NOTICE OF PUBLIC MEETING

LUDINGTON BOARD OF EDUCATION - LUDINGTON AREA SCHOOL DISTRICT 809 E. Tinkham Avenue, Ludington, Michigan 49431 - Phone 231-845-7303

This 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 on the agenda.

Mission: The Ludington Area School District, in partnership with parents and community, will educate and empower students to adapt and succeed in their future.

MEETING: Regular Board of Education Meeting

DATE: May 16, 2022 **TIME:** 6:00 p.m.

PLACE: Ludington Area Schools Administration Office, 809 E Tinkham Ave, Ludington, Michigan

REGULAR MEETING

- CALL TO ORDER & ROLL CALL
- Steve Carlson Bret Autrey Mike Nagle Stephanie Reed Josh Snyder Leona Ashley Scott Foster
- 2. PLEDGE OF ALLEGIANCE
- 3. SPECIAL PRESENTATION
 - a. LHS Robotics Presentation
 - b. US News & World Report Ranking ~ Dan Mesyar, LHS Principal & Steve Forsberg, LHS Asst. Principal
- 4. AGENDA MODIFICATION
- 5. CITIZEN PARTICIPATION
- 6. CONSENT AGENDA
 - a. Ratification of Bill Payment Per Summary Dated: May 16, 2022
 - b. Approval of Minutes Regular, Special and Closed Meetings Dated: April 18, 2022
 - c. Hiring Approvals
 - d. Resignation Acceptances
- 7. BOARD COMMITTEE REPORTS
 - a. Finance/Negotiation Committee Report May 10, 2022
 - b. Personnel/Policy Committee Report May 11, 2022
 - c. Building & Site Committee Report May 13, 2022
- 8. SUPERINTENDENT'S REPORT and COMMENTS
 - a. Oriole Award
- DISCUSSION ITEMS
 - a. Elementary Bond Project Application and Certificate for Payment #25
 - b. LHS Susan Shoup Student Trip to France
 - c. Contract Negotiations LESPA Master Bargaining Agreement
 - d. Sprinkler Bid
 - e. MS/HS Additions Roofing Bid
 - Shoreline Cycling Club Bike Request in the School Forest
 - g. School of Choice Approval for 2022/2023 School Year
 - h. L-4029 Tax Rate Request Form
 - i. New Teacher Contract Hiring Recommendations
 - j. Quote for Road Commission to Add Turn Lane on Bryant
- 10. ACTION ITEMS
 - a. Elementary Bond Project Application and Certificate for Payment #25
 - b. LHS Susan Shoup Student Trip to France
 - c. Approval and Ratification of the LESPA Master Bargaining Agreement
 - d. Approval of Sprinkler Bid Award
 - e. Approval of MS/HS Additions Roofing Bid
 - f. Approval of Strategic Plan 2022-2027
 - g. Change of Date for June Regular Board Meeting to June 20, 2022
 - School of Choice Approval for 2022/2023 School Year
 - i. L-4029 Tax Rate Request Form
 - New Teacher Contract Approvals
 - . Michelle Weavers
 - ii. Becca Brinkiii. Lily Bradley
 - iv. Courtney Lambert
 - v. Katie Nimcheski
 - k. Approve Quote for Road Commission to Add Turn Lane on Bryant
 - 1. Closed Session for the Purpose of the Personnel Evaluation of the Superintendent per MCL 15.268 Section 8(1)a, as requested by the Superintendent
 - m. Superintendent Evaluation for 2021-2022
- 11. OTHER ITEMS OF BUSINESS & ANNOUNCEMENTS
- 12. ADJOURNMENT

Official minutes of the Ludington Board of Education are available for public inspection during normal business hours at the Board of Education's Central Business Office, 809 E. Tinkham Avenue, Ludington, Michigan. The Ludington Area School District is an equal opportunity employer and provider. If you are an individual with a disability who is in need of special accommodations to attend or participate in a public meeting please contact Superintendent Dr. Kyle B. Corlett at 231-845-7303 at least 24 hours prior to the meeting or as soon as possible.

Memorandum - Office of the Superintendent

TO: Board of Education

FROM: Dr. Kyle B. Corlett, Superintendent RE: Regular Meeting ~ Agenda Notes

CITIZEN PARTICIPATION

Review Board Policy 0167.3: Public Participation at Board Meetings

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and publish rules to govern such participation in Board meetings. The rules shall be administered and enforced by the presiding officer of the meeting.

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, or at the discretion of the presiding officer.
- B. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name, address, and group affiliation, if and when appropriate.
- C. Each statement made by a participant shall be limited to three (3) minutes duration.
- D. No participant may speak more than once.
- E. Participants shall direct all comments to the Board and not to staff or other participants.
- F. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- G. The portion of the meeting during which the participation of the public is invited shall be limited to thirty (30) minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.
- H. Tape or video recordings are permitted. The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment, and agrees to abide by the following conditions:
 - 1. No obstructions are created between the Board and the audience.
 - 2. No interviews are conducted in the meeting room while the Board is in session.
 - 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.
- I. Each Board agenda will include the following statement, "Public participation shall be permitted only as indicated on the order of business."

Revised: January 21, 2019

Legal: M.C.L.A. 15.263(4)(5)(6), 380.1808

CONSENT AGENDA

Hiring Approvals

- Ali Bach, JV Cheer Coach
- Ashela Trevino, Early Childhood Program Director
- Jenna Keson, Summer School Teacher

Resignation Acceptances

- Kate Watkins, LES Aide
- Trish Forfinski, JV Soccer Coach
- Owen Wojcicki, JV Boys Swim Coach
- Susan Filter, IV Girls Swim Coach

SUPERINTENDENT'S REPORT

Oriole Award

I will present the monthly Oriole Award.

DISCUSSION ITEMS

Elementary Bond Project Application and Certificate for Payment #25

We will need an action item at the Board meeting on Monday to approve the certificate for payment on the elementary school bond project and to authorize the District to pay the certificate for payment in the amount of \$619,388.88 as certified by the architect and construction manager, and as outlined in the Certificate for Payment.

LHS Susan Shoup Student Trip to Paris, France 2023

Attached to this packet is French Teacher Susan Shoup's proposal to take a group of students to France.

Contract Negotiations- LESPA Tentative Agreement

Contract changes that received tentative agreements included eliminating language requiring four professional development days, language to include an updated Vision Plan, combining the three secretary positions into one category, adding a 25 year lane for rates of pay at a 2% increase, adding one more personal day from 2 to 3 for employees up to 15 years of experience and 4 days for over 16 years, and increasing pay by \$.80 an hour for 2022-2023 as well as a \$250 retention bonus for everyone, for 2023-2023 a \$1 increase for parapro, bus driver, and food service employees and \$.50 increase for secretaries and maintenance workers, and for 2024-2025 a \$.60 increase for everyone.

Sprinklers Bid

We received one bid for new sprinklers from a Ludington company called Olson Irrigation for \$15,150 for field 1 and \$7,150 for field 3.

MS/HS Additions Roofing Bid

We requested a bid already for the roofing of the new additions that will be built at the middle and high school because of how long the turnaround time is. The budget was \$900,000 and the highest bid came in at \$1,099,550 and the lowest bid which Christman is recommending came in at \$659,200 by J Stevens Construction, which is a Muskegon based company. There were a total of four bids with zero coming from any Ludington based companies.

Shoreline Cycling Club Race Request

The Shoreline Cycling Club would like to request use of the School Forest Trails on Saturday, Nov. 26, 2022 for their annual Singletrack Showdown mountain bike race. This year they would like to start and end the race at the LES facility. As in past years they will provide the school with a letter of insurance coverage with LASD as a named insured.

School of Choice Approval for 2022/2023 School Year

It's time to approve that we'll receive school of choice requests for next school year. I would recommend not having any limitations and having the deadline before school starts.

L-4029 Tax Rate Request Form

This form includes taxable value information provided by the county and millage rate information. We're still waiting for the information from the county to include in this form, which is a requirement to approve every year before June.

New Teacher and Staff Hiring Recommendations

It is with pleasure that I introduce the following professional staff hiring recommendations for the 2022-2023 school year pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law:

I. Michele Weavers

I would like to recommend Michele Weavers for the high school Science position. Michele is a recent graduate of Grand Valley State University and holds a Bachelor's degree in secondary education with endorsements in Biology and Psychology. She has experience assisting in biology and chemistry classes at a couple of high schools and substitute teaching experiences. She will be a great addition to the Science Department.

II. Becca Brink

I would like to recommend Becca Brink. Becca attended college in Pennsylvania receiving a Bachelor's in Early Childhood Education with a minor in special education and a Master's in Reading. She is in her third year at Baldwin Community Schools where she is teaching second grade. Becca shared how she develops a student-centered classroom that is focusing on meeting the diverse needs of her students. With Becca being within the ESD, she has attended a number of professional learning opportunities that align with curriculum or initiatives within our district. We feel strongly that Becca will be a great addition to our second grade team.

III. Lily Bradley

I would like to recommend Lily Bradley. Lily is a LHS graduate and recently graduated from Grand Valley State University with a major in elementary education and English and a minor in ESL. Lily's field coordinator shared that she is one of the best student teachers that she has worked with in a long time and "possibly ever in her career." Lily has a passion for working with students that speak English as a second language and is eager to share her knowledge with her colleagues. She shared several examples of how to build strong relationships with her students and to meet them where they are while still maintaining high expectations. Lily was the team's top candidate for this position and we honored her desire to teach first grade.

IV. Courtney Lambert

I would like to recommend Courtney Lambert for the kindergarten position at Ludington Elementary School. Courtney is a recent graduate from Grand Valley State University and comes highly recommended from her field supervisor, Allison Nelson. Allison has done work within our ESD on trauma-informed practices and has offered to continue to mentor Courtney throughout next year. Although Courtney's experience is limited, in speaking with her and her references,

Courtney built strong relationships with her students and their families in the short time that she was in her placements. Our team believes that she will be a great addition to the kindergarten team.

V. Katie Nimcheski

I would like to recommend Katie Nimcheski for the high school English position. Katie holds a Bachelor's degree in secondary education with endorsements in English and Speech from the University of Michigan-Flint. Katie holds a Master of Arts degree in General Education with a concentration in Adult & Higher Education English from Grand Valley State University. Katie has many years of experience in a wide variety of school settings and also administrative experience. She will make a great addition to the English Department.

Quote for Road Commission to Add Turn Lane on Bryant

Attached is the packet is information from the Road Commission which explains the need for a turn lane and the associated costs to install it this summer. This project would be paid for using Sinking Funds.

