

MINUTES - Traverse City Area Public Schools

Meeting of the Board of Education

Monday, September 23, 2019 @ 6:00 PM

Tompkins Boardman Administration Center, Conference Room C – 2nd Floor
412 Webster Street, Traverse City, MI 49686



To be approved at the October 7, 2019 Board Meeting

A meeting of the Board of Education of the Traverse City Area Public Schools, Counties of Grand Traverse, Leelanau and Benzie, Michigan, was held at the Tompkins Boardman Administration Center, 412 Webster Street, Traverse City, Michigan, on Monday, September 23, 2019. Board President Kelly called the meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
BOARD MEMBERS ABSENT: None
ADMINISTRATORS PRESENT: Berck, Cardon, Guitar, McCall, Thomas-Hill

Board President Kelly welcomed those in attendance.

PLEDGE OF ALLEGIANCE

Board Treasurer Anderson led the Board and those in attendance in the Pledge of Allegiance.

REVIEW/APPROVAL OF AGENDA

The Board reviewed the agenda and Board President Kelly recommended an amendment to move the Study Session to Item 7 and adjust the agenda accordingly.

MOVED BY ELLERY SUPPORTED BY KLEGMAN TO approve the agenda as amended.

The following vote was held:

YES: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
NO: None

MOTION CARRIED.

PUBLIC COMMENT

Board President Kelly solicited Public Comment and none was volunteer.

RECOGNITION

Blueprint Certification

Associate Superintendent Jame McCall recognized the following individuals "for achieving Blueprint Technical Certification to support our district in disrupting current practices to create a new structure of coherent, aligned district and building systems to ensure success for all students".

Jason Carmien	Emily Fettes	Rose Gallagher	Brian Guiney
Nate Kepler	Kirsten Morgan	Lance Morgan	Ryan Ranger
Biz Ruskowski	Angela Sides-McKay	Terry Smith	Dan Tiesworth
Christine Thomas-Hill	Lisa VanLoo		

CLOSED SESSION

The Board went into Closed Session for the purposes of receiving Privileged Attorney Client Communication as allowed by the Open Meetings Act, P.A. 267 of 1976, Section 8(h).

MOVED BY FORTON, SUPPORTED BY LEONHARDT TO go into Closed Session for the purpose of receiving Privileged Attorney Client Communication as allowed by the Open Meetings Act, P.A. 267 of 1976, Section 8(h).

The following Roll Call vote was taken:

YES: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
NO: None

MOTION CARRIED.

*The Board went into Closed Session at 6:05 pm.
The Board returned to Open Session at 6:42 pm.*

STUDY SESSION

Update on establishing the Blueprint for Systemic Reconfiguration as the clear strategy to meet the needs of EACH child in TCAPS.

Associate Superintendent Jame McCall provided a comprehensive update of the current state of the Blueprint installation. The full presentation can be viewed on the Board's page of the TCAPS website.

SUPERINTENDENT'S REPORT

District Highlights

Michigan Supreme Court to Hear Oral Argument at Central High School—October 16th

On Wednesday, October 16, 2019, Traverse City Area Public Schools, the City of Traverse City and Grand Traverse County Judges, will host the Michigan Supreme Court as they hear oral argument in *Maniaci v. Diroff*, Supreme Court Case No. 158005. The Court typically hears oral argument at the Michigan Hall of Justice in Lansing, Mich. However, as part of the public education program aimed principally at high school students, justices and staff travel around the state through the "Court Community Connections" program. Participating schools include: Traverse City Central High School, Traverse City West Senior High School, and St. Francis High School. In addition, students will have the opportunity to learn about the case and about court procedures from local attorneys. The oral arguments will begin promptly at 10:00 a.m. at Traverse City Central High School (1150 Milliken Dr.). Space for this event is limited, however, it can be viewed via livestream at: <https://livestream.com/tcapslive/Court>.

TCAPS to Host Industry Night Out—September 24th

On Tuesday, September 24, 2019, from 5:30 p.m. to 7:00 p.m., Traverse City Area Public Schools (TCAPS) will host "Industry Night Out," in collaboration with Northwestern Michigan College (NMC) and the Traverse Bay Area Intermediate School District (TBAISD) at the Sabin Data Center (2075 Cass Rd.). The evening will include a presentation from TCAPS about how the region's largest school district uses Information Technology and will include a tour of the data center facility. The event is open to students enrolled at NMC, TBAISD and TCAPS who are taking classes in Computer Information Technology related fields.

Calendar Reminders

October 2, 2019	Student count day
November 1, 2019	Half day for all TCAPS students
November 5, 2019	No school for all TCAPS students, Election Day

Legislative Highlights

Superintendent Cardon reported that districts were pleased with the consent formula that came out, although there is always hope for a more weighted formula. She is anticipating the Governor will use line veto power, but will approve the proposed budget. She indicated with this proposed budget, TCAPS is in a good place moving forward.

