



*Regular
Board Meeting*

Board Room

January 15, 2024



Fruitport Community Schools
BOARD OF EDUCATION MEETING
Board Room
3255 E. Pontaluna Rd, Fruitport 49415
Monday, January 15, 2024 - 7:00 p.m.

- I. CALL to ORDER**
- II. PLEDGE of ALLEGIANCE**
- III. ROLL CALL**
- IV. APPROVAL OF AGENDA**
- V. PRESENTATIONS**
 - a. School Board Recognition Month
 - b. 2023-2024 General Fund / School Service Fund Budget Amendment – Mark Mesbergen
- VI. COMMUNICATIONS**
 - a. OK Conference Communication – Dated: December 21, 2023
 - b. Thrun Law Firm Communication: New Attorney Contact
- VII. SUPERINTENDENT/ADMINISTRATIVE REPORTS**
 - Review of Muskegon County School Report Card Data
 - Grades, Reward School Status, Graduation Rate, Attendance Rates, etc.
 - Alternative and Adult Education Graduation Requirements
 - Strategic Plan Final Review
 - National AASA Conference on Education – San Diego, CA; February 14-17, 2024
- VIII. REMARKS FROM THE PUBLIC***
- IX. CONSENT AGENDA**
 1. Approval of Bill Listing (attachment IX-1)

<u>Fund</u>	<u>Amount</u>
General Fund:	\$225,028.96
 Other Funds:	
Early Childhood Center	\$88.28
Food Service	\$122,220.10
Cooperative Education (ISD) – Tech Millage	\$10,285.68
Debt Service Fund (2010)	\$1,000.00
Total Bill List:	<hr style="width: 100%; border: 0.5px solid black;"/> \$358,623.02
 2. Acceptance of Monthly Financial Report (attachment IX-2)
 3. Acceptance of Student Activity Summary Report (attachment IX-3)
 4. Acceptance of Credit Card and Utilities Report (attachment IX-4)
 5. Approval of Transfers and ACH Transactions Report (attachment IX-5)
 6. Approval of Personnel Report (includes confirmation of new hires, resignations, retirees, and transfers) (attachment IX-6)
 7. Approval of Special Meeting Minutes – December 18, 2023 (attachment IX-7)
- X. GENERAL BOARD BUSINESS**

XI. BUSINESS & FINANCE COMMITTEE REPORTS & RECOMMENDATIONS

Elroy Buckner, Chairperson

1. Report of Committee Meeting held January 8, 2024 (attachment XI-1)
2. 2023-2024 General Fund Budget Amendment (attachment XI-2)
3. 2023-2024 School Service Fund Budget Amendment (attachment XI-3)

XII. PERSONNEL COMMITTEE REPORTS & RECOMMENDATIONS

Steve Kelly, Chairperson

1. Report of Committee Meeting held January 8, 2024 (attachment XII-1)

XIII. STUDENT AFFAIRS COMMITTEE REPORTS & RECOMMENDATIONS

Susan Franklin, Chairperson

1. Report of Committee Meeting held January 8, 2024 (attachment XIII-1)
2. Professional Staff Board Policy Update – Second Reading (attachment XIII-2)
 - a. 4108 - Union Activity and Representation
 - b. 4207 - Third Party Contracting
 - c. 4402 - Placement
 - d. 4403 - Performance Evaluation
 - e. 4404 - Performance Based Compensation
 - f. 4405 - Reduction in Force and Recall
 - g. 4407 - Discipline
 - h. 4408 - Termination
 - i. 4409 - Non-Renewal
 - j. 4503 - Performance Evaluation
 - k. 4504 - Performance Based Compensation
3. Overnight Trip Request – DECA State Competition – Detroit, MI (attachment XIII-3)
4. Overnight Trip Request – Golf Team Spring Break Trip – Robert Trent Jones Golf Trail; Birmingham, AL (attachment XIII-4)

XIV. SUPERINTENDENT’S EVALUATION

1. Closed session pursuant to MCL 15.268 Sec. 8(1)(a), per Superintendent’s request
2. Superintendent’s Evaluation (attachment XVII-1)

XV. BOARD MEMBER REPORTS AND DISCUSSIONS

XVI. AGENDA ITEMS FOR FUTURE MEETINGS

The Board will need to confirm the following dates and times:

1. Business & Finance Committee Meeting: February 12, 2024 at 6:00 p.m.
2. Personnel Committee Meeting: February 12, 2024 at 5:00 p.m.
3. Student Affairs Committee Meeting: February 12, 2024 at 5:30 p.m.
4. Board of Education Meeting: February 19, 2024 at 7:00 p.m.

XVII. REMARKS FROM THE PUBLIC*

XVIII. ADJOURNMENT

*Time is provided for members of the audience to address the Board of Education regarding any topic including items on the agenda. The Board is providing two opportunities for the public to comment during the meeting. The first is for people who wish to bring issues to the Board of Education for board consideration. At the end of the meeting, the Board will provide a brief opportunity for community members to comment on activities and/or discussion that took place during the Board meeting. Time limits may be placed if a large number of individuals would like to address the Board.
Note: Upon request to the Superintendent, the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.



Fruitport Community Schools
Superintendent's Office
3255 E. Pontaluna Road
Fruitport, MI 49415
Phone: (231) 865-4100
www.fruitportschools.net

January 5, 2024

For Immediate Release

Contact: Jason J. Kennedy, Superintendent
Email: jkennedy@fruitportschools.net

**FRUITPORT COMMUNITY SCHOOLS HONORS SCHOOL BOARD MEMBERS
FOR ANNUAL RECOGNITION MONTH**

Fruitport Community Schools is joining 537 local and 56 intermediate school districts across Michigan to celebrate January as School Board Recognition Month.

“Our school board members continue to persevere to provide the best possible education for our students,” said Superintendent Jason Kennedy. “Celebrating School Board Recognition Month is one of the very small ways in which we are able to express appreciation for all that our school board members do.”

School board members represent the views and priorities of their community in the complex system of maintaining and running a district’s public schools. They also reinforce the principle of local control over public education, which is an important, highly valued aspect of education in Michigan. “Too often, the efforts of school board members go unrecognized,” Superintendent Jason Kennedy said.

“The school board’s main goal is to support student achievement,” added Superintendent Kennedy. To achieve that goal, the board focuses on the following needs:

- Creating a vision for what parents and citizens want their school district to become and how to make student achievement the top priority.
- Setting standards for what students must learn and be able to do.
- Assessing whether schools achieve their goals and whether students are learning.
- Accounting for the outcomes of decisions and by tracking progress and reporting results.
- Aligning the use of the district’s human and financial resources.
- Creating a safe and orderly climate where students can learn and teachers can teach.
- Collaborating to solve common problems and to support common successes.

- Focusing on continuous improvement by questioning, examining, revising, refining and revisiting issues related to student achievement.

“To that end, the District is celebrating recent, significant student achievement success, and will proudly share this information in an upcoming release with the community as a way to communicate and monitor progress on the main goal of supporting student outcomes,” said Superintendent Kennedy.

Even though Fruitport Community Schools is making a special effort during January to show appreciation for our school board members, we recognize that their contributions reflect a year-round effort on their part. No matter what challenges lie ahead for our District in 2024, our school board members will continue to govern to improve student achievement and provide exceptional education for all of our community’s children. “We thank each of our board members for their commitment to our kids, staff, school, and community, as we are blessed with an outstanding Board of Education in Fruitport,” added Superintendent Kennedy.

The individuals serving Fruitport Community Schools and their years of service are listed below, with the total years of service of all board members in the District representing more than 95 years of service to Fruitport Community Schools! Thank you to all of our board members!

Fruitport Community Schools Board of Education

Dave Hazekamp, President

First Elected: June 2001 (22 ½ years of service)

Kris Cole, Vice President

First Elected: November 2012 (11 years of service)

Elroy Buckner, Treasurer

First Elected: June 1988 (35 ½ years of service)

Susan Franklin, Secretary

First Appointed: January 2016 (8 years of service)

Tim Burgess, Trustee

First Elected: November 2016 (7 years of service)

Steve Kelly, Trustee

First Elected: November 2014 (9 years of service)

JB Meeuwenberg, Trustee

First Appointed: October 2021 (2 years of service)



OK Conference

www.okconference.info

65 years of Educational Athletics

Dave Feenstra, Commissioner

(616) 254-6370 dfeenstra@gpsbulldogs.org

Jerry Haggerty, Assistant Commissioner

(616) 254-6371 jhaggerty@gpsbulldogs.org

December 21, 2023

Dirk,

We appreciate your concerns and respect your right to challenge the process. Through no fault of the remaining schools, our conference has found itself in an unprecedented situation. It was not only the fact that seven schools left, but the size (enrollment) of those schools was critical in piecing together ideal (or close) divisions.

Because of the unprecedented nature of our circumstances, as stated in our letter to all OK Conference members dated October 26, 2023, the Commissioners acknowledged that seven schools leaving the OK Conference with very short notice was unforeseen, unprecedented, and NOT covered by the OK Conference by-laws.

Below, we are going to respond to each of your concerns. Each concern shared by you is bulleted.

- It was invalid at its inception due to another plan already being in place. There was no vote to reopen that plan as required.

In the same letter to OK Conference members, we asked for feedback regarding the option to stay with the alignment minus the seven schools that are leaving. It was determined by member feedback, the OK Conference Commissioners, and the Realignment Committee members, that a complete conference realignment was necessary to address the needs of our members given the totality of the circumstances we were facing.

- The realignment process itself was invalid by considering factors outside of the bylaws in putting the new proposal together.

In the same letter to the OK Conference members, we stated that the OK Conference Executive Board authorized the Commissioners and the members of the Realignment Committee to work outside the by-laws and traditionally used guidelines during this unprecedented moment. We did not receive any negative feedback from member schools regarding this statement.

- The voting process itself was invalid. The vote was conducted in violation of stated procedures, with no advance informational meeting, no meeting called for the approval vote, and an improper standard administered when determining whether the proposal met the requisite level of schools in favor.

We did not call for a meeting of the membership because we had numerous communications with member schools sharing expectations and suggestions over the past three months that we have been actively involved in the realignment process. Fred Townsend, Caledonia AD, actively participated on the realignment committee for 23 hours of discussion. In addition I had email correspondence with Bill Martin, Caledonia Principal, after the Advisory vote on December 5, 2023.

The purpose of the meeting of the membership is to simply answer questions about the realignment process NOT to approve the proposals for a vote. The OK Conference Executive Board, solely, has the authority to recommend the Realignment proposals for a vote of the OK Conference Executive Council based on the results of the Advisory vote taken by the Athletic Commission.

Dirk, for the reasons listed above, Caledonia's petition to invalidate the OK Conference Realignment vote is denied.

Therefore, the OK Conference Realignment ballot vote of the membership on December 18, 2023 is valid and binding for 2024 - 2028 academic years.

Respectfully,

OK Conference Executive Board

Dave and Jerry,
OK Conference Commissioners

PETITION FOR VOIDING OF THE DECEMBER 18, 2023 VOTES ON REALIGNMENT

Submitted by

Caledonia Community Schools

19 December 2023

In the spring of 2023, the O.K. Conference four-year conference alignment cycle called for the review and/or development of a new divisional alignment plan. The conference accordingly went through its official realignment process, resulting in a realignment plan approved by the requisite number of conference members. There is an alignment plan in place that is set to start with the 2024-25 school year. Subsequently, seven members of the conference announced their abrupt departure in order to form a new league.

In response to this exodus, conference leadership embarked on a new realignment process. **However, this most recent process of the O.K. Conference with regard to divisional alignment (that culminated in a vote with a December 18, 2023 deadline and results announced the same day), was not conducted in accordance with the Constitution of the O.K. Conference as found in the O.K. Conference Handbook (2020 Revision).**

The incorrect process/procedures include the following:

Inception of the Process

1. The bylaws were incorrectly applied with regard to Article II (Membership). **The divisions affected by the departure of the seven schools were the only ones that should have been involved in modifying their scheduling and alignment** as described in Article II, Paragraph B (highlights added):
 - B. The membership of schools or districts choosing to terminate their membership due to withdrawal, closing schools, or consolidating schools shall not become effective until the second June 30 following notice of withdrawal or until Conference commitments have been fulfilled. In the event that this cannot happen, the Athletic Directors **of the affected Division(s)** will be convened to develop a plan for scheduling competition that will be in effect until the next adjustment of the Division alignment is scheduled to occur (i.e., the mid-cycle adjustment if the school is closed in years 1 or 2 of the cycle or the total realignment if the school is closed in years 3 or 4 of the cycle). The Expansion/Realignment Committee will be convened to create a proposal for modifying the Division alignment **as determined by a vote of the affected**

Divisions. If approved according to the voting procedures outlined in Section AJA, those changes will be implemented when it is appropriate.

2. In the event that there was a desire to deviate from the process outlined in (1) above, **such a deviation would require a three-fourths vote of the Executive Council as called for in Article II, Paragraph C – something that did not occur.**
 - C. Any variation of this process may be approved by three-fourths (3/4) or more votes of the OK Conference Executive Council.

The Realignment Process

3. In addition to the fact that the Conference Bylaws were not followed at the inception of the most recent realignment process, **the subsequent process and development of a new alignment plan itself also did not follow the stated guidelines.** Bylaw 1, Paragraph B states:
 - B. Realignment proposals must be based primarily on enrollment (MHSAA February count in third year of cycle) and geography.

