

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

Special Board Meeting	High School Media Center
Tuesday, June 23, 2026	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. President Herman will appoint a secretary.
- III. 2026 - 2027 Budget Proposal

Business Manager, Sara Leson, will present the 2026 - 2027 proposed budget.
- IV. Public Hearing on Proposed Budgets and/or Public Comments on Agenda Items
- V. Addition or Deletion of Items on the Agenda
- VI. Information Items
 - a. Superintendent Evaluation Tool
- VII. Action Items
 - a. 2026 - 2027 Budget Resolution

Board action is required to approve the 2026 - 2027 Budget as presented.
 - b. 2026 - 2027 Resolution Authorizing Issuance of Notes in Anticipation of State School Aid

Board action is required to approve the state aid borrowing resolution for the 2026 - 2027 school year as presented.
 - c. Millage Levy Resolution

Board action is required to approve the 2026 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 nonqualified agricultural property (currently 16.9000 mills) on December 1, 2026; and, that on all district properties, an amount not to exceed the allowable portion of the 4.5 mills authorized by the voters Sinking Fund Millages (currently 1.23 mills) and Bond Fund Millages (currently 2.59 mills) on December 1, 2026.
 - d. Superintendent Evaluation

Board action is required to approve the superintendent evaluation.
- VIII. Board Roundtable
- IX. 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 item Four (IV).
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, Rhonda Reese at 517-741-8091 at least one week prior to the meeting or as soon as possible

UNION CITY COMMUNITY SCHOOLS

BUDGET HEARING

2025-2026 AMENDED BUDGET

&

2026-2027 PROPOSED BUDGET

JUNE 23, 2026



PRESENTED BY
SARA LESON
BUSINESS MANAGER

UNION CITY COMMUNITY SCHOOLS PUBLIC HEARING ON PROPOSED 2026-2027 BUDGET

A Public Hearing is required by Law under the Uniform Budgeting and Accounting Act (Bulletin 1022 Section 4). The Board will then have to Adopt a Budget prior to July 1, 2026.

SUMMARY OF PUBLIC HEARING

- Review the 2025-2026 Amended Budget for General, Food Service Fund, & School/Student Activity Fund
- Review the 2026-2027 Proposed Budget for General, Food Service Fund, & School Student Activity Fund
- State Borrowing Resolution

UNION CITY COMMUNITY SCHOOLS 2025-2026 AMENDED BUDGET REQUIREMENT

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

Revenues

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

Expenditures

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

2025-2026 AMENDED BUDGET ASSUMPTIONS

- Local: Some adjustments to interest earned and CACC busing
- State Sources: Adjustment to state aid amount received, updated grant received for 74b (Electric buses-\$2,430,792) and 12d (consolidation grant(\$1,474,342) Federal Sources: Homeless grant added
- Adjustments made throughout the functions to show actual use versus budgeted amount (salaries, benefits, supplies, hired labor, etc)
- Transportation: Expense of purchasing electric buses (\$2,430,792 offset with revenue)
- Site Improvement Services: 12d expenses (\$1,474,342 offset with revenue) consolidation project

2025-2026 AMENDED REVENUE BUDGET

	NEW BUDGET	BUDGET	FINAL	
	JUNE of 2026	AMENDMENT	BUDGET	
	Jun-26	May-26	Jun-26	
BEGINNING FUND BALANCE	\$1,812,643	\$1,718,759	\$1,718,759	
REVENUE				
Local Sources	1,506,619	1,580,831	\$ 1,584,575	\$ 3,744
State Sources	10,837,528	\$ 10,655,092	\$ 14,706,703	\$ 4,051,611
Federal Sources	277,580	\$ 301,221	\$ 301,221	\$ -
Other Financing Sources	580,000	\$ 815,000	\$ 815,000	\$ -
Transfers In-HL	32,000	32,000	32,000	\$ -
TOTAL REVENUE	\$ 13,233,727	\$ 13,384,144	\$ 17,439,499	\$ 4,055,355

2025-2026 AMENDED EXPENDITURE BUDGET

	NEW BUDGET	BUDGET	FINAL	
	JUNE of 2026	AMENDMENT	BUDGET	
EXPENDITURES	Jun-26	May-26	Jun-26	
INSTRUCTION				
Basic Program	5,984,217	6,084,793	6,121,703	36,910
Added Needs	2,187,418	2,599,128	2,615,127	15,999
Total Instruction	8,171,635	8,683,921	8,736,830	52,909
SUPPORT SERVICE EXPENSE				
Pupil	671,043	700,735	677,969	(22,766)
Improvement Instructional Staff	197,729	77,684	77,374	(310)
General Administration	405,899	450,968	437,398	(13,570)
School Administration	764,880	788,924	792,292	3,368
Fiscal Services	341,415	348,167	336,395	(11,772)
Operation & Maintenance	1,192,461	1,240,695	1,231,871	(8,824)
Transportation	718,231	699,733	3,118,585	2,418,852
Central Support	216,404	244,047	243,287	(760)
Athletics	573,387	642,948	643,960	1,012
Community Services	6,200	4,300	4,836	536
Payments to Other Govt Units				-
Site Improvement Services			1,474,342	1,474,342
Prior Period Adjustments				-
Debt Service	36,159	36,159	36,159	-
Total Support Services	5,123,808	5,234,360	9,074,468	3,840,108
TOTAL EXPENDITURES	13,295,443	13,918,281	17,811,298	

2025-2026 FUND BALANCE SUMMARY

2025-2026 Est Fund Balance	
Beginning Fund Balance-July 1, 2025	1,718,759
2025-2026 Est Revenues (June 2026)	17,439,499
2025-2026 Est Expenses (June 2026)	17,811,298
Operation Surplus (Deficit)	(371,799)
Est Total Fund Balance-June 30, 2026	1,346,960
Fund Balance Percentage	8%
Fund Balance Percentage Excluding 147c, 12d and 74b	10%

2026-2027 PROPOSED BUDGET ASSUMPTIONS

Revenue:

- State Aid: \$10,300/Pupil \$250/Pupil increase and reduction in student count by 10 students
- Removed Transportation Electric bus grant and 12d consolidation grant

Expenditures:

- Adjustments in teaching staff based on retirements and resignations
- Added MS SE Teacher
- Removal of Director of Instruction-Improvement Instructional Staff
- Removal of lawn mower purchase
- Removed expenses related to Transportation Electric bus grant and 12d consolidation grant
- Reduction in Director of IT position
- Added purchase of laptops and laptop cases
- Bus purchase expense removed (Debt Service) last payment Oct 2025
- Adjustments made across the board for increase in supply cost

2026-2027 PROPOSED REVENUE BUDGET

		FINAL	PROPOSED	
		BUDGET	BUDGET	
		Jun-26	2026-2027	
BEGINNING FUND BALANCE		\$1,718,759	\$1,346,960	
REVENUE				
Local Sources		\$ 1,584,575	\$ 1,588,831	\$ 4,256
State Sources		\$ 14,706,703	\$ 10,812,071	\$ (3,894,632)
Federal Sources		\$ 301,221	\$ 301,221	\$ -
Other Financing Sources		\$ 815,000	\$ 820,000	\$ 5,000
Transfers In-HL		32,000	32,000	\$ -
TOTAL REVENUE		\$ 17,439,499	\$ 13,554,123	\$ (3,885,376)

2026-2027 PROPOSED EXPENDITURE BUDGET

	FINAL BUDGET Jun-26	PROPOSED BUDGET 2026-2027	
EXPENDITURES			
INSTRUCTION			
Basic Program	6,121,703	5,975,447	(146,256)
Added Needs	2,615,127	2,686,302	71,175
Total Instruction	8,736,830	8,661,749	(75,081)
SUPPORT SERVICE EXPENSE			
Pupil	677,969	685,089	7,120
Improvement Instructional Staff	77,374	38,946	(38,428)
General Administration	437,398	434,979	(2,419)
School Administration	792,292	805,753	13,461
Fiscal Services	336,395	368,399	32,004
Operation & Maintenance	1,231,871	1,218,800	(13,071)
Transportation	3,118,585	612,998	(2,505,587)
Central Support	243,287	163,838	(79,449)
Athletics	643,960	612,743	(31,217)
Community Services	4,836	4,300	(536)
Payments to Other Govt Units			-
Site Improvement Services	1,474,342	-	(1,474,342)
Prior Period Adjustments			-
Debt Service	36,159	-	(36,159)
Total Support Services	9,074,468	4,945,845	(4,128,623)
TOTAL EXPENDITURES	17,811,298	13,607,594	(4,203,704)

