

ANN ARBOR PUBLIC SCHOOLS

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Superintendent of Schools



2021-22 Superintendent Evaluation

June 2022

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I. Cabinet Team Highlights of Progress and Accomplishments: 2020-2022

Teaching & Learning

The work we began in the Fall of 2019 and have continued throughout the two school years of the pandemic has set us on a firm path to define, support and actualize our equity values.

- Developed the [Framework for Equitable Instruction 2.0](#) setting values and expectations that every member of the AAPS has a critical role to play both professionally and personally in serving our students and families.
- Establishment of [Teaching & Learning Networks](#) (TLNs) to support the collaboration of teachers in the design of culturally affirming, inclusive instruction.
- Districtwide professional development for every member of the AAPS team to enhance our equity lens and build our racial literacy.
- Launched the [AAPS Schoology ecosystem](#), establishing support and guidance for teachers in the development of Schoology courses to keep students connected and on track in their learning.
- Un-siloed special education approach, establishing the SISS department as an integral part of general education Tier I teaching & learning with a primary focus on inclusion practices for all students.

See [SISS Improvement Update](#)

- Initiated a new special education service delivery model of In-Class (push-in) Resource supports in pilot middle schools.
- Enhanced communication and connection across all stakeholders, including AAPAC, Level Council, and AAEA teacher and para-educator associations through weekly/bi-weekly touchpoints
- Recruited an expert team of assistant directors and coordinators to help lead us forward into a new chapter

COVID Response Team

The AAPS COVID Response Team focused on keeping students in school and preventing school-based transmission of COVID.

- Developed and implemented [COVID Protocols for Students and Staff](#) based on guidance from public health authorities. Provided training to all district staff and short [back-to-school videos](#) for parents.
- Tracked and monitored 3,080 student and staff cases of COVID who were on a school campus while infectious. Shared data weekly on [District Case Dashboard](#). Investigated and monitored about 35 clusters/outbreaks.
- Initiated a weekly testing program for unvaccinated employees. See [BOE Vaccination Status](#) presentation 11/17/2021.

- Hosted 11 [vaccination clinics](#) for 5-18 year olds and boosters for staff and families in partnership with MDHHS/Visit Health. Shots administered: 1,184. 54% were pediatric (5-11 year olds); 29% were youth (12-17 year olds), and 19% were adults (18+).
- During the Omicron surge, partnered with the National Guard to offer testing for staff, students and community members. Four events were held with 560 tests provided.
- Administered over 3,000 in-school rapid antigen tests to students and staff as part of Test to Stay and Pop-Up testing efforts. Distributed over 20,000 home test kits to families and staff.

Capital Improvement Program

- The Board of Education approved the Phase 1 years 1-10 Bond Plan:
 - [2019 Bond: Preliminary Phase I Plan | Board of Education Study Session | Dec. 2, 2020](#)
- Air conditioning, LED lighting, solar installations and many other improvement have been completed:
 - [2021 Annual Capital Program Report | Board of Education | December 15, 2021](#)
- Environmental Sustainability has been a large part of the bond work:
 - [Preview of Environmental Sustainability and Bond: April 22, 2020](#)
- A number of community meetings have been held about the bond program
 - [AAPS Bond Program Update - Community Meeting #1 - May 25, 2021](#)

Capital Improvement Projects and Sustainability

Ventilation Upgrades

As part of the District's COVID response, significant ventilation improvements have been completed.

- Increased filter density to MERV-13 in all feasible locations
- Programmed a new Enhance Indoor Air Quality (EIAQ) mode in the building automation system to maximize ventilation when needed
- Inspected and repaired ventilation equipment to ensure proper working order
- Conducted a detailed Air Changes per Hour (ACH) study of all locations to ensure a minimum of 5 ACH and supplemented with air purifiers in the small percentage of spaces that fell below this threshold
- Board presentations and videos on this topic are available here:
 - [Ensuring COVID-Informed School Buildings | AAPS Board of Education | October 21, 2020](#)
 - [Readiness of School Buildings for Return to In-School Learning, Recommendations | November 18, 2020](#)
 - [Superintendents Update August 20, 2021](#)
 - [Comprehensive Room Ventilation Study | Board of Education | March 17, 2021](#)

Environmental Sustainability Task Force Progress

Making solid progress with the Environmental Sustainability Taskforce; it is a dynamic group and activities have included:

- Many of our virtual meetings have utilized Miro as a note taking/white board tool. You can view these records at this link: https://miro.com/app/board/o9J_l0aQHyw=
- Conducting in-depth case studies of other school districts sustainability initiatives. This work is captured here in an analysis at this link: [matrix: https://docs.google.com/spreadsheets/d/18d9ju8eZ5DGvxCKvHEVRe33Nk2XeGsaVT8Te2E2ycuM/edit#gid=0](https://docs.google.com/spreadsheets/d/18d9ju8eZ5DGvxCKvHEVRe33Nk2XeGsaVT8Te2E2ycuM/edit#gid=0)
- Formed four Working Groups in the areas of: **Teaching and Learning**, **Health and Wellness**, **Climate Resilience**, and **Community Partnerships**. Each of these groups meets independently and reports back to the whole taskforce.
- Adopted a SMARTIE Goal structure for developing and formatting recommendations for the Board. It looks at how a Goal/Recommendation is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-Based, **I**nclusive, and **E**quitable. A sample of the template can be found at this link: <https://docs.google.com/document/d/1TpDW9Py-sfq71iWYh0F2bpPGDHlrCwAR/edit>
- Over the summer, staff will be meeting with each Working Group to further develop SMARTIE Goals with a whole group report-out planned for September.
- In the fall, we will conduct a prioritization exercise with the entire taskforce to prioritize the recommendations from the working groups
- **Next Steps Goal:** provide an AAPS framework for environmental sustainability to the Board for consideration by the end of calendar year 2022.
- In addition, annual updates on sustainability have continued:
 - [Environmental Sustainability in the Ann Arbor Public Schools | April 27, 2022 | Board of Education](#)
 - [Environmental Sustainability | BOE Study Session | March 24, 2021](#)

Communications

• Board of Education Meeting Enhancements

In coordination with ITD and Board Assistant Amy Osinski, a variety of enhancements have been made to make Board of Education meetings more accessible to the community.

- This includes improving the [Board of Education webpage](#) and the new [board meeting calendar headline](#) on the website. Through the use of Zoom, meetings are more accessible to community members and allow staff members and community partners such as the PTOC to participate remotely.
- An interactive Meeting Schedule provides links to the Board agenda, public commentary sign-up, live Zoom access, and meeting video recordings, where available.

- Sign-ups for public commentary have been streamlined through the use of a Google form. The option to submit comments that are read by administration accommodates many in the public who prefer to view the meeting remotely.
- Significant improvements have been made to the sound quality both at the meeting location and for viewers at home.
- **Graduation Ceremonies**
Successfully shared [live broadcasts of the graduation ceremonies](#) the last two years despite challenges with internet connectivity. This has allowed hundreds of families and friends to watch this milestone via Facebook or Zoom from around the globe.
- **Two Minutes at Schools Video Series**
Two Minutes at...With families having limited access to school events this year, launched the new [Two Minutes at... video series](#). This served as an opportunity for families to get a look at life into their child's school.
- **A2Schools Podcast**
During spring 2022, revived the weekly A2Schools podcast series to inform and update on subjects of interest in the AAPS, and have distributed across several podcast apps.
Next Steps: A comprehensive strategic communication plan will be refined and implemented during 2022-23, to include plan for redesign of a2schools.org website.