This principle was not followed. As one example, Caledonia was placed in the Red Division for football instead of a school with much larger enrollment (approximately 500 students larger), and was included in the non-football division with three schools from the Muskegon area despite the fact that there were several other schools of similar size far closer than those in the Muskegon area. While certain arguments could potentially be made for these decisions, it is clear that those arguments are not based on grounds included in the bylaws.

The Approval Vote

4. **There was no information session held prior to the December 18 vote** as required under Bylaw 1, Paragraph E (highlight added):
 - E. The Executive Board shall review the plan of realignment and make a recommendation to move the proposal to the Executive Council prior to its spring meeting or send the proposal back to the Realignment Committee. **The O.K. Conference Commissioners will conduct an information session at least one week prior to the Executive Council vote to update Athletic Directors, Principals, and Superintendents on the proposal.**

5. **The official December 18 vote did not take place at an Executive Council meeting as required under Bylaw 1, Paragraph F.**

6. The previous realignment plan approved in the spring of 2023 (that precipitated the departure of the seven schools that formed the RCA) is the currently-standing alignment. **Therefore, any change to that plan is, in reality, an amendment requiring a three-fourths (3/4) vote of member schools** according to Paragraph B of the Bylaw 1 Notes (highlight added):

B. The Divisional alignment will be in effect for a four-year period starting the fall after the most recently completed cycle; **unless amended/changed by three-fourths (3/4) vote of all member schools.** Each school's vote is to be submitted on a written ballot which contains the signatures of the school's Athletic Director, Principal, and Superintendent.

Summary

The realignment process brought to a vote was invalid.

- It was invalid at its inception due to another plan already being in place. There was no vote to reopen that plan as required.
- The realignment process itself was invalid by considering factors outside of the bylaws in putting the new proposal together.
- The voting process itself was invalid. The vote was conducted in violation of stated procedures, with no advance informational meeting, no meeting called for the approval vote, and an improper standard administered when determining whether the proposal met the requisite level of schools in favor.

Given these multiple errors in the realignment procedures called for in the Constitution, the vote concluded on December 18 must be declared invalid. If any process is subsequently desired, it must be conducted in a manner that follows these rules.

The Executive Board is urged to take the step to void the vote as soon as possible. The Board is also asked to call a general meeting prior to moving forward with any other process so that the issues that led so many schools to vote against the most recent proposals can be aired.

Submitted on behalf of Caledonia Community Schools,



Dirk Weeldreyer

Interim Superintendent

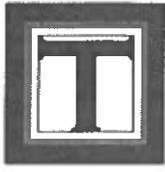
OK Conference Realignment

Red	Green	Gold	Black	White	Silver
East Kentwood	Jenison	GR Union	Zeeland West	FHN	Fruitport
Rockford	Caledonia	Wyoming	Zeeland East	GR Ottawa Hills	Godwin
West Ottawa	Byron Center	Northview	Holland	FHC	Kelloggsville
Hudsonville	Mona Shores	TK	Spring Lake	EGR	Belding
Grand Haven	Reeths Puffer	Wayland	Hamilton	FHE	Comstock Park
Grandville	Muskegon	South Christian	Holland Christian	GR Christian	Hopkins
		GR West Catholic	Unity Christian	GR Catholic Central	NP Christian
					Calvin Christian

Football Only - No Mandated Crossovers

Red	Green	Gold	Black	White	Silver
Rockford	Muskegon	FHC	EGR	Spring Lake	Belding
Grandville	Byron Center	Zeeland West	Northview	Wayland	Comstock Park
Hudsonville	Mona Shores	Zeeland East	Thornapple-Kellogg	Hamilton	Hopkins
West Ottawa	Reeths-Puffer	Wyoming	GR Ottawa Hills	FHE	Godwin
East Kentwood	FHN	Unity Christian	Holland Christian	GR Christian	Kelloggsville
Jenison	GR Union	South Christian	GR Catholic Central	GR West Catholic	Fruitport
Grand Haven					Holland
Caledonia					

	Football Only #2		OK Conference Realignment #2	
	Yes	No	Yes	No
Belding	x		x	
Byron Center	X		X	
Caledonia		x	x	
Calvin Christian			x	
Comstock Park	x		x	
East G.R.	X		X	
East Kentwood	X		X	
FH Central		X		X
FH Eastern		X		X
FH Northern		X		X
Fruitport	X		X	
Godwin Heights	X		X	
GR Catholic Central	x		x	
GR Christian	x		x	
GR Ottawa Hills		X		X
GR Union	X		X	
GR West Catholic	x		x	
Grand Haven	X		X	
Grandville	X		X	
Hamilton		X	X	
Holland	X		X	
Holland Christian	X		X	
Hopkins	X		X	
Hudsonville	X		X	
Jenison	X			X
Kelloggsville	X		X	
Middleville TK	X		X	
Mona Shores	X		X	
Muskegon		X		X
NorthPointe Chr			X	
Northview	X		X	
Reeths-Puffer	X		X	
Rockford	x		x	
South Christian	X		X	
Spring Lake	X		X	
Unity Christian	X		X	
Wayland	X		X	
West Ottawa	X		X	
Wyoming		X	X	
Zeeland East		X	X	
Zeeland West		X	X	
	74.36%	25.64%	85.37%	14.63%



THRUN LAW FIRM, P.C.

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LISA L. SWEM
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December 29, 2023

Mr. Jason Kennedy
Superintendent
Fruitport Community Schools
3255 Pontaluna Rd
Fruitport, MI 49415-9600

Jason
Dear Mr. Kennedy:

I am excited to announce that after 35 years of practice, I will move to "of counsel" status with Thrun Law Firm, starting January 1, 2024. I will continue to work on pending client matters while I transition new matters to other attorneys in the firm. Given the recent changes in Michigan public sector employment law, I will assist with collective bargaining at least through 2024.

At Thrun, clients are not "assigned" to individual attorneys; we value your District as "our" client. To assist with transition, my law partners and I identified matches for your District based on your needs and our attorneys' practice strengths. Cristina Patzelt was identified as your District's new Thrun contact on matters that I would otherwise handle. She can be reached at (517) 374-8776 or cpatzelt@thrunlaw.com. As has always been the case, you may choose to work with any of our attorneys.

When applying to law school, my admissions essay addressed why I chose to specialize in education law. In my time at Thrun, school personnel and boards of education reinforced my choice. I remain impressed with your professionalism, dedication, and courage. I am grateful for the rewarding work that challenged and inspired me, but look forward to calmer days and new adventures.

Thank you for your many years of collaboration, support, confidence, and friendship.

Very truly yours,
THRUN LAW FIRM, P.C.

LS
Lisa L. Swem

We could write a book on our adventures, but no one would believe some of the issues we dealt with!

Go Trojans!

LLS/jmw/sew

c: Cristina Patzelt

2022-2023 Muskegon County School Report Cards

	Designation	Proficiency	Growth	Graduation	English Learner Progress	Peer Performance	Student Subgroup Performance	Attendance	Assessment Participation
Fruitport									
Beach	Reward	A	A	N/A	N/A	A	Significantly Above Average	Average	Significantly Above Average
Edgewood	None	C	B	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Shettler	Reward	A	A	N/A	N/A	A	Significantly Above Average	Average	Significantly Above Average
Middle School	None	C	B	N/A	N/A	C	Significantly Above Average	Below Average	Significantly Above Average
High School	None	C	C	A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average
Holton									
Elementary	None	C	C	N/A	N/A	B	Significantly Above Average	Average	Significantly Above Average
Middle School	None	D	C	N/A	N/A	D	Average	Average	Significantly Above Average
High School	None	C	C	A	N/A	C	Average	Average	Significantly Above Average
Mona Shores									
Campbell	None	C	B	N/A	N/A	C	Significantly Above Average	Average	Significantly Above Average
Churchill	Reward	A	B	N/A	N/A	C	Significantly Above Average	Above Average	Significantly Above Average
Lincoln Park	Reward	B	A	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Ross Park	None	B	B	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Middle School	None	C	B	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
High School	None	B	B	A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Montague									
Oehrli	None	B	B	N/A	N/A	B	Significantly Above Average	Average	Significantly Above Average
NBC Middle School	None	C	B	N/A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average
High School	None	C	C	A	N/A	F	Significantly Above Average	Below Average	Significantly Above Average
Muskegon									
Bunker	None	D	B	N/A	N/A	F	Significantly Below Average	Significantly Below Average	Significantly Below Average
Marquette	None	D	C	N/A	D	F	Below Average	Significantly Below Average	Significantly Below Average
Moon	None	F	D	N/A	N/A	D	Average	Below Average	Significantly Above Average
Middle School	None	D	C	N/A	D	F	Below Average	Significantly Below Average	Significantly Above Average
High School	None	D	D	B	D	D	Average	Significantly Below Average	Above Average
Muskegon Heights									
Edgewood	None	N/A	N/A	N/A	N/A	N/A	N/A	Significantly Below Average	N/A
Martin Luther King	None	F	D	N/A	N/A	D	Significantly Below Average	Significantly Below Average	Significantly Above Average
MH Academy	None	F	F	B	N/A	D	Significantly Below Average	Significantly Below Average	Above Average
North Muskegon									
Elementary	None	B	B	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Middle School	Reward	A	A	N/A	N/A	B	Significantly Above Average	Average	Significantly Above Average
High School	None	B	B	A	N/A	C	Significantly Above Average	Average	Significantly Above Average
Oakridge									
Lower Elementary	None	C	N/A	N/A	N/A	B	Significantly Above Average	Below Average	Significantly Above Average
Upper Elementary	None	C	C	N/A	N/A	D	Above Average	Below Average	Significantly Above Average
Middle School	None	C	C	N/A	N/A	D	Average	Below Average	Significantly Above Average
High School	None	C	C	A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average

2022-2023 Muskegon County School Report Cards

Orchard View									
Cardinal	None	D	C	N/A	N/A	D	Average	Below Average	Significantly Above Average
Early Elementary	None	N/A	N/A	N/A	N/A	N/A	N/A	Below Average	N/A
Middle School	None	D	C	N/A	N/A	D	Below Average	Below Average	Significantly Above Average
High School	None	D	D	A	N/A	D	Average	Below Average	Significantly Above Average
Ravenna									
Beechnau	None	C	C	N/A	N/A	F	Average	Average	Significantly Above Average
Middle School	None	C	C	N/A	N/A	D	Below Average	Average	Significantly Above Average
High School	None	C	C	A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average
Reeths-Puffer									
Central	None	C	C	N/A	N/A	F	Average	Average	Significantly Above Average
Pennsylvania	None	N/A	N/A	N/A	N/A	N/A	N/A	Above Average	N/A
R-P Elementary	Reward	C	A	N/A	N/A	C	Significantly Above Average	Below Average	Significantly Above Average
Twin Lake	Reward	B	A	N/A	N/A	D	Significantly Above Average	Average	Significantly Above Average
Intermediate	None	C	B	N/A	N/A	F	Above Average	Below Average	Significantly Above Average
Middle School	None	C	B	N/A	N/A	C	Significantly Above Average	Below Average	Significantly Above Average
High School	None	C	C	A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average
Three Oaks									
Three Oaks	Reward	C	C	N/A	N/A	A	Significantly Above Average	Significantly Below Average	Significantly Above Average
Timberland									
Timberland	None	D	C	N/A	C	C	Significantly Above Average	Significantly Below Average	Significantly Above Average
Whitehall									
Shoreline	None	N/A	N/A	N/A	N/A	N/A	N/A	Below Average	N/A
Ealy	None	B	B	N/A	N/A	B	Significantly Above Average	Average	Significantly Above Average
Middle School	None	B	B	N/A	N/A	B	Average	Below Average	Significantly Above Average
High School	None	B	C	A	N/A	D	Significantly Above Average	Below Average	Significantly Above Average

Alternative and Adult Ed Credit Proposal

Current	Proposed Change
All students need 22 credits to graduate	Alternative Ed and Adult Ed students would need the state minimum of 18 credits to graduate
FHS and FAHS students receive FHS diploma	FAHS students would participate in the same ceremony, but would have a different diploma

Credit Requirements for Alternative and Adult Ed

Current

- 4 credits in ELA
- 4 credits in Math
- 3 credits in Science
- 3 credits in Social Studies
- 1 credit in PE + Health
- 1 credit in Visual, Performing or Applied Arts
- 2 credits in World Language
- **4 credits in Electives**

Proposed

- 4 credits in ELA
- 4 credits in Math
- 3 credits in Science
- 3 credits in Social Studies
- 1 credit in PE + Health
- 1 credit in Visual, Performing or Applied Arts
- 2 credits in World Language

Questions for building teams to consider...

1. What questions do you have about the changes?
2. Do you see any downsides to the change?
3. What thoughts do you have about making an “immediate” switch for 2024-25 vs. a phase-in?
 - a. Class of 2024 = 20 credits to graduate
 - b. Class of 2025 = 19 credits to graduate
 - c. Class of 2026 = 18 credits to graduate

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachments # IX-1 through IX-7

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

- Bill Listing
- Monthly Financial Report
- Student Activity Summary Report
- Credit Card and Utilities Report
- Transfers and ACH Transactions
- Personnel Report
- Special Meeting Minutes – December 18, 2023 (5:30 p.m. and 6:00 p.m. meetings)

Background Information:

See attached

Financial Impact:

Recommended Action:

Approval of the Consent Agenda, as presented.

