



Board / District Governance Plan

Our Mission

Bay City Public Schools Mission:

To provide each student with the knowledge, attitudes, and skills necessary to assure success.

Our Vision

Our Vision for Bay City Public Schools is a place where:

- All students graduate having successfully attained the necessary core skills of reading, writing, mathematics, science, social studies, and world language.
- Each student achieves a well rounded education beyond the basic skills through exploration and training in areas of interest including art, music, drama, industrial arts, as well as social and personal skills for good citizenship.
- Our philosophy for education is as a life-long pursuit, not limited to kindergarten through grade 12, and that our programs and staff reflect that vision.
- All classrooms have a standard and appropriate level of technology and teaching materials to promote student academic success.
- Students learn in a safe environment, students and staff respect one another, and disrespectful or disruptive behavior is not accepted.
- Students and staff work together in facilities that are maintained with pride on a continuing basis and improved as needed.
- The Board of Education and staff provide up-to-date and innovative technology and educational opportunities.
- Students are provided appropriate non-instructional services to assist them with their individual educational needs and pursuits such as college preparation, financial aid information, counseling, and extracurricular activities.
- Parent involvement is always invited, encouraged, and sought
- The Board of Education's Values for Effective Governance are used to develop goals and evaluation methods to measure performance.
- All of our schools are high achieving and considered as models of excellence in the State.

July 2012

Board / District Governance Plan

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Values for Effective Governance

Practice Consensus Decision-Making

Respect minority viewpoints and individual differences. Avoid pursuing personal agendas. Engage people (the Board of Education, central office administrators, building administrators, bargaining units, and others) more collaboratively, seeking ideas and involvement in decision making.

Maintain Integrity and Transparency in Board and School Operations

Endorse not just the letter of “open meetings” but the spirit as well. To the degree possible and appropriate, include all employee and community resources. Communicate! Problem solve together. Recognize multiple interests and stakeholders. Foster an informed organization.

Commit to a Customer Orientation for Bay City Public Schools

Understand and support internal and external customers. Use a team approach to deliver curriculum. Add value to and for our students. Be good stewards of the district for the generations to follow.

Foster and Nurture Leaders, Innovators, Risk Takers, and Champions

Recognize and encourage people to assume leadership roles. Grow internal strength and capability.

Build Internal and External Collaborative Relationships

Collaboratively engage internal and external relationships whenever possible. Spread the concept in process and accomplishments. Protect the collaborative model by confronting those who violate the principles. Always and everywhere, through actions and intent, demonstrate collaboration.

Empower and Support Employees

Acknowledge employees as district resources that provide quality to the educational process and represent the mission, vision, and values of the district. Support employees, and trust them to work independently within their areas of expertise.

Focus on Curriculum, What We Do Best

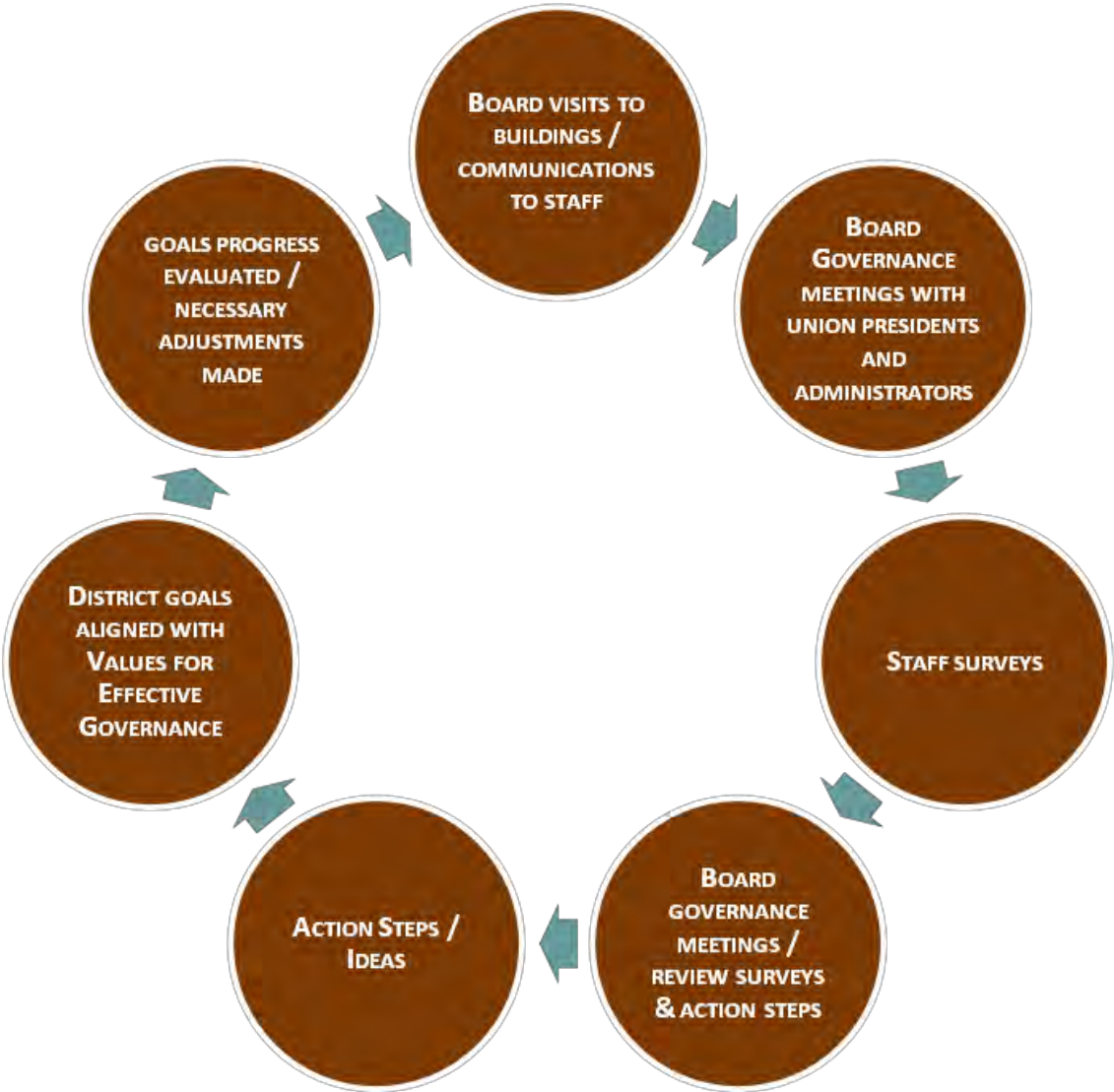
Stay focused on our core business—the delivery of curriculum in the classroom, after school, and in the community—consistently and within the framework of our values.

Continually Improve through Dedication and Education

Strive to improve Bay City Public Schools—excelling in curriculum delivery and in representing our common values—by setting goals, measuring outcomes, and holding ourselves mutually accountable.

Governance Steps

/ Action Plan



BOARD GOVERNANCE WORKSHOPS

SUMMARY AND COMMENTS FROM FACILITATOR, MAUREEN MCCABE-POWER

Feb. 15: Principals/Assistant Principals (BCASA) & Other Administrators

SUMMARY

Communication with teachers and other administrators is strong and helpful (administrators help and mentor each other). High marks for the mentor program, and appreciation that the Curriculum Director attends transition meetings from middle school to high school.