2026-2027 FUND BALANCE SUMMARY

2026-2027 Est Fund Balance		
Est. Beginning Fund Balance-July 1, 2026	1,346,960	
2026-2027-Est Revenues (June 2027)	13,554,123	
2026-2027-Est Expenses (June 2027)	13,607,594	
Operation Surplus (Deficit)	(53,471)	
Est Total Fund Balance-June 30, 2027	1,293,489	
Fund Balance Percentage	10%	
Fund Balance Percentage Excluding 147c	10%	

FOOD SERVICE 2025-2026 AMENDED BUDGET ASSUMPTIONS

- FEDERAL SOURCES: INCREASE IN FOOD CLAIMS
- PURCHASED SERVICES HAD AN INCREASE IN SOFTWARE AGREEMENT (AMT FOR MENU PROGRAM AND LUNCH PURCHASING PROGRAM)
- SUPPLIES & MATERIALS: INCREASE IN FOOD COST

FOOD SERVICE 2026-2027 PROPOSED BUDGET ASSUMPTIONS

- BUDGET IS VERY SIMILAR TO 2025-2026 YEAR
 - LOOK AT DECREASING FOOD COST
 - CONTINUE TO LOOK AT OTHER AREAS TO DECREASE COST
- KEEP WORKING ON ADDING IMPROVEMENTS TO THE FOOD SERVICE PROGRAM

AMENDED/PROPOSED FOOD SERVICE BUDGET- 2025-2026 & 2026-2027

	BUDGET FINAL	PROPOSED BUDGET	DIFFERENCE B/W
	2025-2026	JUNE 2027	2025-26 & 2026-27
REVENUE			
Local Sources	\$ 49,676	\$ 40,000	\$ (9,676)
State Sources	96,845	100,000	\$ 3,155
Federal Sources	530,691	510,000	\$ (20,691)
TOTAL REVENUE	\$ 677,212	\$ 650,000	\$ (27,212)
EXPENDITURES			
Salaries	198,296	190,000	(8,296)
Employee Benefits	95,138	100,000	4,862
Purchased Services	30,236	20,000	(10,236)
Supplies & Materials	316,837	300,000	(16,837)
Capital Outlay	132	-	(132)
Other Expense	1,999	1,500	(499)
Transfer Out	32,000	32,000	-
TOTAL EXPENDITURES	\$ 674,638	\$ 643,500	\$ (31,138)
EXCESS REVENUE (EXPENDITURES)	\$ 2,574	\$ 6,500	
BEGINNING FUND BALANCE	\$ 12,279	\$ 14,853	
ENDING FUND BALANCE	\$ 14,853	\$ 21,353	

AMENDED/PROPOSED SCHOOL/STUDENT ACTIVITY BUDGET 2025-2026 & 2026-2027

<u>REVENUE:</u>	2025-2026	2026-2027
Local Sources - Current Year Elementary	20,000	25,000
Local Sources - Current Year Middle School	5,500	6,500
Local Sources - Current Year High School	75,000	81,000
TOTAL REVENUE	94,000	105,690
<u>EXPENDITURES:</u>		
Support Services - Elementary	15,000	20,150
Support Services - Middle School	4,000	4,500
Support Services - High School	56,000	65,000
TOTAL EXPENDITURES	74,600	82,690
EXCESS REVENUE (EXPENDITURES)	19,400	23,000
ESTIMATED BEGINNING FUND BALANCE	158,200	177,600
ENDING FUND BALANCE	177,600	200,600

STATE BORROWING LOAN

- **BASED ON THE EXCESS IN EXPENDITURES THE REQUESTED BORROWING AMOUNT IS: \$1,000,000.**
- **BORROWING ENOUGH FUNDS PROVIDES A CUSHION FOR MONTHS WITH LARGE EXPENDITURES**

Any questions?



**GENERAL FUND BUDGET COMPARISON
UNION CITY COMMUNITY SCHOOLS
FOR THE PERIOD ENDING JUNE 30, 2026**

	NEW BUDGET JUNE of 2026 Jun-26	BUDGET AMENDMENT May-26	FINAL BUDGET Jun-26	
BEGINNING FUND BALANCE	\$1,812,643	\$1,718,759	\$1,718,759	
REVENUE				
Local Sources	1,506,619	1,580,831	\$ 1,584,575	\$ 3,744
State Sources	10,837,528	\$ 10,655,092	\$ 14,706,703	\$ 4,051,611
Federal Sources	277,580	\$ 301,221	\$ 301,221	\$ -
Other Financing Sources	580,000	\$ 815,000	\$ 815,000	\$ -
Transfers In-HL	32,000	32,000	32,000	\$ -
TOTAL REVENUE	\$ 13,233,727	\$ 13,384,144	\$ 17,439,499	\$ 4,055,355
EXPENDITURES				
INSTRUCTION				
Basic Program	5,984,217	6,084,793	6,121,703	36,910
Added Needs	2,187,418	2,599,128	2,615,127	15,999
Total Instruction	8,171,635	8,683,921	8,736,830	52,909
SUPPORT SERVICE EXPENSE				
Pupil	671,043	700,735	677,969	(22,766)
Improvement Instructional Staff	197,729	77,684	77,374	(310)
General Administration	405,899	450,968	437,398	(13,570)
School Administration	764,880	788,924	792,292	3,368
Fiscal Services	341,415	348,167	336,395	(11,772)
Operation & Maintenance	1,192,461	1,240,695	1,231,871	(8,824)
Transportation	718,231	699,733	3,118,585	2,418,852
Central Support	216,404	244,047	243,287	(760)
Athletics	573,387	642,948	643,960	1,012
Community Services	6,200	4,300	4,836	536
Payments to Other Govt Units				-
Site Improvement Services			1,474,342	1,474,342
Prior Period Adjustments				-
Debt Service	36,159	36,159	36,159	-
Total Support Services	5,123,808	5,234,360	9,074,468	3,840,108
TOTAL EXPENDITURES	13,295,443	13,918,281	17,811,298	
EXCESS REVENUE (EXPENDITURES)	(61,716)	(534,137)	(371,799)	
Non-spendable (inventory)	10,410	10,410	10,410	
Assigned (Capital Expenditures)	75,000	75,000	75,000	
Unassigned (Undesignated)	853,018	853,018	853,018	
ENDING FUND BALANCE	1,750,927	1,184,622	1,346,960	
FUND BALANCE PERCENTAGE	13%	9%	8%	
FUND BALANCE PERCENTAGE EXCLUDING 147c	14%	9%	10%	

**FOOD SERVICE FUND BUDGET COMPARISON
UNION CITY COMMUNITY SCHOOLS
FOR THE PERIOD ENDING JUNE 30, 2027
BUDGET PROPOSAL**

	BUDGET FINAL 2025-2026	PROPOSED BUDGET JUNE 2027	DIFFERENCE B/W 2025-26 & 2026-27
REVENUE			
Local Sources	\$ 49,676	\$ 40,000	\$ (9,676)
State Sources	96,845	100,000	\$ 3,155
Federal Sources	530,691	510,000	\$ (20,691)
TOTAL REVENUE	\$ 677,212	\$ 650,000	\$ (27,212)
EXPENDITURES			
Salaries	198,296	190,000	(8,296)
Employee Benefits	95,138	100,000	4,862
Purchased Services	30,236	20,000	(10,236)
Supplies & Materials	316,837	300,000	(16,837)
Capital Outlay	132	-	(132)
Other Expense	1,999	1,500	(499)
Transfer Out	32,000	32,000	-
TOTAL EXPENDITURES	\$ 674,638	\$ 643,500	\$ (31,138)
EXCESS REVENUE (EXPENDITURES)	\$ 2,574	\$ 6,500	
BEGINNING FUND BALANCE	\$ 12,279	\$ 14,853	
ENDING FUND BALANCE	\$ 14,853	\$ 21,353	