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin ___ Hazekamp
 ___ Kelly ___ Meeuwenberg



**FRUITPORT COMMUNITY SCHOOLS
BILL LIST
Month of December 2023**

<u>FUND</u>	<u>AMOUNT</u>
GENERAL FUND	\$225,028.96
EARLY CHILDHOOD CENTER	\$88.28
FOOD SERVICE	\$122,220.10
COOPERATIVE EDUC (ISD) - TECH MILLAGE	\$10,285.68
DEBT SERVICE FUND 2010	\$1,000.00
GRAND TOTAL	<u><u>\$358,623.02</u></u>

Fruitport Community Schools Monthly Financial Report 12/31/2023

		GENERAL FUND	SCHOOL SERVICE FUNDS			CAPITAL PROJECTS					Totals
			Food Service	Tech/Security	ECC	Bldg & Site	Capital Projects 2021	2010	2017	2021	
Beginning Fund Balance:		5,089,704	432,824	582,640	713,947	1,534,325	5,449,435	142,624	639,207	117,048	
Revenues:											
Budgeted revenues:		38,563,198	1,585,296	557,500	866,500	-	-	-	-	-	
Actual revenues:											
	Jul.	2,242,646	-	-	80,122	18,309	17,109	5,047	15,862	3,965	2,383,060
	Aug.	355,419	7,797	8,174	73,356	4,926	16,998	90,278	283,738	70,923	911,609
	Sep.	1,091,368	27,999	45,940	79,142	5,354	16,057	213,400	670,702	167,649	2,317,610
	Oct.	2,494,653	213,375	20	86,929	5,575	15,570	5,834	18,337	4,583	2,844,878
	Nov.	5,130,856	95,614	180,396	73,732	5,444	14,527	717,804	1,926,061	481,440	8,625,874
	Dec.	2,687,676	9,362	-	-	-	-	-	-	-	2,697,038
Total Actual Revenues		14,002,619	354,148	234,530	393,281	39,607	80,262	1,032,363	2,914,699	728,560	19,780,069
Pro Rated budget Variance to date: Rev		5,278,980.46	438,500.42	44,220.38	39,968.96						
Expenses:											
Budgeted expenditures:		(38,956,169)	(1,739,666)	(318,410)	(1,021,305)	-	-	-	-	-	
Actual expenditures: ^											
	Jul.	(828,016)	(23,297)	(17,657)	(45,401)	(5,000)	46,657	-	-	-	(872,713)
	Aug.	(996,253)	(121,773)	(63,511)	(74,294)	(520,000)	(171,655)	-	-	-	(1,947,485)
	Sep.	(3,763,062)	(145,776)	(10,470)	(110,327)	-	(9,228)	-	-	-	(4,038,865)
	Oct.	(3,010,751)	(303,582)	(12,096)	(80,945)	-	(338,819)	(124,500)	(1,099,400)	(105,875)	(5,075,968)
	Nov.	(2,999,863)	(75,431)	(19,986)	(82,271)	-	(137,442)	-	-	-	(3,314,993)
	Dec.	(2,674,227)	(189,629)	(13,194)	(22,463)	-	(21,306)	(1,000)	-	-	(2,921,820)
Total Actual Expenses		(14,272,173)	(859,488)	(136,913)	(415,702)	(525,000)	(631,792)	(125,500)	(1,099,400)	(105,875)	(18,171,843)
Pro Rated budget Variance to date: Exp		(5,205,911.52)	(10,344.60)	(22,291.82)	(94,950.86)						
Ending Balance to date:		4,820,150	(72,517)	680,256	691,526	1,048,932	4,897,905	1,049,487	2,454,506		
Projected Ending Balance:		4,696,733	278,454	821,730	559,142	1,534,325	5,449,435	142,624	639,207		
Revenues over(under) Expenses to date:										1,608,226	
^Fifth Third Bank auto deductions have been included in actual expenditure totals											

Fruitport Community Schools
Student Activity Summary Report
Month ending December 31, 2023

Student Activity Sub Totals	BEGINNING BALANCE	NET CHANGE	ENDING BALANCE
District Wide Student Activity Accounts	77,369.04	32.00	77,401.04
Beach Elementary Student Activity Accounts	1,996.08	4,336.29	6,332.37
Edgewood Elementary Student Activity Accounts	45,909.10	18,771.57	64,680.67
High School Class of Student Activity Accounts	7,966.47	-	7,966.47
High School Athletic Student Activity Accounts	125,958.38	(19,887.48)	106,070.90
High School Student Activity Accounts	248,171.22	(12,465.68)	235,705.54
Middle School Student Activity Accounts	37,699.47	7,933.07	45,632.54
Shettler Elementary Student Activity Accounts	40,256.93	4,711.28	44,968.21
Alt. High School Student Activity Accounts	600.44	-	600.44
Millionaire Party Accounts	14,608.04	(800.00)	13,808.04
Total Student Activity Fund	\$ 600,535.17	\$ 2,631.05	\$ 603,166.22

Credit Card and Utilities Detail
For the month ending December 31, 2023

	July	August	September	October	November	December	January	February	March	April	May	June	Total
Utilities:													
Consumers	\$ 576.76	\$ 769.55	\$ 815.10	\$ 274.08	\$ 1,199.23	\$ 987.39							\$ 4,622.11
Frontier	\$ 46.82	\$ 46.89	\$ 46.94	\$ 46.94	\$ 47.62	\$ 47.62							\$ 282.83
MISEC	\$ 28,332.91	\$ 27,808.37	\$ 26,951.62	\$ 30,850.42	\$ 1,773.41	60,473.76							\$ 176,190.49
Total Utilities	\$ 28,956.49	\$ 28,624.81	\$ 27,813.66	\$ 31,171.44	\$ 3,020.26	\$ 61,508.77	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 181,095.43
Credit Cards:													
General Fund	\$ 62,280.88	\$ 99,693.24	\$ 106,624.86	\$ 75,459.39									\$ 344,058.37
Early Childhood	\$ 2,173.76	\$ 4,845.71	\$ 2,832.47	\$ 4,455.62									\$ 14,307.56
Tech/Security Millage	\$ 1,795.63	\$ 5,005.08	\$ 1,441.43	\$ 2,734.34									\$ 10,976.48
Student Activities	\$ 2,802.76	\$ 15,785.19	\$ 25,227.62	\$ 39,781.54									\$ 83,597.11
Total Credit Card Charges	\$ 69,053.03	\$ 125,329.22	\$ 136,126.38	\$ 122,430.89	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 452,939.52

***Credit cards are always a month behind

		December 2023 Transfers		
Payment Date	Debit Account Desc	Credit Account Desc		Amount
12/7/2023	Checking - General Fnd Inv - USD	Checking - Payroll - USD ***12/8/23 Payroll & ORS Transfer		\$ 932,546.59
12/8/2023	Checking - General Account - USD	Checking - Debt Retirement Acct - USD ***Deposit Correction		\$ 5.15
12/21/2023	Checking - General Fnd Inv - USD	Checking - Payroll - USD ***12/22/23 Payroll, ORS, & 147c Transfer		\$ 1,287,347.38
12/27/2023	Checking - General Fnd Inv - USD	Checking - Payroll - USD ***2024 HSA Transfer		\$ 400,000.00
		Total Transfers in December		<u>\$ 2,619,899.12</u>

Personnel Report – January 15, 2024

It is recommended that the following candidates be offered contracts and/or salary increases pending final approval from the Board of Education:

Gregory Chye – High School Interventionist
Kristina Dixon – Transportation
Diana Hulett - Transportation
Kaira Jeter – Instructional Assistant – Edgewood ASD Classroom
Kimberlee Trusty – Noon Supervisor (Shettler)

The following staff members will Resign/Retire/Reduce Hours/Transfer:

Amber Reilly – Student Support Specialist Assistant (Beach)

The following positions are currently posted:

Behavior Services Coordinator
Bus Aide
Bus Driver
Instructional Assistant – Multiple Positions
Premier Substitute Teacher
Robotics Coach
School Psychologist
Spanish Teacher and ELL Coordinator
Special Education Supervisor – ESU
Student Support Specialist Assistant
Year Round Child Care Assistant

Jason Bogue
Beach Elementary School
2741 Hts Ravenna Road
Muskegon, MI 49444

December 14, 2023

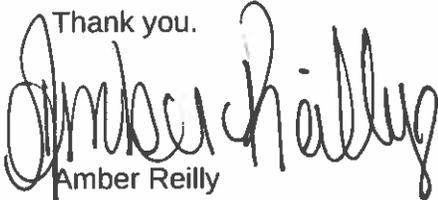
RE: Letter of Resignation

Dear Mr. Bogue,

Please accept this letter as my resignation from my position as Behavior Intervention Specialist at Beach Elementary School effective January 5th 2024.

This position has been immensely rewarding and meaningful. It has allowed me a deeper understanding of people, relationships, and myself which will benefit me for the rest of my life. This decision has been difficult as I am leaving so many students who I have invested so much of my heart and soul into over the last 13 years. However, at this point I need to make the selfish decision to put my family's financial future before my heart.

Thank you.

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

Amber Reilly
2955 East Broadway Ave
Muskegon, MI 49444

Memo

To: FCS Board of Education
From: Allison Camp, Curriculum Director
Date: December 21, 2023
Re: Recommendation for Hire

When we posted for an additional Math and Science Interventionists for the high school, we did not have any applicants. However, one of the candidates that we had interviewed for a position that we had posted for the middle school seemed like he would be a great fit for the job. His name is Greg Chye. Greg has most recently worked as a Technology teacher at Fairfax County Public Schools in Virginia and prior to that he was a science and math teacher for Pentwater Public Schools. Greg has his Bachelor of Science degree from Michigan Technological University.

I am very excited to recommend that Greg be hired to officially join the FCS team!

Gregory A. Chye

4483B Beacon Grove Circle
Fairfax, VA 22033
(231) 233-4778 (cell phone)
gachye@gmail.com

EDUCATION

Michigan Technological University, Houghton, MI

- Professional Teaching Certificate: Physical Science (DX) Major And Mathematics Minor (EX), Certificate # PF0000000864222
 - Mathematics and Technology Education in VA, License #: PROV-0656160
 - Bachelor of Science in Chemical Engineering 2002
-

TEACHING EXPERIENCE

Technology/AVID Teacher

(2021-Current)

Fairfax County Public Schools (Falls Church, VA)

- Instructed and influenced students in the areas of STEM design, STEM engineering and college readiness

Science/Mathematics Teacher

(2013-2021)

Pentwater Public School (Pentwater, MI)

- Instructed and influenced students in the areas of calculus, physics, algebra, computer coding, and 7th grade math and science

Teacher Leader for 2016 Cyber Discover Camp

(Summer 2016)

Eastern Michigan University (Ypsilanti, MI)

- Facilitated the a week-long experience into mathematics, engineering, science, and the humanities (MESH)

Instructor/Mason-Lake Oceana Mathematics and Science Center

(Summer 2015)

Pentwater Public School (Pentwater, MI)

- Instructed middle school students in exploring the engineering design process by constructing various engineering feats.

Mathematics/STEM Teacher at an Alternative School

(Spring and Fall 2012)

Oceana High School (Rothbury, MI)

- Instructed and influenced students in the areas of algebra, geometry, algebra II, essentials of algebra, business math, and STEM.

6th grade Science/Mathematics Teacher

(Spring 2011)

Reeths-Puffer Intermediate School (North Muskegon, MI)

- Instructed and influenced students in the areas of 6th grade science and mathematics for 44 days as a long-term substitute teacher.

Science/Mathematics Teacher

(2007-2010)

Hesperia High School (Hesperia, MI)

- Instructed and influenced students in the areas of geometry, algebra, chemistry, physics, biology, and 8th grade science.

Science/Mathematics Teacher (2005-2007)

Ladysmith High School (Ladysmith, WI)

- Instructed and influenced students in the areas of introductory chemistry, advanced chemistry, geometry, consumer's math, pre-algebra, and as the academic advisor.

Instructor/Coordinator for Michigan Tech's Summer Youth Program (2006)

Michigan Technological University (Houghton, MI)

- Instructed high school students in what it is to be a chemical engineer
- Coordinated the Summer Youth Program for the Department of Chemical Engineering at Michigan Tech

OTHER WORK EXPERIENCE

Data Entry Technician (Summer 2016, 2017)

LG Chem Michigan Inc. (Holland, MI)

- Lead the overhaul of the operator training program in the Electrode Department

Production Supervisor (Summer 1999, 2001, 2003)

Peterson Farms Inc. (Shelby, MI)

- Supervised production lines for preprocessing of tart cherries, sweet cherries, blue berries, asparagus, peaches, apples, asparagus puree and cherry puree.
- Performed trouble-shooting to production lines, start-up/shut-down of production lines, and people management.
- Worked with quantity and quality control

Contract Worker (Summer 2013)

USS Silversides Submarine Museum (Muskegon, MI)

- Coordinated the redevelopment of the Submersible Remote Operated Vehicles at the USS Silversides Submarine Museum.

