MINUTES
BOARD OF EDUCATION
Livonia Public Schools
Regular Meeting
January 29, 2024

President Bradford convened the meeting at 6:30 p.m.

Members Present	Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Members Absent	None
District Update from the Superintendent	Superintendent Oquist presented highlights of recent activities taking place across the District, as well as upcoming events.
Board Recognition Month	Mrs. Stacy Jenkins, Administrator of Communications, recognized National School Board Month and honored the LPS Board of Education by reading a Recognition Resolution for Board members from the Wayne County Regional Educational Service Agency Board of Education. Superintendent Oquist also expressed her appreciation to the Board, on behalf of the District, for their outstanding work and dedication.
Written Communications	None
Response to Prior Audience Communications	None
Audience Communications	A representative from Senator Cavanaugh's office shared information about an upcoming District 6 Community Coffee event at the Livonia Fire Department.
Consent Agenda	It was moved by Mrs. Acosta and supported by Mrs. Burton that the Board of Education of the Livonia Public Schools School District approve the following consent agenda items, as recommended by the superintendent: V.A. *Minutes of the Regular Meeting of December 18, 2023 Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson

Nays: None

Approval of HVAC Upgrades for Holmes and Emerson

It was moved by Mr. Johnson and supported by Mrs. Burton that the Board of Education of the Livonia Public Schools School District approve the purchase and installation of HVAC equipment from Engineered Comfort Systems, located in Taylor, Michigan, for the total amount of $392,569 which includes hard construction and contingency.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Approval of Purchase of Kitchen Equipment

It was moved by Mrs. Bonifield and supported by Mrs. Jarvis that the Board of Education of the Livonia Public Schools School District approve the purchase of kitchen equipment from Stafford-Smith, Inc., located in Madison Heights, Michigan for a total cost of $32,020.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Approval of LCTC 61c(1) Grant Purchase

It was moved by Mrs. Jarvis and supported by Mrs. Bonifield that the Board of Education of the Livonia Public Schools School District approve the purchase of two Susie S2000 Teatherless Simulators (mannequins) from Gaumard located in Miami, Florida for a total cost of $69,054 and two SAM Auscultation Manikins with Wifi Simscopes from Cardionics located in Webster, Texas for a total cost of $27,500. The total cost for these found equipment items is $96,554.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Approval of Early Middle College Programming

It was moved by Mrs. Burton and supported by Mrs. Acosta that the Board of Education of the Livonia Public Schools School District approve a collaborative agreement with Schoolcraft College to establish an Early Middle College.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Approval of Teachers

It was moved by Mrs. Frank and supported by Mrs. Acosta that the Board of Education of the Livonia Public Schools School District accept the recommendation of the superintendent and offer employment for the 2022-23 school year to the following teachers:

Domingo, Sarah	Teacher	1.0	Hayes
Merner, Nicole	Teacher	1.0	Franklin (.6), Emerson (.4)
Pajor,Kara	Teacher	1.0	Holmes
Rusinowski, Kara	Psychologist	1.0	Student Services Intern
Warner, Alisyn	SE Teacher	1.0	Webster MOCI

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Teachers for Tenure

It was moved by Mrs. Acosta and supported by Mrs. Bonifield that the Board of Education of the Livonia Public Schools School District accept the recommendation of the superintendent and acknowledge that tenure status has been granted to the following teachers on the respective date:

Name	**Date**
Deren, Jeanne	January 10, 2024
Lanzon, Madison	January 26, 2024
Oliver, Caitlyn	January 26, 2024
Sieter, Kelly	January 07, 2024
Stephens, Eoghann	January 03, 2024
Urso, Gina	January 23, 2024
Wilson, Zachary	January 28, 2024

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Leaves of Absence

It was moved by Mr. Johnson and supported by Mrs. Frank that the Board of Education of the Livonia Public Schools School District accept the recommendation of the superintendent and approve the request for a leave of absence as listed below:

Name	**Date**
Kubek, Julia	February 1, 2024
Rosner, Stacy	2024-2025 school year
Torkelson-Regan, Seth	April 18, 2024

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Resignations

The Board was informed of the following resignations:

Name	**Date**
Boka, Laura	January 26, 2024
Ellis, Lauren	January 03, 2024
Hangstefer, Kristen	January 12, 2024
Newberry, Lynn	January 16, 2024

