Union City Community Schools

"Striving For Excellence in Everything We Do"

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

Board of Education Agenda

Monthly Board Meeting	High School Media Center
Monday, November 21, 2022	6:30 PM

I. **Call To Order**

a. **Pledge of Allegiance**

b. **Opening Statement**
Welcome to the Union City Community Schools Board meeting. Our meeting agenda is available for you to follow. The expectation for our board meeting is to follow this agenda closely. We operate under the Open Meetings Act and utilize Roberts Rule of Order to govern our discussion and decision-making process. There is an opportunity for public comment during our set agenda. We welcome the public to express their opinions during this time of our agenda. If there are questions about the agenda or the board meeting process, please seek out one of the Board members for clarification.

II. **Addition or Deletion of Items to the Agenda**

III. **Consent Agenda**

a. **Approval of Minutes**
1. **Regular Meeting 10/17/22**
2. **Closed Minutes 10/17/22**

b. **Zekelman Holocaust Museum Field Trip**
English 9 Field Trip to Detroit, Michigan to learn more about the Holocaust and Fascism.

IV. **Correspondence**
Letter from ACLU Michigan regarding banning books

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

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

VI. **Action Items**

a. **Financials**
Board action is required to approve the financials for the month ending October 31, 2022.

b. **Neola**
Second reading of Neola Volume 37, Number 1, Bylaws, Policies and Guidelines Updates. Board action is required to approve the updates as presented.

c. **Middle School Night Custodian Hiring**
Board action is required to hire Patricia Morrow as the middle school night custodian.

d. **Middle School Cook Hire**
Board action is required to hire Sarah Arrasmith as an assistant cook at the middle school.

e. **Middle School Paraprofessional Hiring**
Board action is required to hire Jasmine Walker as a middle school paraprofessional.

f. **Elementary/Middle School Art Teacher Hiring**
Board action is required to hire Kenisha Schley as the elementary/middle school Art teacher.

g. **Winter Coaches**
Board action is required to accept the winter sports coaching recommendations as presented by Hayley Denney, Athletic Director.

h. **New Truck for Maintenance Department**
Board action is required to accept the bid from Gorno Ford for $49,231 for a 2023 Form F-250 Truck.

VII. Presentation

a. **Professional Development for Teachers Presentation**
Patrick McKerr, Director of Curriculum, Instruction and Assessment, will present information on professional development opportunities offered to our teaching staff.

VIII. Discussion Items

a. **NEOLA Policy 5136 Revisions - Student Cell Phone Policy**
First reading of revisions to NEOLA Policy 5136 - student cell phone usage to align with the high school student handbook.

b. **School Bus Bids**
Bid information for two 2023 school buses.

IX. Information

a. **Enrollment Information and Budget Impact**
Chris Katz will present information on current enrollment and potential budget impacts.

b. **Superintendent Evaluation Information**
The superintendent will be evaluated in December. The Superintendent Evaluation Tool through MASB will be used in the process.

c. **Construction Project Updates**

d. **JJ Watt Foundation Grant**
Hayley Denney, Athletic Director, has received the news that her application for the grant was approved in the amount of $10,200 to replace the wrestling mats.

e. **WIN 98.5/B&G Discount Game of the Week**
Union City High School will receive $500 from this Game of the Week.

f. **Crisis Team Meetings Information**

The crisis team met to review information that some members received attending a conference from the state police on threat assessment. Attached are the notes from the meeting and documents that team members will use in assessing potential threats.

X. **Public Comment**

a. **Public Comments Statement**

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

XI. **Board Roundtable**

XII. **Adjournment**

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

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

Monthly Board Meeting
Monday, October 17, 2022 6:30 PM Eastern

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

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

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

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items to the Agenda - None

Consent Agenda

The Board of Education approves the consent agenda as presented. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

Approval of Minutes
- **Regular Meeting 9/19/22**
- **Closed Session 9/19/22**
- **Special Minutes 10/4/22**
- **Closed Session #1 10/4/22**
- **Closed Session #2 10/4/22**

Resignation

Field Trips (Over 50 Mile)
- **Impressions 5 Field Trip**
- **MIPA Fall Conference**
- **Greenfield Village**
- **Youth In Government Spring Conference**
- **Bittersweet Ski Resort**
- **National Museum of Mexican Art in Chicago**
- **Mexican Flea Market and Mexican Restaurant**
- **Eastern Michigan University Workshop**

Correspondence - None

Comments From the Audience on Agenda Items
Tate Goodwin, Scott Cayo

Public Comments Statement

Action Items

Closed Session for the Purpose of Discussing Student Discipline

The Board of Education adjourns to closed session for the purpose of discussing student discipline per Section 8(b) of the Open Meetings Act. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0
President Amber Herman adjourned to closed session at 6:37 p.m.

President Amber Herman called the meeting back to order at 7:06 p.m. This motion, made by Darin LaBar and seconded by Jennifer Searls, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

Student Reinstatement

The Board of Education approves the reinstatement of a high school student. This motion, made by Jennifer Searls and seconded by Paula DeJongh, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

Financials

The Board of Education approves the financials for the month ending September 30, 2022 as presented. This motion, made by Dave Mathis and seconded by Archie Mears, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

District Goals

The Board of Education approves the district goals for 2022-23 as presented. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

Merit Policy 3410.02

The Board of Education approves the revised policy 3410.02 as presented. This motion, made by Jennifer Searls and seconded by Archie Mears, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

Board Term Amendment Resolution

The Board of Education approves amending the bylaws and changing the board member terms of office. This motion, made by Dave Mathis and seconded by Archie Mears, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0

New Board Member Interviews

Jennifer Gautsche
Sean O'Kon

New Board Member Appointment

The Board of Education appoints Jennifer Gautsche as a board member to fill the remainder of Kyle Miller's term through December, 2024. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.
Paula DeJongh: Yea, Amber Herman: Yea, Darin LaBar: Yea, Dave Mathis: Yea, Archie Mears: Yea, Jennifer Searls: Yea
Yea: 6, Nay: 0
Jennifer accepted and took the oath of office and joined the meeting.

Presentations

98C Presentation

Chris Katz, Superintendent, presented information on the plan for 98C learning loss funds.

2021-2022 Final Budget Information

Sara Leson, Business Manager, presented information on the 2021-22 budget.

Discussion Item

Neola

First reading of Neola Volume 31, Number 1 Bylaws, Policies and Guidelines Updates. This will be an action item in November.

Information

Athletic Handbook

Public Comment

Tate Goodwin, Nancy Prichard

Public Comments Statement

Board Roundtable

Darin asked Chris to update the board on construction projects. Chris gave an update and a building and site committee meeting will be scheduled later this month to review bids.

Adjournment

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

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

Yea: 7, Nay: 0

President Amber Herman adjourned the meeting at 8:17 p.m.

Jennifer Searls
Secretary

Kelly AcMoody
Recording Secretary

FIELD TRIP REQUEST FORM

Teacher: Mindy Maples School/Class: USHS - Freshmen

Request Date: 11/16/22 Trip Date: 12/16/22 Destination:

Number of Students: 60-70 Number of Staff/Chaperones: 8 (5 staff members)

Purpose of Trip: Zekeman Holocaust Center
- to enlighten students on the horrors of the Holocaust & Fascism

Course of Study: English 9 Fee(s): $6 for students $8 for adults

Specific Learning Objectives to be Accomplished:

Students are studying the novel Night, written by Elie Wiesel, Holocaust survivor.
We have been given a grant by the Mark Schonwetter Holocaust Education Foundation

Student Behaviors that will Confirm Achievement of the Learning Objectives:

Students must be passing their classes and have no major referrals

Course Objectives Related to the Learning Objectives:

CC.9-10.R.L.6 (See attached)

Pre-Trip Lessons/Activities to be Done in the Classroom:

We are reading the novel Night.
Also students were placed in groups and asked to research and present on various concentration camps. Additionally I read excerpts of Charlotte Delbo's play →

"Who Will Carry the Word?" Ms. Delbo was a French Resistance writer and Holocaust survivor.

Post Trip Activities/Lessons to Reinforce/Extend Learning:

Students will write a short response on how the museum tour impacted them. They will share what aspect(s) most influenced them as they walked through and listened to the guided tour

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3). I certify that this trip, as requested, is in conformity with the administrative guidelines established by the District.

Field Trip Approval

Trip Approved: _____ Trip Disapproved: _____

Principal: [signature] Date: 11/17/22

NOTE: All field trips over 50 miles, one way, must be approved by the Board of Education

Trip Approved: _____ Trip Disapproved: _____

Superintendent: _____ Date: _____

HIGH SCHOOL USE ONLY

SUBSTITUTE NEEDED:		
	A1 _____	B1 _____
	A2 _____	B2 _____
	A3 _____	B3 _____
	A4 _____	B4 _____

DUE 15 WORKDAYS BEFORE TRIP

SUBMIT 2 COPIES TO BUILDING OFFICE

SUBMIT A BUS REQUEST IF USING DISTRICT TRANSPORTATION

CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

ACLU Michigan

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November 1, 2022

Re: Dangerous Efforts to Ban Books from Our Public Schools

Dear Superintendents and School Board Presidents:

We write to express our alarm regarding current efforts to ban books in our public schools. In response to complaints from some parents and political groups, several school districts in our state have recently removed highly acclaimed books from school library collections such that they are no longer available for students to check out or read. We urge you to affirm your commitment to public education, the First Amendment, and the welfare of all students in your community by resisting and speaking out against these harmful and misguided efforts—and, if books have been banned in your district, restoring students' access to all materials in your collection as soon as possible.

Unfortunately, recent events appear to be part of a dangerous nationwide trend in which school boards or administrators have succumbed to pressure from parents and politicized advocacy groups to deny students access to important literature and information about LGBTQ+ people, human sexuality, racism, and other topics that students have the right to learn about in an educational setting. Restricting students' access to books limits their opportunity to be introduced to new ideas and information, to learn about themselves and about people who are different from themselves, and to become active and informed citizens in their communities. To the extent that some individual parents wish to insulate their children from exposure to ideas that might make them uncomfortable or conflict with their personal values or religious beliefs, such an objective does not justify culling the school library's collection to deny all students access to books that some parents dislike.

It has long been recognized that removing books from school libraries is a serious threat to the First Amendment rights of students and their families. The Supreme Court held over 40 years ago that "local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books." *Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853, 872 (1982). "[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students." *Id*. at 868. "[J]ust as access to ideas makes it possible for citizens generally to exercise their rights of free speech and press in a meaningful manner, such access prepares students for active and effective participation in the pluralistic, often contentious society in which they will soon be adult members." *Id*. "[I]n light of the special role of the school library as a place where students may freely and voluntarily explore diverse topics," a school district's "non-curricular decision to remove a book well after it had been placed in the public school libraries evokes the question whether that action might not be an unconstitutional attempt to 'strangle the free mind at its source.'" *Campbell v. St. Tammany Par. Sch. Bd.*, 64 F.3d 184, 190 (5th Cir. 1995) (quoting *W. Va. Bd. of Educ. v. Barnette*, 319 U.S. 624, 637 (1943)).

The circumstances we are now encountering in various locations throughout Michigan are strikingly similar to the facts of *Board of Education v. Pico*, where school board members removed books from the library shelves after obtaining a list of "objectionable" books from a "politically conservative organization of parents." *Pico*, 457 U.S. at 857. Although the school board in that case had been able to cherry-pick excerpts from many of the disfavored books containing vulgar or sexually explicit language, the Supreme Court held that the school board violated the First Amendment insofar as they "intended by their removal decision to deny [students] access to ideas with which [the board members] disagreed." *Id*. at 871.

Historically, book banning has long been used to marginalize underrepresented and disempowered voices and communities, and we are particularly troubled by the dangerous anti-LGBTQ+ rhetoric that has accompanied much of the recent book-banning advocacy. Nationally, LGBTQ+ youth are far more likely to be bullied and harassed at school, alienated from their families and communities, and suffer from depression and suicidal ideation than their non-LGBTQ+ peers. For LGBTQ+ youth who are isolated at home, in school, or in their community, access to LGBTQ+ representation or information in books and literature can be a refuge—and in some cases life-saving. Courts have repeatedly ruled that censoring books because they express support for lesbian, gay, bisexual, and transgender people is a form of viewpoint-based discrimination prohibited by the First Amendment. *See Parents, Fams., & Friends of Lesbians & Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F. Supp. 2d 888, 897 (W.D. Mo. 2012) (holding that censorship of LGBT-supportive websites in school library violated First Amendment); *Sund v. City of Wichita Falls, Tex.*, 121 F. Supp. 2d 530, 532 (N.D. Tex. 2000) (holding that restrictions on access to *Heather Has Two Mommies* in public libraries violated First Amendment); *Case v. Unified Sch. Dist. No. 233*, 908 F. Supp. 864, 875 (D. Kan. 1995) (holding that removal of book depicting romance between two women from school libraries violated First Amendment).