New teacher evaluation process is very time consuming and still has a few bugs, which all hope will be worked out for next year. Everyone seems to see the value of the process and it's getting better (though teachers are admittedly nervous – so much focus on numbers), but with diminished staffs in the building other things that need attention maybe getting short changed - not enough time for children and family issues particularly. Some consistency issues with respect to how the evaluation instrument is being used – some improvement necessary next year.

People seem to understand that the problem is Lansing and not local leadership – morale is as good as it can be given the circumstances.

We try to do as we say.

Thanking people – random acts of kindness – is something we should strive for and do as often as possible.

COMMENTS

This group a little difficult to get started, which is typical. Often principals have good access to the Superintendent and therefore feel what they have to say is old news. As facilitator I try to emphasize that this meeting is with the Board of Education and that Board members want to know how things are going in the district.

Some of the principals who have been vocal in the past seemed particularly quiet this year. Trying to get them engaged basically resulted in some of the others talking more, which may have been an attempt to encourage new members to participate, but it should be checked out. If there is some reason why people didn't speak up the Board needs to know because the very purpose of the sessions is to learn what is going right and what is going wrong in the district.

BOARD GOVERNANCE WORKSHOPS

SUMMARY AND COMMENTS FROM FACILITATOR, MAUREEN MCCABE-POWER

February 22, 2012 / Union Representatives

SUMMARY

Cuts have been difficult, people are struggling. We feel our input is valued, but it falls on deaf ears – not here, but in Lansing. We know there are more requirements from the State and we have less staff to carry out the requirements.

Our job as union leaders is to communicate with our members and to explain what is going on and why. Our members are frustrated, but we try to help them understand that we are working to solve the problems they are experiencing.

*Some feel the [teacher] evaluation process is far and above State requirements and could have waited longer to implement. Not all feel input was sought in developing the evaluation process.

On the flip side the evaluation process has promoted amazing collaboration.

Many staff are evaluated not just teachers and it can be an intimidating process for anyone. [Low] morale at Transportation in particular is often due to misunderstandings and not learning the workings of the district and the reasons why.

Often bus drivers do not feel connected. We get complaints, but rarely thanks for what we do. Some drivers are so at ease and good at building relationships with students, other drivers have more difficulty. All were so pleased and impressed that an administrator (Judy Cox) would come and do an inservice for them and it was so beneficial, wish we could do again.

Bus drivers are the first and the last district contact with children each day. They need a mentoring program and better contact numbers to reach parents or guardians when no one is at the bus stop to meet the children.

Hall monitors need to be kept informed. They feel free to express concerns, but they are not always kept informed about what is going on in the building(s). In particular the outside security monitor needs more information in order to be effective.

Board members are being forced to do things they are not in favor of, but in spite of all the problems the glass feels half full not half empty.

We do need to acknowledge people, thank them for their service and let them know they are appreciated.

COMMENTS

The discussion was animated and informative. Good input about Transportation and Hall Monitor needs that need action. Good ideas shared and very positive feedback with respect to inservice for Transportation personnel.

Transportation needs a bus driver mentoring program and inservice for drivers from Judy Cox, if not possible for all personnel perhaps an electronic version that could at least be viewed by everyone would be of some value.

Hall Monitors need more communication and more information regularly about what is going on in the buildings in order to be more effective.

*Comments with respect to lack of teacher/union input in the teacher evaluation process drew differences of opinion if not information, that need to be confirmed or not and cleared up.

BOARD GOVERNANCE WORKSHOPS

SUMMARY AND COMMENTS FROM FACILITATOR, MAUREEN MCCABE-POWER

February 22, 2012 / Central Office Administrators

SUMMARY

I do feel free to share ideas and my input is valued. Communication is the best of anywhere I have ever worked – feel like we’re reading from the same book. We keep a sense of humor and work together to solve problems – we reach out to each other and we help each other – no one is ever put down no matter how bad things get.

When someone says there isn’t enough communication in this district it’s because what is being communicated isn’t what they want to hear. It’s true we don’t have enough time to get into buildings like we’d like or maybe like we used to. We know principals are overwhelmed and we know teachers and parents and students are not getting as much of the principals’ time due to staff cuts and the added time to conduct teacher evaluations. The positive interaction [teacher evaluations] though is great, and next year will be better, everyone realizes student achievement will improve.

We’ve gone from 20 years ago when we couldn’t get an answer to a question to a complete open door policy, which sometimes admittedly puts us behind in our daily tasks.

Time is a challenge for everyone and emails can be a challenge too.

COMMENTS

This group has a great sense of team and working together. Each seems to possess a great deal of respect for one another in very difficult times. With all the focus on teachers and teacher evaluations, there is a recognition that transportation personnel, noon aides and hall monitors need more inclusion in the flow of communication in order to be more effective in the jobs they perform. With fewer resources there is a need to be mindful of the need to say a simple thank you for a job well done.

Distributive leadership is practiced and will help strengthen people and ultimately the district.

BOARD GOVERNANCE WORKSHOPS

February 15, 2012 / Building Administrators (BCASA) and Other Administrators
Workshop Notes: Ellen Greania, Secretary to the Board of Education

Board Members Present: Chuck Hewitt, Pat O'Shea, Mike Wilcox, John Billette

Facilitator: Maureen McCabe-Power

Call to Order: Trustee O'Shea called the workshop to order at 4:32 p.m.

Welcome: Trustee Pat O'Shea welcomed the group and thanked them for coming. New board member John Billette was introduced.

History and Purpose of Meeting: Mrs. McCabe-Power explained the purpose of the meeting as a way to discuss how our District/Board Governance Plan is working. The Board of Education wants to know if the goals of the Board/District are working.

The meeting focused on three main questions: (1) *Do I feel free to share my ideas and feel that my input is valued* (2) *Are there enough opportunities for communication with administration* (3) *Actions of leaders match their statements of beliefs.* "We do what we say."

First Focus Question: *I feel free to share my ideas and feel that my input is valued.*

- ✦ I feel fine talking to anyone in the District.
- ✦ I think that through the mentor group we have opportunities to share and talk about things. I feel free to share ideas and value others ideas.

It was noted that in former years people did not feel free to share ideas. The Board wants to know if you feel a part of the bigger district.

- ✦ We have a board that is cohesive and extends itself to the District. I go to the superintendent **not to the board ... that would be procedure. The Board and Superintendent work well together.** I feel free to talk with board members without retribution. In former years if we were seen talking with a board member we would be called in to see what it was all about. We have a much better climate now.

How is the new evaluation process going?

- ✦ I think the great things are the conversations I'm having with teachers. Some of the feedback is amazing.
- ✦ The evaluations take us away from other things. Sometimes it may take up to a week to get back with the teachers and they get nervous. We don't have the support system as back-up while we are involved in evaluations.
- ✦ Next year we will have an earlier start and that will help. We were three months behind this year.
- ✦ The staff and students suffer due to lack of time. I feel like I'm failing my staff and families because I don't have the time to give to them.
- ✦ It's a heavy feeling. I just don't do things justice.
- ✦ The evaluation is good on paper except when a wrench is thrown into the process, i.e., an emergency in the building.