ACTION ITEMS

Elementary Bond Project Application and Certificate for Payment #25

ele an	pard President: We will need a motion to approve the certificate for payment on the ementary school bond project and to authorize the District to pay the certificate for payment in the nount of \$619,388.88 as certified by the architect and construction manager, and as outlined in the artificate for Payment.
sci \$6	to approve the certificate for payment on the elementary hool bond project and to authorize the District to pay the certificate for payment in the amount of 19,388.88 as certified by the architect and construction manager, and as outlined in the Certificate for syment.
Su	pport by Member VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES: NAYES: MOTION: Passes / Fails.
LHS Susa	an Shoup Student Travel Request to Paris, France 2023
Во	pard President: We will need a motion to approve the travel request to Paris, France 2023.
	otion by Member, to approve the travel request to Paris, France 2023 as esented.
Su	pport by Member VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed
	(Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fails.

Approval and Ratification of the 2022-2025 LESPA Master Bargaining Agreement

	Board President: We will need a motion to approve and ratify the 2022-2025 LESPA Maste Bargaining Agreement as negotiated and presented.
	Motion by Member, to approve and ratify the 2022-2025 LESPA Master
	Bargaining Agreement as negotiated and presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Ree (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fail
App	proval of Sprinkler Bid Award
Boa	ard President: We will need a motion to approve the sprinkler bid to the sole bidder, Olson Irrigation for \$15,150 for field 1 and \$7,150 for field 3 as presented.
	Motion by Member, to approve the sprinkler bid to the sole bidder, Olson
	Irrigation for \$15,150 for field 1 and \$7,150 for field 3 as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Ree
	(Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fail
App	proval of MS/HS Additions Roofing Bid Award
	Board President: We will need a motion to award the roofing bid to the low bidder in th amount of \$659,200 to J Stevens Construction, which is a Muskegon based company as presented.
	Motion by Member, to award the roofing bid to the low bidder in the amount of
	\$659,200 to J Stevens Construction, which is a Muskegon based company as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Ree
	(Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fail
App	proval of Strategic Plan 2022-2027
	Board President: We will need a motion to approve the Strategic Plan 2022-2027 as presented.
	Motion by Member, to approve the Strategic Plan 2022-2027 as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Ree
	(Y/N) Leona Ashley (Y/N) Scott Foster AYES: NAYES: MOTION: Passes / Fail

Change of Date for June Regular Board Meeting to June 20, 2022

	Board President: We will need a motion to approve a change of date for the June Regular Board Meeting to June 20, 2022 as presented.
	Motion by Member, to approve a change of date for the June Regular Board
	Meeting to June 20, 2022 as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fails.
Scho	ol of Choice Approval for 2022/2023 School Year
	Board President: We will need a motion to approve School of Choice for 2022/2023 school year as presented.
	Motion by Member, to approve School of Choice for 2022/2023 school year as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES:MOTION: Passes / Fails.
L-40	29 Tax Rate Request Form
	Board President: We will need a motion to approve the L-4029 Tax Rate Request Form as presented.
	Motion by Member, to approve the L-4029 Tax Rate Request Form as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES:MOTION: Passes / Fails.
New	Teacher Contract Approvals
	Board President: We will need a motion to approve a probationary teacher contract for the 2022/2023 school year for Michele Weavers , pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
	Motion by Member, to approve a probationary teacher contract for the 2022/2023 school year for Michele Weavers, pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
	Support by Member
	VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed

Board President: We will need a motion to approve a probationary teacher contract for the 2022/2023 school year for Becca Brink , pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Motion by Member, to approve a probationary teacher contract for the
2022/2023 school year for Becca Brink, pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Support by Member
VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fails.
Board President: We will need a motion to approve a probationary teacher contract for the 2022/2023 school year for Lily Bradley , pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Motion by Member, to approve a probationary teacher contract for the 2022/2023 school year for Lily Bradley, pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Support by Member
VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fails.
Board President: We will need a motion to approve a probationary teacher contract for the 2022/2023 school year for Courtney Lambert , pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Motion by Member, to approve a probationary teacher contract for the
2022/2023 school year for Courtney Lambert, pending successful completion of all inservice
requirements and background checks per Board Policy and Michigan Law as presented.
Support by Member
VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed (Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES: MOTION: Passes / Fails.
Board President: We will need a motion to approve a probationary teacher contract for the 2022/2023 school year for Katie Nimcheski , pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Motion by Member, to approve a probationary teacher contract for the 2022/2023 school year for Katie Nimcheski, pending successful completion of all inservice requirements and background checks per Board Policy and Michigan Law as presented.
Support by Member
VOTE: (Y/N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed
(Y/N) Leona Ashley (Y/N) Scott Foster. AYES:NAYES:MOTION: Passes / Fails.

Approval for Road Commission to Add Turn Lane on Bryant Road

	We will need a motion to approve the Quote for the Mason County Road in Lane to Bryant Road as presented.
Motion by Member	, to approve the Quote for the Mason County Road
Commission to add Tur	n Lane to Bryant Road as presented.
Support by Member_	·
	(N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed ona Ashley (Y/N) Scott Foster. AYES:NAYES:MOTION: Passes / Fails.
Per MCL 15.268 Section 8(1)	ose of the Personnel Evaluation of the Superintendent a, and as requested in writing through this communication with the Board by d will enter into a closed session to conduct the periodic, annual evaluation of
Board President: Superintendent for the Section 81(a).	We will need a motion to convene in closed session at the request of the e Personnel Evaluation of the Superintendent Pursuant to Open Meetings Act
	, to move to closed session for the purpose of the Personnel rintendent Pursuant to Open Meetings Act Section 81(a).
	//N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed ona Ashley (Y/N) Scott Foster. AYES: NAYES: MOTION: Passes / Fails.
= -	en session and an action item is needed to approve the Board evaluation of orlett, as discussed, and to assign an effectiveness rating to the Superintendent
Board President: Superintendent.	We will need a motion to approve the Personnel Evaluation and rating of the
Motion by Member Superintendent.	, to approve the Personnel Evaluation and rating of the
Support by Member_	·
	(N) Steve Carlson (Y/N) Bret Autrey (Y/N) Josh Snyder (Y/N) Mike Nagle (Y/N) Stephanie Reed ona Ashley (Y/N) Scott Foster. AYES: NAYES: MOTION: Passes / Fails.

RATIFICATION OF BILL PAYMENT

May 16, 2022

Period: 4/13/2022 through 5/11/2022

GENERAL OPERATING FUND Payroll 4/22/22 Payroll 5/6/22	627,998.35 684,829.58	
Total Payroll	1,312,827.93	
Bills (4/13/22 through 5/11/22)	1,118,783.92	
TOTAL GENERAL OPERATING FUND		2,431,611.85
TOTAL ATHLETIC FUND Bills (4/13/22 through 5/11/22)		13,116.66
TOTAL LUNCH FUND Bills (4/13/22 through 5/11/22)		50,982.82
GRAND TOTAL ALL FUNDS Bills (4/13/22 through 5/11/22)		2,495,711.33

LUDINGTON AREA SCHOOLS BALANCE SHEET For the Month Ending April 30, 2022

Accate		Current <u>Year</u>
<u>Assets</u>		
Savings/Checking Accounts	\$	618,218
Investments		1,682,813
Taxes Receivable	***	-
Accounts Receivable	\$	144,667
Due from Other Funds	\$	892,353
Due from Other Governmental Units	\$	-
Inventory	\$	-
Prepaid Expenses	\$	195,346
Other Assets	\$	
Total Assets	\$	3,533,397
Liablities and Fund Equity		
Liabilities:		
Accounts Payable	\$	34,917
Payroll Liabilities	\$	(1,672)
Accrued Expenses	\$	-
Due to Other Funds	\$	96,312
Due to Other Governmental Units	\$	-
Deferred Revenue	\$	258,810
Note Payable	\$	
Total Liabilities	\$	388,367
Fund Equity:		
Inventory (Reserved)	\$	-
Other Fund Balance	\$	3,145,030
Total Fund Balance	\$	3,145,030
Total Liabilities and Fund Equity	\$	3,533,397

LUDINGTON AREA SCHOOLS GENERAL FUND STATEMENT OF REVENUES AND EXPENDITURES For the Month Ending April 30, 2022

REVENUES:	Budget	Υ	ear to date	Balance	% spent
Local	\$ 16,160,577	\$	17,433,906	\$ (1,273,329)	107.88%
State	\$ 5,660,564	\$	3,032,956	\$ 2,627,608	53.58%
Federal	\$ 3,641,313	\$	305,393	\$ 3,335,920	8.39%
Transfers	\$ 592,734	\$	282,259	\$ 310,475	47.62%
Total Revenue	\$ 26,055,188	\$	21,054,514	\$ 5,000,674	80.81%
EXPENDITURES:					
Instruction/Basic	\$ 13,053,597	\$	9,592,077	\$ 3,461,520	73.48%
/Added Needs	\$ 4,048,551	\$	2,862,015	\$ 1,186,536	70.69%
Support Service/Pupil	\$ 886,027	\$	664,346	\$ 221,681	74.98%
/Instructional	\$ 887,496	\$	633,785	\$ 253,711	71.41%
/Gen. Admin.	\$ 469,495	\$	401,904	\$ 67,591	85.60%
/School Admin.	\$ 1,831,732	\$	1,486,698	\$ 345,034	81.16%
/Business	\$ 517,912	\$	435,698	\$ 82,214	84.13%
/Oper. & Maint.	\$ 1,981,708	\$	1,629,830	\$ 351,878	82.24%
/Transportation	\$ 925,583	\$	756,477	\$ 169,106	81.73%
/Central Services	\$ 286,295	\$	204,529	\$ 81,766	71.44%
/Athletics	\$ 868,796	\$	743,173	\$ 125,623	85.54%
/Comm Services	\$ 120,573	\$	101,755	\$ 18,818	84.39%
/Transfers	\$ 13,011	\$	-	\$ 13,011	0.00%
Total Expenditures Excess of Revenue	\$ 25,890,776	\$	19,512,288	\$ 6,365,477	75.36%
over Expenses		\$	1,542,226		
Fund Balace 6/30/21	\$ 1,602,806	\$	1,602,806		
Ending Fund Balance		\$	3,145,032		

LUDINGTON AREA SCHOOLS Building and Site Funds STATEMENT OF REVENUES AND EXPENDITURES For the Month Ending April 30, 2022