Community Division

Community Education and Recreation (Rec & Ed)

- Re-designed and merged the School Age Child Care program and after school enrichment classes into the [Rec & Ed Extended Day Program](#). See also [BOE Extended Day Program Update](#), March 23, 2022.
- Restored winter and spring break camps and expanded summer camp offerings for 2022. www.aarecedcamps.com/
- Increased community education offerings for ages infant - senior adult. www.aarecedonline.com/

Strategic Partnerships and Volunteers

- **District Volunteers:** Placed more than 300 frequent volunteers in AAPS schools to provide supplemental literacy, academic, social emotional and ELL support to hundreds of AAPS students. [AAPS Volunteer Highlights](#).
- **Community Resources:** Collaborated with social workers, intervention specialists, ELL teachers and other key staff to make community resources more accessible to students and families. Held monthly Community Resources meetups and maintained the [AAPS Community Resources Page](#).
- **Scholarships:** Distributed over \$80,000 in AAPS Community Scholarships to 20 graduating AAPS Seniors. [Scholarship Presentation](#).

District Health and Wellbeing

- Hired new District Health and Wellbeing Coordinator (currently on maternity leave).

Human Resources & Employee Relations

- Continued ongoing, consistent collaboration council meetings throughout the year; ensured robust ‘huddles’ and other regular conversations to problem-solve issues as they arose.
- Continued ongoing recruitment and hiring across all positions.
- Implemented the dedicated building substitute positions across all schools.
- Currently finishing the bi-annual Registry of Educational Personnel(REP) report due to the state June 30, 2022.
- Continuing a full court press in staffing efforts to be prepared for the 22-23 school year of all staff.
- Interviewing & hiring new principal leaders to fill in for several building leader retirements.
- Currently finalizing negotiations with all six bargaining groups.

K12 Schools

Elementary School

- Successfully transitioned both Mitchell and Lakewood through mid-year principal leadership changes.
- Successfully recruited, conducted full school engagement processes, and hired incoming principals for Angell and Burns Park.
- Facilitated transitions to and from A2 Virtual programs throughout the 21-22 school year.
- Facilitated changes to the A2VE programming for Fall of 2022 including the placement of teachers into building positions.
- Supported and implemented COVID protocols at the elementary level, including health support rooms.
- All 21 AAPS elementary and K-8 schools received **PLTW Launch Distinguished School Recognition**.
- Established guidelines for the successful transition of in-person volunteers, community events, 5th grade promotion ceremonies and other EOY activities back into our buildings this spring. This step represented a significant moment of community building for each of our elementary schools.
- Now in progress to hire additional social workers/counselors and set the stage for an MTSS launch in the Fall of 2022.

Middle School

- Successfully recruited, conducted full school engagement processes, and hired incoming principals for Clague and Tappan after a year of interim leaders in both buildings.
- Amid a pandemic and with COVID numbers fluctuating, made safety adjustments to schools for athletics where parents were able to attend home games.
- **Spring Transition Day, spring end of year activities, and 8th grade promotions were all held in person.**
- Improved level of community collaboration with community centers and community organizations with the support of Nancy Shore.
- Slauson achieved redesignation spring 2022 as a *National School To Watch* <https://michiganschoolstowatch.org/>.
- Clague and Tappan received their *National School To Watch* designations and banners.
- Students at Scarlett and Tappan engaged in the MSAN (Minority Student Achievement Network) Social Justice Collaborative with middle and high school students throughout the country.

High School

- Continued work across all 5 schools on equity, access, and inclusion, specifically related to grading, assessment, accessing virtual learning (A2V, GraduationAlliance, Pathways Async, etc.), and flexibility in supporting students to meet graduation requirements.
- Continued Equal Opportunity Schools work to identify underrepresented students for participation in honors/AP/IB courses, and expanded our efforts to support underrepresented students with academic and social-emotional interventions as measured by increased graduation rates.
- Managed health and safety guidelines to afford students full opportunities in arts, athletics, activities, field trips, and travel.

Physical Properties

- Facilities problems impact the quality of teaching and learning, student and staff health, day-to-day building operations and the long-range fiscal health of the entire education organization. With this in mind, a Maintenance Spectrum has been developed in this department: No Maintenance; Emergency Maintenance; Routine Maintenance; Preventive Maintenance; and Predictive Maintenance. This approach is very helpful in our planning and focus.
- Brought on-line all of AAPS Fire Alarm systems to be monitored throughout the District by Safety Systems. Established protocols in the District during the school day, with full details of instructions on what to do during a drill for each building with the monitoring company.
- Continued work in progress on the AAPS Storm Management System document. This includes dry tracing and mapping of all of our storm water systems as part of permit requirements.
- Partner team Arch Environmental is also conducting a survey of our buildings for all confined spaces and mapping those areas for us. A **confined space**: is a space that has limited or restricted means of entry, is not designed for continuous occupancy, and is large enough and configured so that a person can enter the space and maneuver well enough to perform tasks.

- Conducted preventive maintenance in all building HVAC units. Requiring all filters to be changed at least three times per year to ensure proper air changes in our HVAC units.
- Established a roof/roof drain cleaning protocol for the district to preserve our roofs as long as possible.
- Last fall implemented a new work ticket system (Incident IQ) to address the ongoing improvements to the buildings; we have experienced a major improvement in our completed workflow due to the implementation of this system. We have also improved our communications from this department to district staff with our weekly updates from Incident IQ. Keeping everyone in the know has served us well.
- Completed repairs and replacements where needed on all exhaust fans throughout the district to ensure they are functioning properly.

Student & School Safety/Transportation/Food Service

School Safety

- Completed school facility safety assessment at all high schools and updated safety protocols based on the assessment.
- In May 2022, conducted an emergency tabletop school intruder event including City of Ann Arbor, University of Michigan Public Safety and Washtenaw County .
 - Developed after action report with next step assignments to improve AAPS response
- New AED units installed in each school that include a web-based LifeReady monitoring program.
- Supported AAPS COVID Response team in organizing and staffing COVID vaccine and testing clinics (see above under COVID Response).
- Managed on site security and facility support to 2020 and 2021 High School alternative and outdoor graduations.
- Managed and staffed support for Board of Education Meetings - Fall 2021-Spring 2022.
- Managed PPE orders, storage and distribution to schools starting in March 2021.
- Worked with a team from the WISD and AAPS to introduce a new Threat Assessment protocol (Dewey Cornell-CSTAG).
- Safe Routes to School (SRTS) initiatives 2021-2022 - continuation of existing programs and 7 mini grants. Three (Bach, King, AAOpen) mini grants approved for extension into the 2023 school year and one new grant issued to Mitchell for the 2022-2023 school year.
- Researched, planned and implemented over 18,000 school supply and art kits for each semester for AAPS students during remote learning.
- Led development of partnership with local community centers to develop the Connections+ support program to support students during remote learning with supplies and staffing. This program continues as an organized partnership between the AAPS Partnership Division and Peace Neighborhood Center, Community Action Network (CAN) and Avalon Housing locations.

Food Service

- Developed five language Free and Reduced Lunch program information and applications and added them to the AAPS food service website.

- COVID Food Response - AAPS distributed over 1.5 million meals at 22 distribution locations and home deliveries between March 16, 2020 and June 12, 2021.
- Over 42,000 breakfast and lunch meals were distributed through the Summer 2021 meal program under the auspices of Food Gatherers managed by AAPS Chartwells.