Retirements

It was moved by Mrs. Bonifield and supported by Mrs. Jarvis that the Board of Education of the Livonia Public Schools School District adopt a resolution of appreciation for:

Donald Boka

WHEREAS, It has been brought to the attention of the Board of Education of the Livonia Public Schools School District that Donald Boka will retire from the district on June 15, 2024; and,

WHEREAS, Donald Boka has devoted 30 years of dedicated, loyal, and outstanding service to the students of Taylor elementary, Marshall Elementary, Hull Elementary, Nankin Mills Elementary, Grant Elementary, Hoover Elementary and Franklin High School as a teacher; and,

WHEREAS, He has made many contributions to the educational profession and has touched the lives of countless students during him tenure with the Livonia Public Schools;

NOW, THEREFORE, BE IT RESOLVED That the Board of Education does hereby congratulate Donald Boka on his years of service to the educational profession and expresses publicly its sincere appreciation and offers its best wishes for his retirement.

Patricia Wischmeyer

WHEREAS, It has been brought to the attention of the Board of Education of the Livonia Public Schools School District that Patricia Wischmeyer will retire from the district on February 29, 2024; and,

WHEREAS, Patricia Wischmeyer has devoted 21 years of dedicated, loyal, and outstanding service to the Livonia Public Schools as a clerk, secretary and bookkeeper at Hayes Elementary, Hoover Elementary, Stevenson High School, Garfield Elementary, Taylor Elementary and in the Business Office; and,

WHEREAS, She has given conscientious, careful, and loyal service to the students, staff, and community during her tenure with the Livonia Public Schools;

NOW, THEREFORE, BE IT RESOLVED That the Board of Education does hereby express its deep appreciation to Patricia Wischmeyer for her countless contributions to our school system and extends best wishes for an enjoyable and rewarding retirement.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

Second Reading Board Policy – Instructional Programs

It was moved Mrs. Jarvis and supported by Mrs. Frank that the Board of Education of the Livonia Public Schools School District accept the recommendation of the Policy Committee and adopt Board Policy language for the following policies:

IHF – Graduation Requirements

BOARD POLICY
IHF INSTRUCTIONAL PROGRAMS ~~**May 18, 2015**~~
GRADUATION REQUIREMENTS **December 8, 2023**

GRADUATION REQUIREMENTS
(~~2016~~ Class of 2025 and beyond)

1. **Number of Classes:** Each student shall be registered as a full time student for a minimum of eight

(8) semesters. Exceptions for the second semester of the senior year for which special schedule arrangements are necessary may be approved by the principal~~s~~ with the support of the Director of Secondary Programs.

2. **Credit Requirements:** A minimum of 23 units of credit (one unit equals one credit) must be ~~successfully~~ earned.
3. **Credit Earned Prior to High School:** A student who, prior to entering high school, successfully completes a course at a Michigan public school that is aligned with the high school course content expectations will earn credit toward fulfilling the graduation requirements. A list of courses for which this applies will be maintained by the ~~Office of Instruction~~ Academic Services Department. Grades for these courses will not be used in the calculation of the student's high school grade point average.
4. **Common Learnings:** Each student is required to earn a minimum of 18 credits in the ~~area of~~ common learnings outlined below:

A minimum of eighteen (18) units of credit must be earned in the following areas:

A. Language Arts (Grades 9, 10, 11, and 12) 4.0 units
- 1 unit Language Arts 9
- 1 unit Language Arts 10
- 1 unit - ~~.5 Composition and .5 Literature~~ Language Arts 11
- 1 unit - ~~Choice of 12th Grade Language Arts Classes~~ Language Arts 12

B. Mathematics..... ..... 4.0 units

4 units of mathematics which must include at least Algebra I, Geometry and Algebra II (or an equivalent) with a math or math-related class in the final year.