REVENUES:	Budget	уe	ear to date	Balance	% spent
Tax Revenue Sinking	\$ 373,298	\$	376,584	\$ (3,286)	100.88%
Interest Sinking Fund	\$ 2,000	\$	2,009	\$ (9)	100.45%
Other Income	\$ 12,970	\$	-	\$ 12,970	0.00%
Total Revenue	\$ 388,268	\$	378,593	\$ 9,675	97.51%
EXPENDITURES:					
Equipment	\$ -	\$	-	\$ -	0.00%
Construction Sinking	\$ 382,268	\$	8,332	\$ 373,936	2.18%
Tax Appeals	\$ 6,000	\$	66	\$ 5,934	1.10%
Total Expense	\$ 388,268	\$	8,398	\$ 379,870	2.16%
Fund Balace 6/30/21	\$ 804,772	\$	804,772		
Ending Fund Balance		\$	1,174,967		

LUDINGTON AREA SCHOOLS Technology Fund STATEMENT OF REVENUES AND EXPENDITURES For the Month Ending April 30, 2022

REVENUES: Bond Issuance	\$ Budget 930,000	y € \$	ear to date 930,000	\$ Balance -	% spent 100.00%
Interest	\$ 2,000	\$	840	\$ 1,160	42.00%
Total Revenue	\$ 932,000	\$	930,840	\$ 1,160	99.88%
EXPENDITURES:					
Issuance Costs	100,000	\$	23,377	\$ 76,623	8.40%
Equipment	1,151,455	\$	61,657	\$ 1,089,798	0.00%
Construction	10,000	\$	-	\$ 10,000	0.00%
Total Expense	1,261,455	\$	85,034	\$ 1,176,421	6.74%
Fund Balace 6/30/21	\$ 445,102	\$	445,102		
Ending Fund Balance		\$	1,290,908		

Prepared by the Business Office

LUDINGTON AREA SCHOOLS Capital Projects Fund STATEMENT OF REVENUES AND EXPENDITURES For the Month Ending April 30, 2022

REVENUES:		Budget		year to date		Balance	% spent
Bond Issuance	\$	61,435,000	\$	-	\$	61,435,000	0.00%
Interest Earnings	\$	50,586	\$	52,107	\$	(1,521)	103.01%
Energy Rebates	\$	-	\$	29,111			
Total Revenue	\$	61,485,586	\$	81,218	\$	61,404,368	0.13%
EXPENDITURES:							
Bond Issuance Costs		1,234,860	\$	34,250	\$	1,200,610	0.00%
Contracted Services		-	\$	-	\$	-	0.00%
Site Improvements		1,713,292	\$	2,243,302	\$	(530,010)	0.00%
Consulting Services		1,556,389	\$	1,131,345	\$	425,044	72.69%
Legal Fees		5,000	\$	-	\$	5,000	0.00%
Building Construction		10,413,992	\$	5,820,605	\$	4,593,387	55.89%
Building Improvements		-	\$	503,786	\$	(503,786)	
Other Expense			\$	1,644,059	\$	(1,644,059)	0.00%
Total Expense		14,923,533		11,377,347	\$	3,546,186	76.24%
Fund Balace 6/30/2021	\$	14,833,103	\$	14,833,103			
	•	, = = =, = = =	•	, = = =, = = =			
Ending Fund Balance			\$	3,536,974			

Account Number: 150363.1

Statement Period: Apr. 1 - Apr. 30, 2022

Page 3 of 9

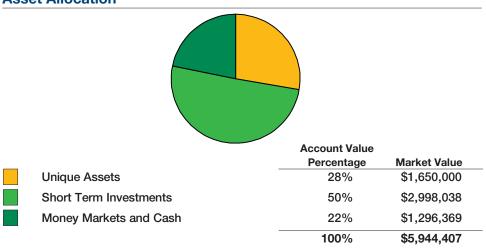
Market Overview

	Current Period	Year-to-Date
	04/01/2022	01/01/2022
Beginning Market Value	5,943,962.14	12,741,860.94
Income		
Interest		860.94
Dividends	444.95	762.39
Net Contributions/Distributions		
Receipts		3,375,048.83
Disbursements		(10,174,126.01)
Change in Market Value	0.00	0.00
Ending Market Value	5,944,407.09	5,944,407.09

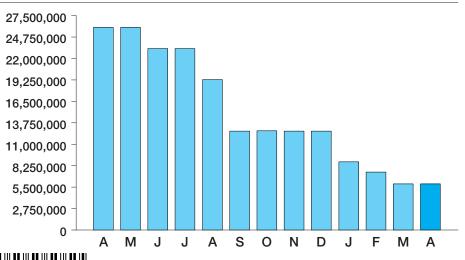
Capital Gains

	Current Period	Year-to-Date
Short-term Capital Gain / (Loss)	0.00	0.00
Long-term Capital Gain / (Loss)	0.00	0.00

Asset Allocation



Historical Value





042846 2/5



Account Name:

Ludington Area Schools Custody Series

Account Number: 150363.1

Statement Period: Apr. 1 - Apr. 30, 2022

Page 4 of 9

Portfolio(s) included in Statement

Portfolio Number: 150363.1 Portfolio Name: Ludington Area Schools Custody 2019

Transaction Summary

-				Market Value
	Income Cash	Principal Cash	Cost	Including Cash
Beginning Market Value	0.00	825,630.21	5,118,331.93	5,943,962.14
Income				
Interest		(444.95)	444.95	
Dividends		444.95		444.95
Purchases		(825,630.21)	825,630.21	
Ending Market Value	0.00	0.00	5,944,407.09	5,944,407.09



Account Number: 150363.1

Statement Period: Apr. 1 - Apr. 30, 2022

Page 5 of 9

Statement of Investment Position

		Cost E	Basis	Market	Value	<u>e</u> Estima		ated	
	Symbol					Unrealized	Annual `	Yield	
Units Description	Cusip	Unit	Total	Unit	Total	Gain / (Loss)	Income	%	
Unique Assets									
Unique Assets									
1,650,000 Flagstar Bank CD		1.00	1,650,000.00	1.00	1,650,000.00		0		
Total Unique Assets			1,650,000.00		1,650,000.00	0.00	0		
Total Unique Assets			1,650,000.00		1,650,000.00	0.00	0		
Short-term Investments									
Short Term Investments									
3,000,000 Virginia Polytechnic Inst & Stuniv CP DTD 1/11/2022 0% 5/5/2022	92806SE56	1.00	2,998,038.34	99.93	2,998,038.34		6,692	0.22	
Total Short Term Investments			2,998,038.34		2,998,038.34	0.00	6,692		
Total Short Term Investments			2,998,038.34		2,998,038.34	0.00	6,692		
Money Markets & Cash									
Money Market Funds									
1,296,368.75 Michigan Class Cooperative Liquid Asset	SF8888741	1.00	1,296,368.75	1.00	1,296,368.75		6,645	0.51	
Total Money Market Funds	50000141		1,296,368.75		1,296,368.75	0.00	6,645		
-									
Total Money Markets and Cash			1,296,368.75		1,296,368.75	0.00	6,645		
Account Total			5,944,407.09		5,944,407.09	0.00	13,337	<u> </u>	



<u>Ludington Area Schools</u>

Board of Education

Meeting Minutes April 18, 2022

This 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 on the agenda.

Mission: Ludington Area School District, in partnership with parents and community, will educate and empower students to adapt and succeed in their future.

REGULAR MEETING

I. Call to Order & Roll Call ~ The meeting was held in the Administration Office Boardroom, 809 East Tinkham Avenue, Ludington. The meeting was called to order by Steve Carlson, Board President at six o'clock p.m.

Members Present: Steve Carlson, Bret Autrey, Mike Nagle, Stephanie Reed, Josh Snyder,

Leona Ashley and Scott Foster

Members Absent: None

- II. Pledge of Allegiance
- III. Special Presentation
 - A. Mike Hart and Abby Schaperkotter presented Positive Behavior Intervention System Data for OJ DeJonge Middle School.
 - B. Randy Fountain presented the All State awards to RyAnn Rohrer and Peyton LaCombe.
- IV. Agenda Modification None to report.
- V. Citizen Participation Several citizens addressed the board.
- VI. Consent Agenda
 - A. Ratification of bill payment dated April 13, 2022 was approved by consent.
 - B. Approval of minutes from regular meeting March 21, 2022 were approved by consent.
 - C. Hiring approvals for Patricia Bos, Jody Rhodes, Sharilyn Rotta, Kate Watkins and Catherine Webster submitted were approved by consent.
 - D. Resignations submitted for Diana Gatzke, Heather Killips, Sandra Ramirez and Amy Wojcicki were approved by consent.

Motion by Nagle, supported by Reed, to approve the consent agenda as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

- VII. Board Committee Reports
 - A. Stephanie Reed presented the Personnel/Policy Committee report for April 13, 2022.
 - B. Bret Autrey presented the Finance Committee report for April 13, 2022.
 - C. Mike Nagle presented the Building & Site Committee report for April 15, 2022.
- VIII. Superintendent Report and Comments
 - A. Dr. Corlett presented a video of the Oriole Award recipient for the month of April, Heidi Urka and gave an update on strategic planning.
- IX. Discussion Items
 - A. The Elementary Bond Project Payment #24 was discussed. The amount is higher this month due to ten percent retention of funds withheld until completion of the project that is being paid out now.
 - B. The West Shore Educational Service District 2022-2023 General Fund Budget Resolution was discussed.
 - C. Neola policy updates Volume 36 Number 2 were discussed. These policies have been reviewed by the Policy Committee.
 - D. Technology purchases for 1:1 devices and cases as part of the Technology Bond Funds were presented.
 - E. Pere Marquette School Resolution and property bids were discussed.
 - F. The Issuance of 2022 School Building and Site Bonds, Series II was discussed.

<u>Ludington Area Schools</u> Board of Education

Meeting Minutes April 18, 2022

G. The resolution to designate an ADHERA coordinator was discussed. Tyrone Collins will fill this role for the district.

X. Action

A. Motion by Autrey, supported by Ashley, to approve the Elementary bond Project Application and Certificate for Payment #24 in the amount of \$661,805.48 as certified by the architect and construction manager, and as outlined in the Certificate for Payment as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

B. Motion by Nagle, supported by Reed, to approve the West Shore Educational Service District 2022-2023 General Fund Budget as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

C. Motion by Reed, supported by Autrey, to approve Neola Volume 36 Number 2 policy updates as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

D. Motion by Snyder, supported by Foster, to approve 1:1 Technology Purchases in the amount of \$846,561 from Technology Bond Funds as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

E. Motion by Foster, supported by Ashley, to suspend the Pere Marquette Property bid award to allow for presentations from bid submitters to hear more about their proposals.

Ayes: Ashley, Foster. Nayes:Carlson, Autrey, Nagle, Reed, Snyder. Motion: Fails 2-5.

F. Motion by Nagle, supported by Autrey, to accept the Pere Marquette Property Resolution awarding the bid to Shane Ruboyianes as written and presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley. Nayes: Foster. Motion: Passes 6-1.