In debating whether to allow students to check out a controversial book from the school library, it is easy to lose sight of the overarching function of our schools: to train young people to think for themselves. Many years ago, the Supreme Court explained the essential role our schools play in helping young people to develop into the reflective and critical citizens that a democracy needs to survive and flourish: "The Nation's future depends upon leaders trained through wide exposure to [a] robust exchange of ideas which discovers truth out of a multitude of tongues, rather than through any kind of authoritative selection." *Keyishian v. Bd. of Regents of Univ. of State of N.Y.*, 385 U.S. 589, 603 (1967) (internal quotation marks and alterations omitted). Indeed, students in a diverse society will thrive only if a diverse array of literature and informational material are available to them—from literature by and about LGBTQ+ people, to religious texts of all faiths, to books about science, art and history written from traditional as well as non-traditional perspectives. By contrast, when school officials attempt to create a "sanitized" learning space by eliminating controversial texts from school libraries, they undermine this critical function of public education. And when books can be removed based on parents' complaints about the author's message or point of view, it paves the way for an unending series of attempts by one group or another to cleanse a school of reading material based on what a vocal faction finds objectionable. In the end, schools become another arena for political warfare, rather than a space of learning for our youth. Neither students nor their communities are well-served by this practice.

Accordingly, we are asking superintendents and school boards throughout the state to take a stand against censorship, and in support of the rights and interests of your students and our democracy. We urge you to resist any attempts to remove books from your school libraries—and, if books have been banned in your district, to restore students' access to all censored materials as soon as possible.

Very truly yours,

Loren Khogali, Executive Director
Dan Korobkin, Legal Director
Jay Kaplan, LGBTQ+ Project Staff Attorney
ACLU of Michigan

Cc: Dr. Michael F. Rice, State Superintendent, Michigan Department of Education
Dr. Casandra E. Ulbrich, President, State Board of Education

9/30/2022 Begin. Cash on Hand:	$1,951,157		Total of Bills:	681,749	
Total Receipts:	$916,880		Total Net Payroll:	350,096	
Total Expenditures:	$1,031,845		Total Bills and Payroll	$1,031,845	
10/31/2022 Total Cash on Hand:	$1,836,192		to be Approved:		

Union City Community Schools
School Service Fund
Combined Statement of Revenue and Expenditures Compared to Budget
For The Peroid Ending
October 31, 2022

	FOOD SERVICE			
	Actual	Proposed Budget	Variance	% of Budget
REVENUE:				
Local Sources	11,278	$ 20,000	$8,722	18%
State Sources	2,951	18,881	15,930	0.00%
Federal Sources	94,238	490,000	395,762	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	108,467	528,881	$420,414	
EXPENDITURES:				
Salaries	49,529	179,346	(129,817)	27.62%
Employee Benefits	23,823	105,972	(82,149)	22.48%
Purchased Services	7,616	30,000	(22,384)	25.39%
Supplies & Materials	78,402	200,000	(121,598)	39.20%
Capital Outlay	0	-	0	0.00%
Other Expense	489	800	(311)	61.13%
Other Transactions	0	32,882		
TOTAL EXPENDITURES	159,859	549,000	(356,259)	0.00%
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	159,859	549,000	(356,259)	0.00%
EXCESS REVENUE (EXPENDITURES)	(51,392)	(20,119)		
BEGINNING FUND BALANCE	200,085	200,085		
ENDING FUND BALANCE	$148,693	$179,966		

Union City Community Schools
General Fund Statement of Revenue and Expenditure Compared to Budget
For Period Ending October 31, 2022

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	60,269.00	$ 1,303,786	(1,243,517)	4.62%
State Sources	748,217.00	9,591,384	(8,843,167)	7.80%
Federal Sources	35,390	559,379	(523,989)	6.33%
Other Financing Sources	0	565,000	(565,000)	0.00%
		32,000		
TOTAL REVENUE	**843,876**	**12,051,549**	**(11,175,673)**	
EXPENDITURES				
INSTRUCTION				
Basic Program	2,001,581.00	5,877,449	3,875,868	34.06%
Added Needs	451,297	1,685,358	1,234,061	26.78%
Total Instruction	2,452,878	7,562,807	5,109,929	
SUPPORT SERVICE EXPENSE				
Pupil	230,097	693,405	463,308	33.18%
Improvement Instructional Staff	96,399	182,389	85,990	52.85%
General Administration	126,538	375,498	248,960	33.70%
School Administration	216,112	705,288	489,176	30.64%
Fiscal Services	104,419	306,881	202,462	34.03%
Operation & Maintenance	468,288	1,034,250	565,962	45.28%
Transportation	360,490	869,747	509,257	41.45%
Central Support	83,994.00	182,008	98,014	46.15%
Athletics	170,981	441,511	270,530	38.73%
Community Services	1,389	3,706	2,317	37.48%
Payments to Other Govt Units	2,928		(2,928)	0.00%
Site Improvement Services	0		0	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	35,975	35,975	0	0.00%
Fund Modification to Food Service	0	0	0	0.00%
Total Support Services	1,897,610	4,830,658	2,565,115	
TOTAL EXPENDITURES	**4,350,488**	**12,393,465**	**7,675,044**	
EXCESS REVENUE (EXPENDITURES)	**($3,506,612)**	**($341,916)**		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	2,256,014	2,256,014		
BEGINNING FUND BALANCE	**2,341,424**	**2,341,424**		
ENDING FUND BALANCE	**($1,165,188)**	**$1,999,508**		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF OCTOBER 31, 2022		
Current Year		
Balance as of 9/30/2022		
General Fund Cash Accounts	1,192,648	
Food Service Checking Accounts	96,017	
Trust & Agency Checking Accounts***	n/a	
SF Cash	662,492	
SF DS Cash 2013	0	
SF DS Cash 2016	0	
Total Cash On Hand	$1,951,157	
Current Month Activities		**YTD Activities**
General Fund Revenue	911,895	5,313,769
Food Service Revenue	4,928	112,753
Trust & Agency Revenue	n/a	-
SF Revenue	56	3,027
SF DS Revenue 2013	0	0
SF DS Revenue 2016	0	0
Total Revenue	$916,880	5,429,548
General Fund Expenses	636,063	4,752,552
Net Payroll	350,096	1,376,845
Food Service Expenses	43,787	89,446
Trust & Agency Expenses	n/a	-
SF Expenses	1,898.30	13,448
SF DS Expenses 2013	-	-
SF DS Expenses 2016	-	-
Total Expenses	$1,031,845	6,232,292
Balance as of 10/31/2022		
General Fund Cash Accounts	1,118,384	
Food Service Checking Accounts	57,158	
Trust & Agency Checking Accounts***	n/a	
SF Cash	660,650	
SF DS Cash 2013	0	
SF DS Cash 2016	0	
Total Cash On Hand	$1,836,192	

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF OCTOBER , 2021		
Prior Year		
Balance as of 9/30/2021		
General Fund Cash Accounts	1,398,929	
Food Service Checking Accounts	36,318	
Trust & Agency Checking Accounts***	99,590	
SF Cash	562,973	
SF DS Cash 2013	2,533	
SF DS Cash 2016	305	
Total Cash On Hand	2,100,648	
Prior Year-Current Month Activities		
General Fund Revenue	1,652,144	
Food Service Revenue	52,234	
Trust & Agency Revenue	1,498	
SF Revenue	42	
SF DS Revenue 2013	0	
SF DS Revenue 2016	0	
Total Revenue	1,705,919	
General Fund Expenses	1,019,849	
Net Payroll	309,104	
Food Service Expenses	27,418	
Trust & Agency Expenses	1,126	
SF Expenses	-	
SF DS Expenses 2013	-	
SF DS Expenses 2016	9,638	
Total Expenses	1,367,135	
Balance as of 10/31/2021		
General Fund Cash Accounts	1,097,880	
Food Service Checking Accounts	40,109	
Trust & Agency Checking Accounts***	99,963	
SF Cash	563,021	
SF DS Cash 2013	2,533	
SF DS Cash 2016	305	
Total Cash On Hand	1,803,811	

Book	Policy Manual
Section	Vol. 37, No. 1 - September 2022
Title	Vol. 37, No. 1 - September 2022 - OVERVIEW
Code	01 - OVERVIEW
Status	From Neola

MASB MICHIGAN ASSOCIATION OF SCHOOL BOARDS | POLICY UPDATE SERVICE PROVIDED BY NEOLA, INC.

MI LOCAL UPDATE OVERVIEW AND COMMENTS

VOLUME 37 NUMBER 1

SEPTEMBER 2022

MASB Policy Services Provided by Neola

Effective policies are at the core of successful school district governance. Maintaining policies that reflect both local oversight and ever-changing state and federal laws is an enormous task. School board members can rely on the MASB-Neola Partnership to keep their policy manuals up-to-date. Under this partnership, Neola provides comprehensive policy services for MASB members on behalf of MASB. Working together, MASB and Neola produce uniform school policies and guidelines to better serve all Michigan school districts.

Policy Development and Updating

Neola, with assistance from MASB if and when needed, will work with the board, administrators, and committee(s) to develop a comprehensive policy manual that suits your district's needs. Each manual is based on templates that have been thoughtfully prepared, then vetted by Neola's outside counsel and MASB's legal counsel. These templates are customized to the district's unique circumstances through choices made by the board and administrative team. The bylaws, policies, and administrative rules/regulations are a unique collection assembled by educators and attorneys. The end result will be a policy manual that's in line with law and court decisions containing legal citations, footnoted reference material, and will be searchable by keyword or phrase.

OVERVIEW AND COMMENTS

All production-related materials and questions should be directed to the Production Office at 632 Main Street, Coshocton, Ohio 43812 (phone: 800-407-5815 or 740-622-5341, e-mail: accounts@neola.com and/or production@neola.com). Billing questions should be directed to the Stow Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone 330-926-0514, e-mail: accounts@neola.com).

Please do not retype Neola materials before returning them for processing. We prefer to have the original materials returned after you have marked them indicating which changes and additions you choose to have/not have for your District. If a District chooses not to adopt a policy or an administrative guideline, the District is still obligated to follow applicable Federal and State laws relating to that section.

The proposed new, revised, and replacement policies, administrative guidelines, and forms included in this update have been thoughtfully prepared and reviewed by Neola's legal counsel for statutory compliance. If you make changes or substitute in its entirety policies or other materials of your own drafting, those materials should be reviewed by your legal counsel to verify compliance. Neola does not review District-specific edits to update materials or District-specific policies for statutory compliance.

If a policy or guideline is marked as a revision, the changes have been marked in bold/green font (to add material) and crossed out/red font (to delete material). As you review a revised policy or guideline, you may choose to accept one (1), many, or all of the changes provided. If a policy or guideline is marked as a replacement, that means there have been enough changes made that justify a complete, clean replacement copy. As you review a replacement policy or guideline, you should also check the materials you have in your current policy or guideline to see if there is some District/other specific wording you want to be included in the replacement policy. If so, any wording from the current policy should be added using "Track Changes" in the BoardDocs platform in the replacement policy or guideline before returning it electronically to the Production Office for processing.

If the District alters language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits.

Policies that are to be removed from the policy manual require Board action to rescind the policy.

As the Update "season" gets underway, Neola offers some suggestions for accessing the comprehensive policy services through your Neola Associate. While "in-person" consultation sessions are the preferred method for Neola Update "visits", the means by which you and your Neola associate accomplish this review should be mutually determined based on availability and level of comfort with the consultation process. Overall,

health and safety are the primary concerns. Your Neola associate will be in contact with you soon to discuss these options with you and to schedule an appointment to review this update and ensure you are current on this and previous updates. Please consider the following options:

A. schedule an appointment date/time to review the update materials during an in-person conference;

B. schedule/reschedule update or drafting visits for a later time;

C. schedule an appointment date/time to review the update materials via a virtual meeting such as Google Meet or other electronic options; or

D. schedule an appointment date/time to review the update materials in a telephone conference.

If you are not an administrative guidelines client, you did not receive those materials in this packet. Contact your Associate for more information about becoming an administrative guidelines client.