Will it be better next year when evaluations start earlier in the year?

- ✦ I think next year will be easier ... getting more confident with it so it will not take as long.
- ✦ We are sharing tips with one another.
- ✦ Feedback has been good from teachers. We are all being held to a higher standard ... trying to give positive feedback ... it gets easier as we do it. If something comes up, i.e., angry parent, disruption in classroom we have to reschedule within a very tight schedule. When it happens the schedule gets pushed back.
- ✦ The biggest challenge is people are so focused on numbers and it makes teachers fearful.

BOARD GOVERNANCE WORKSHOPS

February 15, 2012 / Building Administrators (BCASA) and Other Administrators (page 2)
Workshop Notes: Ellen Greania, Secretary to the Board of Education

Board Member Comment: Evaluations are scary. Evaluations sometimes determine if you receive a bonus or not and employees reply on bosses for bonuses. Meetings like this are very important. We see lots of good attitudes in the buildings. Teachers are justified feeling challenged because of the emphasis on numbers.

Second Focus Question: *Are there enough opportunities for communication with administration?*

- ✦ I feel free to call on other administrators we take care of each other.
- ✦ I feel as the new kid on the block I can call anyone for input.
- ✦ We talk about vision for future with teachers
- ✦ The curriculum director attends the meetings regarding transition from Middle School to High School and this is a great help.
- ✦ Mentor program is great ... nothing like that face to face setting

Third Focus Question: *Does actions of leaders match their statement of beliefs "We do as we say"*

- ✦ Actions of leaders match their statements.
- ✦ I think we try. Sometimes leave these meetings with good intentions but run out of time.

Do you have ideas for change ... about anything:

- ✦ Doug puts out Board update and attaches thank you notes, etc. This shows good part of transparency.
- ✦ Evaluation forms seem very repetitive.
- ✦ For some of us it is not repetitive.
- ✦ Form C or E need to go ... one form will get the information.
- ✦ I don't mind the forms ... we all see the forms differently ... use forms differently.
- ✦ I use C for observation and I use E for the summary.
- ✦ Evaluations are time consuming ... teachers say "wow" you have a lot of work.
- ✦ Until we get something from the State we will be using this evaluation process.
- ✦ The average overall time to complete an evaluation is about 5 hours.
- ✦ I like the more informal part of the evaluation ... I want to see what is going on in a classroom ... business as usual.

How is the morale of teachers /support staff?

- ✦ Oscillated due to new evaluation, once encouraged showed it to be positive ... has taken a nose dive again.
- ✦ I think morale is as good as it can be Lansing does not have the appreciation, that is what is hurting morale. Don't see blame being put on everyone but Lansing ... teachers understand the lack of funding.
- ✦ Teachers are there for the right reasons If things do not straighten out we will not have individuals seeking a teaching degree

Are there things you can do to help them feel appreciated?

- ✦ Sometimes we feel we have let them down because of lack of time. We let them know that we believe in them and attempt to make it known that we know they need our time but we just don't have the time.
- ✦ Random acts of kindness
- ✦ There is a place on the evaluation form that I can write a "thank you" note.

Board members present thanked all for participating and the great conversation.

Adjournment: 5:30 p.m.

BOARD GOVERNANCE WORKSHOPS

February 22, 2012 / Union Representatives

Workshop Notes: Ellen Greania, Secretary to the Board of Education

Board Members Present: President McFarland, Trustee Hewitt, Trustee Gibson, Trustee Billette, Trustee Hewitt

Facilitator: Maureen McCabe-Power

Call to Order: President McFarland called the workshop to order at 3:09 p.m.

Welcome: President McFarland introduced new board member John Billette. Mr. Billette is a Western High School parent and owner of an engineering firm in Auburn. The group welcomed Mr. Billette and introductions were made around the room.

History and Purpose of Meeting: Trustee Gibson stated he got to know John Billette at a board member visit at Wenona where they met two students who were homeless, one young man stated that he thanked God for Wenona; he had two children at home to care for. In former years board members were advised not to speak with superintendent, the board was not involved and superintendent wanted a closed system. At the time I thought it could and should be different and that we would be better served with a home grown superintendent. Eventually Board Governance evolved to build a culture in Bay City. We put the facts on the table, work together and hope to maintain a positive culture through difficult times. Lansing is creating circumstances making it difficult. We are pleased that BCEA was able to find a way to reach a workable contract, maybe trust has developed. This workshop is an opportunity to be heard. How what is happening on the State level doing to us? Can we find ways to still do the best job we can.

Maureen McCabe-Power stated that the purpose of the workshop is be to highlight three questions: (1) **I feel free to share my ideas and feel that my input is valued.**

- ✦ Cuts have been difficult, 10 month secretaries are struggling, we understand there is no money, we are working through this and are making progress.
- ✦ We feel we are being heard.
- ✦ Consensus is that our input is valuable but feel that it sometimes falls on deaf ears but the deaf ears are not here they are in Lansing and we get this
- ✦ We know that there are more requirements from state and we have less staff to carry out the requirements.

"How do you manage with your members?"

- ✦ Our job is to explain ... we are communicating with our members ... they are frustrated and we are helping to defuse some of that.
- ✦ When they feel knee jerked by management we take time to explain to them ... our members have been frustrated but if we let them know we are trying to solve these problems they seem to understand.
- ✦ They are getting conditioned to this situation.
- ✦ My group feels this more than any other group, majority of members may not feel comfortable, many unknowns in my membership, not sure if they are valued. They frequently ask how is this going to affect me.

Is there a lot of feeling with change in State law ... are these people afraid of local authority?

- ✦ Yes, to a certain extent, for instance there was no need to have a new teacher evaluation this soon.
- ✦ We could have made minor changes to the evaluation and waited a couple of years. We did not have input.
- ✦ Evaluation is far and above State requirements. We could have waited a couple of years.
- ✦ My members feel that Administration is quick to jump on State requirements.

BOARD GOVERNANCE WORKSHOPS

February 22, 2012 / Union Representatives (page 2)

Workshop Notes: Ellen Greania, Secretary to the Board of Education

- ✦ This may change once we get through all this; after we use it for a year September, October and November are busy months during the school year. Hopefully next year will be better
- ✦ Teacher evaluation also affects BCASA - we were told BCEA had input. Feedback is positive from teachers ... thanks for being honest ... this is a snap shotnot the total picture.
- ✦ With all the time needed to put into evaluations it is doomed to fail. Takes too much time ... going to need to do a State report ... way to time consuming
- ✦ Untenured teacher take much more time
- ✦ Some spending 3 to 3.5 hours on one evaluation
- ✦ There is no such thing as lunch time
- ✦ A positive with the evaluation process is that the collaboration is amazing
- ✦ I feel bad because I know my staff is not coming to me for little things ... maybe because I'm less available ...don't want staff to feel I don't care ... just don't have the time I need to spend with them. One stated "I need to make an appointment because you are not there when I come down." With building issues, parent issues, staff issues, etc. ... just not enough time. Teachers get nervous when we don't get back to them

Board member comment: an evaluation is an intimidating process my concern was always that evaluations were not given much importance.