ACTIVITIES

- Westfield STEM Club Advisor 2023
- FAA Part 107 Certified Drone Pilot Summer 2019
- JV Girls Basketball Coach at Pentwater 2015-2021
- Add+Vantage Math Recovery Fractions 2018-2019
- Middle School Science Instructional Modeling Summer 2018
- AP Computer Science Principles Summer 2018
- 3D printing (MatterControl with a Rostock Max v2) 2016-2019
- Physics Instructional Modeling Summer 2015
- 7th/8th grade Boys and Girls Basketball Coach at Pentwater 2013-2015
- STEM Teacher/Coach for Oceana High School Fall 2012
STEM of Cell Phones and Wireless Communication (Square One Education Network)
Introduction to Underwater ROV Workshop (Square One Education Network)
Intermediate Underwater ROV Workshop (Square One Education Network)
- E-MATHS Participant 2012-2013
- 7th/8th grade Boys Basketball Coach at Hesperia 2008-2012
- Ladysmith High School Chess Club Advisor 2005-2007
- Michigan First Lego League Co-coach at Hancock Middle School 2004
- Assistant Coach of Hesperia Boys' Varsity Basketball Team 2002-2004
- MTU's The Troupe (comedic improvisation ensemble) 2000-2002 & 2004-2005

REFERENCES

Xiara M. Davis

Assistant Principal, HS Region 5
4700 Stonecroft Blvd.
Chantilly VA 20151
703-488-6360 office
703-485-5370 (personal)
xmdavis@fcps.edu

Scott Karaptian, Ph.D.

Superintendent/Principal
Pentwater Public Schools
600 E. Park Street
Pentwater, MI 49449
231-869-4100 ext. 213
269-377-4113 (personal)
skaraptian@pentwater.k12.mi.us

Mary Marshall

Professional Practice Improvement Specialist
DoDEA Europe (U.K.)
4800 Mark Center Drive
Alexandria, VA 22350
734-780-6834 (personal)
pentwatermary@gmail.com (personal)

Laura Waterman

Assistant Principal, HS Region 5
4700 Stonecroft Blvd.
Chantilly VA 20151
703-488-6549 office
703-862-0473 (personal)
lkwaterman@fcps.edu

Lisa Wagner

Vice Principal
Pentwater Public School
600 E. Park Street
Pentwater, MI 49449
231-869-4100 ext. 247
231-672-5705 (personal)
lwagner@pentwater.k12.mi.us

Erika Fatura

Science Teacher
Pentwater Public School
600 E. Park Street
Pentwater, MI 49449
231-869-4100 ext. 243
231-852-0183 (personal)
efatura@pentwater.k12.mi.us

Kaira Jeter

CASHIER/ SALES ASSOCIATE

Muskegon, MI 49444

kairajeter2_voc@indeedemail.com

+1 762 772 3154

Seeking full or part time employment, where I'm able to use my skills and personal experiences, proving to be an excellent candidate for your company.

Willing to relocate: Anywhere

Authorized to work in the US for any employer

Work Experience

Work Study Student

Athens technical college - Athens, GA

January 2021 to May 2022

Cleaned classroom, typed up paperwork, graded papers, filed important documents, graded tests.

America Reads Tutor

AmeriCorps - Muskegon, MI

August 2017 to August 2018

This position requires time managing skill, patience, working with kids ages 3-4 to learning essential reading skills such as identifying numbers and letters. Also tutor the children to get ready for a state test that will allow the students to excel to the next grade level.

CASHIER/ SALES ASSOCIATE

WAL-MART SUPERMARKET - North Muskegon, MI

July 2016 to February 2017

RECOVERY, MAKING SURE EVERY CUSTOMER IS SATISFIED, GREETING THE CUSTOMER, RINGING UP CUSTOMERS ITEMS WITH A SMILE.

CASHIER

DOLLAR GENERAL - Muskegon, MI

August 2014 to May 2015

STOCKING, ASSISTING CUSTOMERS, CLEANING, AND MAKING SURE SHELVES WERE ORGANIZED.

machine operator

MAGNA MIRRORS LOWELL - Holland, MI

August 2013 to November 2013

Cut and shape glass for car mirrors then place them on conveyor to weld them into one mirror and clean mirrors once they are welded together.

PRESS OPERATOR

Challenge manufacturing company - Holland, MI

November 2012 to January 2013

Stack car parts and check for fractures or splits, then pack correct parts in a shipping bins making sure the bins have correct labels on them. Also clean area: (includes sweep, mop, paint, throw foils away), change coils.

Home Health Aide

Jeanetta Jeter - Muskegon, MI

August 2011 to November 2012

- Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
- Check patients' pulse, temperature, and respiration.
- Provide patients with help moving in and out of beds, baths, wheelchairs, or automobiles and with dressing and grooming.
- Care for patients by changing bed linens, washing and ironing laundry, cleaning, or assisting with their personal care.
- Entertain, converse with, or read aloud to patients to keep them mentally healthy and alert.
- Administer prescribed oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensure patients take their medicine.
- Plan, purchase, prepare, or serve meals to patients or other family members, according to prescribed diets.
- Accompany clients to doctors' offices or on other trips outside the home, providing transportation, assistance, and companionship.
- Direct patients in simple prescribed exercises or in the use of braces or artificial limbs.
- Provide patients and families with emotional support and instruction in areas such as caring for infants, preparing healthy meals, living independently, or adapting to disability or illness.

Babysitter

Andrika Blackshire - Muskegon, MI

May 2009 to May 2010

- Maintain a safe play environment.
- Dress children and change diapers.
- Observe and monitor children's play activities.
- Communicate with children's parents or guardians about daily activities, behaviors, and related issues.
- Sanitize toys and play equipment.
- Keep records on individual children, including daily observations and information about activities, meals served, and medications administered.
- Support children's emotional and social development, encouraging understanding of others and positive self-concepts.
- Identify signs of emotional or developmental problems in children and bring them to parents' or guardians' attention.
- Assist in preparing food and serving meals and refreshments to children.
- Instruct children in health and personal habits, such as eating, resting, and toilet habits.

Education

Technical certification of credit in Early Childhood Education

Athens Technical College - Athens, GA

January 2020 to Present

Associate in Science (AS) in Early Childhood Education

Athens Technical College - Athens, GA

January 2020 to Present

Diploma in General

Muskegon Community College

High school diploma or GED

Skills

- PROBLEM-SOLVING (10+ years)
- Crew Member (5 years)
- Communications (10+ years)
- Teaching (2 years)
- problem solving
- Typing (10+ years)
- Customer Service (9 years)
- Customer Support (7 years)
- Customer Care (8 years)
- Organizational Skills (9 years)
- Powerpoint (4 years)
- Public Speaking (4 years)
- Filing (5 years)
- Photoshop (2 years)
- Infant Care
- Babysitting
- Childcare
- Personal Assistant Experience
- Toddler Care
- Experience with Children
- Case Management
- Home Care
- B2B sales
- Tutoring
- Event Planning
- Caregiving
- Early Childhood Education
- Mentoring
- Research
- Classroom Management
- Special Education

- Math
- Food Preparation
- Meal Preparation
- Autism Experience
- Cleaning Experience
- Fundraising
- Curriculum Development

Certifications and Licenses

Home Health Aide

January 2008 to August 2014

AED Certification

January 2022 to January 2024

CPR Certification

January 2022 to January 2024

First Aid Certification

January 2022 to January 2024

Teaching Certificate

Present

Assessments

Early childhood development — Proficient

September 2023

Knowledge of the development of children ages 0-3 and of ways to foster that development

Full results: [Proficient](#)

Attention to detail — Proficient

September 2023

Identifying differences in materials, following instructions, and detecting details among distracting information

Full results: [Proficient](#)

Work style: Reliability — Proficient

May 2023

Tendency to be reliable, dependable, and act with integrity at work

Full results: [Proficient](#)

Sales skills — Proficient

January 2023

Influencing and negotiating with customers

Full results: [Proficient](#)

Work style: Professionalism — Proficient

January 2023

Tendency to be accountable, professional, open to feedback, and act with integrity at work

Full results: [Proficient](#)

Customer focus & orientation — Proficient

September 2023

Responding to customer situations with sensitivity

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Groups

Great Start to Quality

April 2016 to Present

Set up learning groups with parents and kids. Distribute books to the local and extended community also attend various training's to obtain better knowledge of situations within our community.

Additional Information

RELEVANT SKILLS & EXPERIENCE

Relative skills for care giving

- Talking to others to convey information effectively
- Providing personal assistance, medical attention, emotional support, or other personal care to others such as co workers, customers, or patients.
- Understanding the implications of new information for both current and future problem-solving and decision-making.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Being aware of others' reactions and understanding why they react as they do.
- Actively looking for ways to help people.

Relative Skills for caring for kids

- Managing one's own time and the time of others
- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.



Fruitport Community Schools
SPECIAL BOARD MEETING
Monday, December 18, 2023 – 5:30 p.m.

Location:

Fruitport Community Schools Central Office
Board of Education Meeting Room
3255 E. Pontaluna Rd.
Fruitport, MI 49415

MINUTES

I. CALL to ORDER

The Special Meeting of the Board of Education was called to order at 5:30 p.m. by Board President, Dave Hazekamp.

II. ROLL CALL

Present – Elroy Buckner, Kris Cole, Susan Franklin, Dave Hazekamp, Steve Kelly, JB Meeuwenberg; Absent: Tim Burgess.

III. APPROVAL OF AGENDA

Item 23-176. MOTION by Cole, SECOND by Buckner to approve the agenda, as presented.

MOTION CARRIED: 6-0; 1 absent.

IV. REMARKS FROM THE PUBLIC: None

V. GENERAL BOARD BUSINESS

A. Approval of Regular Board Meeting Minutes of December 11, 2023

Item 23-177. MOTION by Cole, SECOND by Buckner to approve the Regular Board Meeting Minutes of December 11, 2023, as presented.

MOTION CARRIED: 6-0; 1 absent.

B. Board Resolution for Student Discipline: Student 7197109203

Item 23-178. MOTION by Franklin, SECOND by Buckner to approve the Board resolution for student discipline for a student whose identity is known to the Board as Student 7130466023, as amended. The resolution was amended to reflect that the parent and student did not attend the meeting, and that the meeting was held in open session. The student shall be expelled for a minimum of 180 school days, but may apply for reinstatement to the Board of Education after 150 school days. The student shall provide evidence of regular attendance in counseling during the period of expulsion, and meet all other conditions of reinstatement at the time of application for reinstatement. The student will remain permanently expelled from Fruitport Community Schools until such time as the Board of Education reinstates the student.

Roll call: Buckner - yes, Cole - yes, Franklin - yes, Hazekamp - yes, Kelly - yes, Meeuwenberg - yes; Burgess - absent.

MOTION CARRIED: 6-0; 1 absent.

VI. ADJOURNMENT

Item 23-179. MOTION by Buckner, SECOND by Franklin to adjourn.

MOTION CARRIED: 6-0; 1 absent.

The meeting adjourned at 5:55 p.m.

Respectfully submitted,

Susan Franklin, Board Secretary

Jason Kennedy, Acting Recording Board Secretary



Fruitport Community Schools
SPECIAL BOARD MEETING
Monday, December 18, 2023 – 6:00 p.m.

Location:

Fruitport Community Schools Central Office
Board of Education Meeting Room
3255 E. Pontaluna Rd.
Fruitport, MI 49415

MINUTES

I. CALL to ORDER

The Special Meeting of the Board of Education was called to order at 6:00 p.m. by Board President, Dave Hazekamp.

II. ROLL CALL

Present – Elroy Buckner, Kris Cole, Susan Franklin, Dave Hazekamp, Steve Kelly, JB Meeuwenberg; Absent: Tim Burgess.

III. APPROVAL OF AGENDA

Item 23-180. MOTION by Buckner, SECOND by Cole to approve the agenda, as presented.

MOTION CARRIED: 6-0; 1 absent.

IV. REMARKS FROM THE PUBLIC: None

V. GENERAL BOARD BUSINESS

- A. Closed Session Student Discipline Hearing Pursuant to Michigan Open Meetings Act Section 8(b) - Student: 7130466023

Item 23-181. MOTION by Franklin, SECOND by Buckner to enter into closed session at 6:01 p.m. pursuant to Section 8(b) of the Michigan Open Meetings Act, and upon the written request of the student's parent, for the purpose of conducting a hearing to consider the discipline of a student whose identity is known to the Board as Student 7130466023.

Roll call: Buckner - yes, Cole - yes, Franklin - yes, Hazekamp - yes, Kelly - yes, Meeuwenberg - yes; Burgess - absent.

MOTION CARRIED: 6-0; 1 absent.

B. Return to Open Session

Item 23-182. MOTION by Franklin, SECOND by Cole to return to open session at 6:20 p.m.

Roll call: Buckner - yes, Cole - yes, Franklin - yes, Hazekamp - yes, Kelly - yes, Meeuwenberg - yes; Burgess - absent.

MOTION CARRIED: 6-0; 1 absent.

C. Board Resolution for Student Discipline: Student 7130466023

Item 23-183. MOTION by Franklin, SECOND by Kelly to approve the Board resolution for student discipline for a student whose identity is known to the Board as Student 7130466023. The student shall be expelled for a minimum of 180 school days, but may apply for reinstatement to the Board of Education after 150 school days. The student shall provide evidence of regular attendance in counseling during the period of expulsion, and meet all other conditions of reinstatement at the time of application for reinstatement. The student will remain permanently expelled from Fruitport Community Schools until such time as the Board of Education reinstates the student.