Processing Update Materials

If you will be making changes to these Update documents electronically, use the "Track Changes" editing tool in the BoardDocs platform to mark the Neola materials indicating which of the proposed revisions and additions you choose to include or not include for your District, or to make additional edits, before returning them electronically for processing. Be sure to leave the "track changes" and marked up version as the one you submit to the Production office in Coshocton, Ohio.

District-Specific Material

If the District chooses during any step of the Update process to incorporate District-specific material into a new policy or guideline that has been proposed, or to insert District-specific material into a current policy or guideline for which revisions have been proposed in an update issued by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

A. materials from the District's existing materials that the District requests be incorporated during the drafting process;

B. new materials that the District develops in their entirety and exclusive of Neola; and

C. revisions or deletions that substantively depart from Neola's templates.

Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such District-specific materials be incorporated. Neola reserves the right, but is not obligated, to advise the District to seek its own legal review of District-specific materials.

Notice Regarding Legal Accuracy

Neola is vigilant in providing policy language to clients that has been vetted for legal accuracy by outside legal counsel. Should questions arise as to the legal compliance or accuracy of Neola's materials, it is our expectation that Neola's counsel would have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by Varnum, LLP (Grand Rapids, MI) for consistency with Federal and State law.

Textbooks, Instructional Materials, and Library Materials

During the past several months, public discussion at Board meetings has shifted away from COVID-19 issues and mask mandates to the matter of selection of appropriate learning materials such as textbooks, instructional materials, and library/media center materials, and challenges to those selections. Be sure to check current policies and administrative guidelines and their implementation at the start of the new school year. The following templates have been reviewed and have been determined to be accurate and compliant with State law:

- **Policy/AG 2510 - Adoption of Textbooks**
- **Policy 2520/AG 2520A - Selection of Instructional Materials and Equipment**
- **Policy 9130 - Public Complaints**

IRS Mileage Reimbursement Rate

The Internal Revenue Service (IRS) issued Notice 2022-124 on June 9, 2022, which provides an increase in the standard mileage reimbursement rate for the final six (6) months of 2022.

For the final six (6) months of 2022, the standard mileage rate for business travel will be sixty-two and one-half (62.5) cents per mile, up four (4) cents from the rate effective at the start of the year of fifty-eight and one-half (58.5) cents. The new rate became effective July 1, 2022. The IRS provided legal guidance on the new rate in Announcement 2022-13PDF.

In recognition of recent gasoline price increases, the IRS made this special adjustment for the final months of 2022. The IRS normally updates the mileage rates once a year in the fall for the next calendar year.

LEGAL ALERTS

Included with this update are several legal alerts and other resource materials. These include:

03 - Legal Alert: U.S. Supreme Court Ruling on Employee Private Religious Expression

04 - Legal Alert: Update on Title IX - Notice of Proposed Rule Making and Two Recent Sixth Circuit Decisions

05 - Legal Alert: IRS Guidance for Payments to School Board Members

06 - Legal Alert: New Public Acts

07 - Legal Alert: Curriculum Changes Effective 2023-2024 School Year

08 - Legal Alert: Emotional Support/Comfort Animals and Therapy Dogs

09 - Legal Alert: Reminder about Employer Requirements for Nursing Mothers

BYLAWS AND POLICIES

Bylaw 0144.1 - Compensation (Revised)

This policy revision is offered to accommodate the IRS guidance regarding payments to School Board members. See Legal Alert #5.

This revision should be adopted to maintain accurate policies.

Policy 6108 - Authorization to Use Electronic Transfer of Funds and Automated Clearing House Arrangements (NEW)

This new policy is provided in response to client requests. In order to utilize electronic fund transfers and automated clearing house (ACH) arrangements and transactions, the District must have a written ACH policy in place. This policy includes the components required by Michigan statute.

This policy should be adopted in order to utilize electronic fund transfers and automated clearing house arrangements and transactions.

Policy 6460 – Vendor Relations (Revised)

This policy has been revised at client request to provide optional language that allows for preferred vendor access to students and their parent/guardian for non-district purchases.

This option is offered for consideration.

Policy 6700 - Fair Labor Standards Act (FLSA) (Revised)

More than a decade ago, Congress passed a law amending Section 7 of the Fair Labor Standards Act ("FLSA"), mandating that eligible employees be provided reasonable breaks and private facilities to express breast milk during the first year after the birth of their child. It is important to keep in mind that the FLSA overtime and lactation provisions only apply to certain employees in an organization, but not all of them. For public schools, typically nonteaching employees, such as bus drivers, custodians, and secretaries, are covered by the FLSA. However, professional employees like teachers, administrators, and IT staff are usually exempt from overtime and other FLSA provisions including those mandating breaks for lactation. However, school employers may elect to provide this type of benefit and support for exempt employees. Therefore, language has been added that summarizes a board of education's obligation to provide reasonable breaks and private facilities for FLSA-eligible employees to express breast milk. In the new AG 6700, optional language provides the same benefit to FLSA-exempt employees to the extent the employees may be accommodated without materially disrupting school operations or employee duties. Such an option is not required and in some cases may be difficult or nearly impossible to accommodate. Many employers attempt to provide similar accommodations/benefits for all employees, regardless of status or assignment.

A legal alert accompanies this change and summarizes a board of education's duties with regard to this topic.

Policy 7440.03 - Small Unmanned Aircraft Systems (sUAS) (Revised/Technical Correction)

Policy and AG 7440.03 have been updated to incorporate changes in Federal regulations pertaining to the operation of drones at night or over people.

The proposed revision to the policy adds the new Federal regulation citation to the policy. If, in reviewing the policy template, a change to the current policy would be considered a revision or the addition of a new policy. Otherwise, the change would be considered a Technical Correction. The proposed revisions to the AG are consistent with the current state of the law and should be adopted.

Policy 8805 - Flags and Displays (NEW)

This new policy is offered at the request of clients. This is not a required policy and should only be considered after discussion with district leadership and legal counsel. Be sure to note that any prohibitions should not be "message-based" but rather restricting permission in a reasonable, school-oriented manner. In the case of districts that permit the display of "message-based" flags or displays, this policy should not be adopted.

Policy 9150 - School Visitors (Revised)

The proposed revision to this policy reflects the recent changes required by amendments, approved by the Governor, to the Sex Offender Registration Act (SORA). The change was made to Policy 8400 in a recent update

This revision should be considered in order to have consistent policies and to remain compliant with Michigan law.

ADMINISTRATIVE GUIDELINES

AG 6700 - Fair Labor Standards Act (FLSA) (NEW)

See note on Policy 6700.

AG 7440.03 - Small Unmanned Aircraft Systems (sUAS) (Revised)

See note on Policy 7440.03.

AG 8800A - Religious Activities/Ceremonies (Delete)

See Legal Alert #03.

COMMENTS

Reviewing Board Minutes

A feature of your subscription to the Update Service is the review of your District's Board minutes to identify actions that result in new policy or revision to existing policy. If such action has been taken and copies of the related materials have not been submitted to the Production Office, 632 Main Street, Coshocton, OH, 43812, the District will be contacted and additional information regarding the action will be requested. Please take advantage of this valuable service by sending copies of your Board minutes to the Production Office in Coshocton, OH for review.

Book	Policy Manual
Section	Board Review 37.1
Title	Copy of COMPENSATION
Code	po0144.1
Status	
Legal	M.C.L. 380.11A, 380.1254
Adopted	December 15, 1997
Last Revised	August 12, 2012

0144.1 - **COMPENSATION**

Board members shall receive not more than twenty-five ($25) per meeting up to a total of not more than fifty-two (52) meetings (including committee meetings) as compensation for their services. Expenses of a Board member shall be reimbursed when incurred in the performance of **the Board member's~~his/her~~** duties or in the performance of functions authorized by the Board and duly vouchered.

The following guidelines have been established by the Board of Education to ensure appropriate and proper reimbursement of expenses for Board members.

A. Expenses will be reimbursed only for activities authorized by the Board.

B. Reimbursement for mileage will not exceed the current rate established by the Internal Revenue Service.

C. When attending a Board-approved conference, all fees, parking, mileage, meals, and housing will be reimbursed. The maximum reimbursable expenses are as follows:

   Housing not to exceed $150.00 per night.

   Meals not to exceed $50.00 per day.

When the Board attends a community or school-related event as a Board function, or a Board member attends as the designated representative of the Board, any incurred expenses, including mileage, will be reimbursed by the Board. If a Board member attends such events as a private citizen, any incurred expenses are to be paid by the Board member.

No entertainment expenses or purchases of alcoholic beverages are reimbursable.

A voucher detailing the amount and nature of each expense must be submitted to the Board for approval at a Board meeting after the expenses have been incurred and prior to reimbursement.

Board members may use District credit or debit cards only in accordance with Board Policy 6423 and the accompanying administrative guidelines.

Book	Policy Manual
Section	Board Review 37.1
Title	Vol. 37, No. 1 - September 2022 New AUTHORIZATION TO USE ELECTRONIC FUND TRANSFERS AND AUTOMATED CLEARING HOUSE ARRANGEMENTS
Code	po6108
Status	
Legal	M.C.L. 124.301 - 124.305

NEW POLICY - VOL. 37, NO. 1

6108- **AUTHORIZATION TO USE ELECTRONIC FUND TRANSFERS AND AUTOMATED CLEARING HOUSE ARRANGEMENTS**

In accordance with the provisions of law, the Board of Education authorizes the acceptance and distribution/transmission of electronic fund transfers (ETFs) and automatic clearing house arrangements (ACH). The Superintendent shall put in place measures to protect the integrity and security of such transactions to comply with mandates of State and Federal agencies or programs, including Medicaid.

Definitions

"ACH arrangement" means the agreement between the originator of the ACH transaction and the receiver of the ACH transaction.

"ACH transaction" means an electronic payment, debit, or credit transfer processed through an automated clearing house.

"Automated clearing house" or "ACH" means a national and governmental organization that has authority to process electronic payments including, but not limited to, the national automated clearing house association and the Federal reserve system.

"Electronic transactions officer" or "ETO" means the Superintendent or another person designated by the Board to have the responsibilities of the ETO as prescribed in the Michigan Electronic Transactions of Public Funds Act.

All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

ACH Transactions and Arrangements

The Superintendent or another employee designated by the ETO is authorized to engage in electronic transfer of funds and ACH arrangements in accordance with this policy. The Superintendent shall be responsible for overseeing the District's ACH transactions, including payment approval, accounting, reporting, and compliance with this ACH policy.

Internal Controls

The Superintendent is responsible for disbursement of funds and shall submit appropriate documentation to the Board. Such documentation shall include:

A. information regarding the goods or services purchased;

B. the cost of goods or services;

C. the date of the payment; and

D. departments serviced by the payment.

This documentation shall be contained in the District's electronic general ledger software system or in a separate report to the Board. ACH invoices must be reviewed and approved prior to payment.

The District's system of internal controls (see Policy 6111 - Internal Controls) shall be used to monitor the use of ACH transactions.

[X] The Superintendent is authorized to develop administrative guidelines concerning the use of electronic fund transfers and ACH transactions.

M.C.L. 124.301 - 124.305

Book	Policy Manual
Section	Board Review 37.1
Title	Copy of VENDOR RELATIONS
Code	po6460
Status	
Legal	M.C.L.A. 15.321 et seq.
Adopted	December 15, 1997

6460 - **VENDOR RELATIONS**

The Board of Education shall not enter a contract knowingly with any supplier of goods or services to this District under which any Board member or officer, employee, or agent of this School District has any pecuniary or beneficial interest, direct or indirect, unless the person has not solicited the contract or participated in the negotiations leading up to the contract. This prohibition shall not prevent any person from receiving royalties upon the sale of any textbook of which **the person~~s/he~~** is the author and which has been properly approved for use in the schools of this District.

For the purpose of this policy "beneficial interest" shall be determined in accordance with M.C.L.A. 15.321 et. seq.

Board members and school personnel shall not accept any gifts or favors from vendors which might, in any way, influence their recommendations on the eventual purchase of equipment, supplies, or services.

All sales persons, regardless of product, shall clear with the Superintendent's Office before contacting any teachers, students, or other personnel of the School District. Purchasing personnel shall not show any favoritism to any vendor. Each order shall be placed in accordance with policies of the Board on the basis of quality, price, and delivery with past service a factor if all other considerations are equal.