CONSENT

The purpose of the Consent Calendar is to expedite business by grouping items together to be dealt with by one board member motion without discussion. Any member of the board may ask that any item on the consent calendar be removed there from and placed elsewhere on the agenda for full discussion. Such requests will be automatically respected.

a. Personnel Recommendations

The Board considered personnel recommendations.

b. Board Policy Language

The Board considered the following:

- Policy 2410 – Prohibition of Referral or Assistance (NEW- Second Reading)

c. Professional Development

The board considered the following:

- #### **d. TCAPS Montessori at Glenn Loomis principal, Lisa VanLoo, and primary teacher, Amy McKean, to travel to Clemmons, North Carolina October 9-14, 2019 to attend the Adolescent Workshop, providing foundational Montessori theory and methodology for working with adolescents.**

e. Field Trips

The board considered the following:

- Traverse City Central High School Euro-Chorale (includes students in grades 10-12) traveling to Ireland for Spring Break 2022 (7-10 days, dates TBD).

f. **Bids, Purchases and Services**

The Board considered the following:

- Technology
 - Secondary Calculators
 - Purchased from Underwood Distributing
 - For a total not to exceed \$44,400.00, includes a 15% contingency; funded from Capital Bond funds allocated to Technology.

g. **Minutes**

The Board considered the minutes from their meeting held August 26, 2019.

MOVED BY ELLERY, SUPPORTED BY KLEGMAN to approve the Consent Calendar as presented and without discussion.

The following vote was held:

YES: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
NO: None

MOTION CARRIED.

DISCUSSION/MOTION

a. **Certification of Board of Education Voting Delegates for MASB Assembly**

The Board will consider certification of voting delegates to attend the Michigan Association of School Boards (MASB) Assembly on November 8, 2019. As a district with 5,001 – 11,000 students, TCAPS is entitled to four (4) Voting Delegates and four (4) Alternates. All delegates must be certified by October 11, 2019.

MOVED BY ELLERY and SUPPORTED BY MOON MOHR that the Board of Education certify: SUE KELLY, PAM FORTON, JANE KLEGMAN, and ERICA MOON MOHR as voting delegates for the MASB Assembly to be held November 8, 2019 at Grand Traverse Resort.

The following Roll Call vote was held:

YES: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
NO: None

MOTION CARRIED.

BOARD PRESIDENT CLOSING REMARKS

Board President Kelly led board members in a review of the TCAPS Standards of Practice #1 and the MASB Board of Education Governance Standards. Both Standards of Practice are attached.

Board Vice President Doris Ellery announced her resignation from the TCAPS Board of Education. Her resignation is effective as of November 1, 2019. She said it was a hard decision and she has enjoyed her position and the interactions she has had with staff and the community. She cited personal reasons for choosing to step away from the Board at this time.

Board Treasurer Anderson informed the board that the Friends of TCAPS had dropped off their latest donation to TCAPS on Friday, September 20 in the amount of \$1,000, bringing their total contribution to \$10,988.06.

ADJOURNMENT

The meeting was adjourned at 7:28 p.m.

The following vote was held:

YES: Anderson, Ellery, Forton, Kelly, Klegman, Leonhardt, Moon Mohr
NO: None

MOTION CARRIED.

Respectfully submitted,



Stacey Hozak
Board Recording Secretary

Next Meeting

Monday, October 7, 2019

Board Reception at 5:30 pm – Conference Room E

Board Meeting at 6:00 pm – Conference Room C

Tompkins Boardman Administration Center

412 Webster Street, Traverse City, MI 49686

BOARD MEMBERS: Matt Anderson, Doris Ellery, Pamela Forton, Sue Kelly, Jane Klegman, Jeff Leonhardt, Erica Moon Mohr

**Standards of Practice
TCAPS Governance Team
February 4, 2019**



As elected members of the Board of Education of Traverse City Area Public Schools, we accept the high honor and trust that has been placed in us to ensure that each child of this district receives the best education available. To that end, we hereby commit to the following standards for effective, responsible board governance.¹ We will:

1. Hold the school district accountable for meeting student learning expectations by evaluating the superintendent on clear and focused expectations.
 - Maintain a strategic plan for the district and clearly define success and accountability for the Board, the staff, and students.
 - Focus on the policy work of the Board and monitor progress on the indicators of success in our strategic plan, leaving the day-to-day operation of the district to the superintendent and staff.
2. Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations.
 - Install the MI Excel Blueprint for Strategic Reconfiguration as the framework to provide high quality teaching and learning.
3. Commit to a continuous improvement plan regarding student achievement at each school and throughout the district.
 - Model continuous learning in our roles as members of the governance team.
4. Provide responsible school district governance by conducting board and district business in a fair, respectful, and responsible manner.
 - Base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the board once a decision is made.
 - Maintain the confidentiality of privileged information including that shared in closed sessions of the board.
 - Uphold all applicable federal and state laws and regulations.
5. Engage the local community and represent the values and expectations the community holds for its schools.
 - Be actively engaged with our constituents.
 - Refer constituent complaints and concerns to the appropriate person within the district chain of command.
6. Model responsible school district governance by working as an effective and collaborative team.
 - Respect the leadership roles of the Board chair and superintendent.
 - Recognize that authority rests only with majority decisions of the Board and will make no independent commitments or take any independent actions that may compromise the Board as a whole.
 - Maintain fidelity to these commitments and hold ourselves and fellow Board members accountable should any one of us fail to live up to these commitments.
7. Create districtwide conditions for student and staff success.
 - Anchor Board work in a culture of collective responsibility that is collegial, collaborative, and professional.²
 - Ensure the district is grounded in a safe, orderly and respectful environment for students.
 - Understand that we have a special moral and ethical imperative to serve each student and that we will equitably allocate resources based on student need.
 - Recognize and work to meet students' academic and non-academic needs in order to ensure they are ready to learn.