C. Science..... ..... 3.0 units
- 1 unit Biology
- 1 unit Chemistry or Physics (Beginning with the Class of 2025)
- 1 unit Science or completion of a CTE Program
- ~~1 unit /Physical Science or completes a CTE Program~~

D. Social Studies .3.0 units
- 1 unit World History
- 1 unit U.S. History
- 0.5 unit American Government
- 0.5 unit Economics

E. Physical Education 1.0 unit
- 0.5 unit Personal Fitness
- 0.5 unit Health

F. Visual, Performing, and/or Applied Arts (VPAA) 1.0 unit
G. World Languages ..2.0 units
- 2 units of the same World Language, or
- 1 unit of the same World Language and ~~completes~~ the completion of a Career and Technical Education (CTE) Program, or
- 1 unit of the same World Language and 1 unit of VPAA in addition to required VPAA credit

TOTAL..... 18 units

5. **Electives:** Of the 23 units required for graduation, 5 units of credit may be electives.
6. **Online Learning Experience:** Students are required to experience twenty (20) hours of online learning. The requirement will be met through online experiences provided in required high school core ~~required~~ courses.
7. **Personal Curriculum Plan:** A personal curriculum plan may be developed for a student in which graduation requirements are modified in accordance with the state mandated Michigan Merit Curriculum. For example, the VPAA requirement can be modified through a Personal Curriculum Plan for a student who takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Language or if the student completes a CTE program.
8. **Testing Out:** A student will receive credit for a Michigan Merit curriculum course in which the student earns a qualifying score on the test out that measures a student's understanding of the subject area content expectations that apply to the credit. Test out scores will not be used to calculate grade point average. Testing out is not a credit recovery option.
9. **Required Testing:** As a requirement for graduation, a high school student must participate in all state or federal academic testing programs which the School District is required to administer, unless otherwise indicated in an Individualized Education Program (IEP), a Section 504 Plan, or similar program of services. A high school student's failure to meet this requirement will render him/her ineligible for a high school diploma, and will preclude that student's participation in graduation commencement exercises. Any deviation from this requirement must be approved by the Superintendent or his/her designee.
10. **Early Graduation:** If a student meets all other requirements, approval for early graduation may be granted at the end of seven (7) semesters. To apply for early graduation, the Application for Early Graduation and a letter to the principal must be completed by the end of the first card marking of the student's senior year. Approval for early graduation will be contingent upon educational experiences or training in high school which have afforded the student early entry into college or an advanced training program, a concrete job offer utilizing these educational experiences, or family financial need. Diplomas will be issued in June. An exception to this section may be granted with approval of the Board of Education upon the recommendation of the S~~s~~uperintendent.

LEGAL REF.: MCL, 380.1166; 380.1278a; 380.1278b

ADMINISTRATIVE PROCEDURES IHF(1)

INSTRUCTIONAL PROGRAM GRADUATION REQUIREMENTS
TRANSCRIPT FEES

~~Janu~~

~~ary 23, 2008~~
December 4, 2023

Schools will handle all requests for high school transcripts as follows:

1. For a period of one year after graduation, graduating seniors will be provided the first three transcripts without charge. After that, there will be a charge of $5.00 per copy.

2. All alumni~~(ae)~~ will be charged $5.00 per copy.

3. The school will incur all mailing expenses for transcripts mailed within the continental United States or Canada.

4. Schools will maintain a continuity of service throughout the year so that requests for transcripts are processed in a timely manner.

Ayes: Acosta, Bonifield, Bradford, Burton, Frank, Jarvis, Johnson
Nays: None

First Reading Board Policy – Personnel

GBF – Teacher Placement

BOARD POLICY **GBF**
PERSONNEL
TEACHER PLACEMENT ~~**MAY 17, 2021**~~

~~The Board of Education acknowledges that having teachers assigned in their area of certification and endorsement is highly valued. All elementary, secondary, and special education teachers must be certified or authorized to teach the grade levels and subject areas to which they are assigned.~~

Teacher placement is the determination of the classroom teaching assignment for a teacher. The decisions regarding teacher placement will be at the sole discretion of the Superintendent or designee. In order to be eligible for a teaching assignment, the teacher must be qualified for the teaching assignment, based on the criteria set by the Superintendent or designee, and have the appropriate certification. In the absence of a qualified teacher with appropriate certification, the School District may consider the ability to obtain an appropriate Michigan Department of Education permit.