~~[ ] Preferred Vendors for Non-District Purchases~~
~~The District may provide a vendor with exclusive access to market its products to parents/guardians and/or students at school events that the District considers to be limited public forums or nonpublic forums. Students and/or parents/guardians are not required to purchase goods or services from a preferred vendor; however, the District may choose to limit access to a preferred vendor to minimize distractions and maximize its ability to educate and/or communicate with parents and students.~~
~~To select a preferred vendor, the Superintendent or purchasing agent must solicit proposals for exclusive access from vendors and specifically identify the particular school event(s) at which the successful vendor will have exclusive access. The Superintendent or purchasing agent may interview potential vendors as part of the selection process.~~

Book	Policy Manual
Section	Board Review 37.1
Title	Copy of FAIR LABOR STANDARDS ACT (FLSA)
Code	po6700
Status	
Legal	29 U.S.C. 201 et seq. 29 C.F.R. Part 541
Adopted	October 17, 2005

6700 - **FAIR LABOR STANDARDS ACT (FLSA)**

It is the Board of Education's policy to comply with the provisions of the Fair Labor Standards Act (FLSA) and its implementing regulations. The Board will pay at least the minimum wage required by the FLSA to all covered, non-exempt employees. Non-exempt employees are hourly employees, or salaried employees who do not qualify for a professional, administrative, computer or executive exemption under the FLSA. Teachers are generally exempt, even if they are paid on an hourly basis.

Non-exempt employees who work more than forty (40) hours in a given work week will receive overtime pay in accordance with the FLSA for all hours worked in excess of forty (40).

Non-exempt employees who work overtime without prior approval from the Superintendent or a supervisor may be subject to disciplinary action up to and including termination.

The work week is established as (Day/time) to (Day/time).

To the extent that an employee's individual contract or collective bargaining agreement provides for greater benefits than mandated by the FLSA, the contract or bargaining agreement will be honored.

Notwithstanding the fact that exempt school employees continue to meet the salary basis requirements and are not disqualified from exemption even if the employee's pay is reduced or the employee is placed on a leave without pay for absences for personal reasons or because of illness or injury of less than one (1) work-day because accrued leave is not used for specific reasons, the Board reserves the right to make deductions from the pay of otherwise exempt employees under the following circumstances:

A. the employee is absent from work for one (1) or more full days for personal reasons other than sickness or disability

B. the employee is absent from work for one (1) or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness

C. to offset amounts employees receive as jury or witness fees, or for military pay

D. for unpaid disciplinary suspensions of one (1) or more full days imposed in good faith for workplace conduct rule infractions

E. for penalties imposed in good faith for infractions of safety rules of major significance

The Board shall also not be required to pay the full salary in the initial or terminal week of employment, or for weeks in which an exempt employee takes unpaid leave under the Family & Medical Leave Act.

The Board recognizes that with limited legally permissible exceptions, no deductions should be taken from the salaries of exempt employees. If an exempt employee believes that an improper deduction has been made to his/her salary, the employee should immediately report this information to the Superintendent, Business Manager or his/her immediate supervisor. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made, and the Board will make a good faith commitment to avoid any recurrence of the error.

Reasonable Break Time for Nursing Mothers

As required by Federal law, the District shall take steps necessary to support staff members who decide to breastfeed their infants by providing additional unpaid reasonable break time, as necessary, for a qualified employee to express breast milk for their nursing child, for one (1) year after the child's birth, on District premises.

Prior to returning to work from maternity leave, it shall be the employee's responsibility to notify their supervisor of their intent to continue breastfeeding their infant(s), and of their need to express milk during work hours. Further, it shall be the responsibility of the employee to keep their supervisor informed of their needs in this regard throughout the period of lactation.

The building administrator shall designate a private area, other than a restroom, where an employee can express breast milk. The designated area shall be a space where intrusion from coworkers, students, and the public shall be prevented, and one where an employee who is using this area can be shielded from view.

An employee shall be enabled to express milk during regularly scheduled break periods. The Principal or employee's supervisor shall make an accommodation if the time of regular breaks needs to be adjusted or if additional and/or longer breaks are needed. In the event that more breaks are needed or the break(s) need to be longer than legally required, the additional time required shall be unpaid, and the employee's work schedule or work day shall, therefore, be modified accordingly. The Principal or the employee's supervisor shall work with the employee to make these necessary modifications.

Notice
Information regarding the Fair Labor Standards Act may be found on the U.S. Department of Labor's website .

This policy is intended to comply with and explain the employees' rights under the Fair Labor Standards Act. To the extent there is any conflict, or the policy exceeds the statutory requirements, the statute and its implementing regulations prevail.

Book	Policy Manual
Section	Board Review 37.1
Title	Copy of SMALL UNMANNED AIRCRAFT SYSTEMS
Code	po7440.03
Status	
Legal	14 C.F.R. Part 107
Adopted	December 16, 2019

7440.03 - **SMALL UNMANNED AIRCRAFT SYSTEMS**

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS) at any time by any individual who is not employed by the District, as well as by any District staff member or administrator who is not expressly authorized to do so by the Superintendent, on property owned or leased or contracted for by the Board.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

To be authorized to operate a drone on property owned or leased or contracted for by the Board, a staff member or administrator must have a Remote Pilot Certificate issued by the Federal Aviation Administration (FAA). Further, the drone must be registered with the FAA and properly marked in accordance with 14 C.F.R. Part 107.

A staff member or administrator authorized to operate a drone on property owned or leased or contracted for by the Board, must also comply with all rules set forth in 14 C.F.R. Part 107. (See AG 7440.03)

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and AG 7440.03 may result in loss of authorization to operate a drone to operate on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

86 FR 4314
14 C.F.R. Part 107

Book	Policy Manual
Section	Board Review 37.1
Title	Copy of SCHOOL VISITORS
Code	po9150
Status	
Adopted	December 15, 1997
Last Revised	September 19, 2011

9150 - **SCHOOL VISITORS**

The Board of Education welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

The Superintendent or the principal has the authority to prohibit the entry of any person to a school of this District or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Individuals who are registered sex offenders and wish to participate in school activities may be allowed on campus. Conditions may be imposed by the Superintendent on the individual's campus visit(s) governing the terms and conditions of the visit. These conditions may include, but are not limited to, the need to receive prior permission before entering campus, required check-in, an approved escort in the building or at an event, and time or location limitations while on campus.

~~**[ ] Parents/Guardians, who are registered sex offenders and wish to participate in their child's school activities, may be allowed on campus at the discretion and under the direction of the principal. Conditions may be imposed including, but not limited to, the following: must have prior permission, must check in, must have approved escort in building or at event, must leave premises immediately upon conclusion of business, and may not visit while school is in session.**~~

Nonstaff access to students and classes must be limited and only in accordance with a schedule which has been determined by the principal after consultation with the teacher whose classroom is being visited. Classroom visitations must be nonobtrusive to the educative process and learning environment and should not occur on an excessive basis.

Parent concerns about any aspect of **their**~~**his/her**~~ child's educational program should be presented through the procedure set forth in Board Policy 9130 - Public Complaints, a copy of which is available at the Board office and at each school.

Except as set forth in District policy, canines brought on the premises by law enforcement personnel for law enforcement purposes, or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.

The Superintendent shall promulgate such administrative guidelines as are necessary to protect students and employees from disruption to the educational program or the efficient conduct of their assigned tasks.

Rules regarding entry of persons other than students, staff, and faculty upon school grounds or premises shall be posted conspicuously at or near the entrance to such grounds or premises if there are no formal entrances, and at the main entrance to each school building.

Individual Board members who are interested in visiting schools or classrooms on an unofficial basis shall make the appropriate arrangements with the principal. In keeping with Board bylaws, such Board member visits shall not be considered to be official

unless designated as such by the Board.

The Board member shall be visiting as an interested individual in a similar capacity of any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

If, during a visit to a school or program, a Board member observes a situation or condition which causes concern, **the Board members~~s/he~~** should discuss the situation first with the Superintendent as soon as convenient or appropriate. Such a report or discussion shall not be considered an official one from the Board.

Revised 3/19/07

Union City Elementary School

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

November 18, 2023

Dear Members of the Board of Education,

Please accept this letter as a formal recommendation for the hire of Mrs. Kenisha Schley for the position of Elementary/Middle School Art teacher.

Kenisha is in the Teachers for Tomorrow program and is working towards receiving her interim teaching certificate.

Kenisha has been working at Union City Middle School in the capacity of Academic Interventionist/Community Relations Coordinator. She has established relationships with students and staff members alike. We are impressed with her passion for learning, dedication to students and the excitement for her new career.

It is without hesitation that we recommend Kenisha Schley to be hired as an art teacher.

Sincerely,

Jennifer Johnson

Union City Community Schools

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

Mrs. Hayley Denney
Athletic Director
hdenney@unioncityschools.org
Ph: 517.741.3306
Fax: 517.741.5205

To: Chris Katz, Superintendent
From: Hayley Denney, Athletic Director
Date: Nov 5, 2022
RE:

Winter Coaches:

Girls Basketball-
Varsity- Tony Gordon
JV- Carried Adams
8th Grade- Michael Eyre
7th Grade- Tina Scheidler (NEW HIRE)

Boys Basketball-
Varsity- Ben Chard
JV- Matt Payne
8th Grade- Michael Eyre
7th Grade- Scott Cayo

Wrestling-
Varsity- Jason Counterman
Asst.- Jordan Herman
MS- Angelica Iobe

Competitive Cheer-
Charissa Bailey- (NEW HIRE)

Union City Community Schools

430 St Joseph Street

Union City, MI 49094

(517) 741-8091, Fax (517) 741-5205

TO: **Union City Schools School Board**

FROM: **Sara Leson, Business Manager**

DATE: **November 21, 2022**

SUBJECT: **New Truck for Maintenance Department**

Union City Community Schools reached out to three different dealers that participate in the MiDeal purchasing program. We were seeking bids for a new truck in our maintenance department. This program offers vehicles at a special rate to government type entities.

We received quotes back from two of the dealers; Lunghammer Ford of Owosso and Gorno Ford. In 2020, Union City Schools purchased a 2020 F-250 from Gorno Ford. The quote from Gorno Ford came in at $49,231. This is $1,000 less than the quote from Lunghammer Ford.

Besides the 2020 Ford truck, there are two 1999 trucks in the maintenance department. The trucks are getting old and have required more and more service/repairs. Before either truck becomes undriveable we should replace one of the trucks. Based on blue book information, the Dodge pick up truck could be sold for $3,000. That could lessen our expense for this new truck.

There is a high demand for vehicles currently and the price keeps going up. MiDeal has purchasing open through their program for a short window. The dealers also explained even if we submit an order, we might not receive one. There are more restrictions this year with the purchasing program which means there are only a certain number of orders that can be fulfilled.

Based on the lesser price and the business relationship we have built with Gorno; the recommendation is to purchase the truck from Gorno Ford.

Thank you,
Sara Leson
Business Manger

GORNO FORD
22025 ALLEN ROAD
WOODHAVEN, MI 48183

DATE: **11/19/22**

TO: SARA LESON, UNION CITY SCHOOLS
517-741-3301 (DIRECT) (CELL) ????????? snelson@unioncityschools.org

FROM: JIM AGNEY, GORNO FORD, GOVERNMENT & FLEET SALES
734-671-4033 (DIRECT) jagney@gornoford.com

RE: MiDEAL 4WDL-0078 - (1) 2023MY FORD *F-250*, *4x4, REG. CAB, 142"WB,*
8' Box, *ANTI-BLUE*/SLATE VINYL, 6.8L V8, 6spd.A/Tw/OD, A/C,
AM/FM/w/CLOCK, PWR. DISC BRKSw/ABS, AIR BAGS, *3.73 LOCKER. AXLE*,
10,000 # GVWR, *LT245/70R-17AT*, TRAILER TOW PKG.,
TILT/CRUISE, H.D. TOW PKG. ADVANCE TRACw/ROLL STABILITY CNTRL.,
FRNT. TOW HOOKS, TPMS, *PWR. WINDOWS/LOCKS/Htd.MIRRORS*, DRL'S,
UPFITTER SWITCHES, DÉCOR TRIM, *ELEC. BRAKE CNTRLR.*,
H.D. 410 amp ALT., DUAL BATTERIES, FOG LAMPS,
***H.D. SUSPw/REAR SWAY BAR, BOX LINK*, FACTORY RUNNING BOARDS,**
SNOW PLOW PREP PKG., REVERSE SAFETY BEEPER

F.O.B. DELIVERED TO UNION CITY , MI ..... $49,231.00 each
(MSRP = $52,1075.00)

OPTION:

MUNICIPAL SAFETY LIGHT PKG.	***1995.00***
SPRAY-IN BULLIT BED LINER	***695.00***
H.D. ALL WEATHER RUBBER FLOOR MATS	***89.00***

Response to all quotes must be returned to Gorno Ford as a signed quote and/or a Purchase Order by NOVEMBER 25, 2022!
Above quoted price expires DECEMBER 23 2022.
ETA LATE SPRING/SUMMER 2023

Due to current computer chip shortage and various other supply chain issues, Ford Motor Company has put Government Fleet Sales on "allocation", therefor, Ford Pro Fleet Department will have sole discretion regarding final approval of order confirmation based on customer order history!