G. Motion by Foster, supported by Autrey, to approve the Issuance of 2022 School Building and Site Bonds, Series II Resolution as written and prepared by Thrun Law, P.c.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

- H. Motion by Reed, supported by Autrey, to approve the ADHERA Resolution further designating Tyrone Collins as the Adhera Coordinator to fulfill District reporting requirements. Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.
- I. Motion by Snyder, supported by Foster, to award the bid for the demolition of Franklin School to Specialized Demolition in the amount of \$162,000 as presented.

Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

- XI. Other Items of Business and Announcements ~ None heard.
- XII. Adjournment ~ Motion by Autrey, supported by Foster, to adjourn the meeting at 7:02 p.m. Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

Michael	W. Nagle,	Secretary,	Board	of Education

Approve	d												
(Official	minutes	of the	Ludington	Board	of	Education	are	available	for	public	inspection	during	normal

Official minutes of the Ludington Board of Education are available for public inspection during normal business hours at the Board of Education's central business office, 809 E. Tinkham Avenue, Ludington, Michigan. Phone 231-845-7303.) *The Ludington Area School District is an equal opportunity employer and provider.*

Ludington Area Schools Board of Education Meeting Minutes April 18, 2022

This 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 on the agenda.

Mission: Ludington Area School District, in partnership with parents and community, will educate and empower students to adapt and succeed in their future.

SPECIAL MEETING

I. Call to Order & Roll Call ~ The meeting was held in the Administration Office Boardroom, 809 East Tinkham Avenue, Ludington. The meeting was called to order by Steve Carlson, Board President at five o'clock p.m.

Members Present: Steve Carlson, Bret Autrey, Mike Nagle, Stephanie Reed, Josh Snyder,

Leona Ashley and Scott Foster

Members Absent: None

- I. Agenda Modification ~ None to report.
- II. Citizen Participation ~ One citizen addressed the board.
- III. Action
 - A. Motion by Autrey, supported by Snyder, to go into closed session for the purpose of a student disciplinary hearing at the request of the family pursuant to Michigan's Open Meetings Act, Public Act 267 of 1976, as amended, Section 8(b).

The Board convened in closed session at 5:05 p.m.

The Board returned to open session at 5:47 p.m.

B. Motion by Nagle, supported by Foster, to long term suspend student #2021-2022-4 through the remainder of the 2021-2022 school year.

Ayes: Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Abstain: Carlson. Motion: Passes 6-0-1.

- IV. Other Items of Business and Announcements ~None to report.
- V. Adjournment ~ Motion by Autrey, supported by Ashley, to adjourn the meeting at 5:51 p.m.
- VI. Ayes: Carlson, Autrey, Nagle, Reed, Snyder, Ashley, Foster. Nayes: None. Motion: Passes 7-0.

Michael W. Nagle, Secretary, Board of Education

Approved	

(Official minutes of the Ludington Board of Education are available for public inspection during normal business hours at the Board of Education's central business office, 809 E. Tinkham Avenue, Ludington, Michigan. Phone 231-845-7303.) *The Ludington Area School District is an equal opportunity employer and provider.*

				Friday- Jan. 27 Afternoon PLC Flight to Paris- evening departure from DTW	Jan. 28 Arrive Parismorning Hotel check in Walking tour of neighborhood Learn metro	Jan. 29 Tour Paris -Notre Dame -Latin Quarter -Saint Chapelle -quais -Sacré Coeur
Mon. Jan 30 Tour Paris -musée Louvre -Champs Elysées -Arc de Triomphe	Tues. Jan 31 Day trip to Versailles Palace & gardens	Wed. Feb. 1 Travel to Normandy via train Tour beaches via pre-arranged bus	Thurs. Feb. 2 Paris Père Lachaise Catacombs Shopping	Friday, Feb. 3 Paris Final visits -Centre Pompidou -La Défense -Musée d'Orsay	Sat. Feb 4 Fly home Leave Paris a.m. Arrive DTW afternoon	Sunday, Feb. 5 Recover

Estimated Expenses

Airfare - Round-trip	\$1,100
Hotel Paris (Student dorm accommodati	\$350/week ons w/breakfast)
Metro pass	\$25/week
food (lunch / dinner)	\$300
Normandy day trip	\$250
Totals	\$2,100

Resource links:

Flight (Delta): sample flight

Hotel: Youth hostel - centrally located

Normandy: Day trip w/lunch

Rational

Dear Dr. Corlett,

I have been traveling to France all my life and these trips have greatly affected who I am today. Through travel, I have gained historical perspective, cultural insight, and a deep appreciation for my own country. As a result of these travels, I am also a more confident and compassionate person. These are the ideals that make me want to offer trips to my students.

As I complete my career, I would like to do one final student trip. I'd like this trip to be different from most of my previous experiences. Normally, I use a student travel company that arranges everything for us. For this final trip, I'd like to make the arrangements myself and include students in the trip planning. The more comfortable option is to let a tour company handle everything. While this is convenient, travel companies have endless expenses that they must pass along to students. I would also like to travel during the school year as students can now, for the most part, successfully managed classwork online.

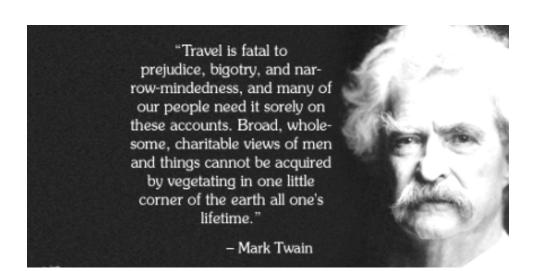
My rational for this deviation is two fold. First of all, organized travel through a company is cost-prohibitive to most students. A one-week trip to France can easily cost more than \$5,000. Most students simply will never be able to afford this opportunity. Secondly, involving students in the trip planning can be a powerful learning opportunity. We already study the history and sights of France and Paris in class. How amazing will it be to then take students to the beaches in Normandy or climb Montmartre in Paris?

There are pitfalls to a teacher-led trip, to be sure. If I lead a trip, I will cover all of my own expenses. I will also be at a greater risk for any troubles or issues that arise while abroad. It is for these reasons that I could only allow the most mature and trustworthy French students on this trip.

The benefits and cost savings of doing all of our own planning will, I believe, outweigh any potential risk involved. Helping students negotiate the complexities of international travel and urban transportation in a foreign city has real world and life-changing implications.

Thank you for your consideration and your time. Please let me know if you have any questions.

Most sincerely, Susan Shoup



Olson Irrigation Inc

PO Box 554 Ludington, MI 49431 231-845-1384

Estimate for Underground Irrigation

Ludington Area School District tcollins@lasd.net

March 22, 2022

Enclosed is the estimate for the installation of underground sprinkling system @ the Oriole Field - Diamond #1 as requested. All parts used are the highest quality Hunter & Rainbird products with a full three year warrantee on all parts. If you have any questions please call me at 231-845-1384.

Sincerely,
Jerry Olson

Total for irrigation system: \$15,150.00

This price includes:
Berkley 1 ½ hp Booster Pump
Febco 1 ½" Reduced Backflow Preventer
Rainbird Controller (ESP4ME) with Wi-fi Chip
6 Zone Modular
Rainbird Wireless Rain Sensor Auto Shut-off
Hunter 200 PGA Electric Valves
Hunter I-25 Gear Heads
Mainline built to diamond #2 outfield for future addition to diamond #3

Olson Irrigation Inc

PO Box 554 Ludington, MI 49431 231-845-1384

Estimate for Underground Irrigation

Ludington Area School District tcollins@lasd.net

March 22, 2022

Enclosed is the estimate for the installation of underground sprinkling system @ the Oriole Field - Diamond #3 as requested. All parts used are the highest quality Hunter & Rainbird products with a full three year warrantee on all parts. If you have any questions please call me at 231-845-1384. Sincerely,

Jerry Olson

Total for irrigation system: \$7,150.00

This price includes: Hunter 200 PGA Electric Valves Hunter I-25 Gear Heads



May 10, 2022

Kyle Corlett Superintendent Ludington Area Schools 809 E Tinkham Ave Ludington, MI 4943 I

RE: Ludington Area Schools – MS/HS Additions Roofing TCC Project 218430

Roofing Additions WC 14

Dear Kyle:

The Christman Company has received bids for Work Category 14. Bids for this category were received, publically opened and reviewed by the project team members. The low responsive firm was invited for a formal post bid interview.

We are seeking concurrence from Ludington Area Schools on The Christman Company's recommendation for contract award for this Work Category prior to making an award. This recommendation represents the firm that we believe provided the lowest, qualified, responsive bid for this Work Category, after reviewing all proposals, verifying qualifications and financial stability, conducting a post-bid interview with the bidder, and making any appropriate adjustments to pricing.

If you are in concurrence with this recommendation, please sign below indicating such and authorizing The Christman Company to prepare a trade contract for Ludington to issue to the recommended firm.

Please feel free to contact us if you have any questions or concerns regarding this matter. Thank you.

Sincerely,

The Christman Company

Ben Globke Project Manager

Cc: Kyle Corlett, Ludington

Jesse Rickard, Ludington Nicole Smith, GMB

Concurrence with the recommendation above and as clarified in the attached spreadsheet:

On behalf of Ludington Area Schools

Date

WC 14 - MSHS Additions Roofing

- Recommended Firm: J Stevens Construction

- Contract Amount: \$659,200

BID TABULATION



WC Bidday Budget: \$ 900,000

Client: Project: **Bid Package:** Ludington Area School District
MS HS Additions & Renovations

Bid Comparison										
Work Categor	y: 14	Roofing								
Bidday Rank (1&2):		I	2	3	4					
Awarded to:										
Contractor Name		J Stevens Construction	Certified Building Solutions	Great Lakes Systems, Inc.	Modern Roofing, Inc.					
Base Bid		\$659,200	\$699,750	\$753,000	\$1,099,550					
Total Anticipated Contract:		\$659,200	\$699,750	\$753,000	\$1,099,550	\$0	\$0	\$0	\$0	

Recommendation:

Apparent Low:	\$659,200	J Stevens Construction
2nd Bidder:	\$699,750	Certified Building Solutions
Awarded To:	#N/A	#N/A
Reviewed By:		
Approved By:		