- ✦ Morale at transportation is due to misunderstandings and not learning the workings of the district and reasons why.
- ✦ Bus drivers have evaluations and are also nervous.
- ✦ Have different types of individuals within the unit ... some are quiet ... some are loud about giving suggestions.
- ✦ Mike holds Professional Development sessions ...some were so surprised that an administrator would take the time to spend with them.
- ✦ Bus drivers do not feel connected.
- ✦ They don't get many "thank you's"..... Rare when we do. Most calls are complaints.
- ✦ Building principals try to thank bus drivers as often as possible
- ✦ It is difficult to get them all together at one time.
- ✦ Mike is looking at doing a newsletter with a section for good comments
- ✦ **Our bus driver's hosted an in-service for Bay Metro drivers that could not handle difficult students... Metro drivers learned much from our drivers.**
- ✦ Principals hope that bus drivers understand that they realize that they have as much involvement with the kids as teachers ... **need ways to communicate this to our bus drivers.**
- ✦ Bus drivers have a great impact on our students – first person in the morning last person at night that the kids see.
- ✦ It would be beneficial for our department to have a contact number at each school in case we need to bring a student back to the school or to the transportation department ...**this is a once a week occurrence K-5 is the worst due to parent is not home or at bus stop.**
- ✦ It would be good to have a mentoring program for bus drivers to train new and some older drivers on how to deal with and understand our students

BOARD GOVERNANCE WORKSHOPS

February 22, 2012 / Union Representatives (page 3)

Workshop Notes: Ellen Greania, Secretary to the Board of Education

- ✦ Some drivers know the name of every kid on their bus ... some don't really care to know
- ✦ Hall monitors for the most part feel free to express any concerns
- ✦ Hall monitors need to be kept informed on safety/security issues and need to have input on security plans, etc.
- ✦ Hall monitors working outside the building are disconnected due to being on the outside ... know everything on the outside. Sometimes frustrated with not being able to get in touch with police officer.

Do you feel you have opportunities to communicate?

Board member statements:

- ✦ We have been doing things that we say we would not do.... Seems we have a system in place to work with teachers ... manage problems but seems evaluations are getting in the way of this
- ✦ We are forced to do some things that we are really not in favor of ... statements may not be what they were a year ago. What can we do to get back some the things
- ✦ I don't think that we have lost anything ... we are half full not half empty.
- ✦ We need to be sure we do as we say Use evaluations in a positive way – use evaluations in a good way ... the right way – be positive.
- ✦ We need to always tell all employees what a great job they are doing because they truly are ... we are doing a lot more with less.

Other Questions / Concerns

- ✦ We appreciate your working together as a team and we have a stable team.
- ✦ Everybody is experiencing hard times.... do not know if it will change. What goes a long ways is acknowledging people Board member visits ... see all staff, custodians, food service, transportation, hall monitors ... all staff.
- ✦ Just need time to work through the bumps I think it will get better.

The Board thanked all for participating and assured all that we cannot do this without them ... thank you so much for your input.

Adjournment: 4:08 p.m.

BOARD GOVERNANCE WORKSHOPS

February 22, 2012 / Central Office Administrators
Workshop Notes: Ellen Greania, Secretary to the Board of Education

Board Members Present: President McFarland, Trustee Wilcox, Trustee Billette, Trustee Hewitt, Trustee O'Shea

Facilitator: Maureen McCabe-Power

Call to Order: President McFarland called the workshop to order at 4:32 p.m.

Welcome: President McFarland introduced John Billette. Mr. Billette is a Western High School parent and the owner of an engineering company in Auburn. The group welcomed Mr. Billette and introductions were made around the room.

History and Purpose of Meeting: Mrs. McCabe-Power explained the purpose of the meeting as a safe and open way to discuss what's going on in the district. The board governance model is working well to develop integrity within the district and the board wants to be sure that this continues. The meetings previous to this meeting with the principals, assistant principals, union representatives, and other administrators have been good, robust meetings.

The meeting centered around three questions.

I feel free to share my ideas and feel that my input is valued.

- ✦ I feel my input is valued through these difficult times.
- ✦ I feel open to share ideas and that my input is valued.
- ✦ Communication is the best of anywhere I have ever worked.
- ✦ It's a though we are all reading the same book.
- ✦ The good relationships we have make it a lot easier to work in these hard financial times.
- ✦ We are a diverse group and provide a good solid base to problem solve.
- ✦ We keep a good sense of humor and are always striving to improve services.
- ✦ We give good support to one another with all the changes ... very open environment.
- ✦ Have never seen anyone put down ...even when things may be bad
- ✦ All levels at this table go beyond expectations.
- ✦ It is an expectation from Doug and the Board to share ideas ... which is right
- ✦ We all want to understand what the other goes through ... everyone wants to make it better and give support.
- ✦ We work together to solve problems, as busy as everyone is they still take the time to help, we reach out to each other, no problem going anywhere or to anyone for help.

Are there enough opportunities for communication ... how does communication flow?

- ✦ If you can't find communication in this district there is something missing. When someone says there is a problem with communication in the District it is because what is being communicated is not what they want to hear.

We hear from administrators that there are extra demands.

- ✦ I would agree that communicating with union leaders, principals, etc. we are so bombarded with change we have not been out to the buildings. We know we need to do this, but this takes a back-burner. No, we don't have enough time to have conversations with staff. Teachers said we need to have coffee in the mornings, which would be nice but no time. We need to get into the buildings more but no time.
- ✦ When it does not come directly from us it sometimes gets lost, two way communication is not there due to lack of time
- ✦ We worry about quality of communication, timely communication going out but they don't have time to respond until end of day.

BOARD GOVERNANCE WORKSHOPS

February 22, 2012 / Central Office Administrators (page 2)

Workshop Notes: Ellen Greania, Secretary to the Board of Education

- ✦ Parents are not getting the attention due to too much work, principals do not have the time to get back with parents. We are trying to defuse by helping them with that.
- ✦ Budget cuts are being felt all across the district. Less staff makes for less time.
- ✦ Technology is great but increase volume of e-mails, etc. to respond to.
- ✦ At times when things are being communicated they don't like what they are hearing so we begin talking about the same thing over and over again ... asking the same questions over and over again ... no needs to mean no ... yes needs to mean yes. We answer the same questions over and over.
- ✦ We know that the principals are having a rough time with evaluations due to taking them away from other things and they know the importance of evaluations and the effect they can have on someone's career.
- ✦ Next year should get better...we can tweak along the way and hopefully it will get better...needs to flush out a bit...we try not to call principals during the day.
- ✦ We've gone from 20 years ago when we could not get an answer to a complete open door policy ... but, at the same time, this sometimes puts us behind in our daily tasks.

How did you communicate before e-mail?