Current lead time to order is estimated at 30 + weeks from receipt of Purchase Order.

Please review, sign and e-mail back or e-mail Purchase Order to Jim Agney.

Customer Signature: _____

Thank you,

Jim Agney

Lunghamer Ford Of Owosso

November 10, 2022

Union City Community Schools
Attn: Sara Leson
430 St. Joseph St
Union City, MI 49094

Dear Sara Leson:

Price on 2023 Vehicle State of Michigan Contract# 071B7700180 and Macomb County Contract# 21-18 Bid:

2023 Ford F250 Regular Cab 4x4 Pickup 8' Box in White **$50,170.00 ea**

Standard Service Contract: 36,000 miles or 36 months factory Bumper to Bumper Warranty and 60,000miles 60 months Powertrain Warranty . Service to be handled by your local Ford Dealer.

Order Cutoff Date: DRAFT December 16th, 2022.

Ford Motor Company does not guarantee delivery---Ford Motor Company will make reasonable efforts to schedule orders received prior to fleet order cut-off date.

Payment requirements: All departments to pay on delivery of vehicle. 10-day grace period will be given if previous arrangements have been made. A $9.50 per day floor plan will be charged if payment is not at the dealership within 10 days of delivery of the vehicle (s).

If you have any questions please call me, 888-92-FLEET (923-5338)

Respectfully Submitted,

Bill Campbell

Bill Campbell
Government & Fleet Sales

1960 E Main St Owosso, MI 48867, 888-92-FLEET (888.923.5338) Fax 517-625-5832

UNION CITY SCHOOLS

DRAFT PRICING COLORS AND OPTIONS MAY CHANGE

2023 F-250 Reg. Cab, ~~SuperCab, Crew Cab~~

Major Standard Equipment

MECHANICAL
- Brakes – Four-Wheel Disc Anti-lock Brake System (ABS)
- Electronic-Shift-On-the-Fly (ESOF) (4x4 only)
- Engine 6.2L 2 Valve Gas SOHC EFI NA V8 (Flex-Fuel)
- Transmission TorqShift®-G six-speed automatic w/SelectShift®
- Fuel Tanks

— 29 Gallon (Diesel Engine) – 142"or 148" Wheelbase
— 34 Gallon (Diesel Engine) – 160" or 164" Wheelbase
— 34 Gallon (Gas Engine) – NA 176" Wheelbase
— 48 Gallon (Gas Engine) – 176" Wheelbase
— 48 Gallon (Diesel Engine) – 176" Wheelbase

EXTERIOR
- Bumpers – front & rear, black painted
- Doors

— Two (Regular Cab only)
— Four (SuperCab/Crew Cab only)

- Front License Plate Bracket
- Fender vents – front
- Front License Plate Bracket
- Glass – solar-tinted
- Grille – black painted
- Handles – door & tailgate, black
- Jack

— 2-Ton mechanical

- Lamps – pickup box and cargo area
- Manual Locking Hubs (4x4)
- Moldings – tailgate and box-rail
- Pickup box – partitionable & stackable
- Spare tire, wheel, lock & frame mounted carrier
- Splash Guards/Mud Flaps – Front (F-450 only)
- Tailgate – Removable w/key lock
- "Three-Blink" lane change signal
- Tow hooks – front, two (2)
- Trailer Sway Control
- Trailer Tow Package – 7-wire harness w/relays & 7/4 pin connector
- Wheels

— 17" Argent Painted Steel w/painted hub covers/center ornaments
— Manual Locking Hubs (4x4)
— Spare tire, wheel, lock & carrier

- Windshield wipers – intermittent

INTERIOR/COMFORT
- 2.3" Productivity Screen in IP Cluster
- Air conditioning – manual, single zone
- Cabin Air Particulate Filter
- Convenience

— Coat hooks – LH/RH color-coordinated
— Dash top tray
— Dome Lamp – LH/RH door activated & I/P switch operated w/delay
— Handles, grab – driver & front-passenger
— Handles, roof ride – front-passenger (also over rear-doors on Crew Cab)
— Map lights – dual (front and rear w/Crew Cab)
— Powerpoint, auxiliary

- Door-trim – armrest/grab handle & reflector
- Floor covering – Black, full length vinyl
- Headliner – color-coordinated cloth
- Hood release
- Horn – dual electric
- Instrument panel – color-coordinated w/dual glove box, 4 air registers w/positive shut off, powerpoint
- Instrumentation – Multi-function switch message center w/Ice Blue® Lighting
- Mirror – rearview 11.5" day/night
- Outside Temperature Display
- Overhead console w/dual storage bins and map lights (NA Regular Cab)
- Powerpoint – auxiliary two (2) in instrument panel
- Scuff plates – front, color-coordinated
- Seats – Front, HD vinyl, 40/20/40 split bench with center armrest, cupholder and storage (manual lumbar – driver's side), front center-seat w/integrated restraint
- Steering – power
- Steering damper
- Steering wheel – black urethane with tilt and telescoping steering wheel/column; includes three (3) button message control
- Sun visors – color-coordinated vinyl, driver w/pocket, passenger w/uncovered mirror
- Window – Rear, fixed
- Windshield wipers – intermittent

SAFETY/SECURITY
- AdvanceTrac® with RSC® (Roll Stability Control™)
- Airbags

— Driver and Passenger frontal and side airbag/curtain
— Passenger side airbag deactivation switch

- Belt-Minder® (front safety belt reminder)

— chime & flashing warning light on I/P if belts not buckled

- Center High-mounted Stop Lamp (CHMSL)
- Child tethers (Regular Cab, front-passenger and all rear-seating positions)
- Driver and passenger frontal airbag; passenger side deactivation Switch
- Headlamps – Quad beam jewel effect halogen
- Individual Tire Pressure Monitoring System (TPMS)
- Mirrors – manually telescoping two-way fold trailer tow with manual glass
- Rear View Camera
- Safety belts – w/height adjustment D-ring
- Safety Belts

— Belt-Minder® front safety belt reminder – chime and flashing warning light on instrument cluster if belts not buckled
— Color-coordinated w/height adjustment (front-outboard seating positions only)

- SecuriLock® Passive Anti-Theft System (PATS); includes MyKey® owner controls feature
- SOS Post-Crash Alert System™
- Stationary Elevated Idle Control (SEIC)
- Safety Canopy® System (incl. side-curtain airbags)
- SecuriLock® Passive Anti-Theft System; includes MyKey® owner controls feature (PATS)
- SOS Post-Crash Alert System™
- Stationary Elevated Idle Control

DRIVER ASSIST
- AutoLamp (Auto On/Off Headlamps)
- Hill Start Assist

FUNCTIONAL
- Alternator 200 Amp
- Axle

— Twin I-beam front axle w/coil spring suspension (narrow front track) – 4x2
— Mono-beam front axle w/coil spring suspension (narrow front track) – 4x4
— Rear – Non-Limited-Slip

- Audio – AM/FM stereo/MP3 Player (four (4))
- Battery

— Gas engine – 650-CCA, 72-AH (XL only)
— Diesel engine – 750-CCA, 78-AH, dual

- FordPass™ Connect 4G Wi-Fi Modem

— 4G LTE Wi-Fi hotspot connects up to 10 devices
— Remotely start, lock and unlock vehicle2
— Schedule specific times to remotely start vehicle
— Locate parked vehicle
— Check vehicle status

- Intelligent Oil-Life Monitor® (6.7L Power Stroke® Diesel engine)
- Oil minder system (6.2L Gas engine)
- Shock absorbers – heavy-duty gas
- Stabilizer bar – front
- Rear axle

— Non-Limited-Slip

- SYNC®

— Enhanced Voice Recognition Communication and Entertainment System
— 911 Assist®
— 4.2" LCD Center Stack screen
— AppLink®

9950# GVWR Regular Cab 8 Ft. Box, **142"WB, 10000# GVWR**

[ ]	Base Price 4x2 (F2A/600a), **(T.4)**	**$43,478.00**
[X]	Base Price 4x4 (F2B/600a), **(T.6)**	**$45,965.00**

10000# GVWR SuperCab 6 3/4 Ft. SHORT Box, **148"WB, 10000# GVWR**

[ ]	Base Price 4x2 (X2A/600a)	**$45,565.00**
[ ]	Base Price 4x4 (X2B/600a), **(T.7)**	**$48,097.00**

10000# GVWR SuperCab 8 Ft. Box, **164"WB, 10000# GVWR**

[ ]	Base Price 4x2 (X2A/600a), **(T.5)**	**$45,746.00**
[ ]	Base Price 4x4 (X2B/600a) **(T.8)**	**$48,278.00**

10000# GVWR Crew Cab 6 3/4 Ft. SHORT Box, **160" WB, 10000# GVWR**

[ ]	Base Price 4x2 (W2A/600a)	**$46,684.00**
[ ]	Base Price 4x4 (W2B/600a)	**$49,211.00**

10000# GVWR Crew Cab 8 Ft. Box, **176" WB, 10000# GVWR**

[ ]	Base Price 4x2 (W2A/600a)	**$46,864.00**
[ ]	Base Price 4x4 (W2B/600a)	**$49,400.00**

Available Standard Options	Option	Price Reg.&Super/Crewcab
[ ] 6.7L Power Stroke 4V Diesel V8 (B20)/10-Spd Auto.	99T/44G	10,495.00
[ ] 7.3L 2V DECVT NA PFI V8 Gas/TorqShift 10-Spd Auto.	99N/44G	2,045.00
[ ] CNG/LPG Fuel Capable Engine (w/ 6.2L only)	98F	315.00
[ ] Engine Block Heater	41H	100.00
[ ] Rapid-Heat Supplemental Cab Heater (6.7L Diesel Only)	41A	250.00
[ ] Seats, 40/20/40 Split Bench Cloth	1S	100.00/315.00
[ ] Seat, Vinyl High Back Buckets (Regular Cab only)	LS	355.00
[ ] Seats, Cloth High Back Buckets	4S	515.00/615.00
[ ] Tires, LT245/75Rx17E All-Terrain (5)	TBM	165.00
[X] Tires, LT265/70R17E OWL All-Terrain (4)(Spare is BSW)	TCD	455.00
[ ] CNG/LPG Prep Fuel Capable Engine	98F	315.00
[ ] Engine Idle Shutdown (avail. w/6.7L diesel Only)	63T	250.00
[ ] Operator Commanded Regeneration (OCR) (6.7L Diesel Only)	98R	250.00
[X] Power Windows, Locks, Heated Mirrors, and Remote Keyless Entry	90L/54K	915.00/1125.00cc
[ ] Powercode Remote Start System **(Req. Power Equip. Grp 90L)**	76S	250.00
[ ] Privacy Glass with Heated Backlight/Rear Window Defrost **(Requires Power Equipment 90L/54K)**	43B/924	90.00
[ ] Dual Alternators, Diesel only (total of 377 amps)	67B	115.00
[X] Alternator 240 amp (6.2L Gas Only)	67E	85.00
[ ] Alternator 397 amp w/Dual Batteries (78 Amp.) (7.3L Gas Only)	67B/86M	325.00
[ ] Alternator 397 amp (6.7L Diesel Only)	67B	115.00
[X] Dual Batteries (78 Amp.) (Gas Engines Only)	86M	210.00
[X] 110V/400W Outlet (Includes 240 Amp Alternator 67E)	43C/67E	260.00
[X] Keys Extra (Regular) $75.00 x 1 =	Sig	75.00 ea
[ ] Keys Extra (With Power Group) $220.00 x __=	Sig	220.00 ea
[X] Trailer Brake Controller	52B	270.00
[ ] Transmission Power Take-Off Provision **(Diesel Only)**	62R	280.00
[X] Cab Steps Molded Black	18B	320.00/445.00