Transportation

- Moved to a two-tier busing system (EL & Secondary) for the 2021-2022 school year.
 - Assisted in route development for the new two-tier system.
- Monitored and problem-solved through bus suspensions, driver shortages and late bus service to achieve full restoration of transportation service, a full staff of drivers and monitors, for the final quarter of the school year. The team is fully staffed at this time to launch for fall 2022.
- Transportation provided buses and staff for COVID distribution starting March 16, 2020.

Bond Communication

- Developed a postcard template and worked with the bond team and mail house to mail school construction cards to residents and businesses living within 1000 feet of the school. We will use this format to inform residents of construction.

A. Governance & Board Relations

Weight: 20%

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

A. Governance & Board Relations – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	

A. Governance & Board Relations – continued

Weight: 20%

Comments by the Superintendent:

Superintendent Swift values the ongoing relationship with Trustees and shared engagement in the work of the district.

A1 Policy Involvement: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent is proactive in the determination of district needs and policy priorities, particularly in implementing policies during COVID pandemic with agility, and has a system in place to ensure the timely administration of district policies.

- Developed district policies and practices consistent with requirements of the COVID-19 pandemic, Executive Orders, and law through 2-year pandemic time, including policies to ensure health and safety practices and requirements in school operations and all district functions, including public meetings.
[COVID Preparedness and Response Plan](#)
- Trustees and Superintendent discuss, guide, and determine policy direction, and work to draft policy to support the direction of the AAPS, in cases where the Trustees and Superintendent have determined a direction for policy above and beyond the annual policy review.
[Establishment of the Environmental Sustainability Task Force](#)
- Superintendent will resume consistent meetings along with the BOE Governance Committee, implementing consistent district policy review schedule during 2022.
- Superintendent and Board have defended AAPS policies in state court and on appeal to the Michigan Supreme Court (Safe Schools Policies)
- Policies adopted that specifically demonstrate a focus on district priorities and Board direction include:
[Policy 3550 Responsible Contractor Policy](#)
[Policy 8000 Environmental Sustainability Policy](#)
[Policy 5011 Transgender and Gender Nonconforming Students](#)
[Policy 2420 Parent, Student and Community Advisory Committees](#)
- *Safe Schools Policies:*
[Policy 5400 Safety, Injury & Emergencies](#)
[Policy 5410 Safe & Disruption-Free Environment](#)
[Policy 5420 Dangerous Weapon and Disruption-Free Zones](#)

A. Governance & Board Relations – continued**Weight: 20%****Comments by the Superintendent:****NEXT STEPS with Policy Involvement in 2022:**

- Reconvene the annual review of sunset policies, beginning with **1000 series Board Bylaws**, in Summer 2022
- Contingent on state and federal next steps, consider Board review of [potential policy to support meal/food security for students](#),
- Continue with annual policy review, beginning process as follows:

1000 Bylaws - July 2022**2000 Administration - July 2023****3000 Finance - July 2024****4000 Human Resources - July 2025****5000 Student - July 2026****6000 Instruction - July 2027****7000 Communications - July 2028****A2 Goal Development : HIGHLY EFFECTIVE**

From the evaluation rubric: Superintendent has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.

- **Highlights include:**
 - See an ongoing list of AAPS goal areas and updates on progress here: [Next Steps in the AAPS](#)
 - [Addition of Elementary/K8 school Counselor/Social Work positions](#), in progress now
 - [Redesign of Before and After School Care Program](#) Update on progress of steps we are taking to overcome staffing challenges here
- **Redesign processes for under-enrolled, underserved schools, including:**
 - [Bryant-Pattengill Reenvision](#) Process
 - **Early Childhood Education Expansion** - Bryant preschool classroom has opened successfully, a 2nd classroom will be added for Fall 2022, and the multi-year expansion for early childhood opportunities continues
 - **Pathways to Success High School Reenvision** with addition of Actor's Studio, continued enhancement of student supports, and construction of new school campus
 - **Project Lead the Way** implemented at all K-12 campuses
 - **Project Lead the Way** implemented in all Y5 classrooms
 - **A2STEAM at Northside Redesign and Enhancements** to school facility

A. Governance & Board Relations – continued**Weight: 20%****Comments by the Superintendent:**

- **Fiscal Responsibility:** Improve sustainable fiscal responsibility and strengthen financial operations for the medium and long term future, including the extension and protection of District millages,
 - Passing 2019 Bond, November, 2019
 - 2018 Operating Millage + Cushion structure to prevent Headlee rollback, May 2018
 - Sinking Fund, increased and extended to 10 years, May 2017
 - Special Education County Millages ([2021-22 Millage Chart](#))
- **Effective use of COVID related resources;** in partnership with the Finance Committee and Trustees, ensures the regular reporting and updating of [ESSR expenditures](#)
- **Safe and healthy drinking water program,** filters and water testing program process is ongoing
[2021-22 Water Testing](#)
- **Improved air ventilation program** in place across the AAPS
[2021 Ventilation Study Reports](#)
[2017 Ventilation Reports](#)
- **Enhanced AAPS Monthly Budget Monitoring Reporting**
[Monthly Monitoring Documents March 2022](#)
- **External Assessment of AAPS Facilities Condition & Planning** to meet Physical Plant Needs
[External Assessment Report](#)

AAPS Capital Program (Bond & Sinking Fund)

- Passed 2019 Bond and Recommended Capital Program, Phase I Plan, approved December 2020
[AAPS Facilities Assessment Index](#)
[Capital Program, Phase I Plan](#)
- Implementation of **Phase I, Capital Program** (Bond & Sinking Fund) 2020-2022
[Bond Phase I Plan, Approved December 2020](#)
- Development of **Bond website**
<https://a2schoolsbond.org/>

A. Governance & Board Relations – continued**Weight: 20%****Comments by the Superintendent:**

- Board of Education **Bond Auxiliary Committee** regularly meets with Superintendent and Team to plan and organize the execution of the AAPS Capital Program
- Implemented a fully developed AAPS Facilities Condition & Renewal Plan, 2019 and Beyond
- Alongside AAPS Cabinet Leaders, have attracted and developed a high-performing facilities support team
- Under the direction of the Superintendent, have updated a comprehensive facilities management plan
- While staffing of hourly employees continues to present a challenge, team processes have improved in their service to schools and physical plant needs
- The Board has organized, and members of Superintendent's team has regularly met with Environmental Sustainability Task Force during the 2021-22 school year
- Superintendent, in tandem with Executive Director, Facilities and Operations, has overseen an enhancement to the AAPS Sinking Fund

Next Steps in Area of Goal Development include:

- **Finalize Strategic Equity Plan, including Launch of Equity Advisory Groups (Staff, student, and parent), and incorporate feedback from stakeholder groups**
- **Share spring update on Special Education Plan and receive feedback from stakeholder groups**
- **AAPS Environmental Sustainability Plan anticipated by Dec 2022**
- **Launch initial series of meetings with Bond Advisory Group**
- **Staff and community planning process for new school locations at Mitchell Elementary and Pathways High School during fall, 2022 with plans for development finalized by March 2023**

A3 Information: EFFECTIVE

From the evaluation rubric: Superintendent keeps board members informed with appropriate information as needed so it may perform its responsibilities

- Board receives consistent communication from the Superintendent regarding day-to-day emerging topics and updates on developments in real time; this process is ongoing every day
- This communication is shared via text, phone calls, email, and face-to-face interaction
- The Superintendent regularly meets with Trustees for the purpose of listening, updating the work, hearing and addressing areas of concern, aligning and sharing thinking around next steps
- Information is constantly changing across many areas of the AAPS, and at times ensuring timely and correct information presents a significant challenge

A. Governance & Board Relations – continued**Weight: 20%****Comments by the Superintendent:****A4 Materials and Background: EFFECTIVE**

From the evaluation rubric: Materials are provided. Background and historical perspective are included; recommendations are included.

