

Michael currently is employed as Dean of Students for Dunlap Elementary in the Pennfield School District. His references from that employer were excellent.

A committee of 14 individuals including myself were involved in the hiring process at one point or another. It was a vigorous process with many outstanding candidates. In the end, the committee was unanimous in stating their support for Michael as the new building principal and we have all agreed to help and support him as he takes on this challenge.

Thank you,

A handwritten signature in black ink that reads "Chris Katz". The signature is written in a cursive, flowing style.

Chris Katz



2024-25

1661 Ramblewood Drive
East Lansing, MI 48823
(517) 332-5046

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. **It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.**

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

MEMBERSHIP RESOLUTION

For the year August 1, 2024 — through July 31, 2025

LIST ON BACK

_____ the School(s) which are under the direction of this Board of Education/Governing Body.

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2024-25 must be listed on the back of this form)

_____ City/Township of _____

County of _____, of State of Michigan, are hereby:

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current HANDBOOK as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2024 and shall remain effective until July 31, 2025, during which the authorization may not be revoked.

RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

_____ School(s), on the _____ day of _____, 2024, and is so recorded in the minutes of the meeting of the said Board/Governing Body.

(Governing Body Name)

(Address)

(City & Zip Code)

(Contact E-mail)

Board Secretary Signature
or Designee

Check if Designee

-OVER-

Schools Which Are To Be MHSAA Members During 2024-25

NOTE: Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades **6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12**; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the 15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

- A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th-grade students.
- B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.

Name the Member High School(s)

List separately from JH/MS even if all grades are housed in the same building.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

If necessary, list additional schools
for either column on a separate sheet.

Name the Member Junior High /Middle School(s)

(member 6th, 7th and 8th-grade buildings)

List separately from HS even if all grades are housed in the same building.

1. _____

Name of Member School

 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2024-25 7th and 8th-grade enrollment _____
 Provide anticipated 2024-25 6th-grade enrollment _____
 Grade levels for membership: 6 7 8

 Yes **No** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

2. _____

Name of Member School

 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2024-25 7th and 8th-grade enrollment _____
 Provide anticipated 2024-25 6th-grade enrollment _____
 Grade levels for membership: 6 7 8

 Yes **No** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

3. _____

Name of Member School

 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2024-25 7th and 8th-grade enrollment _____
 Provide anticipated 2024-25 6th-grade enrollment _____
 Grade levels for membership: 6 7 8

 Yes **No** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

**UNION CITY COMMUNITY SCHOOLS
SCHOOLS OF CHOICE RESOLUTION**

A special meeting of the Board of Education of the Union City Community School District, Branch and Calhoun Counties, Michigan, was held in the Union City High School Media Center in said district on the 17th day of June, 2024, at 6:30 p.m.

The meeting was called to order by

Present: Members:

Absent: Members:

The following preamble and resolution was offered by Member _____ and supported by Member _____.

WHEREAS, in accordance with the provisions of Sections 105 and 105c of the State School Aid Act of 1979, as amended by Public Act 119 of 1999, schools may opt in or opt out of the schools of choice programs.

NOW, THEREFORE BE IT RESOLVED THAT:

The Union City Community School District certifies that it will participate and accept applications for enrollment by resident students within the Calhoun Intermediate School District for purposes of operating a schools of choice program for the first semester of the 2024-2025 school year;

further, that the Union City Community School District certifies that it will accept applications for enrollment by resident students of contiguous school districts located in another intermediate school district for purposes of operating a schools of choice program for the 2024-2025 school year;

further, that the Union City Community School District certifies that it will participate in the schools of choice program for the second semester of the 2024-2025 school year.

Ayes: Members:

Nays: Members:

Resolution declared adopted.

Secretary, Union City Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the Union City Community School District, Branch and Calhoun Counties, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a regular meeting held on the 17th day of June, 2024, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 , PA 267, as amended.

Secretary, Union City Board of Education



WILLIS & JURASEK

CPAS AND CONSULTANTS

June 1, 2024

Board of Education
Union City Community Schools
430 Saint Joseph St.
Union City, MI 49094-1245

We are engaged to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Union City Community Schools for the year ended June 30, 2024. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibility under U.S. Generally Accepted Auditing Standards, *Government Auditing Standards* and the Uniform Guidance

As stated in our engagement letter dated June 1, 2024, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider Union City Community Schools' internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We will also consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether Union City Community Schools' financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also, in accordance with the Uniform Guidance, we will examine, on a test basis, evidence about Union City Community Schools' compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on Union City Community Schools' compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on Union City Community Schools' compliance with those requirements.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to Management's Discussion and Analysis, Budgetary Comparison Information, and Pension and OPEB RSI, which supplements the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

We have been engaged to report on Combining Fund Statements, which accompany the financial statements but are not RSI. We have also been engaged to report on the Schedule of Expenditures of Federal Awards which is not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Planned Scope, Timing of the Audit, Significant Risks, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including the system of internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

We have identified the following significant risks of material misstatement as part of our auditing planning:

- According to Generally Accepted Auditing Standards (GAAS), significant risks include management override of controls.
- GAAS presumes that revenue recognition is a significant risk.

We expect to begin our audit on approximately August 12, 2024 and issue our report prior to November 1, 2024. Nancy Barton, CPA is the engagement manager and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of Board of Education and management of Union City Community Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Willis and Jurasek, P.C.

Willis and Jurasek, P.C.

Superintendent Evaluation



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Superintendent Evaluation Amended Fall 2019

Introduction

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

Professional Standards for Educational Leaders

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

Requirements, Process, Timeline and Resources

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

Scoring

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

Training

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

Posting Requirements

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

Who to Contact

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

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A. Governance & Board Relations

Weight: 20%

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

A. Governance & Board Relations – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

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

B. Community Relations – continued

Weight: 15%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

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

C. Staff Relations – continued

Weight: 15%

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

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

D. Business & Finance – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

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

E. Instructional Leadership - continued

Weight: 30%

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

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

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

--

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

--	--

F. Determining the Professional Practice Rating

Superintendent name:

School year:

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

G. Other Required Components of Evaluation

Superintendent name:

School year:

Student Growth

Weight: 40%

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

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

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

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

Progress Toward District-Wide Goals

Weight: 10%

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

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

H. Compiling the Summative Evaluation Score

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

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

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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

Appendix A – Research Base

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

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

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

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

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

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

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

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

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

Appendix C – Conducting the Formal Evaluation & Conference

Prior to meeting:

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

During meeting:

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

Appendix D – Considerations Related to the Closed

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

OPEN PHASE

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

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

Discuss & deliberate about the evaluation

OPEN PHASE

Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

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

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

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

Appendix E – Possible Timelines for Evaluation of the Superintendent

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

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

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

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

Superintendent performance goals may be developed from:

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

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

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

Performance Goal Fundamentals

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

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

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

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

Results-focused – Goals should measure outcomes not activities.

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



Process for Goal Development

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

Appendix G – Evidence

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

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

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

Appendix H – Possible Evidence of Performance

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

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

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

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

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

Appendix I – Contingencies

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

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

Appendix J – Student Growth

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

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

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

Student Growth Versus Student Achievement

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

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

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

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

What is a Student Growth Model?

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

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

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

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

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

Appendix K – Developing an Individual Development Plan for the Superintendent

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

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

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

Appendix L – Training

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

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

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

Authors

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

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

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

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

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