[ ]	Reverse Vehicle Aid Sensor	76R	245.00
[X]	Roof Clearance Lights	592	80.00
[ ]	Tailgate Step, Incl. Tailgate Assist, Step & Handle	85G	375.00
[ ]	Speed Control	525	235.00
[X]	Upfitter Switches (6) located in overhead console)	66S	165.00
[ ]	Upfitter Interface Module	18A	295.00
[X]	9900 GVWR Package	68D	100.00
[ ]	4x4 Off-Road Pkg (Incl.Skid Plates, E-Locking Axle & AT Tires)	17X/X3E/TBM	950.00
[X]	Snow Plow Prep Package(N/A with 67H)	473	250.00
[ ]	Camper Package	471	160.00
[ ]	Snow Plow/Camper Package	47B	305.00
[ ]	Suspension Package, Heavy Service(N/A with 473)	67H	125.00
[X]	~~**XL Decor Group** (Chrome front and rear step bumper, Bright~~ chrome hub covers and center ornaments)	17F	220.00
[X]	**XL Value Pkg** (Chrome front and rear step bumper, Bright Chrome Hub Covers and Center Ornaments & Cruise Control)	96V	395.00
[ ]	**STX APPEARANCE PACKAGE** (AM/FM Stereo MP3 player (speakers; four (4) with Regular Cab, six (6) with SuperCab and Crew Cab), Bright Chrome Grille, Bright Hub Covers, Chrome Front and Rear Step Bumpers, Cruise Control, STX Fender Vent Badge, 18" Sparkle Silver Painted Cast Aluminum Wheels (648), and LT275/65Rx18E BSW A/S (TCH) (4x2)/LT275/65Rx18E OWL A/T (TDU) (4x4)	17S	2155.00
[ ]	Pickup Box Delete **(8' box only)(Not Available w/7.3L V8)**	66D	(465.00)
[ ]	Rearview Camera Prep Kit for **Box Delete** (Includes Cab Wiring, Frame Wiring to the rear most cross member, and Video Display	872	415.00
[ ]	Heavy Service Package for Pickup Box Delete Only	63R	125.00
[ ]	Spare Tire & Rim (for Box delete only)	512	295.00
[ ]	Axle, Electronic Locking	X3_	390.00
[ ]	Daytime running Lights	942	45.00
[ ]	Skid Plate Package	41P	100.00
[ ]	Box Link Cleats	66B	75.00
[ ]	Drop in Plastic Bedliner	85L	350.00
[X]	Tough Bed(Spray-in-bedliner)	85S	595.00
[ ]	Bed Mat(N/A w/85S Tough Bed Spray-in-Bedliner)	85M	180.00
[X]	Splash Guards/Mud Flaps	61S/62S	130.00
[ ]	Wheel Well Liner (Front)	61L	180.00
[ ]	Wheel Well Liner Front and Rear	61N	325.00
[ ]	Exterior Backup Alarm	76C	140.00
[ ]	LED Box Light (Not Available with LED Warning Strobes 91S)	66L	60.00
[ ]	360-Degree Dual Beacon LED Warning Strobes-Amber	91S	675.00

TOTAL PRICE

$50,170.00(ea)

Colors for F-250

Exterior Colors		Interior Steel (Grey)
Race Red	[PQ]	[ ]
Antimatter Blue Metallic	[HX]	[ ]
Iconic Silver Metallic	[JS]	[ ]
Agate Black	[UM]	[ ]
Oxford White	[Z1]	[X]
Carbonized Gray Metallic	[M7]	[ ]
Stone Gray	[D1]	[ ]
Atlas Blue Metallic	[B3]	[ ]
SPECIAL PAINT		
School Bus Yellow Add $660.00	**[BY]**	**[ ]**
Omaha Orange Add $660.00	**[MB]**	**[ ]**
Green Gem Add $660.00	**[W6]**	**[ ]**

5136 - **WIRELESS COMMUNICATION DEVICES**

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

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

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

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

A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.

B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

~~C. The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board-owned and issued laptops, PDAs or authorized assistive technology devices.~~

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

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

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

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

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

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

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

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

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

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

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

Revised 6/23/08
Revised 5/17/10

Michigan Bus Purchasing

Price Comparison Report - Spec #17850

Nov 07, 2022 10:42 AM

Buying Organization

Midwest Transit
15580 US Highway 27 N
Marshall MI 49068

Notes	GDB Union City 65P Diesel
Product Category	Conventional (2022-23 Phase 1)
Product	65 Passenger
Quantity	2

Option	Option SKU	Buyer Comments	Hoekstra	Holland	Midwest Transit
Product Base Price			**$112,908.00**	**$111,931.00**	**$114,743.00**
Chassis Options					
Alternator					
200-amp, Bosch	C120		N/A	$0.00	$19.00
Axle, Rear: minimum load					
19,000 lbs.	C150		S/E	S/E	S/E
Brake Dust Shield					
Brake dust shield on all wheels	C170		S/E	S/E	N/C
Brakes, ESC					
Electronic Stability Control for Air Brakes	C172		S/E	S/E	S/E
Brakes, Traction Control					
For air brakes	C180		S/E	S/E	S/E
Engine					
Cummins ISB 250 hp w/PTS2500 trans	C203		$1,099.00	$3,575.00	$339.00
Fan Drive					
Electromagnetic On/Off Type	C195		$98.00	S/E	N/C
Full Instrumentation Package (Engine)					
Low Coolant indicator with audible alarm	C260		S/E	S/E	S/E
Paint, Wheels					
Wheels finish coated black inside and out	C300		S/E	N/C	N/C
Tires					
11R22.5 steer fr; mud/snow rear, Goodyear	C373		N/A	($262.00)	($404.00)
Turn Signals					
Fender-mounted	C421		S/E	S/E	$49.00
Winter Warmup Equipment					

Winter front	C490	$33.00	$100.00	N/C

Body Options

All Light Monitor System				
Add all light monitor system	B160	S/E	S/E	$97.00
Battery Cut Off Switch				
Add battery cut off switch	B190	S/E	$154.00	$63.00
Color, Interior				
Walls white	B234	N/A	S/E	S/E
Door, Entrance				
Manual, double out, split type	B261	N/A	($300.00)	$84.00
Fenderettes				
Rubber fenderettes	B351	$74.00	$140.00	$59.00
Floor Covering				
Colored flooring	B371	$339.00	$294.00	$185.00
Fuel Filler Door				
Latching	B392	S/E	S/E	S/E
Light Visor				
Overhead flasher light visor	B455	S/E	S/E	N/C
Light, Exterior				
Light check system	B460	S/E	S/E	S/E
Light, Landing				
Delete landing light	B470	($92.00)	($20.00)	($12.00)
Lights				
Downgrade to bulb style	B485	N/A	($100.00)	($199.00)
Mirror System				
Increase driver mirror to 10”x30”	B520	N/A	$20.00	$19.00
Mirrors, Crossview				
MirrorLite High Definition, heated	B531	N/A	N/A	$77.00
Mirrors, Rearview				
Super Nickel, heated & remote	B580	N/A	N/A	$261.00
Noise Reduction System				
Perforated ceiling, full bus	B595	S/E	$641.00	S/E
Power Source				
12-volt power source in driver’s area	B615	N/C	S/E	N/C
Radio & Public Address System				
AM/FM radio, PA System inside & outside	B623	N/A	$587.00	$297.00
Rust Proofing				
All interior doors	B645	S/E	S/E	S/E
Seat, Driver’s				

National, air ride w/1 arm rest	B664		$137.00	$225.00	$27.00
Seat, Driver's Belt					
Driver's belt, blaze orange	B676		$44.00	N/C	S/E
Seats, Fire Block					
Delete fire block	B703		($472.00)	($350.00)	($491.00)
Seats, Passenger: Color					
Gray	B713		S/E	S/E	S/E
Step Tread					
Pebble tread w/non-metal backing	B752		$27.00	$305.00	S/E
Stop Arm Signals					
Transpec 7000, electric, LED lights, front only	B763		($287.00)	($215.00)	($343.00)
Window, Frost-free, Driver					
Add frost-free driver's window	B860		$47.00	$53.00	$95.00
Window, Frost-free, Right-hand Passenger					
Add frost-free right-hand passenger window (qty)	B864	1	$148.00	$110.00	$105.00
		Configured Price	**$114,103.00**	**$116,888.00**	**$115,070.00**

Dealer Options

C175 200 Amp Alternator		$175.00		
B531 Crossover Mirror		$42.00		
B576 Heated Remote Side Mirrors		$438.00		
B576 Heated Remote Side Mirrors			$340.00	
B626 AM FM PA Radio inside and outside speakers		$589.00		
Air Horn				$0.00
		Hoekstra	**Holland**	**Midwest Transit**
	Unit Price	**$115,347.00**	**$117,228.00**	**$115,070.00**
	Total Price	**$230,694.00**	**$234,456.00**	**$230,140.00**
	Grand Total	**$230,694.00**	**$234,456.00**	**$230,140.00**

MIDWEST TRANSIT EQUIPMENT (MTE) - VENDOR 210

MSBO Bus Purchasing Program – 2022/2023 School Bus Bid

Clarifications for Conventional and Special Needs

- All IC Buses will be compliant with current Emission EPA Standards.
- All IC Buses can have service performed at any International Dealer in Michigan.
- Standard Engine Option for the IC CE will be the In-Line 6 Cummins B6.7 Diesel Engine
- Extended Warranties can be provided for Engine, Chassis and Body. Contact Dealer for Details.
- Rear Drive Tire Models subject to availability and may be upcharge for specific tire models.
- All models with wheelchair lifts require an approved Body Plan from dealer ***PRIOR*** to ORDER
- 7 Year Allison Warranty is Available on PTS2500 Series model ONLY. N/A on PTS3000 Trans.
- Adding Air Conditioning will affect Luggage & Auxiliary Heater Availability & other components.
- Luggage availability may be affected and reduced by other options selected, check with dealer.
- Optional 40 Gallon Diesel BFR Fuel Tank Available on Smaller Wheelbase Units, Contact Dealer
- If Trade in Units are Accepted on any Deal – They are only allowed on the purchase of new bus(es) from Midwest Transit Equipment. Maximum one on one trade unless pre-approved by dealer.
- Contact dealer for further clarification on any option selection. Dealer not responsible for error in option selection or error in option "not-selected".
- Delivery and Lettering Costs are including in all Bus Pricing. All buses will be prepped, Inspected & cleaned before delivery.
- MTE reserves the right to offer Mfg Discount Incentive Programs as they arise during the bid period. MTE also reserves the right to include manufacturer surcharges that may arise during the bid period. Surcharges may include, but are not limited to steel surcharges, GHG surcharges, etc.
- If a manufacturer suspends production of a model, MTE will notify MSBO immediately of the discontinuation. Should a new model become available, MTE will notify MSBO and provide updated pricing at that time.
- Should MTE incur surcharges from OEM's or experience added costs due to preparation, delivery, freight, etc., MTE will notify CIESC immediately to update the base pricing. In the event base pricing is not updated by CIESC, MTE reserves the right to suspend orders until that time.
- Optional location for Ammeter may be required due to gauge restrictions.
- Adding IC BTI/IMMI/CE White Seats in ICS/CRS or 3pt may reduce capacity.
- COLLISION MITIGATION SYSTEM (CMS) –CONTACT DEALER FOR ADDITIONAL DETAILS

The following refer to Specific Options:

- Option: B140 Air foil is See II brand.
- Option: B190 Battery cut off switch will be located in the battery box
- ALL B112 - B136 Air conditioning options, please contact MTE to verify available air conditioning applications for your size vehicle
- ALL B150 plastic aisle strips – these will be Koroseal snap in aisle strips that do not use screws
- B323 & B324 that series roof hatch has been discontinued. Contact dealer for replacement options
- ALL B342 will reduce the roof hatch quantity from 2 to 1 power vent roof hatch
- CONV/SN B460 Light check system – standard with a single switch control
- ALL B615 12 volt in driver's area – standard
- ALL B680 – B700 child seat options, these options replace 1 standard seat, additional seats may be deleted using B705 seat deduct
- ALL B770 & B771 Storage compartment – small, this compartment is 54" wide
- ALL B772 & B773 Storage compartment – medium, this compartment is up to 79" wide
- ALL B774 & B775 Storage compartment – large, this compartment is up to 114" wide
- ALL B781 Storage compartment over driver's sash window – this compartment is 39" x 10" x 10" steel with padding and locking latch
- ALL B822 – B837 Lift options. The required seat deletions are included in these options.
- C253 Extended range propane fuel tank will require a 77 passenger bus with a 9" body extension.
- ALL C450 Warranty will be 2 YEAR/50,000 MILES
- ALL C451 Warranty will be 3 YEAR/50,000 MILES

The following apply to:

Type A Buses

Optional equipment including Rear Air Conditioning, Wheelchair Lifts or Ford Chassis may reduce bus capacity due to weight restrictions. Contact dealer prior to order to help insure compatibility.