- ✦ I try to call if I can ... try to do verbal communication, but also comes back to a time factor because you want to make person on the other end know they are important
- ✦ I look at emails first thing in morning, answer, and then shut off until later in day then check again. Emails also get to be very time consuming.
- ✦ Sometimes I wish we were back to the old phone with three buttons
- ✦ TIME IS THE CHALLENGE FOR EVERYONE

Back to the evaluation piece:

- ✦ While it is time consuming ... the positive interaction is greatall things will work through and next year will be better.
- ✦ Think they realize that their student achievement will improve due to the evaluation.

Maintenance department seems to be through their worst time and they are now on auto-pilot.

Maureen stated that information from the workshop with the union representatives indicates that the maintenance people feel part of the building and that Dena Johnson had wonderful feedback at what bus drivers need, i.e., better child management skills.

Comments:

- ✦ Noon aides get left out and don't get properly trained...I try to work on that ... I would welcome them into our food service training. Proper etiquette in the workplace, they just get thrown in – Noon aides fall between the cracks, need training for noon-aides i.e., how to deal with children and setting expectations.
- ✦ Working with staff on approaching children, phone calls through supervisor, cooks don't have time during the day.

Board member comment: We have to find a way to make that face to face contact ... cannot do pay raises, etc., therefore need to make face to face contact.

Comments:

- ✦ I try to distribute leadership, if I'm the only one with leadership this is very, very time consuming ... may ask staff to take on a project ... this is also a way of building trust. We had 100 different teachers involved in curriculum / this builds trust.

The Board thanked all for participating and the honest, caring input.

The meeting adjourned at 5:20 p.m.

BOARD GOVERNANCE WORKSHOPS

Superintendent's Comments and Next Steps Board Governance Sessions February 15 and 22, 2012

First, I want to take a moment to thank all of our employee representatives, board members, and administrators for taking time out of their busy schedules to participate in these discussions which are a critical part of the governance philosophy at the Bay City Public Schools. I also want to thank facilitator Maureen McCabe-Power for her assistance in our governance process as well.

Following the discussions, I received a debriefing from Ms. McCabe-Power and Board of Education President Marie McFarland. My comments /next steps following debriefing will be included in the **Board Governance Overview document along with all "Workshop Notes" and the "Summary and Comments"** from the facilitator.

Communication:

Overall, communication in the school district is solid in terms of written and verbal communications and through visits to school buildings and departments. For the most part, employees appear to feel welcome and at ease sharing opinions and having open communications with administrators and the superintendent. This is a very critical piece of the governance process.

Having said that, we cannot take this open communication for granted and should continue working in a direction to maintain and build communications as well as trust. From my own experiences, there are still occasions where there is work to be done, where some employees do not feel at ease for a variety of reasons, some of which we may be able to take steps to improve, some which may be beyond our ability to change but we will continue to try and reach out.

We also need to do a better job of keeping some employees in the loop on issues occurring with students, in buildings, and in the District. Specifically, hall monitors do not feel that they are informed on issues within the buildings. In addition, bus drivers and transportation employees feel disconnected from the District. Because bus drivers perform their job duties outside of buildings (school buses), and the Transportation facility is a standalone building, employees do not have the same opportunities as others to connect to other school employees or school buildings. I share the concerns expressed by both the hall monitors and bus drivers and we will work on ways to address them.

Building Visits:

One area discussed where improvements can be made relates to building visits by central office staff. Currently, there are some central office administrators such as myself, the Curriculum Director, and the Student Services Director who regularly visit buildings. Other central office administrators, who historically have visited buildings more regularly, have been hampered by staff reductions and significant increases in workloads due to additional State and Federal Governments mandates which have consumed significantly more of their time.

Political and Economic Climate:

Employee frustration related to Lansing was also shared as an area of concern. Budget cutbacks in areas such as staffing, supplies, and employee wages and health insurance have been going on for a decade as the State struggles economically. The current political direction includes unending new mandates and bureaucracy, funding cuts, and some legislation that is hindering public education **rather than helping. From my perspective we need to continue to recognize our employees' frustrations and support them as much as is possible even in non-financial ways given the lack of resources and the need to stay competitive.**

New Laws Regarding Evaluation and Personnel Decisions:

I was not surprised that one of the main topic areas of anxiety for principals, teachers, and central office administrators this year is the new teacher and administrator evaluation tools and process and correspondingly the law changes related to staffing/personnel procedures. In July 2011, the State made significant changes to the areas of tenure, staffing, and evaluation. Many of the changes involving evaluation and staffing became effective upon the expiration of employee bargaining agreements which for Bay City was July 2011.

BOARD GOVERNANCE WORKSHOPS

Superintendent's Comments and Next Steps (Page 2) Board Governance Sessions February 15 and 22, 2012

For principals the new changes translate to a significant amount of new work as all teachers must be evaluated each year and there are specific steps that must be taken including multiple classroom observations that take a great amount of time. In addition, there is a great amount of related evaluation work such as gathering data and information about teacher performance and providing constructive feedback. This has created a great deal of stress not just in Bay City but in all school districts in Michigan.

There is also stress and anxiety with many teachers as this is a new and more involved process for them as well. The unknowns of the evaluation process and its impact on changes in teacher tenure, merit pay, and attainment of desired open staffing positions are also causing anxiety.

Because the legislated changes to the teacher evaluation process were so significant compared to what has been the norm for decades, there was much time spent on sharing this information:

- **June 2010:** JBC Subcommittee established to develop teacher evaluation process compliant with the law.
- **9/30/10:** JBC members signed up to attend the BAISD Leaders of Learning workshop series to address teacher evaluation based on the new legal requirements. Workshop attended 10/27/10, 10/28/10, 1/27/11, and 2/23/11.
- **4/15/11:** State Evaluation Seminar in Lansing was attended by JBC members.
- **5/16/11:** JBC met to discuss workshop/seminar information, review the legal requirements, and develop a plan to modify existing evaluation tool/process to meet the requirements.
- **5/25/11:** JBC Evaluation Subcommittee presented recommendations to the whole JBC. The draft was revised based on the discussion with the whole team.
- **7/19/11:** **The Passage of PA 100-103** required districts to comply with implementing the evaluation requirements from Jan 2010 and added specifics. This placed the burden of developing a legally compliant evaluation process on school districts and also required teacher input be obtained.
- **8/10/11:** **MASB Seminar on PA 100-103** – Based on Seminar the District decided to use the collaborative work from the JBC Evaluation Subcommittee and whole JBC as the foundation for our district's plan.
- **9/26/11:** District meeting with BCEA to share what we had developed and take input from the BCEA. One of the concerns was about the Student Achievement Growth counting 25% of the score for this first year when that isn't the requirement until 2013-14. *Based on that input, we adjusted the points so that this section only accounts for 15% now.*
- **11/1/11:** District staff met with Special Area teachers who were not presented information regarding evaluation during the PD Day at Handy to take input, listen to questions, and answer their questions.
- **11/7/11:** BCEA Meeting with District staff. BCEA presented a concern for teachers who were on an assistance plan under our previous evaluation process. Based on this input, a standardized statement was provided to be added to the Evaluation Plan of any Plan III teachers for clarification.
- **12/13/11:** BCEA Meeting with District Staff. BCEA brought two concerns from some teachers. Based on those concerns, communication went to principals.
- **2/10/12:** BCEA Email to District Staff. Including a message from MEA consultant and an attached Power-Point regarding REP State reporting requirements. District asked to meet BCEA regarding the email which occurred on 2/15/12.
- **2/15/12:** BCEA Meeting with District Staff. The focus of the meeting including discussion about non-teaching BCEA members as it relates to evaluation and "effectiveness rating" reporting requirements. *Based on the input, an email was sent 2/16/12 to building principals impacted by non-classroom teacher evaluation advising them to "put them on hold" with the hope that more information would be learned at a state workshop on evaluation that took place February 29, 2012.*
- **BCASA (Principals):** Related to the evaluation process, there was also input, comments, and questions addressed from principals during all administrator meetings held during the school year. Specifically a whole day was spent on 8/16/11 on evaluation and changes in the State laws. Meetings were also held on 10/05/11, 2/1/12 and 4/11/12 as well as a variety of individual conversations with principals.

