



**BOARD OF EDUCATION
WORKSHOP MEETING**
OCTOBER 10, 2016 — 7:00 p.m.
Whitmore Lake High School Media Center



**WHITMORE LAKE PUBLIC SCHOOLS
BOARD OF EDUCATION**

Mission Statement

*Partnering with students, parents, and the community to
provide exceptional, personalized education.*

WORKSHOP MEETING

Monday, October 10, 2016 - 7:00 p.m.

**Whitmore Lake High School Media Center
7430 Whitmore Lake Rd.
Whitmore Lake, MI 48189**

CALL TO ORDER

PLEDGE OF ALLEGIANCE

**BOARD OF EDUCATION
ROLL CALL**

APPROVAL OF AGENDA

CALL TO THE PUBLIC

“The meeting is a meeting of the Board of Education in public for the purpose of conducting the School District’s business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.”

BOARD CLARIFICATION

STUDENT COUNCIL

Karolyn Wagner will present the student council report.

NEW BUSINESS

Student Achievement

Superintendent DeKeyser and the Board of Education, along with the Administrators and Directors, will focus on M-Step and SAT performance.

NEOLA

Attachment 1 contains NEOLA policies for a first reading.

SUPERINTENDENT’S REPORT

ANNOUNCEMENTS

The next Regular Meeting will be held on Monday, October 24, 2016 at 7:00 p.m. in the High School Media Center.

CALL TO THE PUBLIC

BOARD MEMBER REPORTS

Mr. Henry, Mrs. McCully, Mrs. Kritzman, Mrs. LaForest, Mrs. Slagle, Mrs. Schwennesen, and Mr. Dignan

ADJOURNMENT

Please fill out a "Public Participation Request" form if you wish to address the Board prior to the Public Comment section of the meeting. Please include your name, address and topic you wish to speak on. Those wishing to speak in Public Comment are limited to three (3) minutes.

0000 – BYLAWS

0160 - MEETINGS

0167.3 – Public Participation at Board Meetings

Tape or video recordings are permitted subject to the following conditions:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

M.C.L. 15.253(4)(5)(6), 380.1808

Revised 9/27/2010

Use of Recording Devices

Anyone attending a school event who wishes to record the activity on a visual recording device shall be asked to abide by the following rules:

- A. The recorder must operate the device within the area designated by the principal or director of the activity.
- B. The camera must not block the view of any other attendees or interfere with others who seek to record the activity.
- C. Those who record or assist a recorder must not block any passageways nor interfere with any other attendee's participation or observation of the activity.
- D. If sound is also being recorded, the recorder must not ask other attendees to be quiet or to change their behavior in order to improve the quality of the sound.
- E. If the District is recording the activity, the principal may arrange for a person to obtain a copy providing s/he agrees to provide a tape and pay whatever the principal may need to charge to cover the costs of transfer.

Where the District does not possess the appropriate license or permission to allow the recording of a copyrighted work or performance, notice will be given, when possible prior to the exhibit or performance. Announcements shall be made at the beginning of any such exhibit or performance.

1



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1240/page 1 of 6

REVISED POLICY - VOL. 30, NO. 2

EVALUATION OF THE SUPERINTENDENT

The Board of Education believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership. To carry out this responsibility, the Board will evaluate the Superintendent utilizing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the Superintendent's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

A Superintendent rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides the Superintendent with relevant data on student growth.
- C. Evaluates the Superintendent's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account ~~data on student growth as a significant factor in the evaluation in accordance with State law~~ **student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.**

~~For these purposes, student growth shall be measured by national, State, or local assessments, and other objective criteria. During the 2014-2015 school year, student growth shall be measured using the State and alternative assessments as prescribed by the Revised School Code.~~ **For the Superintendent, the pertinent data is that of the entire School District.**