- Questions from the Board are addressed either via email or open session response
- Committee work is critical to the process; Trustees facilitate the thinking, consideration, discussion, and refinement of items/topics in the committee process so preparation is solid with items coming to the board in advance of Board consideration
- Board source for committee approach: [Doug Eadie, Building a High-Impact Board-Superintendent Partnership 11 Critical Questions You Need to Answer](#)

A5 Board Questions: EFFECTIVE

From the evaluation rubric: Superintendent has a system in place for consistent response to Trustees, providing response information to all Trustees in as timely and thorough manner as possible.

- Response times are dependent on many contextual details, including keeping pace with competing demands as well as the time, level of complexity, and steps involved in preparing and confirming accurate information.
- At times, during high volume times, the Superintendent appreciates an understanding of necessary prioritization, and any needed reminder on open items from the Board.
- Superintendent looks forward to the summer retreat of the Board to discuss, align, share direction and focus goal areas for the Board and the AAPS in 2022-23 and for the future.

A6 Board Development: HIGHLY EFFECTIVE

From the evaluation rubric: Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to the board development plan.

- Board development: MASB, NSBA, WISD are opportunities communicated with Trustees from among the Trustees and also the Board Administrative Assistant
- Superintendent attends training and development sessions with Trustees including Plante Moran Saturday Sessions, National School Board Association (NSBA), Equity & Advocacy, Michigan Association of School Boards (MASB), and National School Board Association meetings and conferences.
- In addition, the Superintendent and Trustees have participated together in professional reading and discussion.

B. Community Relations**Weight: 15%**

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

B. Community Relations - continued**Weight: 15%**

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:

B. Community Relations - continued

Weight: 15%

Comments by the Superintendent:

B1 Parent Feedback: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent actively seeks parental input, creates methods for parents to be actively involved in setting and supporting goals; note this process has been significantly more challenging during COVID, yet attendance at virtual sessions has remained strong.

- Superintendent continues weekly extensive updates throughout the pandemic to community, offering written summary, in-depth information, audio and video supplements;
- Artifacts of this community relations work this year include the following:

Archive of Superintendent Messages: <https://www.a2schools.org/domain/3038>

Surveys

- Spring 2022 AAPS School Climate Survey - currently in progress - data to be reported in July 2022
- [Priorities - Dec-Jan 2021-22 ThoughtExchange](#)
- [May-June 2021 ThoughtExchange](#)
- [K-12 School Quality Surveys: School Year 2020-21](#)

Community Forums

- [Jan 5, 2022 Community Forum](#)
- [June 17, 2021 Community Forum](#)
- [May 27, 2021 Community Forum A2 Virtual+ Village](#)
- [May 20, 2021 Community Forum](#)
- [May 13, 2021 Community Forum](#)
- [Feb 11, 2021 Community Forum](#)
- [Feb 9, 2021 Community Forum](#)
- [Sept 2, 2020 Community Information Session](#)
- [Sept 1, 2020 Community Information Session](#)
- [June 11, 2020 ReImagine Learning Town Hall](#)
- [June 4, 2020 ReImagine Learning Town Hall](#)
- [May 21, 2020 AAPS Town Hall Summer Learning](#)
- [May 12, 2020 Class of 2020 Town Hall](#)
- [May 7, 2020 AAPS Families with Special Needs Town Hall](#)
- [April 16, 2020 AAPS Town Hall](#)
- Superintendent publishes weekly [A2Schools podcast](#).



B. Community Relations - continued

Weight: 15%

Comments by the Superintendent:

- Superintendent continues weekly updates regarding COVID-19 cases and response, clearly articulating the current state of school and district impact; [AAPS COVID-19 Dashboard](#)
- Superintendent has implemented [community wide input and feedback](#) during May/June and Dec/Jan on priorities and ESSR funding
- Superintendent initiates the **Annual AAPS School Climate Survey of Parents, Students, and Staff** facilitated by K12Insight.
Total parent, staff and student responses - participation rates have increased over time since 2013-14
Data below will be updated with current 2022 survey (currently in progress) as soon as survey is closed and data is prepared; this is planned for July 2022 public review by the Board
- **Next Step:** Superintendent looks forward to conducting a tour of schools, community Information sessions, and Listen & Learn opportunities during Fall 2022

B2 Communication with Community: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent develops and ensures implementation of a community communication plan, actively engages via regular district and community messages/updates, shares the 'good news' of the district via email, social media, and in public forums

- Superintendent team curates an AAPS Youtube channel, where items of interest, including all presentations to the Board are produced in small segments
- Superintendent team oversees the broadcast of Board of Education meetings for on-demand ready access on CTN and AAPS Youtube channel
- Superintendent has engaged in podcast development and Facebook Live events
- Superintendent messages are archived on the a2schools website so they can be readily accessed
- Alongside the communication team, maintains a strong AAPS social media presence - Facebook, Twitter and other outlets -
AAPS Facebook followers - 8,619; A2schools Twitter followers - 6,344; YouTube subscribers - 369.
A2SchoolsSuper Twitter followers - 8,470
- This year, the AAPS communications team has continued the use of text messaging for District communication for those parents who request to receive notification communication in this way.
- Superintendent named as a *Superintendent to Watch* by the National School Public Relations Association in 2018, honored for innovative and effective communication.
- Continued process to redesign and update the a2schools website, including enhanced communication through video reports from Board meetings, shared via social media and stored in BoardDocs archive.

B. Community Relations - continued

Weight: 15%

Comments by the Superintendent:

B3 Community Feedback: EFFECTIVE

From the evaluation rubric: Superintendent actively seeks community input, creates methods for the community to be actively involved in decision-making as well as setting goals.

- Superintendent has worked to offer opportunities for community engagement, though this has clearly continued as a challenge during the COVID pandemic
- Superintendent looks forward to a full community engagement calendar to be implemented in Fall 2022 featuring engagement at all schools
- Superintendent facilitates Advisory Groups, consisting of staff, parents, community members, and experts to work with, advise and make recommendations to the Superintendent on the district's work
- Superintendent regularly attends and is engaged in community events

B4 Media Relations: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.

- Superintendent and team regularly engage with media representatives frequently and consistently provides District information, statements, interviews and updates to media outlets on a daily/weekly basis;
- Superintendent regularly writes and issues press releases, and consistently gives media interviews;
- This interaction with local, state and national media is to both communicate, 'tell the story' of the AAPS as well as to clarify and address challenging topics at the school or district level, or in schools and education generally;

B5 District Image: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent works to project a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.