In addition, the State is currently working on a State-wide evaluation tool that will be required for teacher and administrator evaluations: the new laws also specify the weight given to the student achievement component of evaluations in future years. Without question, there will be additional changes needed with our evaluation tool as the laws are implemented and adjusted and, from a practical matter, how they are administered.

BOARD GOVERNANCE WORKSHOPS

Board Workshop—April 30, 2012 Summary and Comments

Board Members Present: President McFarland, Vice President Helmling, Treasurer Hewitt, Trustee Wilcox, Gibson and Billette.

Facilitator: Maureen McCabe-Power

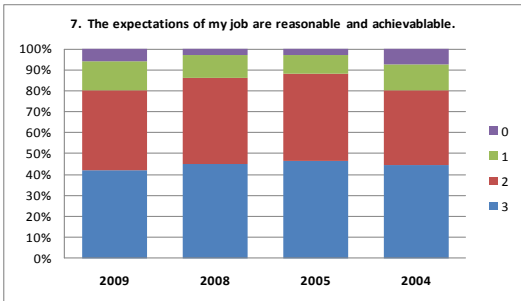
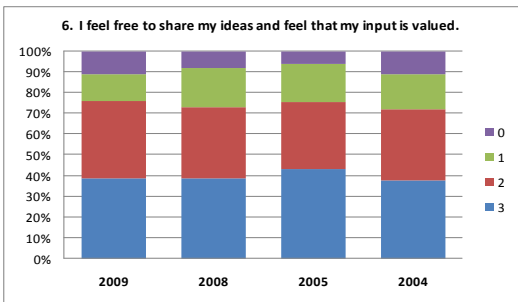
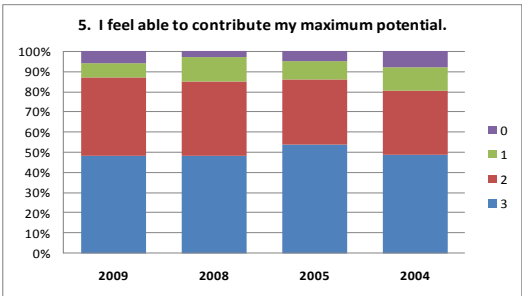
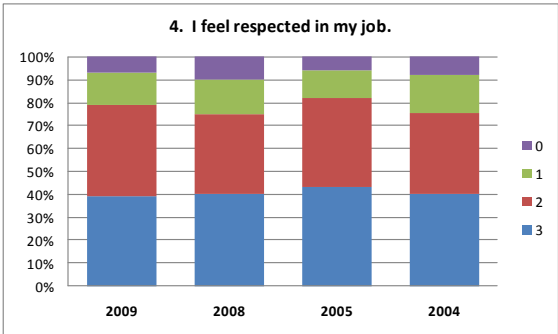
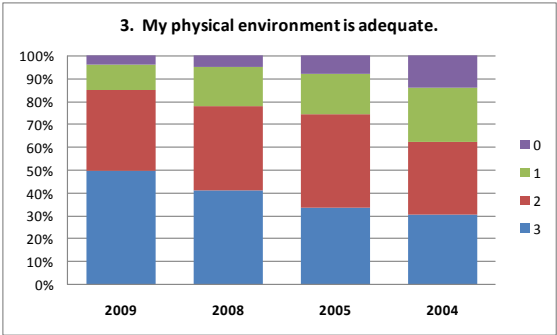
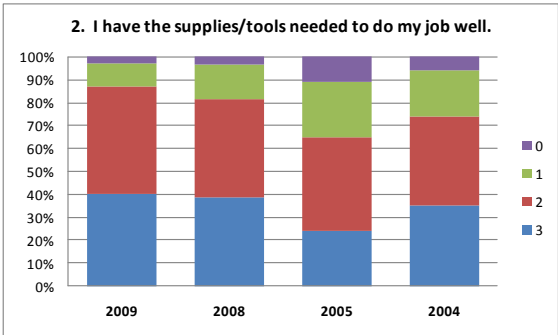
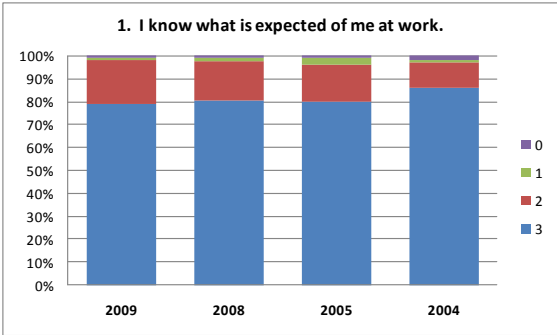
It was the consensus of the Board that the Model is working well and to not take anything for granted but to keep diligent to the plan.

Next steps include the possibility of changing the survey questions, explore focus group meetings rather than or in addition to employee meetings in February, follow-up (put legs on) ideas/concerns presented by employees, i.e., recent suggestions/concerns from hall monitor and transportation employees, find ways to express the way we value our people other than in financial ways, i.e., acknowledgements, recognitions, thank you notes, etc., continue building visits and watch for other opportunities to interact with employees, i.e., volunteer, involvement as a parent, etc., and more frequent Central Office visits to the buildings.