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1240/page 2 of 6

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. The effectiveness of the Superintendent, so that s/he is given ample opportunities for improvement.
 2. ~~Promotion, retention,~~ **Retention** and development of ~~school administrators~~ **the Superintendent**, including providing relevant coaching, instruction support, or professional development.
 3. ~~Whether to grant full certification, to school administrators using rigorous standards and streamlined, transparent, and fair procedures.~~
 - 4.3. Removing an ineffective Superintendent after s/he has had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
 - () **Whether to grant full certification to the Superintendent using rigorous standards and streamlined, transparent, and fair procedures.**
- E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the entire District:
1. The Superintendent's training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the Superintendent designates such duties.
 2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
 3. Student attendance.
 4. Student, parent and teacher feedback and other information considered pertinent by the Board.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

ADMINISTRATION
1240/page 3 of 6

- F.** For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016-2017 school year, the District shall adopt and implement one (1) or more of the evaluation tools for teachers, or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications.
- G.** Beginning with the 2016-2017 school year, the District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:
- 1.** The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
 - 2.** The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
 - 3.** Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

ADMINISTRATION

1240/page 4 of 6

4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
 6. A description of the plan for providing evaluators and observers with training.
- H. Beginning with the 2016-2017 school year:**
1. The District shall provide training to the Superintendent on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a district or by a consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
 2. The District shall ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1240/page 5 of 6

[OPTIONAL]

The Board's evaluation shall also include an assessment of the:

- () progress toward the educational goals of the District;
- () working relationship between the Board and the Superintendent;
- () Board's own effectiveness in providing direction to the Superintendent.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed. **[END OF OPTIONAL LANGUAGE]**

The evaluation system shall ensure that if the Superintendent is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the Superintendent to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the Superintendent on his/her next annual year-end evaluation. A Superintendent rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the Superintendent needs help so that appropriate assistance may be provided or arranged for. The Board shall not release the Superintendent from the responsibility to improve. If the Superintendent, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

ADMINISTRATION
1240/page 6 of 6

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and be prepared better to:

- () determine the Superintendent's salary;
- () identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;
- () establish specific objectives, the achievement of which will advance the District toward its goals;
- () improve its own performance as the public body ultimately charged with the educational responsibility of this District.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1420/page 1 of 5

REVISED POLICY - VOL. 30, NO. 2

SCHOOL ADMINISTRATOR EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.
- C. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account ~~data on student growth as a significant factor in the evaluation in accordance with State law~~ **student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.**



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

 SCHOOL DISTRICT

ADMINISTRATION

1420/page 2 of 5

~~For these purposes, student growth shall be measured by national, State, or local assessments and other objective criteria. During the 2014-2015 school years, student growth shall be measured using the State and alternative assessments as prescribed by the Revised School Code.~~ **For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator. For a central-office-level administrator, the pertinent data is that of the entire School District.**

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. The effectiveness of school administrators, so that they are given ample opportunities for improvement.
 2. Promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development.
 3. Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
- [] Whether to grant full certification, to school administrators using rigorous standards and streamlined, transparent, and fair procedures.
- E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:
1. The school administrators' training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the administrator designates such duties.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

ADMINISTRATION
1420/page 3 of 5

2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
3. Student attendance.
4. Student, parent and teacher feedback and other information considered pertinent by the Board.

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016-2017 school year, the District shall adopt and implement one (1) or more of the evaluation tools for teachers or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the district may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.

G. Beginning with the 2016 - 2017 school year, the district shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the district adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the district adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____**SCHOOL DISTRICT**

ADMINISTRATION
1420/page 4 of 5

3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the district adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

H. Beginning with the 2016 - 2017 school year:

1. The District shall provide training to school administrators on the measures used by the district in its performance evaluation system and on how each of the measures is used. This training may be provided a district or by a consortium consisting of (2) or more districts, the intermediate school district or a public school academy.
2. The District shall ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

ADMINISTRATION
1420/page 5 of 5

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on his/her next annual year-end evaluation. An administrator rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

[NOTE: Only select if there is a relevant CBA.]