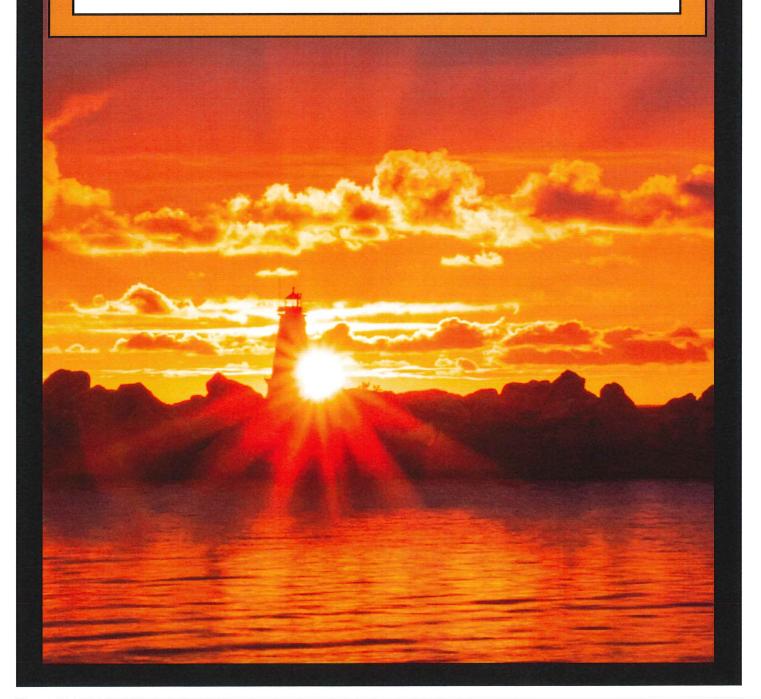
Alternates									
Total Approved Alternates:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Ludington Area School District

"Soaring Higher, Together" District Strategic Plan 2022-2027



Adopted by the LASD Board of Education May, 2022



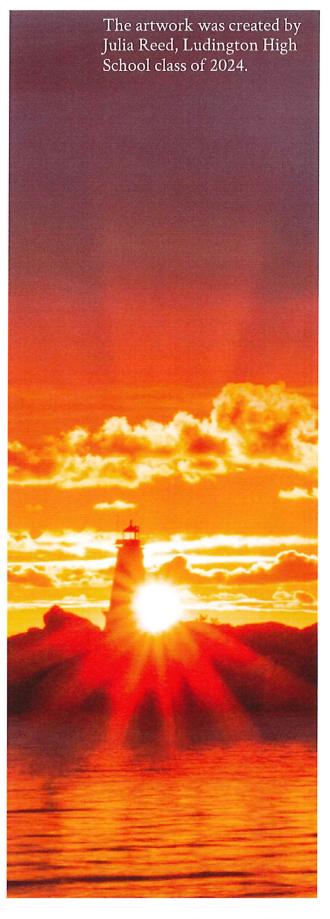
Mission Statement

The Ludington Area School District, in partnership with parents and community, will educate and empower students to adapt and succeed in their futures.

Vision Statement

Ludington Area School District students will graduate from a top-performing district, confident in the skills required for their success in the global community.





"Soaring Higher, Together"

Strategic Plan 2022-2027



LASD Family,

This strategic plan would not have been possible without the input from parents, students, the community, and staff. Through focus groups and surveys, input from stakeholders was reviewed by the LASD administrative team and Board of Education to create this comprehensive plan. The purpose of this strategic plan is to establish actions and goals to guide decision making as we pursue our mission statement of educating and empowering students to adopt and succeed in their futures.

The goals are organized between short term, long term, and ongoing. Ongoing goals include those that will continue to be a focus and may have been on the previous strategic plan. Short term are those that may be achievable within the first year or two of implementation, while long term may extend over all five years of this plan or beyond.

Although it is impossible to foresee what the next five years may bring, the District is committed to continually evaluate what we do and to partnering with the community in meeting the needs of our students and in soaring higher, together, for years to come.

As always, thank you for supporting Ludington Area School District,

Steve Carlson, President

Steve Carkon

LASD Board of Education

Dr. Kyle Corlett, Superintendent

XX B. CAST

Ludington Area School District

Student Achievement

Curriculum and Instruction

Short Term

- 1. Establish guidelines and consistent teacher and student expectations for the use of Canvas.
- 2. Create homework policy for each grade level based on research, parent, student, and staff input.

Long Term

- 1. Provide training on differentiating instruction and assessment literacy to support teachers in using formative assessment data in guiding instruction for students.
- 2. Create curriculum maps K-12 for every content area to improve vertical alignment across grade levels and communication to parents and community on learning standards.

Ongoing

1. Establish plan to implement Project Based Learning and real world application throughout K-12 and including career exploration.

Social and Emotional Learning

Short Term

1. Evaluate and implement a Social and Emotional Learning program K-12.

Long Term

- 1. Improve mental health support for students by evaluating current services, creating a matrix to demonstrate the different types of services offered in collaboration with the Interconnected Systems Framework team, and educating staff and parents on the services offered.
- 2. Explore ways to increase mentor opportunities at MS and HS.



Student Achievement

Short Term Offerings

- 1. Promote the arts by having art shows and performances.
- 2. Prepare students for 21st Century Learning by providing instruction on typing and technology at each building.



- 1. Explore opportunities to provide additional enrichment for high achieving students.
- 2. Explore ways to increase Health education at the middle and high school to address the increasing need for issues such as vaping and physical health.



1. Continue providing a financial literacy class available for all students.

Instructional Support

Short Term

 Evaluate special education system and explore ways to provide more specific supports for students.

Long Term

- 1. Increase ELL support by providing specific interventions for ELL students.
- 2. Explore expanding current after school academic support for students K-12.
- 3. Create opportunities for students 6-12 to receive support during the school day.

Ongoing

- 1. Evaluate the Multi-Tiered Systems of Support process K-12 to evaluate student achievement and increase rigor through the process of evaluating data and teacher collaboration.
- 2. Explore ways to increase support for struggling students 6-12.
- 3. Commit to maintaining smaller class sizes when possible.

Communication

Short Term

Communicate to staff and community the types of support available for students including mental health support and interventions.

Create a district communication guide. 2.

Explore ways to improve 3. communication with HS students and families involving information on scheduling, testing, scholarships, and extracurricular activities.

Long Term

Explore offering community and parent nights focusing on academics as well as mental health awareness.

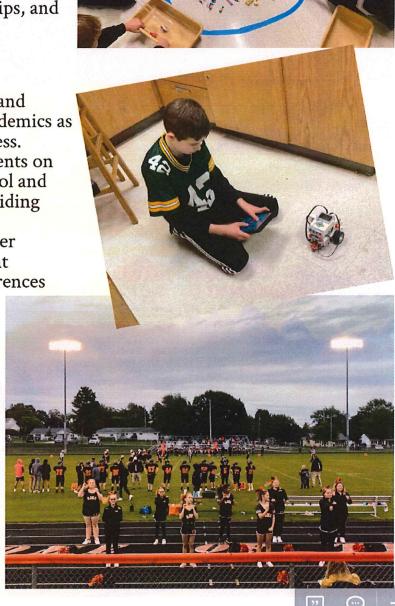
Create video tutorials for parents on 2. using Canvas and PowerSchool and explore other options in providing parent support.

Further develop parent/teacher 3. conferences to improve parent partnerships by having conferences in-person and student led.

Ongoing

1. Continue to include academic and athletic activities on the district calendar online.

Expand awareness of LHS classes and programs by hosting a class fair every year.



Facilities

Short Term

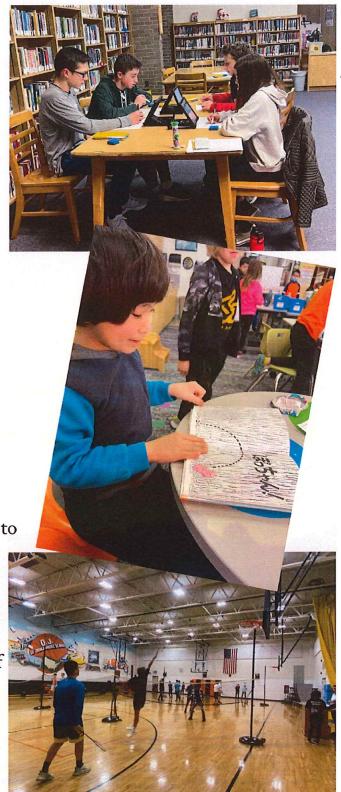
 Commit to completing the middle and high school bond projects based on what was included in the Treasury Application.

Long Term

- 1. Evaluate possibilities for increasing gym space throughout the district to support extracurricular athletics as well as the community's recreational sports programs.
- 2. Conduct facilities assessments and use them as a basis to create a facilities plan.
- 3. Utilize Sinking Funds to maintain facilities in top condition based on the facilities plan.

Ongoing

- 1. Conduct technology and safety audit to evaluate each buildings' needs.
- 2. Increase safety, security, and communication capabilities in all buildings.
- 3. Continue working with custodial services to improve the cleanliness of the facilities.



Financial

Short Term

1. Implement time clock and payroll software to improve central office efficiency.

Long Term

 Support the increase of budgets when possible for content area departments for materials and subscriptions.

Ongoing

1. Increase fund balance to 10%.

2. Create a plan for improving and stabilizing enrollment based on data including perception surveys and school of choice trends.





Learning Environment

Short Term

- Evaluate master schedules for each building to provide lunch at optimal times as well as recess.
- 2. Evaluate counseling services and how to provide additional support with scholarship applications for high school students.
- 3. Create guidelines for the amount of screen time for each grade level based on research, parent, student, and staff input.

Long Term

- 1. Develop a district wide discipline policy.
- 2. Explore providing additional support for student behavior interventions.
- 3. Provide professional development on classroom instruction to increase engagement and use time effectively.
- 4. Develop a long term plan to improve morale of district employees, including but not limited to providing team building opportunities and social and emotional support.

Ongoing

- 1. Conduct safety training with local law enforcement every year and provide safety training for all staff yearly.
- 2. Develop a plan for how LASD will attract and retain top talent in all employee groups.
- 3. Continue to evaluate safety guidelines with the Safety Committee on a yearly basis.