- 2023 Chevrolet Chassis Equipped 6.6L Gas Engine
- Driver compartment is located above driver door, left side.
- Dash air conditioning included on all Chevrolet and Ford chassis
- Interior color is white on all Collins Buses.
- Collins orders all GM Chassis with Orange Seat Belt and Cruise Control Standard
- Floor color is Black; Gray is only other color available
- Rear heater is 60,000 BTU from Collins.
- PROAIR is the A/C offered from Collins Bus.
- Driver light included, as well as two dome lamps each side, rear
- Two 12 volt power sources are standard from Chevrolet, and one from Ford.
- Cloth driver seat is not available from Collins/Chev Pool Chassis--- Only Available on Special Factory Orders. Ford Does Not offer Cloth OEM, must be Aftermarket, contact dealer for price.
- WHITE ROOF IS STANDARD FROM COLLINS. Yellow Roof is available
- GM has released a limited number of model year 2023 chassis. Should GM sell out of current model year 2023, MTE will notify both MSBO and the customer and reserves the right to cancel or suspend the order until model year 2024 pricing is available. MTE reserves the right to pass any surcharges, model year increases, freight and delivery increases, etc. to the customer.

Stock units available from:

MIDWEST TRANSIT EQUIPMENT

- ✓ **Please Contact Dealer to Confirm Quantity & Availability**
- ✓ **Check with Dealer for Possible Extended Delivery Terms**
- ✓ **Contact Dealer if additional Options are needed, Luggage, and other items be added locally**
- ✓ **Stock units are Subject to Prior Sale**
- ✓ **Stock units may be put on "HOLD" with Letter or Email of intent to purchase - if available**
- ✓ **MTE Not Responsible for Errant Specifications**
- ✓ **Air Conditioning outfitting may be available, contact dealer for proper Quote**
- ✓ **MSBO Option Pricing may/or may not pertain to Stock units, Contact dealer for proper quote**
- ✓ **Extended Warranties are available for Stock units, Contact dealer for proper quote.**

All Service Software Subscriptions - Cables are Optional.

Prices Below are for NEW Units Purchased from the MSBO BID ONLY
Subscriptions may be Subject to Annual Fee
Credit Cards may be required for purchase and renewals

- **Allison DOC FLEETS Transmission software USB/Subscription - Yearly renewal……..$495.00**
- **Transmission interface cable only……$785.00**
- **NED –Navistar Engine Diagnostic Software Subscription……$495.00**
- **Subscription renewal to NED Software……$495.00**
- **Service Assistant Nav Link Engine Diagnostic NEXIQ cable……$840.00**
- **CUMMINS ISB INSITE LITE ENGINE DIAGNOSTIC SOFTWARE - One Year Subscription……..$825.00**
- **Cummins Data Link Adapter Kit for Cummins Insite Software (cable only)……$1025.00**
- **Diamond Logic Builder (DLB) Bus Body- Multiplex Diagnostic Software Subscription……..$495.00**
- **PSI Engines - Gas & LPG Diagnostic Programming Cable……$285.00**
- **PSI Engines - Gas & LPG Diagnostic Software –One Year Subscription……$1395.00**
- **ON COMMAND™ - Technical Online Support - Service Manuals/Wiring diagrams**
- ***SERVICE AND PARTS* - ON COMMAND ACCESS – Contact Dealer for Enrollment**
- **Parts USB Stick - VIN SPECIFIC - up to 10 VIN #'s each CD……$425.00**
- **Service USB Stick – Basic Service Information, Wiring Diagrams/Schematics……$425.00**

IC BUS - CE - POWERED BY *CUMMINS* B6.7™ MEETING ALL CURRENT EPA, OBD, GHG REQUIREMENTS

IC Powered By PSI 8.8L Gasoline / Propane & Allison PTS2500 Transmission-
Call your RSM for more Details!

PSI 8.8L Gasoline Engine

PSI 8.8L Propane Engine

MIDWEST TRANSIT EQUIPMENT

Union City Community Schools

Chris Katz
Superintendent
ckatz@unioncityschools.org

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

Friday, November 18, 2022

To: UCCS School Board

From: Superintendent Chris Katz

Enrollment in Union City Schools decreased from 981 students in October of 2021, to 965 students in February of 2022, to 922 students in October of of 2022. What do we make of this decline and what it means for district enrollment in the future? Where did these students go?

- We graduated 71 seniors in May of 2022.
- We enrolled only 57 new Kindergarten students this fall - our smaller Kindergarten class in the last 21 years.
- This August, there were 65 students who were enrolled at the end of last school year who we expected who did not return. Why?
    - 43 students moved
    - 6 student attending elsewhere via school of choice
    - 3 students we are not sure (moved or SOC)
    - 5 students began being homeschooled
    - 3 students enrolling in virtual school
    - 1 student is in day treatment
    - 4 students dropped out
- We enrolled 46 new students this fall that were here on count date.
    - 32 were new resident students
    - 14 were school of choice
- Therefore, we enrolled 33 fewer students than we lost to graduation or otherwise. That accounts for our loss of approximately 28 FTE from our estimated enrollment.

Union City Community Schools

Chris Katz
Superintendent
ckatz@unioncityschools.org

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

Friday, November 18, 2022

To: UCCS School Board

From: Superintendent Chris Katz

Enrollment for the Fall 2022 General Collection is much lower than anticipated and FTE is below the number that had been used for budgeting purposes. The actual number of students in the October 4th count was 922 with an FTE of 912.20. This is 27.80 below the 940 FTE used for budgeting purposes. At $9150 per 1 FTE, this is a decrease of $254,370 in expected revenue budgeted.

Helping to offset this loss in funds for this year somewhat is some good news. We received approximately $200,000 in additional at risk funding that was not included in our budgeted revenue. In addition, we received approximately $45,000 in transportation reimbursement funding from the CISD that also was not budgeted.

While these unanticipated funds will help us stay closer to a balanced budget for this year, as we look forward to next year and years beyond we must be prepared to adjust our staffing levels appropriately so that our budget remains balanced.

The building principals and I will be examining our staffing levels through the remainder of this year and as we build schedules for next school year. We are already aware of some staff members who are intending to retire, and we will hope to make adjustments internally to avoid new hires when possible.

I'm attaching additional information on our enrollment trends as well as explanations for the steep decline in enrollment for this year.