[] The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of July 19, 2011, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

M.C.L. 380.1249



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROGRAM
2623/page 1 of 6

REVISED POLICY - VOL. 30, NO. 2

STUDENT ASSESSMENT

The Board of Education shall, in compliance with law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

~~{ } — Additionally, the District shall monitor student academic growth in each subject area at least twice during the school year using competency based online assessments. The results of these assessments shall be shared with the student and his/her parent(s) or guardian.~~

~~**[NOTE: This option is provided to address Best Practice Incentive for Fiscal Year 2012-13.]**~~

The Superintendent shall develop

() and present to the Board annually

() and the Board shall approve

a program of testing and assessment that includes:

- A. the Michigan **Student Test of Educational Progress (M-STEP)** Education Assessment Program (for grades 3—9) and, the Michigan Merit Examination ("**MME**") (or other readiness assessment program approved by the State Superintendent) () the **PSAT [END OF OPTION]** and **MI-Access Alternate Assessments** administered each year in accordance with the schedule established by statute and the State Department of Education;



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM

2623/page 2 of 6

~~The purpose of the Michigan Education Assessment Program and the Michigan Merit Examination (MME) is to assess student performance in mathematics, science, social studies, reading, and English language arts for the purpose of improving academic achievement and establishing a Statewide standard of competency. The MME will include the American College Test (ACT) provided at State expense for all students in Grade 11. ACT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work.~~ **M-STEP includes summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3-8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the SAT with essay, ACT WorkKeys, and M-STEP summative in science, and social studies.**

- B. criteria-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;
- C. selection of assessment instrument, data, and other District criteria that will be used to assess educational achievement of each student in grades 1 - 5;

[] Third grade students who do not meet the District's and State's established assessment criteria may be offered the opportunity to attend summer school.

- () assessment tests;
- () aptitude tests;
- () achievement tests;
- () vocational inventories;
- () tests of mental ability.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____**SCHOOL DISTRICT**

PROGRAM
2623/page 3 of 6

The Board requires that:

- A. any assessment tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 - 1. political affiliations;
 - 2. mental and psychological problems potentially embarrassing to the student or his/her family;
 - 3. sexual behavior and attitude;
 - 4. illegal, anti-social, self-incriminating, and demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally-recognized, privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. income without the prior consent of the adult student or without the prior written consent of the parent;
- B. any personality testing complies with Department of Education guidelines.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROGRAM
2623/page 4 of 6

The Board also requires that:

- () tests be administered by persons who are qualified under State law and regulation;
- () parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- () students who have not attained satisfactory scores on the fourth grade or seventh grade ~~test~~ ~~MEAP Tests~~ should be provided special assistance that will enable them to bring reading skills up to grade level within a twelve (12) month period;
- () data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- () the results of each school-wide, program-wide, and District-wide test be made part of the public record.

All eleventh grade students shall participate in the Michigan Merit Examination, unless excluded under the guidelines established by the State Department of Education.

A student who wants to repeat a State approved readiness assessment (other than the Michigan Merit Examination and any ACT—component) may repeat the assessment in the next school year or after graduation on a date when the District is administering the assessment. Only this type of repeat assessment testing will be without charge to the student.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROGRAM
2623/page 5 of 6

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once **if the student has valid scores in some or all MME components**. If a student does not take the complete Michigan Merit Examination in grade 11, the District shall administer the complete Michigan Merit Examination to the student in grade 12. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

- A. the student has taken the complete Michigan Merit Examination
- B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination
- C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk
- D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied
- E. after taking the complete Michigan Merit Examination, the student has not already received a free retake of the college entrance examination component paid for either by the State of Michigan, or through a scholarship or fee waiver by the provider



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROGRAM
2623/page 6 of 6

- [] In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.

| M.C.L. 380.1279, 380.1279g, 390.1451 et seq., 380.1280b, ~~380.1282a~~

| A.C. Rule 340.1101 et seq.

| ~~MEAP Test Administration Manuals~~

| **380.1278a THIS SECTION IS AMENDED EFFECTIVE FEBRUARY 14, 2016: See**
380.1278a.amended *****

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LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF
3131/page 1 of 3

REVISED POLICY - VOL. 30, NO. 2

STAFF REDUCTIONS/RECALLS

It is the policy of this Board that all personnel decisions shall be based on retaining effective teachers in situations involving a staffing or program reduction or any other personnel decision resulting in the elimination of a position, as well as for hiring after such reductions/position eliminations or recall to vacant positions. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers.