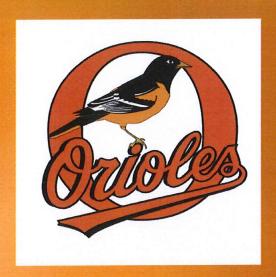


2021-2022 Board Of Education

President, Steve Carlson
Vice President, Dr. Bret Autrey
Secretary, Mike Nagle
Treasurer, Josh Snyder
Trustee, Leona Ashley
Trustee, Scott Foster
Trustee, Stephanie Reed



Superintendent of Schools, Dr. Kyle Corlett Director of Business, Jesse Rickard



Administration/Board of Education Offices

809 E. Tinkham Ave. Ludington, MI 49431 231.845.7303

www.lasd.net





ORIGINAL TO: County Clerk(s) COPY TO: Equalization Department(s) COPY TO: Each township or city clerk

L-4029

2022 Tax Rate Request (This form must be completed and submitted on or before September 30, 2022)

				ARD OF COMMIS 11.34 and 211.34d. Fili			Ity applies.				Carefully read	the instructions	on page 2.
County(ies) Where						1	ble Value of ALL Proper	ties in the Ur	nit as of 5-2	23-2022			
Local Government	ocal Government Unit Requesting Millage Levy					For LOCAL Personal a	School Districts: 2022 nd Commercial Persona	Taxable Valual Properties.	ue excludin	g Principal Resid	dence, Qualified Agricu	tlural, Qualified Fores	t, Industrial
This form must I authorized for le	be complete	d for each 22 tax roll.	unit of gover	nment for which a p	property	tax is levi	ed. Penalty for non-	filing is pr	ovided u	nder MCL Sec	211.119. The follo	wing tax rates ha	ve been
	(2) Purpose of Millage		(4) Original Millage Authorized by Election Charter, etc.	(5) ** 2021 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	2022 Year " Millage	(6) Current Headlee" Reduction action	(7) 2022 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	Sec. 211. in Asses Equaliz Millage F Frac	.34 Truth ssing or zation Rollback	(9) Maximum Allowable Millage Levy	(10) Millage Requested to * be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Prepared by			Telep	phone Number			Title of Prepare	r			Date		
reduced, if necess	sary to compl	y with the s	tate constitution	on (Article 9, Section	n 31), and	I that the re	ertify that these requequested levy rates h	ave also be	een reduc	ed, if	Local School District millage to be levied. instructions on com	t Use Only. Complet See STC Bulletin 2 pleting this section.	e if requesting of 2022 for
380.1211(3).								(Total School Dis		
Clerk	Signature			Pr	int Name				Date		and NH Oper ON	ILY)	Rate
Secretary Chairperson	Signature			Pr	int Name				Date		For Principal Residence Ag., Qualified Fore Personal		
President		0	14.04- "				adelete colline	1.41		of-and out	For Commercial P	ersonal	
	9. The requi	rements of					which will not exceed ng levy which is large				For all Other		

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

Instructions For Completing Form 614 (L-4029) 2022 Tax Rate Request, Millage Request Report To County Board Of Commissioners

These instructions are provided under MCL Sections 211.24e (truth in taxation), 211.34 (truth in county equalization and truth in assessing), 211.34d (Headlee), and 211.36 and 211.37 (apportionment).

Column 1: Source. Enter the source of each millage. For example, allocated millage, separate millage limitations voted, charter, approved extra-voted millage, public act number, etc. Do not include taxes levied on the Industrial Facilities Tax Roll.

Column 2: Purpose of millage. Examples are: operating, debt service, special assessments, school enhancement millage, sinking fund millage, etc. A local school district must separately list operating millages by whether they are levied against ALL PROPERTIES in the school district or against the NON-HOME group of properties. (See State Tax Commission Bulletin 2 of 2022 for more explanation.) A local school district may use the following abbreviations when completing Column 2: "Operating ALL" and "Operating NON-HOME". "Operating ALL" is short for "Operating millage to be levied on ALL PROPERTIES in the local school district" such as Supplemental (Hold Harmless) Millages and Building and Site Sinking Fund Millages. "Operating NON-HOME" is short for "Operating millage to be levied on ALL PROPERTIES EXCLUDING PRINCIPAL RESIDENCE, QUALIFIED AGRICULTURAL, QUALIFIED FOREST AND INDUSTRIAL PERSONAL PROPERTIES in the local school district" such as the 18 mills in a district which does not levy a Supplemental (Hold Harmless) Millage.

Column 3: Date of Election. Enter the month and year of the election for each millage authorized by direct voter approval.

Column 4: Millage Authorized. List the allocated rate, charter aggregate rate, extra-voted authorized before 1979, each separate rate authorized by voters after 1978, debt service rate, etc. (This rate is the rate before any reductions.)

Column 5: 2021 Millage Rate Permanently Reduced by MCL 211.34d ("Headlee") Rollback. Starting with taxes levied in 1994, the "Headlee" rollback permanently reduces the maximum rate or rates authorized by law or charter. The 2021 permanently reduced rate can be found in column 7 of the 2021 Form L-4029. For operating millage approved by the voters after April 30, 2021, enter the millage approved by the voters. For debt service or special assessments not subject to a millage reduction fraction, enter "NA" signifying "not applicable."

Column 6: Current Year Millage Reduction Fraction. List the millage reduction fraction certified by the county treasurer for the current year as calculated on Form 2166 (L-4034), 2022 Millage Reduction Fraction Calculations Worksheet. The millage reduction fraction shall be rounded to four (4) decimal places. The current year millage reduction fraction shall not exceed 1.0000 for 2022 and future years. This prevents any increase or "roll up" of millage rates. Use

1.0000 for new millage approved by the voters after April 30, 2022. For debt service or special assessments not subject to a millage reduction fraction, enter 1.0000.

Column 7: 2022 Millage Rate Permanently Reduced by MCL 211.34d ("Headlee") Rollback. The number in column 7 is found by multiplying column 5 by column 6 on this 2022 Form L-4029. This rate must be rounded DOWN to 4 decimal places. (See STC Bulletin No. 11 of 1999, Supplemented by Letter of 6/7/2000.) For debt service or special assessments not subject to a millage reduction fraction, enter "NA" signifying "not applicable."

Column 8: Section 211.34 Millage Rollback Fraction (Truth in Assessing or Truth in Equalization). List the millage rollback fraction for 2022 for each millage which is an operating rate. Round this millage rollback fraction to 4 decimal places. Use 1.0000 for school districts, for special assessments and for bonded debt retirement levies. For counties, villages and authorities, enter the Truth in Equalization Rollback Fraction calulated on STC Form L-4034 as TOTAL TAXABLE VALUE BASED ON CEV FOR ALL CLASSES/TOTAL TAXABLE VALUE BASED ON SEV FOR ALL CLASSES. Use 1.0000 for an authority located in more than one county. For further information, see State Tax Commission Bulletin 2 of 2022. For townships and cities, enter the Truth in Assessing Rollback Fraction calculated on STC Form L-4034 as TOTAL TAXABLE VALUE BASED ON ASSESSED VALUE FOR ALL CLASSES/TOTAL TAXABLE VALUE BASED ON SEV FOR ALL CLASSES. The Section 211.34 Millage Rollback Fraction shall not exceed 1.0000.

Column 9: Maximum Allowable Millage Levy. Multiply column 7 (2022 Millage Rate Permanently Reduced by MCL 211.34d) by column 8 (Section 211.34 millage rollback fraction). Round the rate DOWN to 4 decimal places. (See STC Bulletin No. 11 of 1999, Supplemented by Letter of 6/7/2000.) For debt service or special assessments not subject to a millage reduction fraction, enter millage from Column 4.

Column 10/Column 11: Millage Requested to be Levied. Enter the tax rate approved by the unit of local government provided that the rate does not exceed the maximum allowable millage levy (column 9). A millage rate that exceeds the base tax rate (Truth in Taxation) cannot be requested unless the requirements of MCL 211.24e have been met. For further information, see State Tax Commission Bulletin 2 of 2022. A LOCAL School District which levies a Supplemental (Hold Harmless) Millage shall not levy a Supplemental Millage in excess of that allowed by MCL 380.1211(3). Please see the memo to assessors dated October 26, 2004, regarding the change in the collection date of certain county taxes.

Column 12: Expiration Date of Millage. Enter the month and year on which the millage will expire.



Corlett, Kyle <kcorlett@lasd.net>

Additional length of right turn lane on Bryant Road to west drive entrance & four 25 MPH Flashing Signs

1 message

Eric Nelson <enelson@masoncountyroads.com>

Wed, May 11, 2022 at 11:19 AM

To: Ben Globke <ben.globke@christmanco.com>, Jim Rozema <jimr@gmb.com>, "Kyle Corlett@lasd.net)" <kcorlett@lasd.net>

Cc: "kcole@masoncounty.net" <kcole@masoncounty.net>, Jerry Bleau <jerry@pmtwp.org>, Mary Samuels <marysamuels@masoncountyroads.com>

Ben,

I visited the LAS Elementary school on April 12, 2022 in the afternoon to check on the traffic backup on Bryant Road west of the west entrance to the new LAS Elementary School. There is still a significant backup on Bryant Road between Sherman Road and the west School Enterance. The parents that are picking up and dropping off their kids are parking on the edge of the roadway that is causing a public safety concern. The vehicles are parking along the edge of the HMA roadway partially on the road and partially in the grass shoulder. Parking is not permitted on the roadway.

It is required that a 12' wide by 1,200' extension + 150' taper to the right turn lane be added per the attached sketch. This cost of this work should be part of the LAS project since this safety issue is directly related to the new LAS Elementary School. I have provided a cost estimate for the proposed work. The MCRC will offer to hire the necessary Contactors to do this work this summer. The LAS school district has the option of also hiring there own Contractor to do this work if they believe that it would be a cost savings. During the winter months this will be even a bigger concern since the MCRC will plow the HMA roadway and there will be banks of snow along the edge of Bryant Road that will prevent the vehicles from parking partially on the grass shoulder. The proposed work will be completed between June and the end of August, during the LAS summer vacation so that it did not disrupt the traffic flow to the LAS Elementary School. The MCRC has ordered four (4) 25 MPH flashing signs to be placed on Jebavy Drive & Bryant Road that are solar/battery operated that will be set to flash when the 25 MPH is in effect. As offered the MCRC will also relocate the school zone signs and other signs for the LAS to help save additional costs to LAS by the Contractor.

If GMB has another plan so that the parents are able to park within the LAS elementary school complex so that the vehicles are not parked on Bryant Road that would also be acceptable. I have discussed this added cost with Kyle Corlett and he has agreed to pay for the additional work, so it should not be a problem. I have already made contact with the utility companies for relocation of utilities that are in conflict with the work. Eric Marr from Consumers Power thought that he could have the poles relocated by August 1st, 2022. Frontier, DTE, Charter and Oxy-chemical are checking to see if they have any conflicts with the proposed work.

Kyle,

Please review the attached Contract and if you are agreeable, please sign and return ASAP.

Please let me know if you have any questions, comments or concerns.

Eric R. Nelson, P.E.