LEGAL REF.: MCL 380.1233, 380.1233b, 380.1237, 423.215

ADMINISTRATIVE PROCEDURES **GBF**
PERSONNEL

~~**April 15, 2013**~~
TEACHER PLACEMENT ~~**Reviewed 4/2021**~~
January 29, 2024

Between qualified candidates, teacher placement will be based on the following criteria:

- Teacher certification, including whether such teacher placement decision will result in a classroom section not having a certified teacher;
- The school schedule;
- The prior year Effectiveness Rating of teachers qualified for the assignment;
    - Evaluators of performance, as measured using the performance evaluation system required by law, will consider factors including, but not limited to, the following as prescribed by the evaluation tool: demonstrated pedagogical skills and content area knowledge, evidence of ability to successfully plan and deliver rigorous lessons, implementation of effective strategies for building higher-level thinking and differentiated instruction, classroom management, collaboration with colleagues, and other attributes/skills relevant to the teaching assignment.
- The teacher's disciplinary record;

- The teacher's attendance record;
- Relevant special training, including completion of relevant training other than professional development or continued education that is required by the District or by state law, including the integration of that training into instruction in a meaningful way;
- The recency or relevance of a teacher's experience in a grade level or subject area;
- The teacher's length of service in a grade level or subject area. Length of service in a grade level or subject area may ~~will~~ be made up of two components:
    - Current length of service in the assignment, and;
    - Lifetime length of service in the assignment.

Teachers with no relevant special training, or service time with a particular teaching assignment are not qualified candidates for purposes of teacher placement and will only be considered for placement in the teaching assignment if there are no other qualified candidates.

The School District respects and values individual staff opinion regarding their placement. Staff members may request placement preference for District consideration by May 1. The School District will make an effort to notify staff of their placement in a prompt manner.

First Reading Board Policy – Personnel

GBF – Staffing Reduction and Recalls

BOARD POLICY **GBG**
PERSONNEL
~~STAFF REDUCTIONS AND RECALLS~~ **~~MAY 17, 2021~~**
STAFFING, LAYOFF, AND RECALL OF TEACHERS **JANUARY 29, 2024**

~~All personnel decisions shall be based on retaining effective teachers in situations involving a staffing/program reduction or any other personnel decision resulting in the elimination of a position. This policy shall also apply when recalling or hiring to fill a previous staffing/program reduction or any other personnel decision that resulted in the elimination of a position.~~

This policy relates to all teachers working for the School District as defined by the Michigan Teachers´ Tenure Act, MCL 38.71, et seq. As used in this policy, the term "personnel decision" refers to any situation where the School District is:

- Filling a vacancy;
- Placing a teacher in a classroom;
- Conducting a staffing reduction;
- Conducting a program reduction, or;
- Any other decision resulting in the elimination or creation of a position.

The Superintendent or designee will adopt clear and transparent procedures for all personnel decisions governed by Section 1248 of the Revised School Code. When adopting such procedures, length of service shall not be the sole factor in personnel decisions, and may only be considered as a tiebreaker if a personnel decision involves 2 or more employees and all other factors distinguishing those employees from each other are equal.

Personnel decisions must be based on relevant factors including, but not limited to:

- The prior year Effectiveness Rating of teachers qualified for the assignment;

- Evaluators of performance, as measured using the performance evaluation system required by law, will consider factors including, but not limited to, the following as prescribed by the evaluation tool: demonstrated pedagogical skills and content area knowledge, evidence of ability to successfully plan and deliver rigorous lessons, implementation of effective strategies for building higher-level thinking and differentiated instruction, classroom management, collaboration with colleagues, and other attributes/skills relevant to the teaching assignment.

- The teacher's length of service in a grade level or subject area;

- The teacher's disciplinary record, and;

- Relevant special training, which may be based on completion of relevant training other than professional development or continuing education that is required by the School District or by law, and integration of that training into instruction in a meaningful way.

Subject to the limitations set forth herein through policy or regulation, the Superintendent or designee has sole authority to determine teacher placement, the existence of a teacher vacancy, or to implement a personnel or program reduction.

LEGAL REF.: MCL 380.1248, 380.1249, 423.215

ADMINISTRATIVE PROCEDURES GBG
PERSONNEL ~~**April 15, 2013**~~
~~**STAFF REDUCTIONS AND RECALLS**~~ ~~**Reviewed4/2021**~~
STAFFING, LAYOFF, AND RECALL OF TEACHERS

~~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.~~

~~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/guardians 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.~~

~~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.~~

~~A teacher who has been rated as "ineffective" under the performance evaluation system shall not be given any preference that would result in the teacher being retained over a teacher who is evaluated as "minimally effective," "effective" or "highly effective" under the performance evaluation system.~~

Teacher Vacancies

A teacher vacancy does not exist unless all the following criteria are met:

- The position is subject to Section 1249 of the Revised School Code;
- The ~~vacancy~~ position is posted by the School District in a manner which invites applicants.