**GENERAL FUND BUDGET COMPARISON
UNION CITY COMMUNITY SCHOOLS
FOR THE PERIOD ENDING JUNE 30, 2027**

	FINAL BUDGET Jun-26	PROPOSED BUDGET 2026-2027	
BEGINNING FUND BALANCE	\$1,718,759	\$1,346,960	
REVENUE			
Local Sources	\$ 1,584,575	\$ 1,588,831	\$ 4,256
State Sources	\$ 14,706,703	\$ 10,812,071	\$ (3,894,632)
Federal Sources	\$ 301,221	\$ 301,221	\$ -
Other Financing Sources	\$ 815,000	\$ 820,000	\$ 5,000
Transfers In-HL	32,000	32,000	\$ -
TOTAL REVENUE	\$ 17,439,499	\$ 13,554,123	\$ (3,885,376)
	FINAL BUDGET Jun-26	PROPOSED BUDGET 2026-2027	
EXPENDITURES			
INSTRUCTION			
Basic Program	6,121,703	5,975,447	(146,256)
Added Needs	2,615,127	2,686,302	71,175
Total Instruction	8,736,830	8,661,749	(75,081)
SUPPORT SERVICE EXPENSE			
Pupil	677,969	685,089	7,120
Improvement Instructional Staff	77,374	38,946	(38,428)
General Administration	437,398	434,979	(2,419)
School Administration	792,292	805,753	13,461
Fiscal Services	336,395	368,399	32,004
Operation & Maintenance	1,231,871	1,218,800	(13,071)
Transportation	3,118,585	612,998	(2,505,587)
Central Support	243,287	163,838	(79,449)
Athletics	643,960	612,743	(31,217)
Community Services	4,836	4,300	(536)
Payments to Other Govt Units			-
Site Improvement Services	1,474,342	-	(1,474,342)
Prior Period Adjustments			-
Debt Service	36,159	-	(36,159)
Total Support Services	9,074,468	4,945,845	(4,128,623)
TOTAL EXPENDITURES	17,811,298	13,607,594	(4,203,704)
EXCESS REVENUE (EXPENDITURES)	(371,799)	(53,471)	
Non-spendable (inventory)	10,410	10,410	
Assigned (Capital Expenditures)	75,000	75,000	
Unassigned (Undesignated)	853,018	853,018	
ENDING FUND BALANCE	1,346,960	1,293,489	
FUND BALANCE PERCENTAGE	10%	10%	
FUND BALANCE PERCENTAGE EXCLUDING 147c	10%	10%	



SUPERINTENDENT

EVALUATION INSTRUMENT

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 and assessment data. 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

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 (1, 2, 3) and half numbers (1.5, 2.5). Scoring in lesser increments undermines 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 and rater reliability training. 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 [masb.org/postingrequirements](https://www.masb.org/postingrequirements).

Who to Contact

Topic	Contact	Contact
Superintendent Evaluation	517.327.5928	search@masb.org
Training on Superintendent Evaluation	517.327.5904	leadershipservices@masb.org
Legal Questions	517.327.5929	legal@masb.org
Facilitated Evaluation	517.327.5904	leadershipservices@masb.org

Table of Contents

- A. Governance & Board Relations.....4**
- B. Community Relations.....6**
- C. Staff Relations.....8**
- D. Business & Finance..... 10**
- E. Instructional Leadership..... 12**
- F. Determining the Professional Practice Rating..... 14**
- G. Other Required Components of Evaluation..... 15**
 - Student Growth 15
 - Progress Toward District-Wide Goals 15
- H. Compiling the Summative Evaluation Score..... 16**

- Appendix A – Research Base 17*
- Appendix B – Process for Completing Year-End Evaluation for Superintendent 18*
- Appendix C – Conducting the Formal Evaluation and Conference 19*
- Appendix D – Considerations Related to the Closed Meeting Exception 20*
- Appendix E – Possible Timelines for Evaluation of the Superintendent 21*
- Appendix F – Establishing Performance Goals for the Superintendent 22*
- Appendix G – Evidence 23*
- Appendix H – Possible Evidence of Performance 24*
- Appendix I – Contingencies 26*
- Appendix J – Student Growth and Assessment Data or Student Learning Objectives Metrics 27*
- Appendix K – Developing an Individual Improvement Plan for the Superintendent 28*
- Appendix L – Training 29*

- Authors..... 30

A. Governance & Board Relations

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 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.	
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 and reports goal progress to board. Provides the necessary financial strategies to meet those 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.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	
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.	Meeting materials are provided with adequate background and historical perspective 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.	
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.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	

Category rating: #DIV/0!

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

- Meeting agendas/minutes
- Board development materials
- Board policies/policy book
- Board development plan
- Board packets
- Memos/communications
- Retreat agendas/minutes
- Communication protocols

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%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
B1	Communication With Community/Parents 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 engage. Is not proactive with communication.	Actively seeks two-way communication with the community and parents as appropriate.	
B2	Community/Parent Input Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or goal setting.	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	
B3	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.	Actively engages the media to promote the district and provide timely and effective information.	
B4	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 at all times and is a champion for the district. Knowledgeable and speaks well for the district.	
B5	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 a variety of events and is approachable by members of the community.	

Category rating: #DIV/0!

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

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- Community meeting agendas
- News clips/interviews
- Community engagement calendar
- Strategic planning agenda(s)
- Communications
- Service club membership(s)

B. Community Relations, continued

Weight: 15%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	Staff Input 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.	Actively seeks staff input and engages staff in goal setting and decision-making.	
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.	
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. 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 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 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.	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.	
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 attends special activities.	

Category rating: #DIV/0!

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

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications

C. Staff 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:

D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 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 while also planning for long-range needs. A balance is sought to meet the 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.	
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.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	
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.	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 both immediate and long-range objectives.	

Category rating: #DIV/0!

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

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications
- Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Grants received/applied for
- Policies/procedures related to fund management
- Long-term financial forecast data
- Facilities maintenance plan
- Facilities management plan

D. Business & Finance, continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 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.	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. Individual Development Plans are provided to staff rated as less than effective.	
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.	Principals are provided defined autonomy consistently with accountability. Goals for learning and instruction are prioritized.	
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.	
E4	School Improvement (MICIP) Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	
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.	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 needs and levels of readiness. Technology is used to enhance teaching and learning.	
E7	Student Voice 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.	Seeks the student voice through engagement of students in goal development and/or decision-making.	

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	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. Maintains a safe, caring and healthy learning environment.	
E9	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. 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)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- 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 / 3) =	#DIV/0!

G. Other Required Components of Evaluation

Superintendent Name: _____

School Year: _____

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	
Growth:				
Evidence:	District Growth Model			
Component score:				0

Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	
Progress:				
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
Component score:				0

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	#DIV/0! x 65%	= #DIV/0!
Student Growth (Component score, pg. 15)	20% (.20)	0 x 20%	= 0
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	0 x 15%	= 0
Total Possible	100%	Total Score:	#DIV/0!
		Total Score / 3=	#DIV/0!

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

Board President's Signature: _____ Date: _____ Superintendent's Signature: _____ Date: _____

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

Appendix A – Research Base

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

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

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

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

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

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

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

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

- **Three months in – *Informal update*** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – *Mid-Year Progress Report*** – 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. **THIS MID-YEAR PROGRESS REPORT IS A REQUIREMENT**
- **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 or Facilitator 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, the tool will calculate the overall professional practice score and identify the correlating rating.
- 8) The Board of Education reviews evidence provided related to progress toward district-wide goals and assigns a score via consensus.
- 9) The Board of Education reviews evidence provided related to the District Student Growth Model and assigns a score via consensus.
- 10) The tool will calculate the overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- 11) The Board President or Facilitator makes note of themes/trends identified by the Board of Education during the evaluation.
- 12) The Board reconvenes in open session if they have done the evaluation in closed session
- 13) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 14) After approval of the evaluation, the Superintendent notes their comments on evaluation if desired.
- 15) Board president and superintendent sign completed evaluation form and it goes into the personnel file and the overall rating is reported in the REP.