This policy shall not operate or be applied to retain or recall a teacher whose most recent performance evaluation contains an overall rating of Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating as reflected in that teacher's most recent performance evaluation. This policy also shall not operate or be applied to retain or recall a probationary teacher who has received a rating of either Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating. A probationary teacher who is rated as Effective or Highly Effective on his/her most recent annual performance evaluation is not subject to being displaced under this policy by a tenured teacher solely because the other teacher has attained tenure under the Teachers' Tenure Act.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3131/page 2 of 3

The effectiveness of teachers shall be measured in accordance with the District's performance evaluation system developed under Section 1249 of the School Code, and the personnel decisions shall be based on the following factors:

- A. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:
 - 1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
 - 2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
 - 3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to withstand the strain of teaching.
 - 4. The teacher's attendance and disciplinary record, if any.
- B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3131/page 3 of 3

- C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

PA 102, 2011
M.C.L. 380.1248

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LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 1 of 9

REVISED POLICY - VOL. 30, NO. 2

PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

Commencing with the 2015-16 school year, the year end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective and ineffective, which take into account ~~data on student growth as a significant factor in the evaluation in accordance with State law~~ **student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.**



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3220/page 2 of 9

For these purposes, student growth shall be measured by ~~national, State, or local assessments and other objective criteria. Student growth shall be measured using the State and alternative assessments as prescribed by Section 1249 (M.C.L. 380.1249).~~ **by the following:**

1. **Beginning with the 2016 - 2017 school year, the portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the District as described below.**
2. **Beginning with the 2018 - 2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty (50) percent of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.**
3. **The portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.)**



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____**SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 3 of 9

4. If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. the effectiveness of employees, so that they are given ample opportunities for improvement
 2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
 3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
 4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

Commencing with the 2015-16 school year:



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 4 of 9

- E. provides a mid-year progress report for every () certificated **[END OF OPTION]** teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the ~~last~~**most recent annual** year-end evaluation

This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;
2. be aligned with the teacher's individualized development plan;
3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

- F. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught and student engagement in the lesson
2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations
3. observations need not be for an entire class period
4. **beginning with the 2016 - 2017 school year, at least one (1) observation must be unscheduled;**



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3220/page 5 of 9

5. beginning with the 2016 - 2017 school year, the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.

6. beginning with the 2016 - 2017 school year, the district shall ensure that, within thirty (30) days after each observation, the teacher is provided with feedback from the observation.

- G. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of 2016 - 2017 school year, [must select one (1) option below]

☐ the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

☐ the District will use its local evaluation tool(s) for teachers or modifications of an evaluation tool on the list, which must comply with H., below.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3220/page 6 of 9

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

- H. Beginning with the 2016 - 2017 school year, the District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:
1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
 2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
 3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
 4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
 6. A description of the plan for providing evaluators and observers with training.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

PROFESSIONAL STAFF
3220/page 7 of 9

I. Beginning with the 2016 - 2017 school year:

- 1. The District will provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.**
- 2. The District will ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.**

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

If a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.



DEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROFESSIONAL STAFF

3220/page 8 of 9

Beginning with the 2018 - 2019 school year, the District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

[OPTION]

- []** The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of July 19, 2011, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.

[END OF OPTION]



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 9 of 9

~~The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of July 19, 2011, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.~~

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

M.C.L. 380.1249 (as amended)

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