A teacher vacancy may be created by the following, subject to approval by the Superintendent or designee:

- Transfer of an internal teaching candidate to a vacant position;
- A leave of absence i~~s extended beyond sixty school days~~;
- Retirement, resignation, or other departure at the end of a school year or immediately prior to the start of a school year.
- A~~n unplanned~~ mid-year retirement, resignation, or other departure ~~occurs which~~ that will require a long-term substitute ~~for sixty or more school days~~;
- The addition of a new classroom section.

No vacancy will be created when a position is first unfilled beginning in the second half of the school year, unless approved by the Superintendent or designee. The Superintendent or designee may close any vacancy in their sole discretion at any time.

Selection Process to Fill a Vacancy

- The Superintendent's or designee's most highly rated and qualified candidate will be selected for any vacancy.
- The top qualified internal candidate, plus other internal candidates in the discretion of the Superintendent or designee, may ~~will~~ be provided an opportunity to interview for any vacancy.
- ~~In the event that an internal candidate is the most highly rated qualified candidate, before filling the vacancy with the internal candidate,~~ The Superintendent or designee shall consider the likelihood of filling any vacancy created by the selection of the internal candidate and the impact such vacancy will have on the instructional program. ~~If the Superintendent or designee determines the selection of the internal candidate will negatively impact the instructional program, the Superintendent or designee may select the next most highly rated and qualified candidate.~~

In the absence of a qualified candidate, the Superintendent or designee may select a candidate who ~~best demonstrates the following:~~ is able to obtain temporary or alternative credentialing to be qualified for the position, has demonstrated an exemplary commitment to a school community and its students, and possesses relevant knowledge and skills for the position.

- ~~Ability to obtain temporary or alternative credentialing to be qualified for the position~~

- ~~Commitment to the profession of teaching~~
- ~~Commitment to the school community~~
- ~~Commitment to the student body~~

Staffing Reductions

A staffing reduction is the decision to eliminate curricular sections or positions that will result in a reduction in the hours worked (FTE) of one or more teachers. The Superintendent or designee has the sole authority to determine and conduct a staffing reduction.

The Superintendent or designee will conduct any staffing reduction based on the department and location, using following criteria:

- The District shall reduce staff starting with the teacher with the lowest Effectiveness Rating and proceeding toward the teacher with the highest Effectiveness Rating in the department, unless such reduction will result in a classroom section not having a certified teacher.
    - Evaluators of performance, as measured using the performance evaluation system required by law, will consider factors including, but not limited to, the following as prescribed by the evaluation tool: demonstrated pedagogical skills and content area knowledge, evidence of ability to successfully plan and deliver rigorous lessons, implementation of effective strategies for building higher-level thinking and differentiated instruction, classroom management, collaboration with colleagues, and other attributes/skills relevant to the teaching assignment.
- Teacher certification. In the absence of a teacher with appropriate certification, the School District may consider the ability to obtain an appropriate permit.
- The teacher's disciplinary record;
- The teacher's attendance record;
- Relevant special training, including completion of relevant training other than professional development or continued education that is required by the District or by state law, including the integration of that training into instruction in a meaningful way;
- The teacher's length of service in a grade level or subject area. The School District will only consider a teacher's continuous and current length of service in a grade level or subject area.

Teachers with no relevant special training, or service time with a particular teaching assignment are not qualified candidates for purposes of a staffing reduction and will only be considered for such placement if there are no other qualified candidates.

Program Reductions

A program reduction is the decision to eliminate curricular courses or courses of study. The Superintendent or designee has the sole authority to determine and conduct a program reduction.

Upon the decision to implement a program reduction, the Superintendent or designee will review impacted staff and evaluate whether they are qualified, as defined by the Teacher Placement Procedure. Teachers with an effectiveness rating of effective or highly effective will displace others in another School District program with a rating other than effective or highly effective. ("*Highly Effective*" will remain a legal rating until July 1, 2024.)