Appendix D – Considerations Related to the Closed Meeting

The Board 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 evaluation/performance of the superintendent

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 their 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 they choose to excuse themselves.
4. Board president or facilitator 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 tool will calculate the overall score and identify the correlating rating.
8. Board president or facilitator 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 asks for a motion to approve the evaluation (since the work was completed in closed session, it is confidential until approved by the Board). Once approved by the Board:
 - The consensus score/rating for the overall evaluation can be identified and a public statement can be announced.
11. Superintendent notes their comments on the evaluation, if desired.
12. Board president and superintendent sign the completed evaluation form.
13. Board president works with the superintendent to coordinate further public statement about the superintendent’s performance if needed.

*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.

January – December		June – July		March – April	
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
Mandatory Mid-year Progress Report	June	Mandatory Mid-year Progress Report	December	Mandatory Mid-year Progress Report	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.	

Beginning of Cycle	Informal Update	Mid-cycle Formal Update	Annual Evaluation
<p>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 	<ul style="list-style-type: none"> • Board president shares any specific questions or 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 	<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 	<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

Appendix F – Establishing Performance Goals for the Superintendent

The MASB 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 Superintendent Evaluation Instrument relies upon board members using evidence to score superintendent performance.

- 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. This 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

Appendix H – Possible Evidence of Performance, continued

58 Leadership library (documentation)	74 Number of visits to website	91 Record of solicitation of feedback
59 Level of volunteerism (documentation)	75 Observational data from board, staff, etc.	92 Reports and celebrations of student achievement to board and other audiences
60 Linkage of Professional Development Model to student achievement goals (documentation)	76 Open houses (documentation)	93 School comparisons charts from CEPI
61 Log of school visits and conversations with staff (includes emails)	77 Opening day PowerPoint-type presentation	94 Special Education delivery plan
62 Log of school visits and presentations	78 Parenting classes - numbers	95 Staff handbook
63 Meaningful interpretive reports of student achievement data delivered in lay language	79 Parent-teacher conference numbers	96 School Improvement Plans
64 Media – Newsletter/paper articles/Web site	80 Participation in social/fraternal organizations (documentation)	97 Staff recruitment plan
65 Meeting logs of times with administrative staff/support staff	81 Participation in youth-oriented organizations (documentation)	98 Student achievement data
66 Membership and service to service clubs (documentation)	82 Participation on state, regional, national initiatives (documentation)	99 Surveys of staff/community
67 Michigan Student Test of Educational Progress Data	83 PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans	100 Symbolic “pins,” other symbols – celebrations, etc.
68 Michigan Top-to-Bottom School Rankings	84 Podcasts/video communicating district vision and accomplishments	101 Teacher mentor program
69 Minutes of the School Improvement Advisory Committee meetings	85 Policies/procedures for management of funds	102 Trends in Career Development Plan growth goals for teachers
70 Monthly calendars	86 Preschool – community partnership plans	103 Work with city council on city/school initiatives (documentation)
71 National Assessment of Educational Progress Data	87 Presentations to groups, including teachers (shareholders/stakeholders)	104 Work with School Improvement Advisory Committee (SIAC) (documentation)
72 Needs assessments/satisfaction surveys/focus groups	88 Professional Development Plan	105 Written communications
73 Notes from state officials	89 Program evaluation and process result	106 Written proposals for innovative practices
	90 Reflective journals	107 Written recommendations on difficult issues

Appendix I – Contingencies

If a superintendent receives a rating of **developing** or **needing support**, 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 their next annual evaluation. See the appendixes of this document for more information on developing an Individual Improvement Plan for the superintendent.

If a superintendent receives a rating of **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 effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Appendix J – Student growth and assessment data or student learning objectives metrics

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 regard to student growth and assessment data or student learning objectives metrics :

Beginning in the 2024-2025 school year, 20% of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics.

Student growth and assessment data used for superintendent evaluation may 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 their 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 and assessment or student learning objective metrics 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.

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 Improvement Plan for the Superintendent

Individual Improvement Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IIP 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 IIP. The following process is a framework for creating and implementing an IIP for the superintendent.

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which they 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 Improvement Plan and presents it to the committee for feedback and approval. The Improvement Plan 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 Improvement Plan.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on their Improvement Plan with their self-evaluation prior to the formal annual evaluation.

Appendix L – Training

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

Instrument-Specific Training/Rater Reliability Training

This training covers the use of the MASB Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, rater reliability training, 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 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 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, Director of Executive Search and Leadership Development, MASB
- Debbie Stair, M.N.M.L., former school board member, Assistant Director of Leadership Development, MASB
- Jay Bennett, M.A., former school board member, Assistant Director of Executive Search Services, 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

**RESOLUTION AUTHORIZING ISSUANCE OF NOTES
IN ANTICIPATION OF STATE SCHOOL AID
(AUGUST 2026 BORROWING THROUGH THE
MICHIGAN FINANCE AUTHORITY)**

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

A special meeting of the board of education of the Issuer (the “Board”) was held in the _____, within the boundaries of the Issuer, on the 23rd day of June, 2026 at _____ o’clock in the __.m. (the “Meeting”).

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

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

WHEREAS, the estimated amount of the state school aid appropriations allocated or to be allocated to the School District for the fiscal year ending June 30, 2027 and expected to be received by the School District from October 2026 through August 2027, inclusive (the “2026/2027 State Aid” or the “Pledged State Aid”), is shown in paragraph 1 of Exhibit A; and

WHEREAS, the School District has the need to borrow the sum of not to exceed the amount shown in paragraph 2 of Exhibit A to pay operating expenses for the fiscal year ending June 30, 2027, which amount is estimated to be not more than 70% of the difference between the total state school aid funds apportioned or to be apportioned to the School District for the 2026/2027 State Aid and that portion of the 2026/2027 State Aid already received or pledged; and

WHEREAS, the School District plans to issue or has issued notes, bonds or other obligations subject to Section 148 of the Internal Revenue Code of 1986, as amended (the “Code”), relating to arbitrage and the rebate thereof, including but not limited to federally tax-exempt and/or tax-advantaged bonds and other obligations, not including this borrowing, during calendar year 2026 in the aggregate principal amount shown in paragraph 3 of Exhibit A; and

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

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

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

3. The School District hereby appropriates a sufficient amount of the Pledged State Aid to repay the principal of and interest on the Notes, and any and all other amounts owed by the Issuer as set forth in Schedule I to the Purchase Contract (together, the “Payment Obligations”). In addition, the full faith and credit of the School District is hereby irrevocably pledged for payment of the Payment Obligations and, in case of the insufficiency of the Pledged State Aid, the School District shall pay the Payment Obligations from any funds legally available therefor, and, if necessary, levy sufficient taxes on all taxable property in the School District for the payment thereof, subject to applicable constitutional and statutory tax rate limitations.