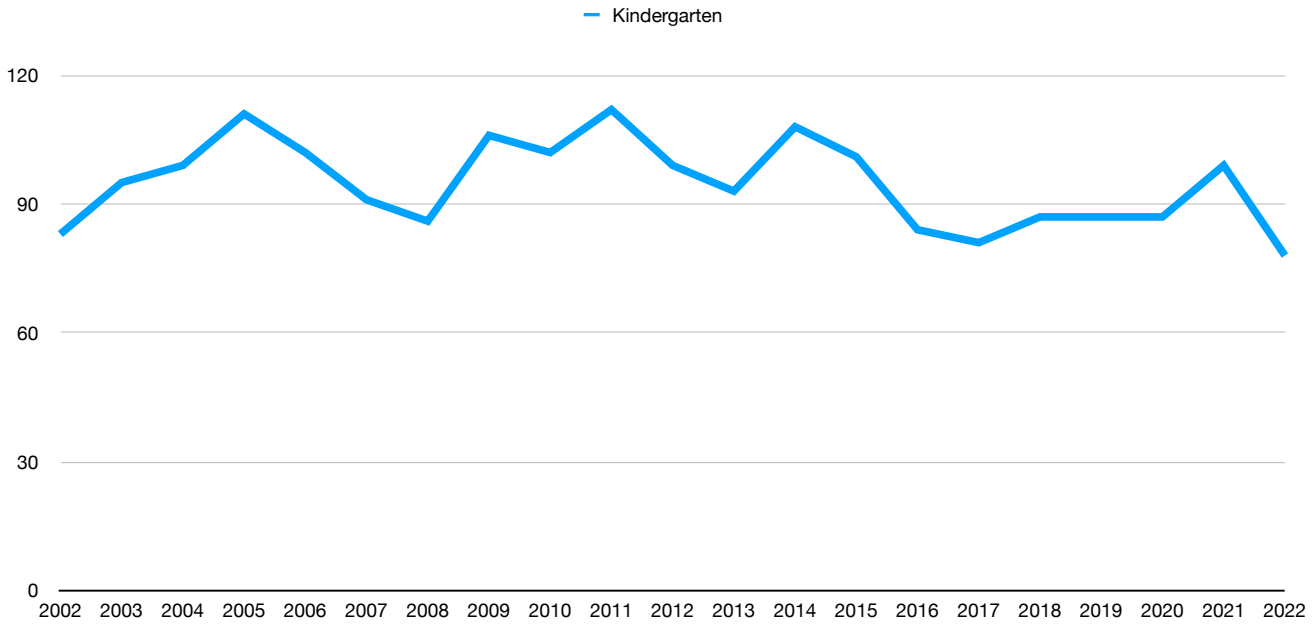
Thank you,

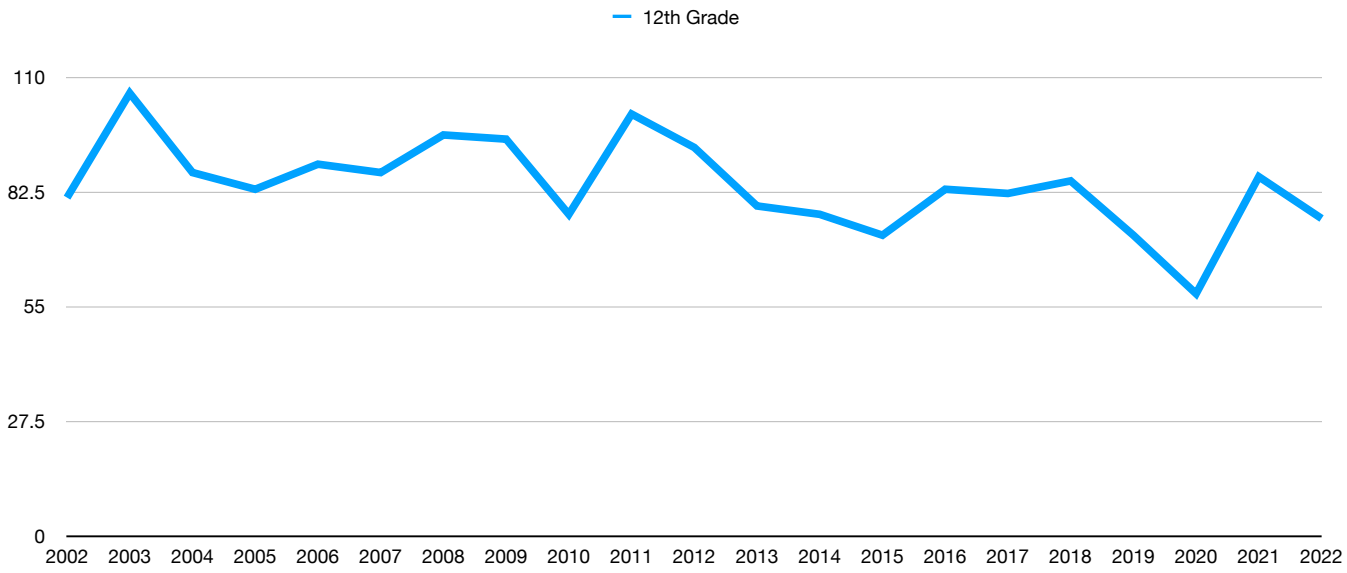
Chris Katz

Fall Pupil Count - Union City Community Schools

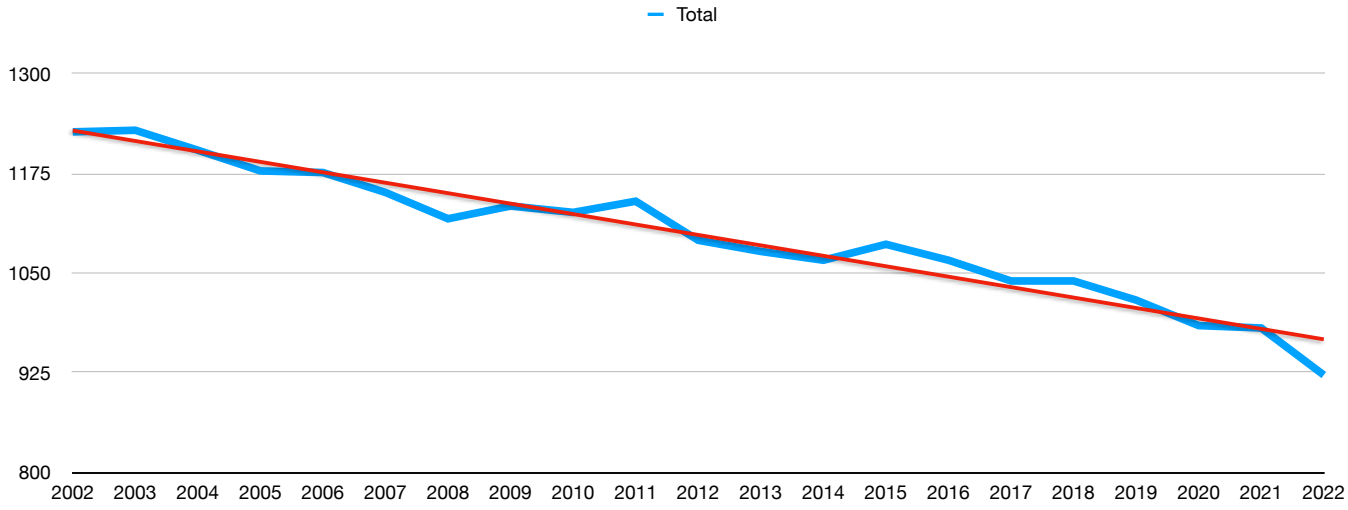
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Kindergarten	83	95	99	111	102	91	86	106	102	112	99	93	108	101	84	81	87	87	87	99	78
1st Grade	68	74	81	68	86	87	72	72	94	80	94	84	62	88	73	68	62	68	71	71	80
2nd Grade	97	70	74	77	77	88	88	80	67	83	76	97	82	62	90	82	70	62	63	59	64
3rd Grade	90	98	75	64	77	80	90	90	79	68	86	85	95	95	58	97	84	75	58	72	62
4th Grade	105	97	101	82	65	80	77	87	92	81	64	91	78	99	82	62	98	85	71	51	69
5th Grade	100	99	101	99	80	72	79	87	94	93	89	62	94	83	102	80	67	97	78	67	50
6th Grade	111	106	95	101	92	83	76	79	86	94	100	90	62	91	84	103	82	67	98	84	65
7th Grade	101	102	101	90	101	102	81	82	83	84	85	91	86	66	96	83	101	86	62	84	78
8th Grade	102	96	102	103	92	99	94	82	84	82	80	85	89	85	62	82	86	94	84	57	83
9th Grade	100	108	93	105	96	81	100	96	81	77	70	77	82	87	84	63	82	84	93	88	55
10th Grade	84	88	106	100	121	108	82	101	90	89	75	70	78	78	85	75	66	79	76	89	81
11th Grade	105	90	89	95	98	93	97	77	97	96	80	73	73	79	83	82	70	60	85	74	81
12th Grade	81	106	87	83	89	87	96	95	77	101	93	79	77	72	83	82	85	72	58	86	76
Total	1227	1229	1204	1178	1176	1151	1118	1134	1126	1140	1091	1077	1066	1086	1066	1040	1040	1016	984	981	922

This is a table of our fall pupil count since fall of 2002. You can see that our Kindergarten enrollment this year is the lowest we have had in 21 years. Also - that 78 students includes 21 returning begindergarten students - meaning that we actually only gained 57 students to our district this year. Below is a chart of our Kindergarten enrollment over the years.





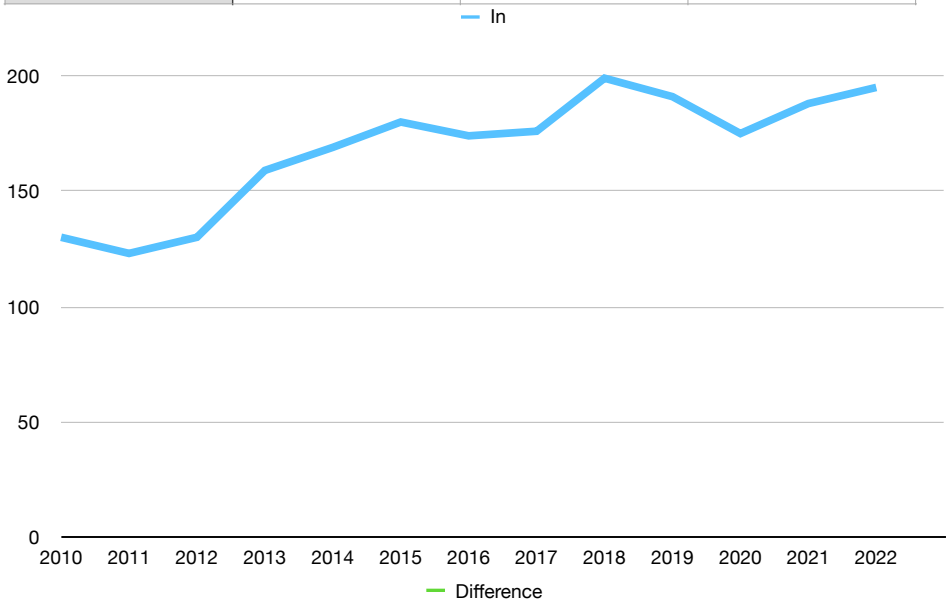
This graph shows our 12th grade enrollment each fall over the last 21 years.

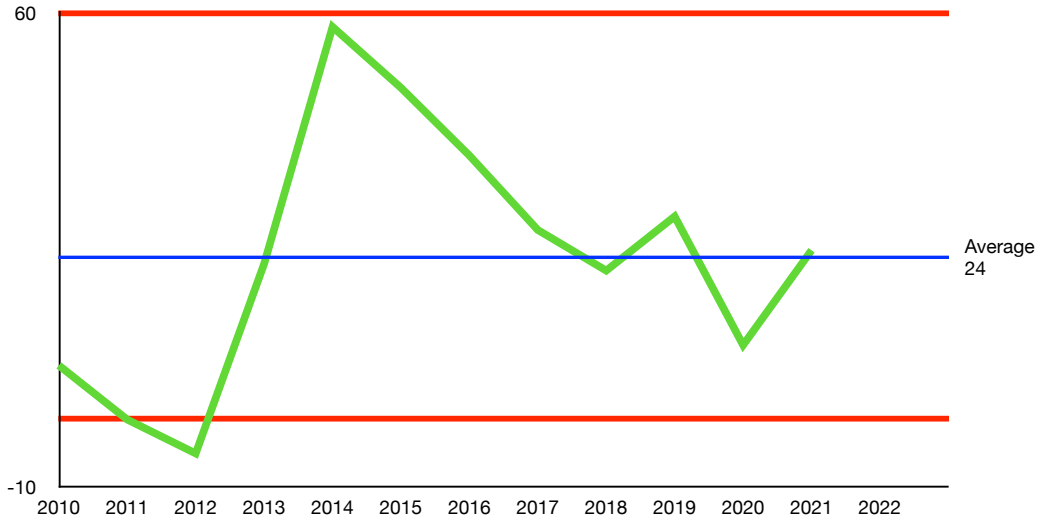


This graph shows our K-12 enrollment over the last 21 years. It is showing a steady decline in numbers.

Non-Resident vs Resident

School of Choice	Difference	In	Out
2010	8	130	122
2011	0	123	123
2012	-5	130	135
2013	23	159	136
2014	58	169	111
2015	49	180	131
2016	39	174	135
2017	28	176	148
2018	22	199	177
2019	30	191	161
2020	11	175	164
2021	25	188	163
2022		195	
	24		





Superintendent Evaluation

Superintendent Evaluation Amended Fall 2019

Introduction

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

Professional Standards for Educational Leaders

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

Requirements, Process, Timeline and Resources

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

Scoring

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

Training

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

Posting Requirements

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

Who to Contact

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

Table of Contents

A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	**Policy involvement** Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	**Goal development** Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	**Information** Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	**Materials and background** Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	**Board questions** Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	**Board development** Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
					Category rating:	**#DIV/0!**

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

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

A. Governance & Board Relations – continued

Weight: 20%

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

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

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

B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	**Parent feedback** Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	**Communication with community** Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	**Community feedback** Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B4	**Media relations** Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B5	**District image** Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B6	**Approachability** Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
					Category rating:	**#DIV/0!**

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

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

B. Community Relations – continued

Weight: 15%

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

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

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

C. Staff Relations

Weight: 15%

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

C. Staff Relations – continued

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C7	**Visibility in district** Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	
					Category rating:	**#DIV/0!**
	Artifacts that <u>may</u> serve as evidence of performance in this domain: • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes					

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

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

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

D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	**Budget development and management** Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	**Budget reports** Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	**Financial controls** Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	**Facility management** Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	**Resource allocation** Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
					Category rating:	**#DIV/0!**

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

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

D. Business & Finance – continued

Weight: 20%

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

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

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

E. Instructional Leadership

Weight: 30%

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

E. Instructional Leadership - continued

Weight: 30%

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

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

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

F. Determining the Professional Practice Rating

Superintendent name: School year:

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

G. Other Required Components of Evaluation

Superintendent name: School year:

Student Growth

Weight: 40%

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

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

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

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

Progress Toward District-Wide Goals

Weight: 10%

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

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

H. Compiling the Summative Evaluation Score

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

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

Comments by Board of Education:	Comments by the Superintendent:

Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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

Appendix A – *Research Base*

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

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

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

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

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

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

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

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

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

Appendix C – *Conducting the Formal Evaluation & Conference*

Prior to meeting:

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

During meeting:

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

Appendix D – *Considerations Related to the Closed*

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

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

CLOSED PHASE ***only if requested by employee***
Discuss & deliberate about the evaluation

OPEN PHASE
Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

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

The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA.
The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.

Appendix E – *Possible Timelines for Evaluation of the Superintendent*

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

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

Beginning of cycle: Board of Education and superintendent mutually agree upon: • System (tool) to be used • Timeline and key dates • Goals, benchmarks and evidence • How evaluation will be compiled • How evaluation will be shared with superintendent • How evaluation will be shared with the community	**Informal update:** • Board president shares any specific questions/concerns from board members • Superintendent provides a written update to the board on goals, expectations and indicators of success • Board offers input on status/progress to-date	**Mid-cycle formal update:** • 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	**Annual evaluation:** • Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education • Board members review portfolio prior to evaluation, seek clarification as needed • Board president or consultant facilitate evaluation • Formal evaluation is presented to and adopted by Board of Education • Board president and superintendent coordinate public statement regarding superintendent performance

Appendix F – *Establishing Performance Goals for the Superintendent*

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

Superintendent performance goals may be developed from:

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

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

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

Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:
Specific – Goals should be simplistically written and clearly define what is expected.
Measurable – Goals should be measurable and their attainment evidenced in some tangible way.
Achievable – Goals should be achievable given the circumstances and resources at hand.
Results-focused – Goals should measure outcomes not activities.
Time-related – Goals should be linked to a specific timeframe.

Process for Goal Development

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

Appendix G – *Evidence*

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

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

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

Appendix H – *Possible Evidence of Performance*

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

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

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

Appendix I – *Contingencies*

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

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

Appendix J – *Student Growth*

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

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

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

Student Growth Versus Student Achievement

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

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

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

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

What is a Student Growth Model?

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

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

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

1 Measuring student growth: A guide to informed decision making, Center for Public Education
2 A Practitioner's Guide to Growth Models, Council of Chief State School Officers

Appendix K – *Developing an Individual Development Plan for the Superintendent*

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

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

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

Appendix L – *Training*

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

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

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

Authors

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

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

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

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

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

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To: Chris Katz, Superintendent
From: Hayley Denney, Athletic Director
Date:
RE:

Good News! Over the past 6 months I have worked on applying for the JJ Watt Foundation Grant. This foundation works towards supplying funds to purchase equipment and uniforms for after school sporting programs at the middle school level. We applied for this grant to replace the wrestling mats that are used in the wrestling room by the high school and middle school teams. These mats were in poor condition, had considerable cracking, and were originally purchased in 1987.

The Justin J. Watt Foundation is providing this funding as a means of support for extracurricular and athletic activities that give children the opportunity to learn the basic character traits of accountability, teamwork, leadership, work ethic and perseverance while in a safe and supervised environment with their peers.

This generous grant will allow us to purchase new mats that will provide a safer and more modern surface for our middle and high school wrestlers. This grant will be just over $10,200. The mats will have the JJ Watt logo on them. While the Justin J. Watt Foundation has approved the funding, the mats will be the property of Union City Community School. We are anticipating that the mats will be delivered in the next month or so.

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