Recall Process

A recall is when teachers that are placed on layoff become eligible to return to work at the School District.

The right to recall expires three years after the layoff becomes effective. Only teachers on layoff that are qualified for a vacancy are eligible for recall.

The right to recall is different based on the teacher's most recent evaluation rating:

- *Effective ~~or Highly Effective~~*: Teacher will be offered the opportunity to return to a vacancy for which they are qualified. ("*Highly Effective*" will remain the legal rating until July 1, 2024.)
- *Developing ~~or Minimally Effective~~*: Teacher will be offered the opportunity to interview for a vacancy for which they are qualified. ("*Minimally Effective"* will remain the legal rating until July 1, 2024.*)*
- *Needing Support ~~or Ineffective~~*: Teacher will be notified of a vacancy for which they are qualified and the teacher may submit application materials for consideration by the Superintendent or designee. ("*Ineffective*" will remain the legal rating until July 1, 2024.)

Eligibility for recall will be determined based on the following criteria:

- The teacher with the highest evaluation rating will be eligible first, proceeding to the lowest evaluation rating;
    - Evaluators of performance, as measured using the performance evaluation system required by law, will consider factors including, but not limited to, the following as prescribed by the evaluation tool: demonstrated pedagogical skills and content area knowledge, evidence of ability to successfully plan and deliver rigorous lessons, implementation of effective strategies for building higher-level thinking and differentiated instruction, classroom management, collaboration with colleagues, and other attributes/skills relevant to the teaching assignment.
- If two teachers are being considered and share the same ~~evaluation~~ Effectiveness Rating, then the Superintendent or designee must compare the potential individuals using each of the elements of the standards as set out below, subject to Section 1248 of the Revised School Code. Only when all elements within one level are equal and the candidates cannot be differentiated should the Superintendent or designee move to the next level.
    - The teacher's disciplinary record;
    - The teacher's attendance record;
    - Relevant special training, including completion of relevant training other than professional development or continued education that is required by the District or by state law, including the integration of that training into instruction in a meaningful way;

The teacher's length of service in the grade level or subject area where the vacancy exists

First Reading Board Policy – Personnel

BOARD POLICY **GBIA**

PERSONNEL **~~MAY 17, 2021~~**

GBIA – Teacher Evaluations

TEACHER EVALUATIONS **JANUARY 29, 2024**

~~The Board of Education delegates to the Superintendent, or his/her designee, the function of adopting and implementing an evaluation tool for teachers that is consistent with the requirements of the law.~~

All teachers and administrators can improve their performance and should strive for excellence in order to provide the best possible education for the students of the School District. To that end, the School District will use a rigorous, transparent, and fair evaluation system for all teachers and administrators. This system will comply with Michigan law and include annual year-end evaluations for all teachers and administrators, unless otherwise permitted by Michigan law. The Superintendent or designee will provide inter-rater reliability training for all evaluators as required by law.

The evaluation system is intended to be used to improve the performance of all teachers and administrators and encourage professional growth. The system will be used, at a minimum, to inform decisions on the effectiveness and development of teachers, to grant tenure or full certification, and to remove ineffective tenured and untenured teachers. The Superintendent or designee will develop and implement any legally-compliant administrative regulations necessary to put this policy into effect with the involvement of teachers and school administrators. The regulations will use legally-compliant criteria ~~to deem teachers and administrators unevaluated.~~ whenever it is deemed appropriate to waive evaluation for a teacher or administrator in a given school year.

The Superintendent or designee is authorized to promulgate regulations based on changes of the law governing evaluations.

Teachers will receive ratings as prescribed by law. Any teacher rated less than ~~effective~~ Developing on a year-end evaluation will be placed on an individualized development plan (IDP). That teacher will be evaluated mid-year during the next school year, in addition to receiving a year-end evaluation. If the teacher continues to be found less than ~~effective~~ Developing for three consecutive years, the School District will act to discharge the teacher, either through termination (if probationary) or the filing of tenure charges (if tenured), unless special circumstances are found to exist.