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

A. The School District shall set aside moneys in a separate fund with the depository designated in the Purchase Contract described below (the “Depository”) to pay the Payment Obligations when due in either (i) one (1), two (2), three (3), or four (4) consecutive monthly set-aside installments ending on April 20, 2027, or (ii) three (3), five (5), or seven (7) consecutive monthly set-aside installments ending on July 20, 2027 (each an “Installment,” or together the “Installments”), and earlier on the 20th day of each month (or, in the case of February 2027 and March 2027, the 22nd day of the month, and in the case of June 2027, the 21st day of the month), or such other state school aid payment date as may be provided for under state law (each a “Payment Date”). If a Payment Date falls on a Saturday, Sunday or legal holiday, the Payment Date shall be the next business day. The payment to the Depository shall be made first from the Pledged State Aid received during the month of the Installment. If, for any reason, the Pledged State Aid received during the month of an Installment is

- insufficient to pay the Installment (an “Installment Shortfall”), then the School District pledges to use any and all other legally available funds to pay the Installment Shortfall. If the School District fails to set aside all or any portion of an Installment on the Payment Date, the Authority is authorized, pursuant to Section 17a(3) of the State Aid Act, to intercept 100% of the Pledged State Aid to be distributed to the School District beginning with the month following the School District’s failure to pay the Installment Shortfall and all months thereafter, in accordance with the terms and conditions of the Purchase Contract. Beginning with the month following the Installment Shortfall, the Authority shall intercept 100% of the Pledged State Aid to be distributed to the School District and apply the intercepted amount on the following priority basis: (i) the Installment Shortfall; (ii) the current month’s Installment; and (iii) any amounts remaining to be immediately distributed to the School District. Except as otherwise provided in the Purchase Contract, the intercept process set forth above shall continue each month following the Installment Shortfall until sufficient funds are deposited with the Depository to pay the total Payment Obligations. Unless expressly authorized by the Authority, the maximum amount of each Installment will not exceed 50% of the amount of Pledged State Aid due to the School District in any Installment month.
- B. If the School District has failed to deposit all of an Installment Shortfall by the last business day of the month of the Installment, the Depository is authorized and directed to give written notice to the Authority, the State Treasurer and the School District on the first business day following the last business day of the month of the failure to deposit all of the Installment Shortfall. Upon receipt of such written notice from the Depository, the Authority shall promptly notify the School District that it will immediately commence to intercept 100% of the Pledged State Aid.
- C. If the funds on deposit with the Depository will be insufficient to pay the Payment Obligations when due, the School District, pursuant to Section 17a(3) of the State Aid Act, to the extent necessary to meet the Payment Obligations, assigns to the Authority and, if requested by the Authority, authorizes and directs the State Treasurer to advance all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the payment has been made.
- D. Any Authorized Officer is further authorized to agree, if required by the Authority, to assign to the Authority and authorize and direct the State Treasurer to intercept all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the state school aid payment has been made pursuant to Section 17(a)(3) of the State Aid Act.
- E. Any Authorized Officer is further authorized to determine that each Installment is a partial mandatory redemption of a particular series of the Notes and that the last Installment is the maturity date of that series of the Notes, and such determination shall be conclusively evidenced by the Purchase Contract.
- F. The School District authorizes and consents to the Authority entering into an investment agreement with a financial institution for the investment of funds deposited with the Depository on behalf of the Authority and the School District, in the event the Authority determines to enter into such an agreement.

5. Any Authorized Officer is authorized to sell all or a portion of the Notes to the Authority without an Installment payment schedule (the “No Set-Aside Notes”) pursuant to the provisions of this resolution. In that event: (A) any Authorized Officer is further authorized to agree, if required by the Authority, to assign to the Authority and authorize and direct the State Treasurer to intercept or advance all or part of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing the state school aid payment has been made pursuant to Section 17a(3) of the State Aid Act; (B) the School District acknowledges that payment of the principal of and interest on certain of the No Set-Aside Notes may be secured by a direct-pay letter of credit issued for the account of the Authority and the School District by one or more providers selected by the Authority (each a “Letter of Credit”; and each issuer a “Letter of Credit Bank”); (C) it shall not be deemed a default by the School District under the provisions of the Purchase Contract or the No Set-Aside Notes if the principal of and interest on the No Set-Aside Notes shall have been paid in full when due to the Authority from proceeds of a drawing on the Letter of Credit and the drawing on the Letter of Credit is reimbursed by the School District on the designated date set forth in the reimbursement agreement relating to the Letter of Credit; and (D) the School District appoints the Authority as its agent to enter into the reimbursement agreement for and on behalf of the School District, if required by the Authority, as well as on the Authority’s own behalf, and the School District agrees to be referred to as an account party in the Letter of Credit obtained by the Authority to secure payment of the No Set-Aside Notes and any series of the Authority’s State Aid Revenue Notes issued to finance the Authority’s purchase of the No Set-Aside Notes.

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

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

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

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

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

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

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

bylaw that requires a bidding process to sell the Notes is suspended by this resolution with respect to the School District's sale and issuance of the Notes.

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

13. Each series of Notes issued hereunder are of equal standing as to the Pledged State Aid. The School District reserves the right to issue additional notes or other obligations that pledge the Pledged State Aid with the prior written consent of an authorized officer of the Authority. The School District further resolves and agrees that any additional notes or other obligations that pledge the Pledged State Aid (A) shall mature after the Notes, (B) shall be secured on a subordinate basis to the Notes with respect to the Pledged State Aid, (C) shall comply with MCL 380.1225(3) and all other applicable state laws, and (D) shall comply with any terms or conditions in the Purchase Contract applicable to Other Obligations as defined therein.

14. The Authority has appointed Thrun Law Firm, P.C. to act as counsel to the underwriter and the structuring agent for the August 2026 state aid note program. The Board consents to Thrun Law Firm, P.C. representing this School District and acting as counsel to the underwriter and the structuring agent for the Authority's August 2026 state aid note program.

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

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

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

Secretary, Board of Education

MDF/mlr

EXHIBIT A

1. Estimated 2026/2027 State Aid allocated or to be allocated for fiscal year ending June 30, 2027: \$_____ (total amount estimated to be received from October 1, 2026 through August 31, 2027)
2. Amount of borrowing not to exceed: \$800,000
3. Principal amount of notes, bonds or other obligations, including but not limited to federally tax-exempt and/or tax-advantaged bonds, not including this borrowing, that have been issued or are expected to be issued during the 2026 calendar year: \$_____ (include plans for voted or non-voted bonds, refunding bonds, additional state aid notes, tax anticipation notes, installment purchase agreements, lines of credit, and lease-purchase agreements)
4. Authorized Officer: President, Vice President, Secretary or Treasurer of the Board of Education, Superintendent, Assistant/Associate Superintendent, or individual acting in the capacity of the school business official, or a designee thereof
5. The Notes shall be dated August 20, 2026 and shall mature on April 20, 2027, July 20, 2027, and/or August 20, 2027, or such other maturity date(s) as determined by any Authorized Officer
6. Purchase price: Not less than 97% of the principal amount of the Notes
7. Five percent (5%) of estimated fiscal year 2025/2026 operating expenses: \$_____

EXHIBIT B

FORM OF PURCHASE CONTRACT

[Insert Name of School District Here]

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

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

IF THE NOTES MATURE ON APRIL 20, 2027 AND ONE (1), TWO (2), THREE (3), OR FOUR (4) SET-ASIDES ARE APPLICABLE, OR IF THE NOTES MATURE ON JULY 20, 2027 AND THREE (3), FIVE (5), OR SEVEN (7) SET-ASIDES ARE APPLICABLE, THE FOLLOWING LANGUAGE SHALL BE INCLUDED IN THE PURCHASE CONTRACT:

[The Issuer acknowledges that the Authority will purchase the Notes with proceeds from certain State Aid Revenue Notes, Series 2026A-[1][3], to be issued by the Authority (the “Authority’s Notes”). The Issuer represents and warrants to, and agrees with, the Authority that (A) the Issuer has, and on the Closing Date (specified below) will have, full legal right, power and authority (1) to enter into this Purchase Contract, and (2) to sell and deliver the Notes to the Authority and pledge and assign to the Authority the moneys to be received by the Issuer pursuant to the State School Aid Act of 1979, as amended (the “State School Aid”), as provided herein and in the Issuer’s resolution authorizing the Notes, and the Issuer has duly authorized and approved the execution and delivery of and the performance by the Issuer of its obligations contained in this Purchase Contract, including those set forth in Schedule I; and (B) the Issuer shall promptly pay its pro rata share of the Costs of Issuance upon notification by the Authority. The term “Costs of Issuance” shall mean and may include underwriters’ discount, printing charges, rating agency charges, trustee fees, financial advisor fees, bidding agent fees, note counsel fees, and other counsel fees and issuance fees of the Authority and the underwriter(s) related to the Authority’s Notes; provided, however, that the Issuer’s pro rata share of such Costs of Issuance shall not exceed the amount set forth in Schedule I.