- Observable

B6 Approachability: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent is consistently visible at a variety of events and has developed methods of being approachable to members and leaders of the community

- Attending school/district events has been more challenging during the two COVID impacted school years, yet virtual and in-person engagement has continued through this time
- Superintendent regularly participates in district/community events, 3-5 evenings per week, in addition to extensive daytime and weekend commitments with community events
- During these community events – whether they are school-based or in another venue, the Superintendent engages regularly with members of the community

C. Staff Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	Staff feedback (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision- making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision- making as well as developing and supporting district-wide goals.	
C2	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	Delegation of duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision- making skills.	
C5	Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	Labor relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	
C7	Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	
Category rating:						#DIV/0!

C. Staff Relations - continued

Weight: 15%

<p>Artifacts that <u>may</u> serve as evidence of performance in this domain:</p> <ul style="list-style-type: none"> • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:

C. Staff Relations - continued**Weight: 15%****Comments by the Superintendent:****C1 Staff feedback: EFFECTIVE**

From the evaluation rubric: Seeks staff input and creates methods for staff to be actively involved in decision- making as well as developing and supporting district-wide goals.

- Superintendent meets with AAEE leadership, Advisory groups, Caucus, and other groups
- Goal: to meet more consistently with Teacher Advisory groups and networks

C2 Staff communications: EFFECTIVE

From the evaluation rubric: Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.

- connections have been more challenging on many levels during the COVID pandemic,
- highlights of this effort includes huddles, work groups and advisory groups
- Consistently deliver Superintendent communications to AAPS staff - weekly or more often as needed
- Goal: to enhance staff communication pathways to provide more personal interaction opportunities to generate enhanced connections

C3 Personnel matters: HIGHLY EFFECTIVE

From the evaluation rubric: A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.

- Human Resources under the direction of the Executive Director, Human Resources, consistently and effectively oversee personnel matters
- Superintendent regularly updates the Board as appropriate on matters regarding personnel

C4 Delegation of duties: HIGHLY EFFECTIVE

From the evaluation rubric: Delegates responsibility to staff that will foster professional growth, leadership and decision- making skills

- Leadership team consistently operates in a responsive, real-time, and high-performing environment to achieve the critical mission of the AAPS
- Observable

C. Staff Relations - continued**Weight: 15%****Comments by the Superintendent:****C5 Recruitment: HIGHLY EFFECTIVE**

From the evaluation rubric: A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.

- Attraction and recruitment of talent has been a continuing effort during previous years and especially during this school year. This effort will continue year round into the future. We have implemented a number of short, medium and long-term strategies, including frequent virtual job fairs, redesign of jobs to meet candidate needs (before and after care positions), and grow-your-own program.

From the evaluation rubric: The Superintendent facilitates, alongside the Human Resources team, a comprehensive recruitment plan in the District.

- Superintendent regularly searches for and engages with talent to bring the most competent and committed staff to the district.
- A highly-qualified, and high-performing AAPS team is evidence of the strong recruitment efforts in progress; a highly-qualified, and high-performing Cabinet district leadership team is further evidence of recruitment of the best staff available.

C6 Labor relations (bargaining): EFFECTIVE

From the evaluation rubric: Superintendent and team proactively work consistently with union leadership to build relationships with staff groups and establish trust and effective sharing of information in the bargaining process as appropriate.

- Superintendent and/or members of the Superintendent leadership team meet consistently with AAEE leadership, Elementary Caucus, Quad A and other employee, union and leadership groups
- Members of Superintendent team have engaged weekly with union representatives around topics such as in Special Education work team, Teacher Learning Networks, and other areas
- Superintendent engages and participates with employee group advocacy and support, including for example, advocating with legislators and other electeds at the state and federal level. Examples include compensation for staff, safe working conditions, COVID supports, and in other areas ongoing
- Members of the Superintendent's team meet consistently with AAEE leadership for collaborative council

C7 Visibility in district: EFFECTIVE

From the evaluation rubric: Consistently visits buildings/classrooms, special activities, and school events.

- Though attending school events has continued during this year, achieving a rhythm of visitation has clearly been more challenging during the COVID pandemic time.
- The Superintendent looks forward to fully resuming weekly classroom and school visits.

D. Business & Finance**Weight: 20%**

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

D. Business & Finance – continued

Weight: 20%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:

D. Business & Finance – continued**Weight: 20%****Comments by the Superintendent:****D1 Budget development and management: HIGHLY EFFECTIVE**

From the evaluation rubric: Superintendent ensures budget actions are proactive and connected with both current and long- range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.

- Superintendent, Assistant Superintendent of Finance, with the partnership and support of the Treasurer, the Finance Committee, and the Trustees, continue to navigate the complexities of finance operations during the pandemic, including clarifying the needs and costs of operations, 'in a pandemic as well as navigating community input on priorities and alignment of expenditures across pandemic requirements, needs and priorities;
- Superintendent plans, alongside the Board, for the AAPS budget throughout the year;
- Superintendent works in an agile approach, during a pandemic, to meet the increased demands of retaining and attracting quality professional and hourly staff;
- Expanded the scope of monthly monitoring reports and continue the work on processing and public reporting of use of COVID resources.
- Superintendent and team have consistently brought forward innovative work to support the short and long term fiscal viability of the district, i.e. developed new/enhanced revenue streams (such as library sale, cell tower leases, etc.)
- Superintendent and team have looked ahead to plan for the district's financial future – for example; 2019 Bond and the 2018 cushion on the operating millage to prevent negative impact from Headlee rollback
- Superintendent mobilizes team efforts to minimize financial loss to the district – for example, continuing work to improve Medicaid reimbursement practices

D2 Budget reports: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.

- Superintendent provides, with support of Assistant Superintendent of Finance, monthly budget monitoring reports to the Treasurer, Finance Committee, the Board of Education, and the community
- Superintendent monitors closely, alongside Assistant Superintendent of Finance, any changes or potential impact, with a consistent 'rhythm' of process throughout the year
- This process has proven particularly challenging during the fluctuating expenditures and resources inherent during the COVID pandemic time

D. Business & Finance – continued**Weight: 20%****Comments by the Superintendent:****D3 Financial controls: HIGHLY EFFECTIVE**

From the evaluation rubric: Superintendent, with the support of the Assistant Superintendent, Finance, promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.

- Finance team actively monitors financial controls on a consistent basis, with public reports monthly
- Successful year over year third-party audits are publicly presented and posted each year
- Finance team actively maintains real-time metrics and checks to ensure proactive budget awareness and response as needed
- AAPS obtained a clean, unmodified audit for 2021 and has achieved this goal during every year of Superintendent's tenure
- Concerns are reported directly to the Superintendent through the Assistant Superintendent; needed adjustments and action plans are implemented as needed to address areas of concern

D4 Facility management: HIGHLY EFFECTIVE

From the evaluation rubric: Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.

- Implemented a fully developed AAPS Facilities Condition & Renewal Plan, 2019 and Beyond
[AAPS Facilities Assessment Index](#)
- Passed 2019 Bond and Recommended Capital Program, Phase I Plan, approved December 2020
[Capital Program, Phase I Plan](#)
- Alongside AAPS Cabinet Leaders, have attracted and developed a high-performing facilities team
- Under the direction of the Superintendent, this team has been fully engaged in updating a comprehensive facilities management plan
- While staffing of hourly employees continues to present a challenge, team processes have improved in their service to schools physical plant needs
- Board of Education Bond Auxiliary Committee regularly meets with Superintendent and Team to plan and organize the execution of the AAPS Capital Program
- The Board has organized, and members of Superintendent's team has regularly met with Environmental Sustainability Task Force, with AAPS Environmental Sustainability Plan anticipated by Dec 2022
- Superintendent, in tandem with Executive Director, Facilities and Operations, has overseen an enhancement to the AAPS Sinking Fund to supplement the Capital Bond program

D. Business & Finance – continued**Weight: 20%****Comments by the Superintendent:****D5 Resource allocation: HIGHLY EFFECTIVE**

From the evaluation rubric: Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.