Roll call: Buckner - yes, Cole - yes, Franklin - yes, Hazekamp - yes, Kelly - yes, Meeuwenberg - yes; Burgess - absent.

MOTION CARRIED: 6-0; 1 absent.

VI. ADJOURNMENT

Item 23-184. MOTION by Buckner, SECOND by Franklin to adjourn.

MOTION CARRIED: 6-0; 1 absent.

The meeting adjourned at 6:46 p.m.

Respectfully submitted,

Susan Franklin, Board Secretary

Jason Kennedy, Acting Recording Board Secretary

Business and Finance Committee

Monday, January 8, 2024

6:00 p.m., Superintendent's Office

Meeting Minutes



Attendance: Kris Cole, Jason Kennedy, Elroy Buckner, Jessica Wiseman, and Mark Mesbergen

1. Superintendent's Evaluation Process

Jason gave an update on the process for his evaluation for the year ending December 31, 2023.

2. Collective Bargaining Process and Calendar Negotiations

Jason shared with the Committee two rough drafts from the MAISD and another local district's preliminary calendar. The MAISD states that each district needs to get close to the CTC calendar to avoid a State Aid penalty. The upcoming calendar, along with many other language items, will need to get bargained in the upcoming contract.

3. Other - Budgets

Mark presented the budget amendments for all of the funds. Mark went into detail about those high level changes.

Meeting adjourned at 6:34 p.m.

Respectfully submitted by Mark Mesbergen

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachment #

From: Mark Mesbergen

Subject to be Discussed and Policy Reference:

Approval of Budget Appropriations Act of the 2023-24 General Fund.

Background Information:

Budgets are reviewed periodically as funding information becomes available, and as events occur during the fiscal year. Budgets are amended to align with projected revenues and expenditures.

Financial Impact:

Provides for proper authority to expend these funds.

Recommended Action:

Approval of general fund budget amendment as presented in attached document. **Roll Call Vote...**

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin

___ Hazekamp ___ Kelly ___ Meeuwenberg

GENERAL APPROPRIATIONS ACT
Resolution for Adoption by the Board of Education of the
Fruitport Community Schools District

RESOLVED, that this resolution shall be the GENERAL APPROPRIATIONS ACT of the Fruitport Community Schools district for the fiscal year 2023-24, an ACT to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all income received by the Fruitport Community Schools district.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriations in the GENERAL FUND of the Fruitport Community Schools district for fiscal year 2023-24 is as follows:

Code #

<u>REVENUES:</u>	<u>Original Budget</u>	<u>Amendment</u>
100 Local	\$ 3,612,755	\$ 4,100,230
300 State	\$ 30,111,196	\$ 31,499,577
400 Federal	\$ 3,322,426	\$ 2,972,055
500-600 Incoming Transfers	\$ 1,516,821	\$ 1,568,666
<u>Total Revenues</u>	<u>\$ 38,563,198</u>	<u>\$ 40,140,528</u>
<u>EXPENDITURES:</u>		
Instruction -		
110 Basic Program	\$ 15,414,596	\$ 15,254,843
120 Added Needs	\$ 6,962,182	\$ 7,110,560
130 Adult & Continuing	\$ 111,315	\$ 162,023
Total Instruction:	<u>\$ 22,488,093</u>	<u>\$ 22,527,426</u>
Support Services -		
210 Pupil	\$ 3,905,490	\$ 4,108,506
220 Instructional Staff	\$ 1,683,764	\$ 1,682,631
230 General Administration	\$ 598,228	\$ 623,521
240 School/Building Administration	\$ 2,125,081	\$ 2,117,792
250 Business	\$ 662,933	\$ 659,811
260 Operations & Maintenance of Plant	\$ 3,378,863	\$ 3,714,858
270 Transportation	\$ 2,529,790	\$ 2,702,837
280-290 Other	\$ 521,219	\$ 557,755
293 Athletics	\$ 812,767	\$ 853,666
Total Support Services:	<u>\$ 16,218,135</u>	<u>\$ 17,021,377</u>
300 Community Service	\$ 122,292	\$ 124,265
400-600 Outgoing Transfer & Fund Modifications	\$ 127,649	\$ 280,829
<u>Total Expenditures</u>	<u>\$ 38,956,169</u>	<u>\$ 39,953,897</u>
Excess Expenditures Over Revenues	<u>\$ (392,971)</u>	<u>\$ 186,631</u>

GENERAL APPROPRIATIONS ACT
 Resolution for Adoption by the Board of Education of the
 Fruitport Community Schools District

	<u>Original Budget</u>		<u>Amendment</u>	
Fund Balance Information				
Fund Balance 7/1/23				
Unassigned	\$ 5,079,019		\$ 5,354,713	
Assigned	\$ 10,685		\$ 13,599	
Fund Balance Impact Surplus/Deficit				
Unassigned	\$ (395,771)		\$ 183,831	
Assigned	\$ 2,800		\$ 2,800	
Projected Ending Fund Balance 2023-24				
Unassigned	\$ 4,683,248	12.0%	\$ 5,538,544	13.9%
Assigned	\$ 13,485		\$ 16,399	

FURTHER RESOLVED, that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement hitherto adopted. Changes in the amount appropriated shall require approval by the Board.

BE IT FURTHER RESOLVED, that the Superintendent is hereby charged with general supervision of the execution of the budget adopted by the Board and shall hold the department heads responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board of Education.

This act is to take effect on January 15, 2024.

MOTION by
 SUPPORT by
 ROLL CALL VOTE:

Motion _____

 President, Fruitport Board of Education

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachment #

From: Mark Mesbergen

Subject to be Discussed and Policy Reference:

Approval of the School Service Fund (Early Childhood & Preschool, Food Service Program and Technology and Security Millage) Budget Amendment for 2023-2024.

Background Information:

Budgets are reviewed periodically as funding information becomes available, and as events occur during the fiscal year. Budgets are amended to align with projected revenues and expenditures.

Financial Impact:

Provides for proper authority to expend these funds.

Recommended Action:

Approval of 2023-2024 School Service Fund budget amendment as presented in attached document. **Roll Call Vote...**

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin

___ Hazekamp ___ Kelly ___ Meeuwenberg

2023-2024 SCHOOL SERVICE FUND Resolution for Adoption by the Board of Education of Fruitport Community Schools.

RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the SCHOOL SERVICE FUND of Fruitport Community Schools for fiscal year 2023-24 be adopted as follows:

<u>Code #</u>	Original Budget				Proposed Amendment			
	Food Service	ECC	Tech Millage	Fiduciary Act.	Food Service	ECC	Tech Millage	Fiduciary Act.
REVENUES:								
100 Local	\$ 343,500	\$ 866,500	\$ 7,500	\$ 550,000	\$ 95,500	\$ 914,000	\$ 7,500	\$ 545,000
300 State	\$ 58,000	\$ -	\$ -	\$ -	\$ 382,703	\$ -	\$ -	\$ -
400 Federal	\$ 1,183,796	\$ -	\$ -	\$ -	\$ 1,534,618	\$ -	\$ -	\$ -
500-600 Incoming Transfers	\$ -	\$ -	\$ 550,000	\$ -	\$ -	\$ -	\$ 585,000	\$ -
Total Revenues	\$ 1,585,296	\$ 866,500	\$ 557,500	\$ 550,000	\$ 2,012,821	\$ 914,000	\$ 592,500	\$ 545,000

BE IT FURTHER RESOLVED, that the amount designated below of the total available to appropriate in the SCHOOL SERVICE FUND is hereby appropriated in the amounts and for the purposes set forth below:

	Original Budget				Proposed Amendment			
	Food Service	ECC	Tech Millage	Fiduciary Act.	Food Service	ECC	Tech Millage	Fiduciary Act.
EXPENDITURES:								
220 Instructional Staff	\$ -	\$ -	\$ 277,200	\$ -	\$ -	\$ -	\$ 332,200	\$ -
250 Business	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ 300	\$ -	\$ -
260 Operations & Maintenance	\$ -	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200	\$ -	\$ -
270 Transportation	\$ -	\$ 6,750	\$ -	\$ -	\$ -	\$ 6,750	\$ -	\$ -
280-290 Other	\$ 1,689,666	\$ -	\$ 38,210	\$ 555,000	\$ 1,979,146	\$ -	\$ 38,684	\$ 600,000
300 Community Service	\$ -	\$ 988,055	\$ -	\$ -	\$ -	\$ 1,051,381	\$ -	\$ -
400 Building Improvements	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,014	\$ -
600 Fund Modifications	\$ 50,000	\$ 25,000	\$ -	\$ -	\$ 50,000	\$ 25,000	\$ -	\$ -
Total Expenditures	\$ 1,739,666	\$ 1,021,305	\$ 318,410	\$ 555,000	\$ 2,029,146	\$ 1,084,631	\$ 373,898	\$ 600,000

2023-2024 SCHOOL SERVICE FUND Resolution for Adoption by the Board of Education of Fruitport Community Schools.

Fund Balance Information	Original Budget				Proposed Amendment			
	Food Service	ECC	Tech Millage	Fiduciary Act.	Food Service	ECC	Tech Millage	Fiduciary Act.
Fund Balance 7/1/23								
Committed fund balance								
Undesignated	\$ 432,824	\$ 868,752	\$ 343,550	\$ 461,730	\$ 721,510	\$ 831,050	\$ 486,637	\$ 586,565
Total Beginning Fund Balance	\$ 432,824	\$ 868,752	\$ 343,550	\$ 461,730	\$ 721,510	\$ 831,050	\$ 486,637	\$ 586,565
Surplus/Deficit	\$ (154,370)	\$ (154,805)	\$ 239,090	\$ (5,000)	\$ (16,325)	\$ (170,631)	\$ 218,602	\$ (55,000)
Projected Ending Fund Balance 2023-24	\$ 278,454	\$ 713,947	\$ 582,640	\$ 456,730	\$ 705,185	\$ 660,419	\$ 705,239	\$ 531,565

FURTHER RESOLVED, that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement hitherto adopted. Changes in the amount appropriated shall require approval by the Board.

BE IT FURTHER RESOLVED, that the Superintendent is hereby charged with general supervision of the execution of the budget adopted by the Board and shall hold the department heads responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board of Education. This act is to take effect on January 15, 2024.

MOTION by

SUPPORT by

ROLL CALL VOTE:

Motion:

President, Fruitport Board of Education



Personnel Committee
Monday, January 8, 2024
5:00 p.m.

MEETING MINUTES

Meeting Location:

Fruitport Community Schools Central Office
3255 E. Pontaluna Rd.
Fruitport, MI 49415

Attendance:

The meeting was called to order at 5:00 p.m. Dave Hazekamp, Steve Kelly, JB Meeuwenberg, and Jason Kennedy were present.

- 1. January 2024 Personnel Report** - The Committee reviewed the Personnel Report for January 2024. This report included each of the recommendations for new hire, resignations, retirement notices, and positions that are still posted and vacant in the District.
- 2. Superintendent's Evaluation Process** - The Committee reviewed the process for completing the evaluation of the Superintendent on January 15, 2024.
- 3. Other** - The Committee reviewed the following other items at the Board Committee meeting: an update on the Office for Retirement Services communication received by Districts, and an update on the negotiations process and sample calendars were discussed
- 4. Public Comment:** None
- 5. Adjournment:** The meeting was adjourned at 5:29 p.m.

Respectfully submitted by Jason Kennedy, Superintendent



Student Affairs Committee
Monday, January 8, 2024
5:30 p.m.

MEETING MINUTES

Meeting Location:

Fruitport Community Schools Central Office
3255 E. Pontaluna Rd.
Fruitport, MI 49415

Attendance:

The meeting was called to order at 5:34 p.m. with Susan Franklin, Dave Hazekamp, and Jason Kennedy present. Dave Hazekamp left the meeting at 5:45 p.m.

1. **Review of Muskegon County School Report Card Data** - The Committee reviewed recently released school report cards for each of the District schools in comparison to schools across Muskegon County. A spreadsheet was provided to the Committee that included grades, Reward School status, graduation rates, attendance rates, and peer comparison data.
2. **Thrun Law Firm Professional Staff Board Policy Updates** - The policies below are being updated by Thrun Law Firm to bring them into compliance with new legislative changes to the Michigan Public Employment Relations Act (PERA), the State School Aid Act, the Revised School Code, and the Teachers' Tenure Act. The Committee discussed and reviewed the second reading of the following policies:
 - a. 4108 - Union Activity and Representation
 - b. 4207 - Third Party Contracting
 - c. 4402 - Placement
 - d. 4403 - Performance Evaluation
 - e. 4404 - Performance Based Compensation
 - f. 4405 - Reduction in Force and Recall
 - g. 4407 - Discipline
 - h. 4408 - Termination
 - i. 4409 - Non-Renewal

- j. 4503 - Performance Evaluation
 - k. 4504 - Performance Based Compensation
3. **OK Conference Communication - December 21, 2023** - The Committee reviewed a communication from the OK Conference that was received by the District on December 21, 2023. This communication denied a petition by Caledonia Schools seeking to vacate the recent realignment of the OK Conference.
 4. **Strategic Plan Draft Review** - An updated draft of the strategic plan was reviewed with the Committee. This will be further reviewed by the Board on January 15, 2024.
 5. **Superintendent's Evaluation Process** - The Committee reviewed the process for completing the evaluation of the Superintendent on January 15, 2024.
 6. **Alternative and Adult Education Graduation Requirements** - The Committee reviewed a proposal from the Instructional Council to consider reducing the number of credits required for graduation from the Alternative and Adult Education programs from 22 credits to the State mandated 18 credit minimum requirement. All core course credits will still be required.
 7. **Other:** The Committee reviewed an update on the negotiations process and sample calendars. The Committee also discussed a desire to see the addition of a drama class and/or club added to offerings for students at the middle school and high school levels to support the addition of the new Performing Arts Center and great work that is already happening in this department to continue.
 8. **Public Comment:** None
 9. **Adjournment:** The meeting was adjourned at 5:56 p.m.