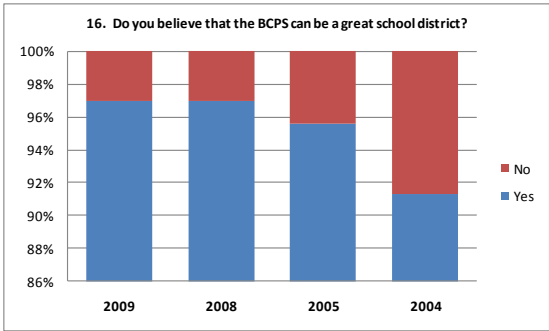
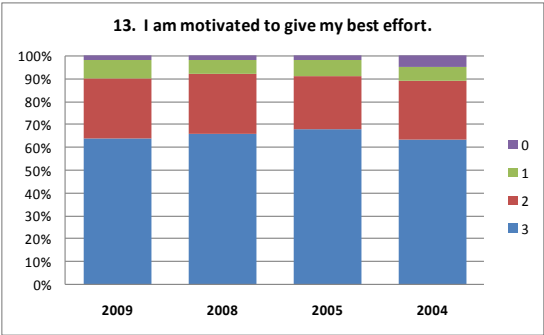
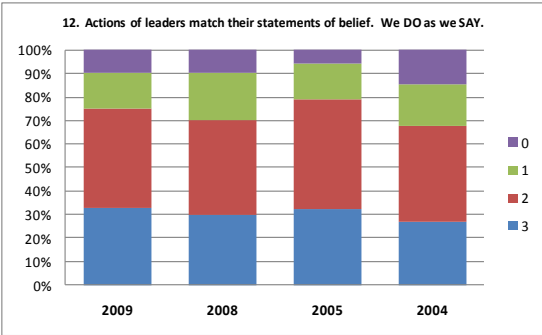
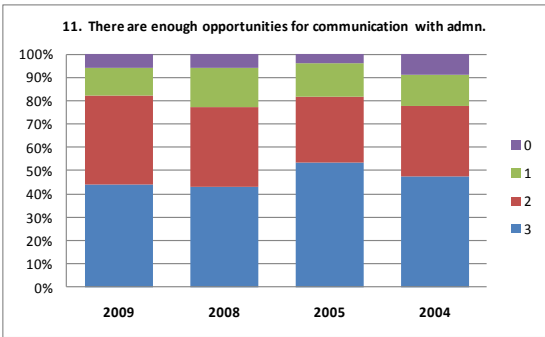
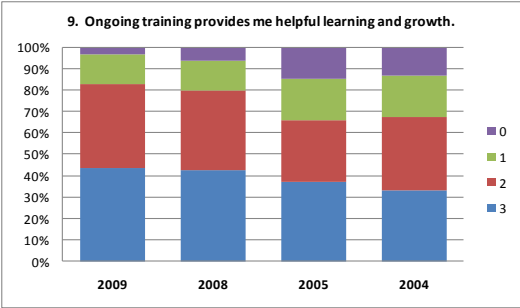
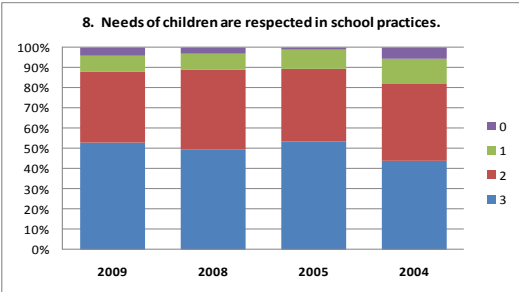
STAFF SURVEY DATA

<p>3. My physical environment is adequate.</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>50%</td> <td>35%</td> <td>11%</td> <td>4%</td> </tr> <tr> <td>2008</td> <td>41%</td> <td>37%</td> <td>17%</td> <td>5%</td> </tr> <tr> <td>2005</td> <td>34%</td> <td>41%</td> <td>18%</td> <td>8%</td> </tr> <tr> <td>2004</td> <td>30%</td> <td>31%</td> <td>23%</td> <td>14%</td> </tr> </tbody> </table>		3	2	1	0	2009	50%	35%	11%	4%	2008	41%	37%	17%	5%	2005	34%	41%	18%	8%	2004	30%	31%	23%	14%	<p>11. There are enough opportunities for communication with administration.</p> <table border="1"> <thead> <tr> <th></th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>44%</td> <td>38%</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>2008</td> <td>43%</td> <td>34%</td> <td>17%</td> <td>6%</td> </tr> <tr> <td>2005</td> <td>53%</td> <td>28%</td> <td>14%</td> <td>4%</td> </tr> <tr> <td>2004</td> <td>47%</td> <td>30%</td> <td>13%</td> <td>9%</td> </tr> </tbody> </table>		3	2	1	0	2009	44%	38%	12%	6%	2008	43%	34%	17%	6%	2005	53%	28%	14%	4%	2004	47%	30%	13%	9%
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STAFF SURVEY—TREND DATA



STAFF SURVEY—TREND DATA



The Bay City Public Schools Board of Education is pleased to offer this District governance overview to the dedicated staff members who serve the Bay City Public School students and families with a strong commitment to providing the best education possible.

Thank you to all who have participated in the governance process. Some have provided feedback on staff surveys. Others have participated in board governance workshops. Still others have provided input to Central Office staff members and/or shared ideas with individual board members. Whatever you have done to assist in the process, your efforts are appreciated.

This remains a work in progress; we welcome your comments and invite you to continue the process with us. We, the Bay City Public School Board of Education, take the responsibility of supporting the students, families, and staff we serve, very seriously and will continue our efforts to strengthen employee relationships and improve student achievement.

**Bay City Public Schools
Board of Education**

Board of Education



- Marie McFarland, President**
- Pauline Helmling, Vice President**
- Charles Hewitt, Secretary**
- Patrick O'Shea, Treasurer**
- John Bilette, Trustee**
- Ben Gibson, Trustee**
- Michael Wilcox, Trustee**



Bay City Public Schools

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Fax: 989.686.1047
www.bcschools.net

**2011-12
BOARD SELF-EVALUATION
SCALE**

- 5 – Excellent**
4 – Good
3 – Satisfactory but could improve
2 – Weak and should improve
1 – Ineffective

A. BOARD QUALITIES

The Board:	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Displays a sincere and unselfish interest in public education, which develops and contributes to the growth of students.	4.9	4.2	4.4	We always need improvement but the only "agenda seems to be to help the students prepare for life after school. The Board does a good job of keeping education first. No hidden agenda.
2. Possesses an understanding of the educational needs of the community.	4.4	4.0	4.1	I would like to increase knowledge on the lower number of college graduates in the area. With the charter schools coming on stronger we need to be more visible in community to promote public education.
3. Weighs all decisions in terms of what is best for the students of the school system.	4.2	4.2	3.5	Financial constraints make this difficult at times. Yes
4. Is visible in the community.	4.3	4.5	4.4	Need more board members at school events. I can always do more. Look to #2
5. Is independent and open-minded and respects the decisions of individual board members and administrators on various issues.	5.0	4.2	3.0	The board has mutual respect for each member.
6. Strives to improve boardmanship skills by keeping abreast of educational issues and attending education workshops and conferences	4.4	3.2	3.0	Lack of dollars makes this difficult but we should try to attend locally. Money an issue. This is where I need improving. Need to go to workshops or conferences.

BOARD SELF-EVALUATION

B. BOARD QUALITIES

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Conducts all board meetings in a business-like manner, following accepted parliamentary procedures and rules.	4.3	5.0	4.4	As a board I think we do an excellent job when it comes to keeping the flow of the meetings going. We don't go off on personal agendas and we conduct all meetings open.
2. Devotes its time to matters pertaining to policy, planning and evaluation and refrains from needlessly discussing administrative matters.	4.1	4.1	4.4	I feel strongly we do a good job here.
3. Conducts all meetings in accordance with the Open Meetings Act and provides opportunities for public participation in the meetings.	4.9	4.4	4.5	
4. Have procedures, as agreed upon between the board and the superintendent, for developing the agenda and getting materials to board members in advance of meetings.	4.0	4.2	4.4	Could be improved and save money if we considered going paperless. The agenda and board packets get out in plenty of time. I think we need to look at emailing the agenda and cut down on notebooks.
5. Makes a sincere effort to be informed on all agenda items prior to meetings.	3.9	4.0	4.2	
6. Minutes of regular and special meetings are kept and are available to staff and community.	4.6	4.4	4.3	
7. Treats its own members, the professional staff and the public with respect during the meetings.	4.4	4.5	4.4	The meetings are professional and very respectful to the public.
8. Represents entire community, not just special interest groups.	4.3	4.2	4.3	Sometimes I feel that we have difficulty understanding students unlike our own children. I have never felt there is any special interest groups represented.
9. Decides a course of action as an entire board. Board members are careful to speak publicly on issues only as individuals.	4.4	4.2	4.4	
10. Adheres to its adopted code of ethics.	4.3	4.2	4.4	Board Governance is a work in progress.