- The challenge for the Board and Superintendent will continue to center on maintaining a balance in managing both immediate, mid- and long-range objectives, to leverage sufficient resources to continue to attract and retain quality professional staff
- Along with the Board and in particular the Finance Committee and Treasurer, this goal, discussion, and work continues as a consistent focus
- The District has maintained adequate staffing and strong programs while also remaining strong with 6.8% fund equity balance (up from 4.7% in 2013), despite a long-term challenge with diminished K12 revenues and the appropriate, high-expectations of the Ann Arbor community. This record speaks to the effectiveness with which the Superintendent and Board of Education Trustees have allocated resources and balanced needs over time.

E. Instructional Leadership**Weight: 30%**

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

E. Instructional Leadership - continued**Weight: 30%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E7	Student feedback Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district- wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district- wide goals as well as decision-making.	
E8	Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Staff evaluation calendar • District performance evaluation system • Superintendent professional growth plan • Curriculum • RtI/MTSS • Superintendent professional development • Teacher analysis of student achievement data • Curriculum audit • Strategic plan/district-wide goals • Staff development plan • Professional development calendar • Instructional model(s) • Curriculum team agendas • Instructional audit • Coaching documentation • Observational data from staff • Documentation of instructional rounds • Positive behavior supports/character programs 						

E. Instructional Leadership - continued

Weight: 30%

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

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

E. Instructional Leadership - continued

Weight: 30%

Comments by the Superintendent:

E1 Performance evaluation system: HIGHLY EFFECTIVE

From the evaluation rubric: A performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results

- The evaluations system is legally compliant and all evaluators have been trained in and consistently implement the state-approved model
- Progress is monitored by building principals or direct supervisor for all staff members who are currently on an Individual Development Plan

E2 Building-level leadership: HIGHLY EFFECTIVE

From the evaluation rubric: Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.

- This work occurs through the direct alignment of the School Improvement plans with the District Improvement Plan and is supported through the support of the Executive Directors and Assistant Superintendent, School Leadership at each level of the AAPS system for Elementary, Middle School/K8, and High School programs. .

E3 Staff development: EFFECTIVE

From the evaluation rubric: Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.

- [Framework for Equitable Instruction, 2.0](#) has been developed, shared, and robust implementation work continues across the AAPS team;
- Ongoing and consistent work by teachers and staff in Learning Networks and system-wide anti-bias and equity development continue
- School Improvement Plans demonstrate target and progress toward improved student achievement
- Staff development programs are aligned with district goals for improved equity practice and student achievement
- COVID Readiness and Response Plan, developed, approved by the Board and communicated with the community

E4 School improvement: HIGHLY EFFECTIVE

From the evaluation rubric: School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.

- School improvement plans are evidence of the school improvement work and are reviewed regularly by Assistant Superintendent, Instruction and PK12 Executive Directors
- Work on implementation of Strategic Equity Plan, Special Education Redesign, and Bryant/Pattengill Reenvision continues

E. Instructional Leadership - continued

Weight: 30%

Comments by the Superintendent:

E5 Curriculum: HIGHLY EFFECTIVE

From the evaluation rubric: Curriculum is in place, aligned across grade levels and in compliance with state standards.

- Curriculum maps, developed by AAPS teachers, provide a common vision of the desired outcomes for all students. These tools articulate learning outcomes including core skills, content, and big ideas, not only for a single course or grade level, but also across the PK12 continuum
- Completion of curricula audits to ensure a guaranteed curricula that is representative is a continuing process - an example is the Education Justice Leaders Tool

E6 Instruction: EFFECTIVE

From the evaluation rubric: Instructional practices are in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.

- Teachers in the AAPS regularly differentiate instruction to meet the varied needs of students
- Goal: To provide additional tools and training to support teachers in enhancing the work of personalizing and differentiating along the spectrum of student needs and learner profiles

E7 Student feedback: EFFECTIVE

From the evaluation rubric: Readily accepts student input and engages students in district- wide goal development and/or decision-making

- This engagement process has proven more challenging during COVID time
- Goal: To more regularly engage with Superintendent's Student Advisory Group in 2022-23

E8 Student attendance: HIGHLY EFFECTIVE

From the evaluation rubric: Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.

- Attendance is an area that has been challenged on many levels during COVID
- Student attendance continues as a focus at all AAPS schools
- Superintendent continues the Interventionists Team to ensure we engage and serve our students most at-risk with attendance
- Student attendance/engagement data has improved among at-risk students though this focused work
- Restoring Counselors, adding Counselors/social workers and providing adequate student social emotional and academic supports across the district remains a priority and a continuing focus
- Alignment of mental health partnerships from the community has proven a strong support in this work
- Improvement of AAPS intervention and crisis response team processes and protocols has progressed and the AAPS now serves as a model in the state in this area; timely work continues to assist the teams in managing increased demand for mental health support across our schools and community.

E. Instructional Leadership - continued**Weight: 30%****Comments by the Superintendent:****E9 Support for students: EFFECTIVE**

From the evaluation rubric: A wide variety of programs and activities are available to support students with academic, social-emotional, community health, and other needs at school.

- Enhanced social-emotional supports for students in the AAPS, March 2022: <https://www.a2schools.org/site/Default.aspx?PageID=18238>
- The assignment of a Principal on special assignment to align a Multi-System of Support (MTSS) and social emotional supports is in place for 2022-23
- Work to realign special education approach, establishing the SISS department as an integral part of general education Tier I teaching & learning with a primary focus on inclusion practices for all students.
See [SISS Improvement Update](#)
- Coordination and alignment of supports and programs across the district is critical and represents an area for continued improvement.

E10 Professional knowledge: HIGHLY EFFECTIVE

From the evaluation rubric: Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.

- Superintendent participates, since 2019, in the National Superintendent Roundtable research group with 80 superintendents from across the country.
- Superintendent has completed the AASA Superintendent Cohort (2016-2018) group for professional development at the national level, with more than 80 hours of certificated professional development
- Superintendent regularly presents and participates in national conferences, networking and learning across districts
- Members of Superintendent's team participate in the Minority Student Achievement Network, a district collaborative
- Superintendent's Michigan Administrator License effective through June 30, 2024.

III. Student Growth Data

G. Other Required Components of Evaluation

Student Growth

Weight: 40%

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

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
	Growth:	3.34 SLO growth rating				
	Evidence:	District Student Growth Percentile				
	Component score:					

* For superintendents who are *regularly involved in instruction*, 40% of the annual evaluation must be based on student growth and assessment data. 20% of teacher and leader evaluations are based on State data, specifically the [Student Growth Percentile \(SGP\)](#).

The SGP is [calculated using a 3 year set of data](#), comparing students at similar levels. Those data have not been re-calculated by the State due to a lack of reliable data for the 2019-2020 and 2020-2021 school years.

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

- **Superintendent uses the same data as is used by teachers to determine the Student Growth Rating for evaluation.**
- From the teacher SLO growth ratings, the mean SLO growth rating for 2021-22 is **3.34**.
- State assessment data, as is true for our teachers, is from the school year 2018-19, the last time we received an updated student growth percentile (a three-year growth percentage) from the state.