Signed:

Matt Anderson

Doris E. Ellery

Pam Forton

Jane Klegman

Sue Kelly

Jeff Leonhardt

Erica Moon Mohr

¹ Alsbury, T. L., & Gore, P. (2015). *Improving School Board Effectiveness: A Balanced Governance Approach*. Cambridge, MA: Harvard Education Press.

² Chandler, G., & Frank, J. (2015). *The Blueprint for Strategic Reconfiguration*. Marshall, MI: Calhoun ISD.

Board of Education Governance Standards

Guiding Principles of the Board of Education:

Accountability | Commitment to Learning | Inclusivity
Stewardship | Transparency | Vision-Driven

① *The Board of Education, in cooperation with the superintendent and stakeholders, establishes and commits to a vision for the school district that emphasizes high expectations for achievement of all students and quality instruction.*

Questions to evaluate or prompt successful adoption of this standard include:

- 1.a. Has the Board of Education formally adopted a district plan that includes a concise vision statement?
- 1.b. Were stakeholders engaged in the district planning process?
- 1.c. Does the district plan include nonnegotiable goals related to student achievement and quality instruction?
- 1.d. Are school improvement or related turnaround efforts aligned to the district plan?
- 1.e. Has the Board of Education adopted a system to monitor progress toward goals?
- 1.f. Are resources aligned to the district plan?
- 1.g. Does the Board of Education proactively address barriers to implementing the vision even when doing so may be unpopular? (Such as with budget cuts, building closures, etc.)
- 1.h. Does the Board of Education establish goals for its performance based upon the district plan?
- 1.i. Are decisions of the Board of Education guided by the district plan and related goals?

② *The Board of Education governs in a manner that is dignified and worthy of trust.*

Questions to evaluate or prompt successful adoption of this standard include:

- 2.a. Does the Board of Education demonstrate a unity of purpose and articulate a common vision for the district?
- 2.b. Is school district business conducted in an ethical, civil and responsible manner?
- 2.c. Does the Board of Education demonstrate knowledge of school district governance, research-based practices in education and school finance, as well as school and labor law?
- 2.d. Does the Board of Education govern with board-adopted policies and procedures?
- 2.e. Has the Board of Education adopted a budget based on realistic projections reflecting expenses that are less than income?
- 2.f. Do the interactions and decisions of the Board of Education serve as examples of effective and responsible leadership for the district's students?

③ The Board of Education is accountable to the school district community.

Questions to evaluate or prompt successful adoption of this standard include:

- 3.a. Is the Board of Education knowledgeable of the students, families and community it serves including factors such as conditions that impact learning and desired outcomes?
- 3.b. Does the Board of Education operate in an open and transparent manner?
- 3.c. Prior to deliberating, does the Board of Education inform itself by listening to a diverse range of views from around the board table as well as across the community it serves?
- 3.d. Is progress toward goals and student performance regularly reported to the community?
- 3.e. Is the Board of Education's performance evaluated on a regular basis with the use of a valid and reliable assessment (internally, externally or both) and reported to the community?
- 3.f. Has the Board of Education put policies in place that support successful implementation of the district plan?
- 3.g. Does the Board of Education's governance of the school district demonstrate due concern with regard to financial and legal matters?

④ The Board of Education holds the superintendent accountable for creating the outcomes identified in the school district plan.

Questions to evaluate or prompt successful adoption of this standard include:

- 4.a. Does the Board of Education provide policies and systems for oversight of district resources, infrastructure and compliance?
- 4.b. Does the Board of Education receive regular reports regarding progress toward district goals?
- 4.c. Does the Board of Education monitor student academic progress based on assessments that are valid and reliable?
- 4.d. Has the Board of Education established clear expectations for the superintendent, as well as the means and timeline on which the superintendent is to be evaluated?
- 4.e. Does the Board of Education actively participate in the support, development and evaluation of the superintendent?
- 4.f. Does the Board of Education place an emphasis on continuous improvement despite challenging circumstances?
- 4.g. Has the Board of Education established quality instruction and the development of master teachers as critical district priorities to guide the superintendent's work?
- 4.h. Does the board spend more time on policies to improve student achievement and monitoring progress and less time on operational issues?