The Issuer pledges to pay the principal of and interest on its Notes and any and all other amounts owed by the Issuer as set forth in Schedule I (together, the “Payment Obligations”) from its 2026/2027 State School Aid appropriations allocated or to be allocated to the Issuer for the fiscal year ending June 30, 2027 and to be paid from October 2026 through August 2027, inclusive (the “Pledged State Aid”). Moneys to pay the Payment Obligations when due shall be set aside in a separate fund with the Depository (as defined in Schedule I) as hereinafter described, due in [one (1), two (2), three (3), or four (4)][three (3), five (5), or seven (7)] consecutive monthly set-aside installments (each an “Installment” or, together, the “Installments”) as specified in Schedule I, or such other State School Aid payment date as may be provided

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

Pursuant to Section 17a(3) of the State School Aid Act of 1979, as amended (the “Act”), the Authority is authorized to intercept 100% of the Pledged State Aid to be distributed to the Issuer. Beginning with the month following the Installment Shortfall, for Pledged State Aid to be distributed to the Issuer pursuant to the Act on or before [April][July] 20, 2027, the Authority shall intercept 100% of that Pledged State Aid and apply the intercepted amount on the following priority basis: (A) to the Installment Shortfall; (B) to the current month’s Installment; and (C) any amounts remaining to be immediately distributed to the Issuer. Except as otherwise provided below, the intercept process set forth above shall continue each month following the Installment Shortfall until sufficient funds are deposited with the Depository to pay the Payment Obligations.

Not later than [March 31][June 30], 2027, the Issuer shall determine whether there will be sufficient funds on deposit with the Depository on [April][July] 20, 2027 (the maturity date and date of the final Installment for the Notes) to pay the Payment Obligations. If the Issuer determines that there will be insufficient funds on deposit with the Depository on [April][July] 20, 2027 to pay the Payment Obligations, the Issuer will so notify the Authority by telephone and email not later than [April][July] 1, 2027 (email to: TreasMFA-StateAidNote@michigan.gov; and telephone Melissa Lovegrove, 517-241-4207). If the Issuer's [April][July] 2027 State School Aid payment will be less than the amount required to pay the Payment Obligations in full when due, the Issuer shall, by [April][July] 6, 2027, provide the Authority and the Depository with written notice specifying the source and amount to be wired by the Issuer to the Depository to pay the difference between the amount required to pay the Payment Obligations in full and the [April][July] 2027 State School Aid payment (e.g., \$ ___ will be wired to the Depository from [bank name]). The Issuer shall ensure that such amount due on the Notes is wired to and received by the Depository by no later than [April][July] 8, 2027. If such amount is not received by the Depository by [April][July] 8, 2027, then, subject to the provisions of the State Aid Agreement entered into among the Authority, the State Treasurer, the Depository, and the Trustee for the Authority related to the Authority’s Notes (the “State Aid Agreement”), the State Treasurer is authorized to advance a sufficient amount of the Issuer’s Pledged State Aid to be distributed to the Issuer on the [May][August] 20, 2027 Payment Date and [any State School Aid to be distributed to the Issuer] on Payment Dates in months thereafter to pay the Payment Obligations in full, as provided below, subject[, if applicable,] to pro rata apportionment[of Pledged State Aid to be distributed to the Issuer on the August 20, 2027 Payment Date and on Payment Dates in months thereafter][if applicable].

If the Issuer did not issue a No Set-Aside Note (as defined below) to the Authority, and if there will be insufficient funds on Deposit with the Depository on the maturity date of the Notes to pay the Payment Obligations, then the Issuer, pursuant to Section 17a(3) of the Act, to the extent necessary to meet the Payment Obligations, assigns to the Authority and, if requested by the Authority, authorizes and directs the State Treasurer to advance all or a portion of the Issuer’s Pledged State Aid to be distributed to the Issuer

which is dedicated for distribution or for which the appropriation authorizing payment has been made under the Act.

If the Issuer has an outstanding no set-aside state aid note issued as a separate series on August 20, 2026 (a “No Set-Aside Note”) and purchased by the Authority with proceeds from the Authority’s State Aid Revenue Notes, Series 2026A-2, and if there will be insufficient funds on Deposit with the Depository on the maturity date of the Notes to pay the Payment Obligations, then the Issuer, pursuant to Section 17a(3) of the Act, to the extent necessary to meet the Payment Obligations, assigns to the Authority and, if requested by the Authority, authorizes and directs the State Treasurer to advance [all or a portion of the Issuer’s Pledged State Aid to be distributed to the Issuer in May, June, and July 2027 which is dedicated for distribution or for which the appropriation authorizing payment has been made under the Act.

If the Issuer has an outstanding No Set-Aside Note, and if the State Treasurer has advanced all Pledged State Aid to be distributed to the Issuer in May, June, and July 2027, and if there will be insufficient funds on deposit with the Depository on the maturity date of the Notes to pay the Payment Obligations then the Issuer, pursuant to Section 17a(3) of the Act, to the extent necessary to meet the Payment Obligations, assigns to the Authority and, if requested by the Authority, authorizes and directs the State Treasurer to advance] not to exceed a pro rata share of the Issuer’s Pledged State Aid to be distributed to the Issuer on the August 20, 2027 Payment Date, along with a pro rata share of any State School Aid payable to the Issuer thereafter which is dedicated for distribution to the Issuer or for which the appropriation authorizing the payment has been made under the Act. The pro rata apportionment shall be determined based on a ratio of the respective Payment Obligations then outstanding on the Notes and the No Set-Aside Note, each less funds on deposit in, or allocable to, the related Municipal Obligation Account (as that term is defined in the Trust Indenture) of the Issuer.

As long as any Payment Obligations remain outstanding after [April][July] 20, 2027, any Pledged State Aid to be received by or on behalf of the Issuer on the August 20, 2027 Payment Date and any State School Aid to be received by or on behalf of the Issuer on any Payment Date thereafter pursuant to the Act and this Purchase Contract while the Issuer has outstanding Payment Obligations related to its No Set-Aside Note shall be applied to the respective Payment Obligations then outstanding on the Notes and the No Set-Aside Note on a pro rata basis, as described above.

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

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

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

delinquencies thereon, on behalf of the Issuer, as the Authority and any Authorized Officer shall deem necessary and appropriate.

The Issuer consents to the Authority's pledge and assignment of and grant of a security interest in the Authority's rights and interest (subject to certain rights of indemnification) in the Notes and this Purchase Contract as security for the Authority's Notes and a Trust Indenture dated as of August 1, 2026 (the "Trust Indenture"), issued by the Authority pursuant to its Note Authorizing Resolution adopted May 12, 2026, and for the Authority's obligations under the Trust Indenture.]

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

[The Issuer acknowledges that the Authority will purchase the Notes with proceeds from certain State Aid Revenue Notes, Series 2026A-2, to be issued by the Authority (the "Authority's Notes"). The Issuer represents and warrants to, and agrees with, the Authority that (A) the Issuer has, and on the Closing Date (specified below) will have, full legal right, power and authority (1) to enter into this Purchase Contract, and (2) to sell and deliver the Notes to the Authority and pledge and assign to the Authority the moneys to be received by the Issuer pursuant to the State School Aid Act of 1979, as amended (the "State School Aid"), as provided herein and in the Issuer's resolution authorizing the Notes, and the Issuer has duly authorized and approved the execution and delivery of and the performance by the Issuer of its obligations contained in this Purchase Contract, including those set forth in Schedule I; and (B) the Issuer shall promptly pay its pro rata share of the Costs of Issuance upon notification by the Authority. The term "Costs of Issuance" shall mean and may include underwriters' discount, printing charges, letter of credit fees and related charges of a letter of credit (including, without limitation, all other amounts owing by the Authority under the reimbursement agreement relating to the letter of credit), rating agency charges, trustee fees, financial advisor fees, bidding agent fees, note counsel fees, and other counsel fees and issuance fees of the Authority and the underwriter(s) related to the Authority's Notes (as defined below); provided, however, that the Issuer's pro rata share of such Costs of Issuance shall not exceed the amount set forth in Schedule I.