Respectfully submitted by Jason Kennedy, Superintendent

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachment #: XIII-2

From: Jason Kennedy

Subject to be Discussed and Policy Reference:
Thrun Law Firm Professional Staff Board Policy Updates

Background Information:

The policies below are being updated by Thrun Law Firm to bring them into compliance with new legislative changes to the Michigan Public Employment Relations Act (PERA), the State School Aid Act, the Revised School Code, and the Teachers' Tenure Act. It is recommended that the following policies be approved and adopted by the Board of Education:

- 4108 - Union Activity and Representation
- 4207 - Third Party Contracting
- 4402 - Placement
- 4403 - Performance Evaluation
- 4404 - Performance Based Compensation
- 4405 - Reduction in Force and Recall
- 4407 - Discipline
- 4408 - Termination
- 4409 - Non-Renewal
- 4503 - Performance Evaluation
- 4504 - Performance Based Compensation

Financial Impact:

None

Recommended Action:

To approve the second reading of the Thrun Law Firm Professional Staff Board Policy updates, as discussed.

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin
 ___ Hazekamp ___ Kelly ___ Meeuwenberg

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4108 *Union Activity and Representation*

The District will not engage in any of the following:

- interfere with, restrain, or coerce employees in the exercise of their rights under the Public Employment Relations Act (PERA);
- discriminate in regard to hire, terms, or other conditions of employment based on membership or non-membership in a labor organization;
- discriminate against an employee because he/she has given testimony or instituted proceedings under PERA;
- initiate, create, dominate, contribute to, or interfere with the formation or administration of any labor organization; and
- use public school resources to assist a labor organization in collecting dues or service fees from wages of public school employees, unless a collective bargaining agreement expressly permits dues or service fee deductions from wages. Upon the expiration of the collective bargaining agreement, the District is not obligated to collect labor organization dues or service fees. ~~[Optional: Unless prohibited by a collective bargaining agreement, the District may charge an administrative fee to the labor organization for collecting and processing dues and other deductions on the organization's behalf.]~~

This Policy must be implemented consistent with Policy 1101.

An employee who is subject to an investigatory interview that may result in discipline or reasonably believes that an investigatory interview may result in discipline may bring to the investigatory meeting another employee, or a union representative, if the employee is in an exclusively represented bargaining unit. If the employee's union representative of choice is not immediately available, the investigatory meeting need not be delayed and may proceed with another representative present.

The District may permit a union representative to attend other meetings, but is not obligated to do so unless required by law or by an applicable collective bargaining agreement. District administration is not required to inform an employee of the right to union representation.

An employee is not entitled to have legal representation present at an employment-related meeting with District administration unless the Superintendent or designee gives prior permission.

Legal authority: MCL 423.209, 423.210; *Janus v AFSCME*, Council 31, 138 S. Ct. 2448 (2018); *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4207 Third-Party Contracting

This Policy must be implemented consistent with Policy 1101. Unless expressly prohibited by a collective bargaining agreement and to the maximum extent permitted by law, the Board or designee may contract with third parties as determined by the Board.

Any selected third-party contractor must fully comply with Policies 2202 and 4205(C).

Legal authority: MCL 380.11a(3)

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4402-R Placement (Effective July 1, 2024)

This Policy must be implemented consistent with Policy 1101.

A. Teacher as Defined by Revised School Code Section 1249

The appropriate placement of effective teachers is an essential component in promoting student academic growth, educational outcomes, and quality educational services. The Superintendent or designee may make teacher placement decisions at their discretion consistent with this Policy.

Placement includes, but is not limited to, assignment, transfer, or the filling of a position with current staff or newly hired teachers. For vacant positions see Paragraph C (Vacancy).

Placement does not include reduction in force or recall decisions governed by Policy 4405.

1. Consistent with Revised School Code Section 1248, teacher placement decisions shall be based on the following clear and transparent factors:
 - a. Staffing the curriculum with the most effective, certified, and qualified teachers to instruct the applicable courses, grades, and school schedule.
 - b. Appropriate certification, approval, or authorization for all aspects of the assignment. The certification, approval, or authorization, as applicable, will be determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations.
 - c. Teacher placement decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 4403.
 - d. Teacher placement decisions will be guided by the following criteria:
 - i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), and department(s).
 - ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:
 - A) Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations; and

- B) Based on documentation on file with the Superintendent's office.
 - 1) A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
 - 2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.
- iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:
 - A) Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
 - B) Credentials needed for District, school, or program accreditation;
 - C) District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
 - D) Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
 - E) Disciplinary record, if any
 - F) Length of service in a grade level(s) or subject area(s);
 - G) Recency of relevant and comparable teaching assignments;
 - H) Previous effectiveness ratings;
 - I) Attendance and punctuality;
 - J) Rapport with colleagues, parents, and students;
 - K) Ability to withstand the strain of teaching;
 - L) Compliance with state and federal law; and
 - M) Other relevant factors as determined by the Superintendent or designee.

- e. Length of service may be considered as a tiebreaker if a teacher placement decision involves 2 or more teachers and all other factors distinguishing those teachers from each other are equal.

B. Placement of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

If a collective bargaining agreement or individual employment contract governs the Non-Teaching Professional's employment, the Superintendent or designee will comply with the applicable language on placement.

If a collective bargaining agreement or individual employment contract does not address the placement of Non-Teaching Professionals, the Superintendent or designee is authorized to place Non-Teaching Professionals at their discretion.

C. Vacant Positions

1. Vacancies may be posted consistent with Policy 4205. The Superintendent or designee determines when a vacancy exists. Generally, a vacancy is an unassigned, open position or a newly created position which the District intends to permanently fill.
2. Vacancies may be filled by a certified and qualified internal or external candidate consistent with this Policy. The Superintendent or designee has full discretion to assign Professional Staff or contractors to cover employee absences consistent with business necessity and operational needs.

Legal authority: MCL 380.11a, 380.601a, 380.1248, 380.1249

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4403-R Performance Evaluation (Effective July 1, 2024)

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers;
 - b. teachers rated minimally effective or ineffective during the 2023-24 school year;
 - c. teachers rated needing support or developing; or
 - d. at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;
5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals

developed by the evaluator, and any recommended training identified by the evaluator;

6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated triennially, but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher shall be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals Not Subject to the Teachers' Tenure Act

For Non-Teaching Professionals without a teaching certificate who are not subject to the Teachers' Tenure Act, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4404 Performance Based Compensation [Optional] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with "Intentionally Left Blank" after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The Superintendent or designee may implement a performance based compensation system for Professional Staff. This Policy must be implemented consistent with Policy 1101.

Legal authority: MCL 380.11a

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4405-R Reduction in Force and Recall (Effective July 1, 2024)

This Policy must be implemented consistent with Policy 1101.

A. Reduction in Force and Recall for Classroom Teachers

When making program and staffing decisions resulting in the elimination of a teaching position or the recall of a teacher to a vacant teaching position, the Board will retain the most effective classroom teachers who are certified and qualified to instruct courses within the applicable curriculum, academic levels, and departments. The Board has the exclusive right to determine the size of the teaching staff based on curricular, fiscal, and other operating conditions. To the extent that the determinations involve Revised School Code Section 1248 requirements, the clear and transparent procedures of this Policy guides the implementation of that statute.

1. General Provisions

- a. The Superintendent is responsible, acting within the approved budget, for establishing the number and nature of teaching assignments to implement the approved curriculum. If the Superintendent determines that insufficient funds are budgeted for the existing teaching staff or that a reduction in teaching staff is necessary due to program, curricular, or other operational considerations, the Superintendent will recommend to the Board the teaching positions to be reduced.
- b. Reduction in force and recall decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 4403.
- c. Decisions about the reduction and recall of teachers will be guided by the following criteria:
 - i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), department(s), and school schedule(s). A probationary teacher rated as effective or highly effective on the teacher's most recent annual year-end performance evaluation is not subject to displacement by a tenured teacher solely because the other teacher is tenured under the Teachers' Tenure Act.
 - ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:

- A) Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations; and
- B) Based on documentation on file with the Superintendent's office.
 - 1) A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
 - 2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.
- iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:
 - A) Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
 - B) Credentials needed for District, school, or program accreditation;
 - C) District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
 - D) Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
 - E) Disciplinary record, if any;
 - F) Length of service in a grade level(s) or subject area(s);
 - G) Recency of relevant and comparable teaching assignments;
 - H) Previous effectiveness ratings;
 - I) Attendance and punctuality;
 - J) Rapport with colleagues, parents, and students;
 - K) Ability to withstand the strain of teaching;
 - L) Compliance with state and federal law; and

- M) Other relevant factors as determined by the Superintendent or designee.
- iv. Teachers must provide the District with current information and documentation supporting the teacher's certification and qualifications.
 - A) Reduction and recall decisions will be based on the teacher's certification and qualifications in the District's records at the time of the decision.
 - B) A laid off teacher must maintain current contact information (address, phone, and email address) with the Superintendent's office.
 - C) Failure to maintain current contact information may negatively impact the teacher's recall.
- v. Teacher reductions and recalls are by formal Board action.
- vi. Before the Board authorizes a teacher reduction, the Superintendent or designee will notify, in writing, the affected teacher of an opportunity to respond, either in person or in writing, to the proposed reduction.
- vii. The Superintendent or designee will provide written notice of Board reduction in force or recall decisions to each affected teacher.
- viii. A teacher's length of service with the District or tenure under the Teachers' Tenure Act will not be the sole factor in reduction in force and recall decisions.
- d. Teacher reduction in force decisions will be implemented by the following:
 - i. If 1 or more teaching positions are to be reduced, the Superintendent will first identify the academic level(s) or department(s) affected by the reduction. Among those teachers who are certified, approved, or authorized and qualified to instruct the remaining curriculum within the affected academic level(s) or department(s), selection of a teacher(s) for reduction in force will be based on the factors set forth in this Policy.
 - ii. Teachers within the affected academic level(s) or department(s) who are certified and qualified for the remaining positions will be retained consistent with the factors set forth in this Policy.
 - iii. When a teaching position is identified for reduction and there exists a concurrently vacant teaching position for which the teacher in the position to be reduced is both certified and qualified, and the teacher has received an overall rating of at least effective on that teacher's most recent year-end performance evaluation, that teacher may be assigned to the vacant position consistent with Policy 4402 unless the Superintendent or designee determines that the District's educational interests would not be furthered by that assignment.

- iv. If more than 1 teacher whose position has been identified for reduction is certified and qualified for a concurrently vacant teaching assignment, the Superintendent or designee will fill the vacancy consistent with Policy 4402, unless the Superintendent determines that the District's educational interests would not be furthered by that assignment.
- v. If the reduction or recall decision involves more than 1 teacher and all other factors distinguishing those teachers from each other are equal, seniority (as established by the most recent seniority list for the bargaining unit to which the teachers belong or, if none exists, the District's records) will determine preference for reduction or recall.

2. Teacher Recall Process

- a. A teacher is eligible for recall under this Policy for twelve (12) months from the date the District implemented the reduction in force.
- b. The Superintendent will first identify the academic level(s) or department(s) where a teaching vacancy exists.
- c. Before or in lieu of initiating the recall of a laid-off teacher, the Superintendent may reassign teachers to fill vacancies in accordance with Policy 4402.
- d. After or in lieu of any reassignment of existing teaching staff, the Superintendent may take either of the following actions to fill a vacancy:
 - i. Recall the laid-off teacher who is certified and qualified for the vacancy, provided the teacher was rated at least effective. If more than 1 laid-off teacher is certified and qualified for recall to a vacant teaching assignment, the Superintendent or designee will fill the vacancy consistent with Policy 4402; or
 - ii. Post the vacancy and consider all applicants if the Superintendent determines that:
 - A) the District's educational interests would not be furthered by recalling an otherwise eligible laid-off teacher who meets the certification and qualification standards for the position, considering the factors in Policy 4402; or
 - B) no teacher on layoff meets the certification and qualification requirements for the position as otherwise stated herein.
- e. The Superintendent or designee will provide written notice of the Board's recall decision to any recalled teachers and will establish the time within which a teacher must accept recall to preserve the teacher's employment rights.

- f. A laid-off teacher who is offered an interview for a vacancy and who fails to appear at that interview forfeits all rights to recall and continued employment.
- g. A laid-off teacher who is recalled and fails to accept recall by the time designated in the recall notice, or who does not report for work by the deadline specified in the recall notice after filing a written acceptance of recall with the Superintendent, will forfeit all rights to recall and continued employment unless the Superintendent, in the Superintendent's sole discretion, has extended the time limit in writing.

If a collective bargaining agreement or individual employment contract governs reduction in force or recall, the Superintendent or designee will adhere to the applicable language.