BOARD SELF-EVALUATION

C. BOARD/SUPERINTENDENT RELATIONS

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Recognizes the superintendent as its chief executive officer and seeks his or her recommendations on all pertinent matters.	4.4	4.4	4.5	As a board we have complete trust in Doug to do the right thing. We do not interfere with day-to-day operations knowing that Doug will handle everything in a professional way.
2. Works with superintendent in a spirit of mutual confidence. The board respects the daily executive responsibility of the superintendent and the superintendent respects the governance responsibility of the board.	4.0	4.3	4.5	Doug is a great steward of the school and does a good job of looking at all decisions from all angles.
3. Delegates to the superintendent and staff the responsibility of administering board policy and implementing board decisions.	4.3	4.4	4.4	
4. Doesn't infringe on the superintendent's area of administration and follows procedures as agreed upon by the board and superintendent in communicating with the staff.	4.7	4.4	4.4	Administration keeps everything running smooth and uninterrupted.
5. Refrains from public criticism of the superintendent/staff.	4.4	4.3	4.4	Never have heard anyone criticize administration.
6. Encourages the superintendent to participate in professional associations and activities.	4.4	3.4	3.7	Wish we had more dollars and Doug had more time for this. No money.
7. Provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured periodically.	4.0	4.0	4.3	

BOARD SELF-EVALUATION

D. POLICY AND PLANNING

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Understanding its function and role as a policy-making body.	4.3	5.0	4.2	
2. Develops sound written policies, and maintains an up-to-date organized policy manual, which provides ready access to each policy.	3.4	3.4	3.4	As needed. Do we have a digital manual available? Or on our website. Good Job.
3. Cooperatively establishes policies with the administration for the operation of the schools.	3.3	4.0	4.2	
4. Provides for periodic policy review and revision.	3.3	3.4	3.5	As Needed. No, thank heaven – when would we do it? Good.
5. Has approved an ongoing district-wide planning process and annually establishes goals for the district.	4.3	4.1	4.3	

BOARD SELF-EVALUATION

E. FINANCIAL MANAGEMENT

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Equates the income and expenditures of the school system in terms of the quality of education that should be provided and the ability of the community to support such a program.	4.3	4.0	4.1	Well, we've done pretty well with facilities in the last 210 years or so. We do the best we can. The board does a sound job with finances seeing what little we have.
2. Keeps the community informed about the financial needs of the district.	4.1	3.4	4.1	Does the "community" care? Yes.
3. Requires proper accountability for the expenditure of school district funds.	4.3	4.3	4.5	We are very good at proper accountability and taking leadership for what we do financially.
4. Takes the leadership in suggesting and securing community support of additional financing when necessary.	4.8	3.5	3.4	
5. Understands the basic principles of school finance, including state, federal and local sources of revenue.	4.0	4.2	4.2	
6. Adopts a process and timeline for the preparation of the budget.	4.6	4.3	4.5	
7. Provides for public input during the budgetary process.	4.7	4.3	4.5	But where is the "Public?"
8. Monitors the financial status of the school system monthly.	4.4	4.2	4.2	Monthly budget updates.

BOARD SELF-EVALUATION

F. PERSONNEL RELATIONS

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Has sound personnel policies, including job descriptions.	4.0	4.0	4.4	I hope so – new policies, cannot really evaluate yet. HR does great job.
2. Approves the employment and assignment of staff members only upon the recommendation of the superintendent.	4.4	4.4	4.3	
3. Encourages professional growth and increased competency of the staff through attendance at educational meetings and staff development activities.	4.1	4.0	3.5	With better funding we could and should do much better. No money.
4. Ensures that personnel policies provide clear guidelines for employment and for employee grievances and benefits.	4.7	4.2	4.4	Try to – hope so. Shelly and Pat are among our best!
5. Ensures that an effective evaluation system is in use for all employees, including the superintendent of schools.	4.7	4.1	4.0	We try to keep up with the State mandates I guess? Need to look at teacher evaluation process.
6. Provides for input from school system personnel when relevant.	4.6	4.1	4.1	We try, I wish more attending our meetings.
7. Adapts to compensation plan which draws and/or retains a highly qualified staff.	3.3	3.5	3.4	Retaining them is “key.” Only reason score is low is because of State funding. Thanks to the State of MI I expect teaching will be nowhere near the top of career lists of younger folks in our schools. We do the best we can within our constraints. Tough to do with no money.

BOARD SELF-EVALUATION

G. BOARD/INSTRUCTIONAL PROGRAMS

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Ensures that district educational goals are established and communicated to all concerned.	4.7	4.1	4.1	
2. Recommends that recommendations to modify the instructional program include a statement of desired program outcomes and a plan for evaluating the academic and fiscal impact of the program.	3/9	3.4	4.1	Have great people to keep us up to speed on instructional programs.
3. Provides a mechanism to continually revise/update the instructional program.	3.8	3.3	4.1	
4. Understands the local instructional programs and the basic curriculum goals of the school district.	3.7	4.1	4.0	I still need to learn more.
5. Encourages the participation of the professional staff, the public, and students in the development of the curricula where appropriate.	4.0	3.5	4.2	
6. Keeps abreast of new developments in curricula content and teaching strategies through participation in conferences and meetings.	3.3	3.4	3.4	Money an issue here. Not much funding for serious P.D. All of MI schools fall way short in this department.

BOARD SELF-EVALUATION

H. BOARD/COMMUNITY RELATIONS

The Board	09-10 Totals	10-11 Totals	11-12 Totals	2011-12 Comments
1. Refrains from committing to a position on an issue before all relevant facts are present.	3.6	4.2	4.4	As a board I think Marie and Doug do a good job communicating to the media on what is going on.
2. Refrains from speaking for the board on issues on which the board has no official position.	4.3	4.3	4.4	
3. Has an established procedure whereby members of the public may speak regarding items on (or not on) the agenda at board meetings.	4.3	4.5	4.4	
4. Has an ongoing , planned program of public information about education in the school district.	3.5	3.5	3.4	Coffee hours, Key Communicator, Monthly newsletters.
5. Has an established procedure for disseminating information on crisis situations and controversial issues.	4.1	4.2	4.2	
6. Provides, through policy, a procedure by which the board deals with complaints from the public.	4.1	4.3	4.3	
7. Strives to maintain an open dialogue with its local and state governmental leaders.	4.1	4.1	4.0	Well dialogue implies a two sided conversation – current politics precludes this!