The Issuer acknowledges that (A) the Authority will purchase the Notes with proceeds from the Authority's Notes; and (B) the payment of the principal of and interest on the Authority's Notes will be secured by a direct-pay letter of credit (the "Letter of Credit") issued by _____ (the "Bank"), pursuant to a reimbursement agreement among the Authority, U.S. Bank Trust Company, National Association (as Trustee and Depository), and the Bank, dated as of August 20, 2026 (the "Reimbursement Agreement").

The Issuer agrees that it will deposit with the Depository (as defined in Schedule I) payment of the principal of and interest on the Notes and any and all other amounts owed by the Issuer as set forth in Schedule I (together, the "Payment Obligations") in immediately available funds, the full amount of such Payment Obligations to be received by the Depository by 11:00 a.m. on the maturity date of the Notes. The Issuer pledges to pay the Payment Obligations from the 2026/2027 State School Aid appropriations allocated or to be allocated to the Issuer for the fiscal year ending June 30, 2027 and to be paid from October 2026 through August 2027, inclusive (the "Pledged State Aid").

Not later than July 30, 2027, the Issuer shall determine whether there will be sufficient funds on deposit with the Depository on August 20, 2027 (the maturity date of the Notes) to pay the Payment Obligations when due on that maturity date. If the Issuer determines that there will be insufficient funds on

deposit with the Depository on August 20, 2027 to pay the Payment Obligations on the maturity date of the Notes, the Issuer will so notify the Authority by telephone and email not later than July 30, 2027 (email to: TreasMFA-StateAidNote@michigan.gov; and telephone Melissa Lovegrove, 517-241-4207).

If on the maturity date of the Notes there are insufficient funds on deposit with the Depository to pay the Payment Obligations, the Issuer, pursuant to Section 17a(3) of the State School Aid Act of 1979, as amended (the "Act"), to the extent necessary to pay the Payment Obligations, assigns to the Authority, pledges to the payment of the Payment Obligations, and authorizes and directs the Treasurer of the State of Michigan (the "State Treasurer") to intercept or advance all or part of any State School Aid payment which is dedicated for distribution to the Issuer or for which the appropriation authorizing the payment has been made under the Act. The Issuer acknowledges that a State Aid Agreement will be entered into among the Authority, the State Treasurer, the Depository, and the Trustee for the Authority whereby the State Treasurer agrees to intercept and/or advance all or part of any State School Aid payment as described under this Purchase Contract. The Authority in its sole discretion may determine the amount of any State School Aid payment to be intercepted and the dates for such collection and application. The Authority and the Issuer may also agree to the collection and application of other Issuer revenues to any unpaid Payment Obligations. State School Aid payments shall continue to be intercepted until all Payment Obligations have been paid in full. Notwithstanding the foregoing:

(A) Subject to subparagraph (E) below, the Issuer hereby irrevocably directs the State of Michigan to pay to the Depository 100% of the Pledged State Aid to be distributed to the Issuer in August 2027, and the Depository shall apply the August 2027 State School Aid payment on the following priority basis: (1) first, to pay the Bank the amount necessary to reimburse it for the drawing on the Letter of Credit to pay the principal of and interest on the Authority's Notes on August 20, 2027; (2) second, to pay all other amounts due and owing to the Bank under the Reimbursement Agreement; (3) third, to pay any and all other Payment Obligations, and (4) fourth, any amount remaining to be immediately distributed to the Issuer.

(B) If the Issuer's August 2027 State School Aid payment will be less than the aggregate amount of the Payment Obligations and the Issuer will pay any of the remaining amount due on the Notes from any source other than proceeds from its borrowing in the Authority's August 2027 state aid note pool, the Issuer shall give written notice by July 30, 2027 to the Authority and the Depository specifying each such source and amount (e.g., \$___ will be wired to the Depository from [bank name]). The Issuer shall ensure that the remaining amount due on the Notes is wired to and received by the Depository by no later than August 12, 2027.

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

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

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

(D) Failure to pay all or a portion of the Payment Obligations to the Authority by August 20, 2027 shall constitute an event of default (“Default”) under this Purchase Contract and the Authority’s and the Bank’s rights and remedies upon such Default shall be as set forth in this Purchase Contract and Schedule I and in applicable law.

(E) If the Issuer has also issued a state aid note as a separate series on August 20, 2026 that was purchased by the Authority with proceeds from either the Authority’s State Aid Revenue Notes, Series 2026A-1 (a “July Maturity Set-Aside Note”) or the Authority’s State Aid Revenue Notes, Series 2026A-3 (an “April Maturity Set-Aside Note”) (each a “Set-Aside Note”), and the Set-Aside Note remains outstanding after its April 20, 2027 or July 20, 2027 maturity date, as applicable, then the Authority’s intercept or advancement of the Issuer’s Pledged State Aid to be distributed to the Issuer in August 2027, and the pro rata allocation of State School Aid intercepted after August 20, 2027, shall each be governed by the applicable provisions of (1) the State Aid Agreement entered into among the Authority, the State Treasurer, the Depository, and the Trustee for the Authority related to the Notes and the Authority’s Notes, (2) the State Aid Agreement entered into among the Authority, the State Treasurer, the Depository, and the Trustee for the Authority related to the Set-Aside Note and either the Authority’s State Aid Revenue Notes, Series 2026A-1 or its State Aid Revenue Notes, Series 2026A-3, as applicable, and (3) the Purchase Contract entered into by the Issuer and the Authority with respect to the Set-Aside Note.

The Issuer consents to the Authority’s pledge and assignment of and grant of a security interest in the Authority’s rights and interest (subject to certain rights of indemnification) in the Notes and this Purchase Contract as security for the Authority’s Notes and a Trust Indenture dated as of August 1, 2026 (the “Trust Indenture”), issued by the Authority pursuant to its Note Authorizing Resolution adopted May 12, 2026 and for the Authority’s obligations under the Reimbursement Agreement.]

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

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

With respect to any payment not received from the Issuer by the Depository by the time and date due under this Purchase Contract, the Issuer agrees to pay the Authority an amount as invoiced by the Authority to recover its administrative costs attributable to the late payment. The Issuer further agrees to reimburse the Authority (A) for any and all amounts which the Authority may have to rebate to the federal

government due to investment income which the Issuer may earn in connection with the issuance or repayment of its Notes and (B) for the Issuer's pro rata share of the Costs of Issuance that were paid by the Authority in the event that the Authority is required to rebate investment earnings to the federal government regardless, in either case, whether the Issuer is subject to such rebate or not. In the event the Issuer does not meet any arbitrage rebate exception pursuant to the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder, relative to the Notes, the Issuer will make any required rebate payment to the federal government when due.

The Issuer shall make the Notes and its other documents, certificates and closing opinions as the Authority shall require (the "Closing Documents") available for inspection by the Authority on August __, 2026, at the offices of the Thrun Law Firm, P.C., East Lansing, Michigan. At 9:00 a.m., prevailing Eastern Time, on August 20, 2026 (the "Closing Date"), or at another date and time determined by the Authority, the Issuer shall deliver the Notes to the Authority at the offices of _____, Lansing, Michigan, together with the Closing Documents, and the Authority shall accept delivery of the Notes and the Closing Documents and pay the purchase price for the Notes.

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

Michigan Finance Authority

By _____
Its Authorized Officer

Accepted and Agreed to this
_____ day of July, 2026
_____ (the "Issuer")

By _____
Title: _____

(Signature page to Purchase Contract)

Schedule I

[INSTALLMENT PAYMENT SCHEDULE]

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

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

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

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

4. The Issuer covenants that the principal amount of the Notes and the interest thereon, together with the amounts payable as to principal and interest on any additional notes or other obligations of equal standing with the Notes as to the Pledged State Aid, will not exceed 70% of the amount of State School Aid to be received by the Issuer during the period from October 1, 2026, through August 31, 2027.