County Highway Engineer

Mason County Road Commission

510 E. State Street

Scottville, Michigan 49454

Office Ph# 757-2882

Office Fax# 757-2662

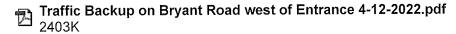
Cell #231-907-7200

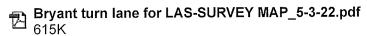
enelson@masoncountyroads.com



MASON COUNTY ROAD COMMISSION

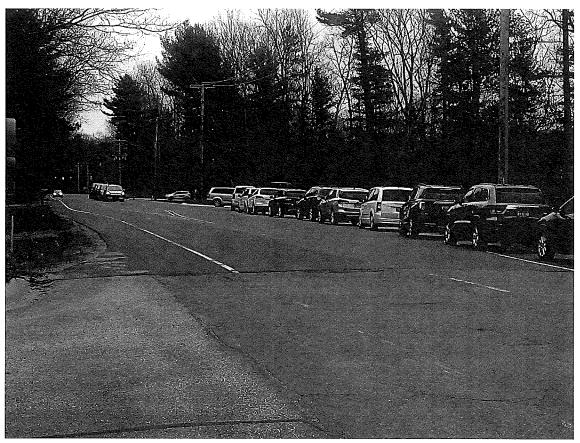
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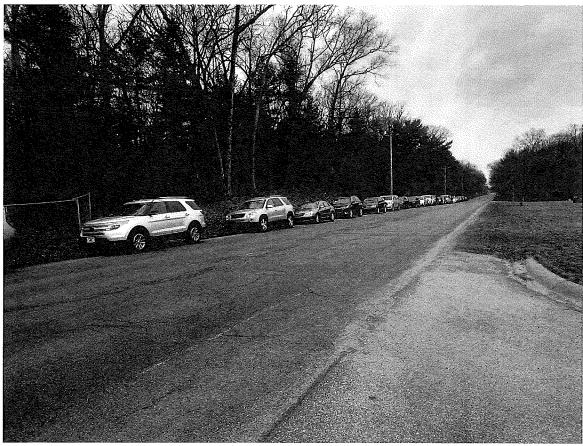


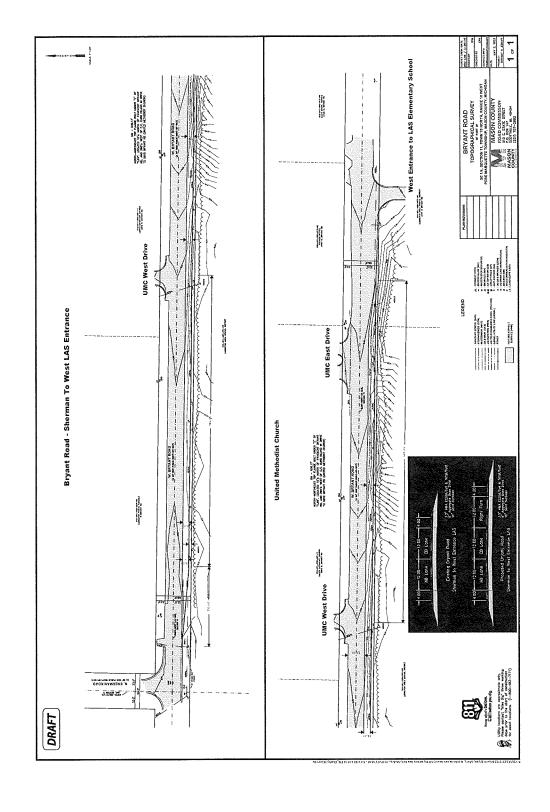


Estimated Cost of additional right turn lane on Bryant Road & flashing 25 MPH signs.pdf

Bryant Road - traffic backup from west enterance to LAS westerly past west UMC driveway 3:10 PM on Tuesday April 12, 2022







PROJECT	#	

LOCAL ROAD IMPROVEMENT AGREEMENT

BETWEEN THE

MASON COUNTY ROAD COMMISSION

IN COOPERATION WITH

LUDINGTON AREA SCHOOLS 2022

	BRYANT ROAD						
LOCATION:	LOCATION: From Sherman Road east to west LAS Elementary School Enterance						
DESCRIPTION	DESCRIPTION OF WORK: ESTIMATED COST						
Add an additional 1200' of 12' wide right turn lane to the west enterance to LAS Elementary School, relocate signs & install four 25 MPH Flashing signs \$124,832.9							
Qty:	Estimated 850 Tons of 21A Limestone 8" th (3.5" thick)	nick & 360 tons of HMA	,				
COND	ITIONS:						
1)	The Road Commissions Policy letter for 20 included by reference.	022 shall be part of this o	agreement and is				
2)	 The Township agrees to pay all costs incurred MINUS CREDITS AVAILABLE in the completion of the work described above. 						
3) The projected is anticipated to be completed by:							
4)	If weather, equipment breakdowns, sche the completion date or increase in the e percent(15%), the work shall be suspende	stimated cost by more	than fifteen				
5)	The costs provided are estimated - Final be based on actual documented costs.	billing to the Ludington	Area Schools shall				
6) Upon completion of the project and mutual satisfaction with the completed of the Township agrees to reimburse the Road Commission the balance of their project cost within sixty (60) days of receipt of a detailed invoice.							
MASON CO	UNTY ROAD COMMISSION L	UDINGTON AREA SCI	HOOLS				
Date ap	pproved by MCRC Board D	ate approved by LAS Board					
Manag	er Director So	upervisor					

Clerk

Finance Director

Job Estimate 2022

Road Name	Lud	ington Area S Bryant Roa				Date By	5/11/2022 ERN
Termini	From She	化多性性 化双氯化物 化二氯甲基 化二氯甲基甲基		AS Elementar	y School En		
Description	Elementa	ry School, rel	ocate signs 8	k install four 2	25 MPH Flas	est enterance hing signs HMA (3.5" th	
Grading Crew	Hours	Equipment	Wages	Benefits	Overhead	TOTAL	TOTAL COST
Grader	50	\$56.96	\$23.18	212.00%	108.5%	\$115.11	\$5,755.57
Bull Dozer	20	\$38.06	\$23.18	212.00%	108.5%	\$94.60	\$1,892.10
Excavator		\$42.95	\$23.18	212.00%	108.5%	\$99.91	\$0.00
Loader	50	\$49.66	\$23.18	212.00%	108.5%	\$107.19	\$5,359.55
Tandem	85	\$48.35	\$23.18	212.00%	108.5%	\$105.77	\$8,990.42
							\$21,997.64
Sign Crew	Hours	Equipment	Wages	Benefits	Overhead	TOTAL	
Chipper & T	20	\$32.31	\$23.18	212.00%	108.5%	\$88.37	\$1,767.32
Sign Truck & Labor	40	\$24.95	\$23.18	212.00%	108.5%	\$80.38	\$3,215.23
Excavator	10	\$42.95	\$23.18	212.00%	108.5%	\$99.91	\$999.11
Pickup		\$9.33	\$23.18	212.00%	108.5%	\$63.43	\$0.00
Chain Saw	20	\$4.73	\$23.18	212.00%	108.5%	\$58.44	\$1,168.84
		Marie de la companya					\$7,150.50
Gravel Crew	Hours	Equipment	Wages	Benefits	Overhead	TOTAL	
Tandem	50	\$48.35	\$23.18	212.00%	108.5%	\$105.77	\$5,288.48
Grader	30	\$56.96	\$23.18	212.00%	108.5%	\$115.11	\$3,453.34
Water Truck	30	\$48.35	\$23.18	212.00%	108.5%	\$105.77	\$3,173.09
Roller	30	\$19.97	\$23.18	212.00%	108.5%	\$74.98	\$2,249.32
		· · · · · · · · · · · · · · · · · · ·					\$14,164.24
MATERIALS							
Description	Qty	Unit	Unit \$	Sub-total	Markup	TOTAL	Amount
22A Mod. Gravel	TO VIEW	Ton	\$9.00	\$0.00	108.5%	\$0.00	\$0.00
Slag		Ton	\$15.00	\$0.00	108.5%	\$0.00	\$0.00
21A Limestone	850	Ton	\$20.75	\$17,637.50	108.5%	\$19,136.69	\$19,136.69
Sand, LM	800	Cyds, LM	\$4.00	\$3,200.00	108.5%	\$3,472.00	\$3,472.00
Drain sock		Lft	\$2.00	\$0.00	108.5%	\$0.00	\$0.00
25 MPH Flashing Signs	4	Each	\$3,114.25	\$12,457.00	108.5%	\$13,515.85	\$13,515.85
Sawcut HMA	1,200	Lft	\$3.00	\$3,600.00	108.5%	\$3,906.00	\$3,906.00
Mon. Box / MH		Each	\$400.00	\$0.00	108.5%	\$0.00	\$0.00
Gravel Shoulders		Syd	\$4.00	\$0.00	108.5%	\$0.00	\$0.00
Restoration	2,000	Syd	\$3.00	\$6,000.00	108.5%	\$6,510.00	\$6,510.00
				•			\$46,540.53
Description	Qty	Unit	Unit \$	Sub-total	Markup	TOTAL	
Traffic Control/Signs	1	LSUM	\$1,500.00	\$1,500.00	100.0%	\$1,500.00	\$1,500.00
Crack Seal		Syds	\$0.30	\$0.00	100.0%	\$0.00	\$0.00
НМА	360	Ton	\$93.00	\$33,480.00	100.0%	\$33,480.00	\$33,480.00
		· · · · · · · · · · · · · · · · · · ·		•			\$34,980.00
GRAND TOTAL	ARCO CONTRACTOR SERVING CONTRACTOR	li gashikan sakurak inasari sepatasan sehiri siyira kiral sepa	A STATE OF THE PROPERTY OF THE				

Superintendent Evaluation

MICHIGAN ASSOCIATION OF SCHOOL BOARDS



Revised Fall 2018 Superintendent Evaluation

Introduction

performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive 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 Superintendent Leadership on Student Achievement which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. published by the National Policy Board for Educational Administration in 2015 and S*chool District Leadership that Works: The Effect of* 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

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

ation ndent Evaluation
-acilitated Evaluation

Contact

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Authors	

 Authors

Relations
& Board
A. Governance

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
Aı	Policy involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy is actively involved provider with recommendation(s) for in the development, adoption. Follows as written. of district policies.	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.	
24	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.	Does not provide the information the keeps only some members informed, keeps all board members informed board needs to perform its responsibilities. Mithappropriate information as needed so it may perform its responsibilities. 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.	
A	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.	
A.S.	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 may serve as e • Meeting agendas/minutes • Retreat agendas/minutes	Board development plant blant b	opment materials mmunication protocols	Memos/communicationsPolicy review calendar	• Board policies/policy book	

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

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Category rating should be reflected within the performance indicator.