LEGAL REF.: MCL 380.1249, 423.215

ADMINISTRATIVE PROCEDURES **GBIA**
PERSONNEL
TEACHER EVALUATIONS ~~**MAY 17, 2021**~~ **JANUARY 29, 2024**

~~A. The performance evaluation system will include at least an annual year-end evaluation.~~

~~1. The annual year-end performance evaluation will be based in part on student growth and assessment data. The percentage of the annual year-end evaluation based on the student growth and assessment data will be equal to the percentage established by law. If student growth and assessment data is available for a teacher for at least three school years, the annual year-end evaluation shall be based on student growth and assessment data for the most recent three-consecutive-school-year period. If not, the annual year-end evaluation shall be based on all student growth and assessment data that is available for the teacher.~~

~~2. The annual year-end performance evaluation shall include specific performance goals. Specific performance goals will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting the goals. For a first year probationary teacher or a teacher who received a rating of ineffective or minimally effective on his or her most recent annual year-end evaluation, the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is~~

~~designed to assist the teacher to improve his or her effectiveness.~~

~~B. The performance evaluation system will include a mid-year progress report for a teacher who is in the first year of the probationary period, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The mid-year progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.~~

~~The mid-year progress report shall:~~

~~1. Be based at least in part on student achievement;~~

~~2. Be aligned with the teacher's individualized development plan under subdivision A.2. above;~~

~~3. Include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his/her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals;~~

~~4. Include a written improvement plan developed by the school administrator or designee, in consultation with the teacher, that includes these goals and training and is designed to assist the teacher to improve his or her rating; and~~

~~5. Be developed in addition to an annual year-end evaluation.~~

~~C. The performance evaluation system will include classroom observations. All of the following apply to these classroom observations:~~

~~1. The manner in which a classroom observation is conducted shall be consistent with the selected state evaluation tool.~~

~~2. A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.~~

~~3. A classroom observation does not have to be for an entire class period.~~

~~4. Unless a teacher has received a rating of effective or highly effective on his or her two most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.~~

~~D. The performance evaluation system may allow an exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee.~~

~~E. The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective.~~

~~F. The performance evaluation system shall provide that if a teacher is rated as ineffective on three consecutive annual year-end evaluations, the teacher will be dismissed from his or her employment.~~

~~G. The performance evaluation system shall provide that if a teacher is rated as highly effective on three consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on one of these biennial year-end evaluations, the teacher~~

~~shall again be provided with annual year-end evaluations.~~

~~H. The performance evaluation system shall permit a teacher who is not in a probationary period and is rated as ineffective on the annual year-end evaluation, to request a review of the evaluation and the rating by the school district superintendent. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent or designee shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, a review as described in this paragraph may only occur twice in a three school year period.~~

Effective July 1, 2024, the evaluation tools for both administrators and teachers will be reclassified to have three ratings: Effective, Developing, and Needing Support. Student growth components for both administrators and teachers will be calculated based on the requirements of the Revised School Code. Any disputes regarding evaluations will be subject to the dispute process in Section 1249 of the Revised School Code.

Adjournment

Off/Supt/tg

The Superintendent or designee will evaluate administrators annually, unless otherwise permitted by Michigan law, using the School Advance model. Beginning in the 2024-2025 school year, for the first three years a school administrator is in a new administrative position, the Superintendent or designee will assign a mentor to the school administrator. The Superintendent or designee will, for each year the administrator is evaluated, conduct a midyear progress report.

~~Building~~ School principals will evaluate teachers annually, unless otherwise permitted by Michigan law, using the 5D+ model. All teacher evaluations require at least two observations and at least one observation will be unscheduled. Any midyear progress meetings conducted by Administrators will review relevant student achievement data. The evaluation system will rate teachers with ratings as required by Section 1249 of the Revised School Code. Administrators will provide written feedback to teachers as required by law. Beginning in the 2024-2025 school year, classroom observations must be for a minimum of fifteen minutes, but need not be an entire class period. ~~One observation will be unscheduled~~. ~~Building~~ School principals will meet with teachers following observations and provide written observation feedback within thirty (30) days of the observation.

~~Employees Whose Evaluations are Not Governed by Section 1249 of the Revised School Code.~~ The Superintendent or designee will determine the method of evaluation for ~~in which such~~ employees whose evaluations are not governed by Section 1249 of the Revised School Code.

President Bradford Adjourned the meeting at 7:43 p.m.