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

6. The Issuer's pro rata share of the Costs of Issuance shall not exceed: (A) \$ _____, plus (B) the Issuer's pro rata share of any related charges pursuant to the Trust Indenture.

7. The Notes shall be dated August 20, 2026 and shall mature on [April 20][July 20], 2027.

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

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

Payment Date

Installment

10. As long as the Notes or any amounts due and owing to the Authority under this Purchase Contract are outstanding, the Issuer shall neither pledge nor make any request for an advancement pursuant to Section 17b of the State School Aid Act of 1979, as amended, of any portion of its Pledged State Aid, October 2027 State School Aid, or State School Aid payable thereafter without the prior written consent of the Authority, by its Authorized Officer, which consent shall not be unreasonably withheld. The Issuer shall not, at any time prior to the maturity of the Notes, issue any other obligations pledging the Pledged State Aid (the "Other Obligations") unless: (i) the Issuer shall have given prior written notice to the Authority of the Issuer's intent to issue any Other Obligations promptly after forming such intent; (ii) any Other Obligations shall mature after August 20, 2027; and (iii) any pledge of the Pledged State Aid as security for the payment

of any Other Obligations shall be: (A) expressly subject to the prior right of interception set forth in this Purchase Contract; and (B) expressly subordinate, under written subordination terms satisfactory to the Authority and its counsel, to the Issuer's prior pledge of Pledged State Aid as security for payment of the Notes. "Other Obligations" as defined in this paragraph shall not include state aid notes, if any, issued by the Issuer as a separate series on August 20, 2026 and purchased by the Authority with proceeds from its State Aid Revenue Notes, Series 2026A-2, to be issued by the Authority pursuant to the Trust Indenture. Any one or more of the foregoing restrictions set forth in this paragraph may be waived in writing by the Authority, by its Authorized Officer, in his or her sole and absolute discretion.

11. The Notes and related funds on hand with the Depository are Security (as that term is defined in the Trust Indenture) for the Authority and U.S. Bank Trust Company, National Association, as the Trustee (the "Trustee"). The Issuer authorizes the Authority, and the Authority may direct the Depository, to enter into an investment agreement with a financial institution for investment of such funds on behalf of the Authority and the Issuer. Subject to all ownership and security interests of the Authority, the Trustee and the Depository in and to such funds, accounts and investment, and to the extent required by law, an undivided interest in and to such investment, in the Issuer's designated allocable amount, will be granted to the Issuer.

[Note: If a Purchaser of the Authority's State Aid Revenue Notes, Series 2026A-__, requires particular provisions for determining the interest rate on the Notes or a default interest rate, such provisions will be added to this Schedule I, as appropriate]

Schedule I

[NO INSTALLMENTS]

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

1. The Issuer hereby covenants that it will deposit or cause to be deposited funds to pay the Payment Obligations, including but not limited to principal of and interest on the Notes, with U.S. Bank Trust Company, National Association, or its successor (the "Depository") at its designated corporate trust office located in Detroit, Michigan, in accordance with this Purchase Contract and the Issuer's resolution authorizing the Notes. In the event the Depository resigns, or is removed, the Issuer hereby accepts and appoints a successor depository appointed by the Authority as depository for the Notes.

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

3. The Issuer covenants that the principal amount of the Notes and the interest thereon, together with the amounts payable as to principal and interest on any additional notes or other obligations of equal standing with the Notes as to the Pledged State Aid, will not exceed 70% of the amount of State School Aid to be received by the Issuer during the period from October 1, 2026, through August 31, 2027.

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

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

6. The Notes shall be dated August 20, 2026 and shall mature on August 20, 2027.

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

8. Drawings on the Letter of Credit shall be reimbursed to the Bank on the same day in immediately available funds and reasonable charges and expenses which the Bank may pay or incur relative to the Letter of Credit shall be reimbursed to the Bank on demand as provided in the Reimbursement Agreement. Interest shall be payable to the Bank at a daily fluctuating interest rate per annum (the "Bank Reimbursement Rate") equal to (i) in the case of any amount drawn under the Letter of Credit and not so reimbursed, the Base Rate plus ____ percent (__.0%); and (ii) in the case of any aforesaid reasonable charges and expenses which the Bank may pay or incur relative to the Letter of Credit, the Base Rate plus ____ percent (__.0%). For purposes of this paragraph:

"Base Rate" means, for any day, the higher of (i) the Prime Rate; and (ii) ____percent (__.%) per annum.

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

Each change in the Prime Rate shall be effective from and including the date such change is publicly announced or quoted as being effective.

9. As long as the Notes or any amounts due and owing to the Authority under this Purchase Contract are outstanding, the Issuer shall neither pledge nor make any request for an advancement pursuant to Section 17b of the State School Aid Act of 1979, as amended, of any portion of its Pledged State Aid, October 2027 State School Aid, or State School Aid payable thereafter without the prior written consent of the Authority, by its Authorized Officer, which consent shall not be unreasonably withheld. The Issuer shall not, at any time prior to the maturity of the Notes, issue any other obligations pledging the Pledged State Aid (the “Other Obligations”) unless: (i) the Issuer shall have given prior written notice to the Authority of the Issuer’s intent to issue any Other Obligations promptly after forming such intent; (ii) any Other Obligations shall mature after August 20, 2027, and (iii) any pledge of the Pledged State Aid as security for the payment of any Other Obligations shall be: (A) expressly subject to the prior right of interception set forth in this Purchase Contract; and (B) expressly subordinate, under written subordination terms satisfactory to the Authority and its counsel, to the Issuer’s prior pledge of Pledged State Aid as security for the payment of the Notes. “Other Obligations” as defined in this paragraph shall not include state aid notes, if any, issued by the Issuer as a separate series on August 20, 2026 and purchased by the Authority with proceeds from either its State Aid Revenue Notes, Series 2026A-1 or its State Aid Revenue Notes, Series 2026A-3, to be issued by the Authority pursuant to the Trust Indenture. Any one or more of the foregoing restrictions set forth in this paragraph may be waived in writing by the Authority, by its Authorized Officer, in his or her sole and absolute discretion.

[Note: If a Purchaser of the Authority’s State Aid Revenue Notes, Series 2026A-__, requires particular provisions for determining the interest rate on the Notes or a default interest rate, such provisions will be modified, or added to, this Schedule I, as appropriate]

2026 TAX RATE REQUEST (This form must be completed and submitted on or before September 30, 2026.)

COPY TO: Equalization Department(s)

COPY TO: Each Township or City Clerk

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	2026 Taxable Value of All Properties 351,908,202
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. 68,670,820

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 2026 tax roll.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Source	Purpose of Millage	Date of Election	Original Millage Authorized by Election, Charter, etc.	2025 Millage Rate Permanently Reduced by MCL 211.34d	2026 Current Year Millage Reduction Fraction	2026 Millage Rate Permanently Reduced by MCL 211.34d	Sec. 211.34 Truth in Assessing or Equalization Rollback Fraction	Maximum Allowable Millage Rate*	Millage Requested to be Levied July 1	Millage Requested to be Levied Dec. 1	Expiration Date of Millage Authorized
Voted	Oper Non-Hm	8/3/2021	17.7252	17.3139	0.9761	16.9000	1.0000	16.9000		16.9000	12/31/2031
MCL 380.1212	BUILDING & SITE SF	8/3/2021	3.0000	2.9892	1.0000	2.9892	1.0000	2.9892		1.23	12/31/2031
Voted	Debt	8/5/2025	Unlimited	Unlimited	na	na	na	Unlimited		2.59	12/31/2054

Prepared by Tom Scott	Telephone Number (269) 781-0747	Title of Preparer Deputy Equalization Director	Date April 27, 2026
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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 380.1211(3)

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2026 for instructions on completing this section.

<input checked="" type="checkbox"/> Clerk Secretary	Signature	Print or Type Name Andrew Yockey	Date 6/23/2026
<input checked="" type="checkbox"/> Chairperson President	Signature	Print or Type Name Amber Herman	Date 6/23/2026

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.	0.00
For Commercial Personal	4.9000
For All Other	16.9000

*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).