B. Reduction in Force and Recall of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals governed by a collective bargaining agreement, the Superintendent will implement the collective bargaining agreement's standards and procedures that pertain to reduction in force or recall when recommending a reduction in force or recall to the Board.

If no collective bargaining agreement exists, or if an existing agreement does not address reduction in force or recall of Non-Teaching Professionals, the Superintendent will recommend a reduction in force or recall among Non-Teaching Professionals using the same standards and procedures as set forth in this Policy for teachers.

C. Unemployment Compensation

A teacher or Non-Teaching Professional who is laid off and who is paid unemployment compensation chargeable to the District during the summer immediately following a reduction in force and who is recalled on or before the beginning of the next school year will be paid according to an annual adjusted salary rate such that the employee's unemployment compensation received plus the adjusted annual salary rate will be equal to the annual rate of salary the employee would have earned for the school year had the employee not been laid off.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1248, 380.1249, 380.1532; MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy must be implemented consistent with Policy 1101.

A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
 - a. Nonrenewal of a probationary teacher; or
 - b. Discharge of a probationary teacher.

The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.
2. The Superintendent or designee will give the Professional Staff member oral or written notice of the allegation(s).
3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
4. The Superintendent or designee will give oral or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).
5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:
 - a. the seriousness of the offense;
 - b. the Professional Staff member's prior disciplinary and employment record;
 - c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;
 - d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;
 - e. applicable federal or state law;
 - f. the Professional Staff member's acceptance of responsibility;
 - g. the likelihood of recurrence; and
 - h. any other factors the Superintendent or designee determine are relevant.
8. Disciplinary measures may include:
 - a. warning;
 - b. reprimand;
 - c. unpaid suspension;
 - d. financial penalty; or
 - e. discharge.

This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measure. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

9. Discipline will be confirmed in writing and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation.

10. The Superintendent or designee is authorized to impose discipline except for:
- a. the discharge of a Professional Staff member; or
 - b. the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

11. A tenured teacher's salary may be escrowed after tenure charges are approved by the Board pursuant to Policy 4208.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional may be terminated by the Board for any reason that is not arbitrary or capricious, subject to due process.

The Superintendent or designee may recommend the termination of a Non-Teaching Professional to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4409-R Non-Renewal (Effective July 1, 2024)

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

A. Probationary Period

1. A probationary teacher rated developing, or needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher must be rated effective (after July 1, 2024) or highly effective (before July 1, 2024) on the teacher’s 3 most recent year-end annual performance evaluations and serve at least 4 full school years. A teacher’s probationary period may extend beyond 4 years .
2. For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period.
3. Unless otherwise provided by a collective bargaining agreement or individual employment contract:
 - a. Non-Teaching Professionals who are not subject to the Teachers’ Tenure Act are subject to 5 years of probationary service and may be non-renewed or terminated at-will by the Board; and
 - b. After 5 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers’ Tenure Act. This Policy shall be implemented consistent with that statute.
2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent’s or designee’s recommendation for non-renewal and the time, date, and place of the Board meeting at which

the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation and may include supporting documentation.

3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
 - D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
 - E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4503-R Performance Evaluation (Effective July 1, 2024)

Performance evaluations of Administrators are an essential element of providing quality educational services and measuring an employee's competency. This Policy does not alter the Board's authority or ability to terminate an Administrator's employment during the term of an individual employment contract or to non-renew an Administrator's contract at the end of the contract's term. This Policy must be implemented consistent with Policy 1101.

A. Building Level and Central Office Instructional Administrators

The Superintendent or designee will ensure that building level and central office Administrators who are regularly involved in instructional matters are evaluated consistent with a performance evaluation system under Revised School Code Sections 1249 and 1249b. This performance evaluation system will include, if appropriate, the following:

1. an annual evaluation process that meets statutory standards and is based on objective criteria;
2. an annual evaluation by the Superintendent or designee, unless the Administrator qualifies for a biennial evaluation. This paragraph does not preclude more frequent Administrator evaluations as determined necessary by the Superintendent or designee;
3. an individualized improvement plan if the Administrator is rated developing or needing support or if performance deficiencies are noted;
4. student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
5. an evaluation and feedback provided in writing with an overall effectiveness rating of effective, developing, or needing support;
6. dismissal of an Administrator rated ineffective or needing support on 3 consecutive evaluations;
7. opportunity for an Administrator rated needing support to request a review consistent with Revised School Code 1249b;
8. a mentor for an Administrator for the first 3 years in which the Administrator is in a new administrative position;
9. a midyear progress report each year that the administrator is evaluated that includes specific performance goals for the remainder of the year and any recommended training identified by the evaluator;

10. for a building level administrator's evaluation, the evaluator will visit the school building where the administrator works, review the building level school administrator's school improvement plan, and observe classrooms with the administrator to collect evidence of school improvement plan strategies being implemented and the impact the school improvement plan has on learning;
11. an evaluation tool approved by the MDE, a modified MDE tool, or a local evaluation tool adopted in compliance with Revised School Code Sections 1249 and 1249b;
12. website posting of required information pertaining to the evaluation tool;
13. appropriate training for evaluators; and
14. other components that the Superintendent or designee deems relevant, important, or in the District's best interest.

B. Non-Instructional Administrators, Supervisors, and Directors

The Superintendent or designee may evaluate Non-Instructional Administrators, Supervisors, and Directors based on the appropriate evaluation instrument as determined by the Board and consistent with any applicable collective bargaining agreement or individual employment contract. An individual improvement plan may be implemented to remediate and enhance employee performance.

Legal authority: MCL 380.11a, 380.601a, 380.1249, 380.1249b

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4504 *Performance Based Compensation for Administrators/Supervisors* [Optional]

[Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with "Intentionally Left Blank" after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The Superintendent or designee may implement a performance based compensation system for Administrators, Supervisors, and Directors. This Policy must be implemented consistent with Policy 1101.

Legal authority: MCL 380.11a

Date adopted:

Date revised:

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachment #: XIII-3

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

Overnight Trip Request: DECA State Competition – Huntington Place: Detroit, MI

Background Information:

High school teacher and DECA advisor, Danielle Hershey, has requested an overnight field trip on March 14-16, 2024 to the Huntington Place Convention Center in Detroit for our DECA students to participate in the DECA state competition. Students winning at this competition will move on to the International Competition being held in Anaheim, CA this year. It is recommended that the Board approve the overnight trip request.

Financial Impact:

Costs are covered through CTE funding, fundraising, and student contributions, with the total dollar amount that students need to fundraise or cover being \$250.

Recommended Action:

To approve the overnight trip request from Danielle Hershey for students to participate in the DECA State Competition at the Huntington Place in Detroit, as discussed.

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin
 ___ Hazekamp ___ Kelly ___ Meeuwenberg



Fruitport Community Schools Overnight Field Trip Request

The details for this overnight trip are as follows:

Background Information

Group Requesting Permission: Fruitport HS DECA

Staff Person(s) in Charge: Danielle Hershey

Start of Trip Date 3/14/2024

End of Trip Date 3/16/2024

Funding Sources: Student pay, DECA fundraiser, Fruitport Marketplace School Store profits, and CTE Perkins funding

Are all students Participating? No

Chaperone/Student Ratio: 1/10

Destination Information

Destination: Huntington Place, Detroit

Destination Information: 1 Washington Blvd, Detroit, MI 48226 (313) 877-8777

Dave Wait-Michigan DECA State Director

Purpose of Trip: DECA State Competition for students who won at our District Competition. Students utilize classroom theory to compete in occupational exams, judged role-plays, and written business and promotional plans. Students winning at this competition will move on to the International Competition being held in Anaheim, CA this year.

Lodging Information

Lodging Accommodations: We are in a hotel lottery for one of seven downtown reserved hotels by MI DECA. Students will stay in a quad room. My requested hotel is the Cadillac Book Westin, but this is subject to change

Lodging information: 1114 Washington Blvd., Detroit, MI 48226 313-442-1600

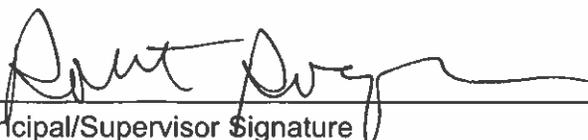
Transportation Arrangements: We plan to share a charter bus with Montague DECA leaving at 8:30 am on Thursday, March 14 and returning approximately at 4 pm on Saturday, March 16

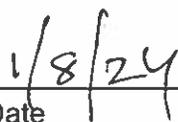
Emergency Information

Emergency Contact: Danielle Hershey 231-638-3324 and 2 chaperones TBD

Emergency Forms Complete? Yes

Parent Notification is Complete and Attached to this Form? Yes


Principal/Supervisor Signature


Date



Dear DECA Parents/Guardians,

Congratulations! Your student has taken top honors at our DECA District competition! As an overall medal finalist, your student has advanced to the next level of competition, the State Career Development Conference.

The competition will be held at Huntington Place (former Cobo Hall) in Detroit from March 14-16. We are in a housing lottery, so I do not know exactly what hotel we will be staying in quite yet. It will either be the Courtyard Marriot, Westin, or Doubletree.

Conference Costs (breakdown on back):

With the help of our coffee fundraiser and school store profits, the cost to attend the competition is \$250 per student. Please make checks payable to Fruitport DECA. This includes 2 nights lodging in a quad room, T-shirt, conference registration, hotel security, charter-bus transportation, 2 food vouchers for the food court at Huntington Place, and 1 dinner at Nikki's Pizza in Greektown. *Please note that this does not include all meals and spending.*

I will be paying all the costs for the competition up front; therefore, I ask that you and your student sign below to confirm that your student will be attending the conference and return to me by 1/19/2024. Your signature acknowledges that the conference fee must be paid. Final payment is due before Feb 8. Payment plans may be made if needed, don't hesitate to ask!

Refund for the conference:

Michigan DECA offers refunds if cancelled before certain dates. If cancelled before Feb 14 there is a 50% refund available, Feb 21 there is a 25% refund, and after Feb 21 there are no refunds available. Unfortunately, if a student is ill and cannot attend in March there will be no refund. Unfortunately, this is per Michigan DECA, not Fruitport DECA and is out of my personal control.

In order to attend the conference, students need to be in good academic and attendance standing. Please let me know if you have any questions or concerns. I can be reached at 231-865-4041 or by email at dthershey@fruitportschools.net. I will send more information as it becomes available. This is a great experience and I sincerely hope your student can attend!

Regards,


Danielle Hershey
DECA Advisor

Yes! My student will be attending DECA's State Career Development Competition in Detroit Mar 14-16. I understand there is a fee for this competition of \$250 due by 2/8/2024 and also understand the refund policy if my student cannot attend the conference due to illness or any other reasons.

Student Name _____

Parent/Guardian Signature _____ Date _____



Tentative Schedule-subject to change!

Thursday March 14

8:00-Report to Cafeteria for bag check
8:30-Board Charter Bus
Lunch on own once arrive in Detroit
1:00-5:00 Mrs. Hershey Working (subject to change)
2:00-Written event orientation
3:00-7:00 Written Event Presentations
4:00-Role-play event orientation
6:00 Dinner on your own
9:00-10:30 Opening Session Huntington Place
11:00 Chapter Meeting (bring your event time)
11:30 Curfew (must be in own room and no food delivery allowed)

Friday March 15

Breakfast on own (Huntington food court open 8:00-5:00)
8:30-1:00 Competitive Events (see program for list of events)
9:00-2:00 Check out the vendors in Huntington
9:30-2:30 Math and Econ Exams (must chose 1 to take)
1:00-5:00 Competitive Events (see program for list of events)
5:45 Dinner at Nikki's Pizza (We will ride people mover to Greektown)
9:00 Concert at Huntington Place
11:00 Chapter meeting
11:30 Curfew

Saturday March 16

7:30-11:00 Breakfast on Own (Huntington Food Court open)
9:00am Grand Award Session (See program for schedule)
Grab lunch before 12:30
1:00'ish Leave for home

* PLEASE RETURN COMPLETED



DELEGATE CODE OF CONDUCT

Name _____ Chapter Fruitport DECA Chapter

Conference State Competition Conference Date March 14-16

Attendance at any DECA sponsored conference or activity is a privilege. The following conduct policies will apply to all delegates: students, adults, and any other authorized persons attending the conference. This form must be signed by each student, and the student's parent or guardian, attending a DECA conference or activity (including, but not limited to; conferences, meetings, workshops, etc.) and brought to the conference by the chapter advisor.

Delegates shall abide by the rules and practices of DECA at all times, including to and from the designated point of origin of the activity. Delegates shall respect and abide by the authority vested in Michigan DECA. Determination of penalties for violations will be at the discretion of Michigan DECA. Additional penalties may be imposed by the local school district.

The following shall be regarded as major violations of the DECA Code of Conduct and will result in the student being sent home and not being allowed to participate in any DECA activities for the remainder of the school year. Determination of other penalties for violations will be at the discretion of Michigan DECA, the DECA chapter advisor or local school district.