G. Other Required Components of Evaluation (continued)

Progress Toward District-Wide Goals

Weight: 10%

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	
	Progress:	4				
	Evidence:	Implemented 3 improvement plans during 2020-22 in ongoing, close collaboration with AAEA, AAAA and all employee groups to meet the requirements of the COVID-19 pandemic. As indicated in the District-Wide Improvement Plan, building capacity for Equitable Instruction has been our ongoing focus. Continuity of Learning Plan (CLP) - A complete revision of teaching and learning in response to the global pandemic. Quarantine Learning Plan - Support plan to responding to the learning needs of students impacted by the pandemic and respective quarantine Framework for Equitable Instruction 2.0 -				
	Component score:					

Due to pandemic impact, district improvement plans shifted significantly, centering on shifting to the equitable provision of instruction in remote, hybrid and finally in-person learning.

State assessments were suspended in the spring of 2020 and significantly reduced in participation during the spring of 2021, reflecting an inaccurate picture of student achievement for the State and the AAPS. Districts were cautioned in using these data to assess growth and goal attainment.

During the 2021-2022 school year, a new District Improvement Tool, the Michigan Integrated Continuous Improvement Process (MICIP) was introduced, changing the way District's plan and monitor for improvement.

Goals for the 2022-2023 school year reflect the improvement of student academic outcomes through equitable practices and effective pedagogy. In addition, supporting the social emotional well being of our students is also of utmost importance. In the District Improvement Plan, goals reflect the establishment of a well defined Multi Tiered System of Support (MTSS) to ensure our school teams and district supports are aligned and responsive to the needs of our students.

G. Other Required Components of Evaluation - continued

Comments by the Superintendent:

Additional Data:

Spring 2022 AAPS NWEA RIT Comparison to [2020 National Norm Data](#)

	Math				Reading		
	Spring RIT	National Norm	% of Norm		Spring RIT	National Norm	% of Norm
K	166.90	157.11	106.23%		162.40	153.09	106.08%
1	186.90	176.40	105.95%		179.80	171.40	104.90%
2	196.00	189.42	103.47%		194.30	185.57	104.70%
3	206.90	201.08	102.89%		205.00	197.12	104.00%
4	215.50	210.51	102.37%		210.60	204.83	102.82%
5	225.30	218.75	102.99%		215.80	210.98	102.28%
6	224.50	222.88	100.73%		219.00	215.36	101.69%
7	231.30	226.73	102.02%		222.60	218.36	101.94%
8	236.90	230.30	102.87%		226.70	221.66	102.27%

Summary: Spring 2022 Average RIT scores for AAPS by grade level exceed the national RIT averages, per latest norming study, in every grade level.

Jeanice Kerr Swift, Ph.D.

2272 Rivenoak Court · Ann Arbor, MI 48103 · (734) 478-5671 · jeaniceswift@gmail.com



Experienced Educator & Leader

LEADERSHIP EXPERIENCE

Superintendent of Schools

August 2013 - Present

Ann Arbor Public Schools, Ann Arbor, Michigan

4th largest P12 public school district in Michigan

17,500 students in 31 schools, 25% Poverty & 50% Diversity

Leading the Ann Arbor Public Schools as a district focused on excellence through ensuring equity, access and opportunity for Every Student, on Every Day.

Highlights include:

- **Pandemic Leadership:**

Lead the AAPS through two years of COVID-19 pandemic, crisis response management, establishing and adjusting COVID Readiness & Response Plan, safety mitigation protocols, and addressing ongoing staffing and operations challenges across all school communities. Navigate pandemic-related transitions of schools and operations, ensuring remote-virtual to in-school instruction transitions were achieved safely, Spring 2020 – Spring 2022.

- **Equity Leadership:**

Development of **AAPS Strategic Equity Plan** (in process), **AAPS Framework for Equitable Instruction, 2.0** and **Equity for Teaching, Leading and Learning Professional Development Cohorts**, 2021-2022

- **Capital Program Leadership:**

Successful passage of **\$1B Capital Bond**, November 2019, the largest school bond passed in 25 years among Michigan schools and 2nd largest school Capital Bond passed in Michigan history. Community engagement, approval and implementation, in progress, of **Capital Program, Phase I** during 2020-2022.

- **Leadership for Student Achievement:**

Improvement in student achievement outcomes over time: strategic increases in graduation rates and SAT scores, substantive reduction in suspension rates with continuing focused attention on strategic support of our most vulnerable students.

- **Leadership for Fiscal Responsibility:**

Oversee an approximate \$275M budget, ensure critical monitoring and accountability measures, and strengthen fund equity over time while also working to offer competitive pay and benefits to employees.

- **Leadership in Support and Work with the Board of Education:**

Work in tandem with seven Trustees of the Board of Education, communicating and meeting regularly in 1:1 connections, committee work, policy and governance processes.

- **Innovative, Enhanced Student Opportunities/Programs:**

Implementation and enhancement of schools, programs and initiatives to improve and enrich quality learning opportunities for students: **STEAM** education and **Project Lead the Way** Y5-12, **International Baccalaureate** P-12, expanded **Career & Tech Ed**, **World Language**, and **Freeman Environmental Education Center**.

Significant expansion of **preschool and early learning** opportunities across the AAPS, including the addition of Young Fives programming at every K5 elementary campus.

- **Community Engagement and Leadership:**

Lead with **Listen & Learn community engagement processes** over years, leveraging a World Café method and online format to engage face-to-face with students, staff, parents, and community to hear from our Ann Arbor community, understand areas of challenge and success, and discover next steps together.

- **Leadership for Progressive Policy:**

Policies developed to support and protect all students: adoption of comprehensive **LGBTQ policy**, adoption of groundbreaking **student safety policies** to protect students from the open carry of guns into schools, a case that was defended in lower courts and the district ultimately prevailed at the Michigan Supreme Court. Also developed AAPS **climate policy**; climate policy development continues.

- **Organizational Metrics Improvement Over Time:**

Achieved positive, sustained progress in fundamental organizational metrics improvement: increased student enrollment, improved fiscal strength despite state funding challenges, and success in passing several local referenda efforts to strengthen the fiscal health of the AAPS in the Ann Arbor community over the short, medium and long term.

Jeanice Kerr Swift, Ph.D.

Leadership Roles

Assistant Superintendent

July 2011 – August 2013

Instruction, Curriculum, and Student Services

Colorado Springs School District 11, Colorado Springs, CO
27,500 students in 55 schools, 40% Poverty & 45% Diversity

Instructional Lead responsible for the critical mission of teaching and learning in District 11, the historic urban district in central Colorado Springs.

Highlights include:

- Improved student performance outcomes: increased graduation rate, reduced drop-out rate, improved reading and math performance, increased number of high-performing schools and reduced number of low-performing schools among an at-risk student population.
- Improved teaching, learning, and student achievement outcomes: implementation of improvement initiatives including a district 'Playbook' of sound instructional practice, an aligned Unified District and School Improvement Planning process, lead an effective transition to Common Core/Colorado Academic Standards, and build system capacity for a more consistent delivery of challenging, deliberate, and engaging instruction across schools.
- Direct supervision of all instructional departments and programs: Title I, English Language Learners, Native American Education, Gifted and Talented, Special Education, Career and Technical Education, Discipline and Attendance, and alternative education programs.
- Worked as a central lead in a community-wide school reutilization, school closure and campus redesign project.