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Comments by Board of Education:			

B. Community Relations

œ.	Community Relations	lations			Weigh	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 engages parents in district-wengage parents in decision-making or setting and decision-making 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 districtwide goals.	
82	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	Community feedback Doesn't accept input or engage Professional community. Standards for Educational Leaders: 1, 8	Accepts suggestions and input from tommunity but fails to seek it. Does not engage community in decisionmaking or district-wide goal setting.	Readily accepts community input and Actively seeks community input, engages parents in district-wide goal creates methods for community setting and decision-making. Be actively involved in decisionmaking as well as setting and supporting district-wide goals.	Actively seeks community input, creates methods for community to be actively involved in decisionmaking 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.	
B 2	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. I Speaks adequately in public.	actively promote the district. Projects a positive image of the idequately in public. district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and wellspoken.	
B6	Approachability Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is neither visible nor approachable by Is not consistently visible at events or Is consistently visible at events and members of the community. In the community. Is not approachable by community. members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
					Category rating:	#DIV/0!
	Artifacts that may serve. Third party survey data News clips/interviews	Artifacts that <u>may</u> serve as evidence of performance in this domain: Third party survey data • School accreditation survey data • News clips/interviews • Community engagement calendar • St	 Meeting invitations, agendarategic planning agenda(s) 	 Press releases Communications 	 Community meeting agendas Service club membership(s) 	

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

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Comments by Board of Education:	Comments by the Superintendent:

Weight: 15%

C. Staff Relations

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
8	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 staff but does not seek it. Does not or goal setting. engage staff in district-wide goal setting. setting or decision-making.	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.	
ß	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Staff communications Doesn't inform staff of matters that Professional may be of concern. Standards for Educational Leaders: 2, 7, 9	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.	
ប	Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in Many personnel matters are a consistent manner. Some situations handled, but not always in a may be handled with bias. consistent manner.	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.	
2	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.	
ស	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.	
8	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.	

Weight: 15%

C. Staff Relations - continued

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

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

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Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

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		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
Budget developm and management Professional Standards for Educational Leade 1, 2, 9	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 sought to meet the current and and remain fiscally responsible to the fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students sought to meet the current and and remain fiscally responsible to the community.	
Budget reports Professional Standards for Educational Lea 1, 2, 9	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.	
Financial con Professional Standards for Educational L 2, 9	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.	
Facility mana Professional Standards for Educational L 5, 9	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 asneeded basis.	A facilities management plan is in Pacilities management plan in place place that includes the current status includes current status of buildings of the buildings and the need to and the need to improve facilities in the future. The future, with a projected plan to secure funding.	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.	
Resource allo Professional Standards for Educational L 1, 9	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.	
1010 (11 mm)					Category rating:	#DIV/0!
Artifacts that m • Strategic plan • Election result • Policies/proce	that <u>may</u> ser gic plan n results that s/procedures	Artifacts that may serve as evidence of performance in this domain: • Strategic plan • Auditor's report • District bud • Election results that impact funding or facilities • Evidence of the fund management • Policies/procedures related to fund management • Long-term find	get oudgetary alignmer nancial forecast da	s nts re	ceived/applied for Facilities management plan	

D. Business & Finance - continued

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E. Instructional Leadership

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		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
[II	Performance evaluation system system Professional Standards for evaluations have been Educational Leaders: 6, 9, completed as required	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	Building-Level Leadership No effort is made to foster Professional Standards for autonomy at school buildings. Educational Leaders: 4, 6, Expectations regarding learning 7 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, nonnegotiable 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.	
E	Staff development Professional Standards for Educational Leaders: 6, 10	Staff development Professional Standards for consistently provided. Staff Educational Leaders: 6, 10 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.	A MARINE MOCKET STANDARD OF EACH AND INCIDENCE AND AN ARMAN AND AN ARMAN AND AN ARMAN AND AN ARMAN AND AN ARMAN AND AN ARMAN AND AND AND AND AND AND AND AND AND A
E 4	School Improvement Professional Standards for limited. There is no Educational Leaders: 6, 9, comprehensive plan 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.	
8	Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum Professional Standards for district and/or is inconsistent Educational Leaders: 4, 7 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	Instruction Professional Standards for instruction. Technology is not Educational Leaders: 4, 6, utilized in classroom instruction. 7	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.	
E	Student feedback Professional Standards for student feedback. 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 decisionmaking.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	

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'n	Instructional Lea	E. Instructional Leadership - continued			Weigh	Weight: 30%
		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
88	Student attendance Professional Standards for Educational Leaders: 5	Student attendance Attendance isn't addressed as a Professional Standards for policy issue. Attendance rates Educational Leaders: 5 are decreasing.	Attendance isn't an area of Attendance is an area of focus. focus; and therefore, student attendance is a matter left to place to address chronic attenda itself. Attendance rates fluctuate problems. Attendance rates are improving or at a high level.	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. There are plans and interventions in student attendance problems are addressed place to address chronic attendance early and supports are put into place. problems. Attendance rates are high level.	
8	Support for Students Academic supports a Professional Standards for but are inconsistent. Educational Leaders: 3, 5	re in place,	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.	Programs and activities are Coherent systems of academic and social available for students. Coordination supports are in place to meet the needs of and alignment can be improved. all students. Maintains a safe, caring and healthy learning environment.	
E10		Professional Is uninvolved in current Is somewhat knowle knowledge instructional programs. Is current instructional Professional Standards for unaware of current instructional Relies on others for information/data. D Educational Leaders: 1, 4, issues. Does not hold appropriate superint experint appropriate superint certification and is not enrolled certification but is continued in appropriate certification program. appropriate certification program.	edgeable of l programs. oes not hold tendent urrently ate n.	current is able arn and and and	Demonstrates knowledge of current Demonstrates knowledge of and comfort instructional programs, and is able to discuss them. Seeks to learn and professional and professional abilities. Holds and maintains appropriate superintendent certification.	
					Category rating:	#DIV/0i

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

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

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

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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:

Weighted Score Category #DIV/0i #DIV/0! = #DIV/0i = #DIV/0i = #DIV/0i = #DIV/0! = #DIV/0! Score: Adjusted (Score / 4) = Category Score 8 × 15% #DIV/0! x 20% x 15% i0/\lambdalge × 20% #DIV/0i × 30% #DIV/0! #DIV/0! of Category 15% (.15) 15% (.15) 20% (.2) 20% (.2) 30% (.3) Weight 100% A. Governance & Board Relations E. Instructional Leadership B. Community Relations D. Business & Finance C. Staff Relations **Total Possible** Item

Superintendent name:

Student Growth

Weight: 40%

School year:

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 , 40% of the annual evaluation must be based on student growth and assessment data.

Weight: 10%

Progress Toward District-Wide Goals

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	nent Plan			·
				Component score:	ā

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

H. Compiling the Summative Evaluation Score

	Weight	Component Score	Component
	of Component	(%)	Weighted Score
		#DIV/0i	
Professional Practice (Adjusted score, p. 14)	50% (.50)	× 50%	= #DIV/0!
Student Growth (Component score, p. 15)	40% (.40)	× 40%	= #VALUE!
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.1)	× 10%	= #VALUE!
Total Possible	100%	Total Score:	: #DIV/0!
		Total Score / 4 =	i0/\\Id# =

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

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.)

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

Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership 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 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 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 National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were 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 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.

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 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 To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of 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.
- collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, • Six months in - Formal update - Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president
- 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 Meeting

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	November Annual evaluation	Мау	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.	Soard the same e.	Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.	ompatible with ring cycle for	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.	ewal cycle in many vide superintendents enewal of contract.

Beginning of cycle:	Informal update:	Mid-cycle formal update:	Annual evaluation:
Board of Education and superintendent	 Board president shares 	 Board president provides 	 Superintendent performs
mutually agree upon:	any specific questions/concerns from	questions from the board	self-evaluation; presents
System (tool) to be used	board members	prior to meeting	portfolio with evidence to Board of
 Timeline and key dates 	 Superintendent provides 	 Superintendent provides 	Education
 Goals, benchmarks and evidence 	a written update to the board on goals,	update on progress with	Board members review
 How evaluation will be compiled 	expectations and indicators of success	available evidence	portfolio prior to evaluation,
 How evaluation will be shared with 	 Board offers input on status/progress 	 Board seeks clarification if needed 	seek clarification as needed
superintendent	to-date	 Discussion on progress and growth 	 Board president or consultant
How evaluation will be shared with the		 Adjustments to course or goals are 	facilitate evaluation
community		discussed	 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

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 The MASB Rev. Fall 2018 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 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:

Measurable – Goals should be measurable and their attainment evidenced in some tangible way. Specific – Goals should be simplistically written and clearly define what is expected.

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 Rev. Fall 2018 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,

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

planning meetings, including key communicators 5 Agendas and/or minutes from community meetings

6 Auditor's report

7 Background checks verification

8 Board and administrative goals

9 Board meeting agendas

enforcement that's reflective of a "new" vision with 10 Board policy and administrative policy 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)

16 Collaborative sharing of programs, etc. (agendas 15 Collaborative partners (documentation)

17 Common teacher instructional planning time and minutes)

18 Communication "vehicles" that make the school vision visible to stakeholders including using technology

19 Communications with parents

21 Comprehensive School Improvement Plan 20 Community survey

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)	74 Number of visits to Web site
59 Level of volunteerism (documentation)	75 Observational data from board, staff, etc.
60 Linkage of Professional Development Model to	76 Open houses (documentation)
student achievement goals (documentation)	77 Opening day PowerPoint-type presentation
61 Log of school visits and conversations with staff	78 Parenting classes - numbers
(includes emails)	79 Parent-teacher conference numbers
62 Log of school visits and presentations	80 Participation in social/fraternal organizations
63 Meaningful interpretive reports of student	(documentation)
achievement data delivered in lay language	81 Participation in youth-oriented organizations
64 Media – Newsletter/paper articles/Web site	(documentation)
65 Meeting logs of times with administrative	82 Participation on state, regional, national
staff/support staff	initiatives (documentation)
66 Membership and service to service clubs	83 PBS – Positive Behavior Supports –
(documentation)	control/theory/SAFE/Olweus/CHAMPS
67 Michigan Student Test of Educational Progress	implementation plans
Data	84 Podcasts/video communicating district vision
68 Michigan Top-to-Bottom School Rankings	and accomplishments
69 Minutes of the School Improvement Advisory	85 Policies/procedures for management of funds
Committee meetings	86 Preschool – community partnership plans
70 Monthly calendars	87 Presentations to groups, including teachers
71 National Assessment of Educational Progress	(shareholders/stakeholders)
Data	88 Professional Development Plan
72 Needs assessments/satisfaction surveys/focus	89 Program evaluation and process result
groups	90 Reflective journals

73 Notes from state officials

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

91 Record of solicitation of feedback

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

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: For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are regularly

- 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 beginning in 2018 -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.

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.

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 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 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.

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 Rev. Fall 2018 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

Certification Courses (CBA's) 300 and 301, or who have documented participation in in-district workshops focused on superintendent evaluation conducted by MASB trainers. 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 It is offered at various locations on an individual registration basis or as requested in cooperation with intermediate school districts.

training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB Rev. Fall 2018 Superintendent 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 Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed 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 superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

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