1. Alcohol, drugs, and tobacco: A student shall not possess, use, transmit, be under the influence of, or show evidence of having used an alcoholic beverage, other drugs, substances or tobacco products capable of or intended, purported, or presumed to be capable of altering a student's mood, perception, behavior or judgment; other than properly used, over-the-counter pain relievers and medication prescribed by a physician for an individual student and must be on record with the advisor. Nor shall the student possess, use, sell or transmit paraphernalia associated with drugs, alcohol or chemical substances in any form (including tobacco), at any time, or under any circumstances, on public or private properties. All local and state laws concerning personal behavior will be honored.
2. Willful companionship: Being in the willful companionship of someone who violates any portion of the Code of Conduct, or failing to report any direct knowledge (other than hearsay) of the Code of Conduct violations.
3. Personal conduct: Conducting acts and/or possession of weapons capable of causing bodily harm or fear of life, defacing or stealing any public or private property (for which financial responsibility will rest solely with offending individuals or their chapter); throwing objects out the window or into the hallway; other serious violations of personal conduct regulations.
4. Private transportation: No driving or riding in a private automobile during a conference, unless accompanied by an authorized advisor (delegates are required to stay at state selected hotels). Occasionally a chapter advisor, under special circumstances, may allow a student to drive or ride in a private automobile to a conference. Once a driving/riding delegate has arrived at the conference site, s/he shall not be in a private automobile again until leaving the site at the end of the conference.
5. Abusive behavior and lewd conduct: A student shall not engage in any lewd, indecent, sexual or obscene act or expression. A student shall not engage in written, verbal, physical or electronic activities that may lead to harassment, hazing or bullying. The use of any harassment against anyone on the basis of race, color, creed, national origin, ancestry, age, gender, sexual orientation, or disability is prohibited.
6. Violations of the student's school district code of conduct.

Should a code of conduct violation occur for the following items, regardless of when exposed, the violating student(s) may be sent home and may not be allowed to participate in any DECA activities for the remainder of the school year. Determination of other penalties for violations will be at the discretion of Michigan DECA, the DECA chapter advisor or local school district.

7. Conference Conduct: Failing to wear the supplied conference ID badge and wristband (when provided) at all times from arrival at the conference until departure at the end of the conference; leaving sessions prior to their conclusion (except in the case of emergency); failing to attend all general sessions and assigned activities (including workshops, competitive events, committee meetings, etc.) for which a delegate is registered (unless engaged in a specific assignment taking place at the same time). Delegates displaying rude or unprofessional behavior during conference sessions or activities will be subject to disciplinary action.
8. Curfew: Failing to be in your assigned sleeping room from the curfew time designated until 6 a.m.; causing any noise or other disturbance audible by anyone in the hallway after designated curfew time; ordering or receiving any food after the designated curfew time; causing any other unnecessary disturbance or participating in any other inappropriate activity after the designated curfew time.
9. Failing to abide by the dress regulations established for the conference, as outlined in the Dress Code.
10. Personal Conduct: Failing to keep adult advisors informed of activities and whereabouts at all times; participating in unapproved social activities; having a member of the opposite sex in a room if no adult chaperone is present or for behavior unbecoming of a delegate.
11. Hotel Conduct: Failing to meet the professional standards of housing facilities; accruing incidental room charges (i.e., phone calls, room service, pay-per-view movies, etc.) without settling the account prior to check-out; moving hotel furniture from rooms (e.g., onto the balcony); failing to follow hotel rules and regulations; inappropriate noise or verbal abuse; and not demonstrating respect for other hotel guests not participating with the DECA conference.
12. Unregistered individuals are not permitted at DECA conferences.
13. Cell phones and electronic devices are not permitted at meetings or conference activities, sessions, or competitions. Students may use them during free-time.
14. The chapter advisor shall be responsible for their chapter delegates' conduct. Delegates that do not follow the Code of Conduct may subject their entire delegation to be sent home at the individual's and/or chapter's expense.
15. Advisors are responsible for room checks. No group or chapter activities are to be scheduled by advisors after curfew.
16. Delegates shall allow Michigan DECA to use conference photographs, video footage, and their names for promotional purposes.

DELEGATE CODE OF CONDUCT

DECA is committed to creating and maintaining a healthy and respectful environment for all of our emerging leaders and entrepreneurs. Our philosophy is to ensure all members, regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or socio-economic status, are treated equally and respectfully. Any behavior in the form of discrimination, harassment or bullying will not be tolerated. It is the responsibility of all members to uphold and contribute to this climate.

As parent/guardian, I have reviewed the Delegate Code of Conduct with our son/daughter, and he/she agrees to abide by the rules. The Chapter Advisors and/or Michigan DECA has the right to send the delegate home from the activity, at my expense, provided that he/she has violated the Delegate Code of Conduct and I have been notified of the violation and transportation arrangements.

The delegate has my permission to attend the Michigan DECA activity. I understand the delegate will be supervised by the DECA chapter advisor. I, the parent/guardian, will not hold the school, the advisor, the Board of Education, Michigan DECA, nor the conference staff responsible for any injuries while attending or while en-route to and from the DECA sponsored activity.

In the event of accident or illness requiring emergency medical treatment, occurring while in attendance at this DECA activity, I, the undersigned parent/guardian hereby authorizes the DECA chapter advisor to procure suitable medical treatment for the below signed delegate, and I will provide for the payment of those costs on behalf of the named delegate. I also expect the DECA chapter advisor to contact me by telephone, as soon as possible, if medical services are necessary.

State Competition

March 14-16

Conference or Activity

Date

Fruitport DECA Chapter

Name of School

Name of Delegate

Date of Birth

Address

City

State

Zip

Daytime Phone

Evening Phone

Emergency Contact

Emergency Contact's Phone

Please list any medications or physical limitations:

*All prescription meds brought must be listed
* Certain types might have to be administered by an adult*

Parent/Guardian's Signature

Date

Delegate's Signature

Date

Advisor's Signature

Date

Principal's Signature

Date

Medical Insurance Company

Policy Number

The DECA Chapter Advisor must bring a signed form for each delegate to each conference.

It is recommended that this form be notarized for out-of-state travel.

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

Attachment #: XIII-4

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

Overnight Trip Request: High School Golf Team Spring Break Trip to Birmingham, AL (Robert Trent Jones Golf Trail)

Background Information:

High school golf coach, Aaron Gregory, has requested an overnight trip on teacher and DECA advisor, Danielle Hershey, has requested an overnight field trip on April 1-5, 2024 to Birmingham, AL for the team to play practice rounds at various golf courses on the Robert Trent Jones Golf Trail. A detailed itinerary has been provided. The cost of the trip is \$850 per student, which includes 6 rounds of golf with a cart, 4 nights lodging, all meals, and any additional activities. The cost is covered by a team raffle and various fundraisers. It is recommended that the Board approve the overnight trip request.

Financial Impact:

Costs are covered through fundraising and student contributions.

Recommended Action:

To approve the overnight trip request from Aaron Gregory for student athletes on the golf team to participate in the spring break golf trip to Birmingham, AL, as discussed.

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin
 ___ Hazekamp ___ Kelly ___ Meeuwenberg



Fruitport Community Schools Overnight Field Trip Request

The details for this overnight trip are as follows:

Background Information

Group Requesting Permission: Boys Golf

Staff Person(s) in Charge: Aaron Gregory

Start of Trip Date 4/1/2024

End of Trip Date 4/5/2024

Funding Sources: Team Raffle and waiting on one other fundraiser to be decided

Are all students Participating? No

Chaperone/Student Ratio: 1 adult or more for every 4 students

Destination Information

Destination: Birmingham, Alabama

Destination Information: 100 Sunbelt Parkway, Birmingham, AL, 35211; 205.942.1177; Robert Trent Jones Golf Trail at Oxmoor Valley

Purpose of Trip: The benefit is that players will have an ability to play outside in a sport that often is not able to do so at the beginning of the season. There is a significant team building element that happens. The trip goes a long way in helping to build a successful culture and helps to break down barriers in relationships. Golf is such an individual sport that this helps with creating a team environment.

Lodging Information

Lodging Accommodations: Hampton Inn and Suites

Lodging information: 4520 Galleria Blvd., Hoover, AL, 35244; 205.380.3300

Transportation Arrangements: Travel is through 1-2 vans depending on final number

Monday, April 1

- 7:00AM Depart Fruitport HS and head to Birmingham approximate arrival is 9:00PM with stops

Tuesday, April 2

- Breakfast at Hotel
- 8:00AM Depart for Course
- 8:15-10:45AM Range Balls, Chipping, and Putting
- 9:00 AM 18 Holes on Oxmoor Valley-Ridge Course
- Lunch
- 2:30PM 18 Holes on Oxmoor Valley-Valley Course
- Dinner
- 10:00PM In Rooms

Wednesday, April 3

- Breakfast at Hotel
- 8:30AM Depart for Course
- 9:00-7:45AM Range Balls, Chipping, and Putting
- 10:00AM 18-holes on Ross Bridge
- Lunch on the way back to the other course
- 3:30PM 9-holes on The Backyard
- 6:00PM Dinner
- 10:00PM In Rooms

Thursday, April 4

- Breakfast at Hotel
- 7:30AM Depart for Course
- 7:45-8:15 AM Range Balls, Chipping, and Putting
- 8:30 AM 18 Holes on Oxmoor Valley-Ridge Course
- Lunch
- 2:00PM 18 Holes on Oxmoor Valley-Valley Course
- Dinner
- 10:00PM In Rooms

Friday, April 5

- 7:00AM Depart for Home
- Approximate Arrival 9:00PM with stops on the way home

Emergency Information

Emergency Contact: Aaron Gregory 815.514.5333

Emergency Forms Complete? Yes

Parent Notification is Complete and Attached to this Form? No

Principal/Supervisor Signature

Date

2024 Golf Spring Break Trip **April 1-5**

Destination: Robert Trent Jones Golf Trail in Birmingham, Alabama

Lodging: Hampton Inn and Suites; Hoover, AL

Cost: \$850/person (includes: all meals (Monday lunch/dinner, 3 meals on Tuesday-Friday), 6 rounds of golf with cart, 4 nights-lodging, and any activities)

Monday, April 1

- 7:00AM Depart Fruitport HS and head to Birmingham approximate arrival is 9:00PM with stops

Tuesday, April 2

- Breakfast at Hotel
- 8:00AM Depart for Course
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- 2:00PM 18 Holes on Oxmoor Valley-Valley Course
- Dinner

- 10:00PM In Rooms

Friday, April 5

- 7:00AM Depart for Home
- Approximate Arrival 9:00PM with stops on the way home

AGENDA SECTION: Superintendent's Evaluation

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

Closed Session: Superintendent's Evaluation and Final Summative Effectiveness Rating

Background Information:

MCL 15.268 Sec. 8(1)(a) allows the Board of Education to enter into closed session to consider a periodic personnel evaluation of, a public officer, employee, staff member, or individual agent, if the named individual requests a closed hearing. A copy of the signed written request from the Superintendent is included in the Board of Education packet.

Financial Impact: None

Recommended Action:

To enter into closed session pursuant to MCL 15.268 Sec. 8(1)(a) to consider a periodic personnel evaluation of the Superintendent for the year ending December 31, 2023, as a public officer of the District, and as requested in writing by the Superintendent.

Roll Call Vote

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin
 ___ Hazekamp ___ Kelly ___ Meeuwenberg



Fruitport Community Schools
Superintendent's Office
3255 E. Pontaluna Road
Fruitport, MI 49415
Phone: (231) 865-4100

January 12, 2024

Re: Superintendent's Evaluation - Request for Closed Session

Dear Board of Education Members:

Pursuant to MCL 15.268 Sec. 8(1)(a), a public body may meet in closed session “to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, employee, staff member, or individual agent, if the named individual requests a closed hearing.”

Please accept this communication as my written request for the Board of Education, a public body, to enter into closed session on Monday, January 15, 2024, to consider the periodic personnel evaluation of myself as a public officer and employee of the District.

Respectfully,

Jason J. Kennedy
Superintendent

AGENDA SECTION: Superintendent's Evaluation

BOARD ACTION REQUEST FORM

Meeting Date: January 15, 2024

To: Board of Education

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

Superintendent's Evaluation and Final Summative Effectiveness Rating

Background Information:

MCL 380.1249b Sec.1(g) requires that the Board use a performance evaluation system that assigns an effectiveness rating to that superintendent of highly effective, effective, minimally effective, or ineffective.

Financial Impact: None

Recommended Action:

To approve the Board's evaluation of Superintendent, Jason Kennedy, and assign an effectiveness rating of _____, for the calendar year ending December 31, 2023.

Action Taken:

Vote: ___ Buckner ___ Burgess ___ Cole ___ Franklin

___ Hazekamp ___ Kelly ___ Meeuwenberg

Superintendent Evaluation



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

A. Governance & Board Relations

Weight: 20%

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

A. Governance & Board Relations - continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

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

B. Community Relations – continued

Weight: 15%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

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

C. Staff Relations – continued

Weight: 15%

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

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

D. Business & Finance – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

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

E. Instructional Leadership - continued

Weight: 30%

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

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

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

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

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Comments by Board of Education:	Comments by the Superintendent:
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F. Determining the Professional Practice Rating

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

G. Other Required Components of Evaluation

Student Growth

Weight: 40%

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

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
Growth:						3
Evidence:	District Growth Model					
Component score:						3.00

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

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

Progress Toward District-Wide Goals

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	4
Progress:						
Evidence:	As indicated in District-Wide Improvement Plan					
Component score:						4.00

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice	60% (.60)	#DIV/0! x 60%	= #DIV/0!
Student Growth	40% (.40)	3.50 x 40%	= 1.40
Total Possible	100%	Total Score:	#DIV/0!
		Total Score / 4 =	#DIV/0!

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

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

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