Executive Director, K-12 Schools

November 2009 – June 2011

Colorado Springs School District 11

Direct responsibility for leadership and oversight of 20 schools, including recruitment and development of principal leadership, support of all facets of day-to-day operations and school improvement, including problem-solving and community relations.

Principal

July 2004 – November 2009

Charles M. Russell Middle School of the Performing Arts and Sciences

Colorado Springs School District 11

Led school improvement and transition of the school into a performing arts and science campus, achieving sustained improvement in academic performance and growth, including receiving the Governor's designation for sustained high achievement growth and recognition as a National Trailblazer School to Watch, 2008

Assistant Principal

July 2002 – June 2004

Charles M. Russell Middle School of the Performing Arts and Sciences

Colorado Springs School District 11

Literacy Resource Teacher Coach

July 2001 – June 2002

Jenkins Middle School

Colorado Springs School District 11

Classroom Teacher - Grades 6-12 (English and Spanish)

13 years

Colorado Springs School District 11

1998 – 2001

Hurst-Euless-Bedford ISD, Bedford, TX

1984-1991 & 1995-1998

Jeanice Kerr Swift, Ph.D.

RECENT PROFESSIONAL ACTIVITIES AND HONORS

Member, National Superintendent Roundtable, ongoing since 2019

Participate in the National Superintendent Roundtable, a non-profit organization with a membership of approximately 100 school superintendents from 30 states. The Roundtable believes that educators do the most important work in the world because they are committed to a public education system that serves all students.

Member, American Association of Superintendents *Equity in Action* Cohort, 2020-2021

Participate in AASA Equity Cohort, a 10-month program, among approximately 100 district leaders from districts across the U.S. to learn together, to facilitate intentional and deliberate actions to address equity in school districts; participants engage in virtual site visits, develop capstone projects, action plans, resources and publications.

Michigan Superintendent of the Year, 2018

Michigan Association of School Administrators (MASA) and American Association for School Administrators (AASA), this award is in recognition of outstanding leadership of active, front-line superintendents.

Ann Arbor Public Schools 2017 Benjamin B. Trego ED Award for Strategic Leadership in Education

Award recognizes the district's comprehensive and diligent work in developing a fair and inclusive process to disseminate 2015 bond monies leveraging multiple stakeholder groups and transparent, meaningful community engagement.

***Superintendent to Watch*, 2017-18, National School Public Relations Association (NSPRA)**

September 2017, selected among a group of Superintendents recognized for use of communication technology in innovative and effective ways, engaging and informing school community with new as well as tried-and-true techniques.

Dean's Advisory Council Member, University of Michigan, School of Education, ongoing since 2017

Serve in an advisory capacity on Dean Moje's Advisory Council to support work to ensure equity, inclusion, opportunity and excellence in University of Michigan School of Education programming.

AASA National Superintendent's Leadership Cohort, 2016-2018

Participated in 2-year national superintendent leadership cohort study group; awarded national AASA Superintendent Certification.

EDUCATION

Ph.D. Educational Leadership

June 2011

Morgridge School of Education, University of Denver
Dissertation: *Realizing School Improvement*

Principal Preparation Program

May 2002

School of Education, University of Colorado

Masters of Education, Curriculum and Instruction

August 2000

School of Education, University of Colorado
Concentration in Gifted and Talented Education

Bachelor of Arts, English/Spanish/Secondary Education

August 1984

University of Texas, Arlington

ANN ARBOR PUBLIC SCHOOLS ADMINISTRATIVE CONTRACT

This Administrative Contract (the "Contract") is entered into this 24th day of June, 2020, by and between the Board of Education for the Public Schools of the City of Ann Arbor, of Ann Arbor, Michigan (the "Board") and Jeanice Kerr Swift ("Dr. Swift").

1. Term. This Contract shall commence on July 1, 2020, and shall expire at 12:00 midnight on June 30, 2025.

2. Automatic Extension. Commencing July 1, 2021, and on each July 1 of each and every year thereafter, this Contract shall be automatically extended for a period of one (1) year unless, ninety (90) days or more prior to the July 1 extension, the Board or Dr. Swift serves written notice upon the other of the desire not to extend the Contract, in which event the Contract shall continue until its then existing expiration date, when it shall expire without any further act by either party. Each such extension is intended to and shall constitute a new five (5) year Contract between the parties.

3. Duties and Responsibilities. The Board and Dr. Swift recognize and agree that this is a contract for the performance of professional services in the position of Superintendent of Schools. For the term of this contract, Dr. Swift shall perform the duties and responsibilities of Superintendent of Schools. She shall perform these services in a competent and professional manner and shall comply fully with the policies and directives of the Board, and all applicable federal, state, and local laws, ordinances, and regulations, whether now in force or hereafter adopted. Dr. Swift shall also carry out, or cause to be carried out, the education programs and policies of the Board during the term of this Contract. Dr. Swift shall use her best efforts to maintain and improve the quality of education and operations of the Board. During the term of this Contract, Dr. Swift shall devote her full time, skill, labor, and attention to the Board, and shall engage in no other employment unless such employment is previously approved in writing by the Board's President. The expenditure of reasonable amounts of time for teaching, consulting, charitable and professional activities shall not be deemed a breach of this Contract, provided such activities do not interfere with the services required to be rendered under the provisions of this Contract. Dr. Swift shall not engage in any activity which may be adverse to the best interest of the Board.

4. Credentials. Dr. Swift will secure and maintain during the term of this Contract all certificates, credentials and qualifications required by law to accept and fulfill the position of Superintendent of Schools.

5. Compensation. Payment of the base annual salary shall be in twenty-six (26) equal increments in accordance with the Board's standard payroll schedule applicable to other cabinet-level administrators of the Board. As stated in Dr. Swift's prior Contract, July 1, 2015 through June 30, 2020, effective July 1, 2020, the Board shall pay Dr. Swift a base annual salary of Two Hundred and Twenty Thousand (\$220,000.00) Dollars. The Board will deduct from such base annual salary all state, federal, and local taxes, and other payroll deductions as are required by law, and such other withholding and deductions as may be requested by Dr. Swift and determined by the Board to be available and proper. For the term of this Agreement, commencing July 1, 2021 and each July 1 thereafter, the Superintendent shall receive a 1.5% increase in her then in effect base salary, unless there are major (exceeding 0.5% projected annual revenue) reductions in local, state or federal

revenues, or an unforeseen financial crisis which adversely affects the funding of schools, then the 1.5% increase will not be implemented.

6. Longevity. The Board shall also make an annual payment by June 30 of each contract year to Dr. Swift in the amount of Ten Thousand and 00/100 (\$10,000.00) Dollars per year of service if she remains in the employ of the Board for that contract year (i.e., July 1 – June 30). If Dr. Swift's employment is terminated by the Board without cause preceding June 30 in a contractual year, she shall also be entitled to a prorated payment based upon actual time served through and including the date of said termination. It is expressly understood by the Board and Dr. Swift that she shall not be entitled to payment if she should voluntarily terminate her employment with the Board preceding June 30 in a contractual year, or be terminated for cause. Cause shall be as hereinafter defined in this Contract.

7. Annuity. On June 30 of each contract year that Dr. Swift completes full service for that year (subject to proration or forfeiture contained in the compensation and termination sections), the Board shall provide a \$10,000 annual contribution to a Board approved annuity carrier.

8. Fringe Benefits.

a. Insurance Benefits. Subject to and in accordance with the applicable provisions of the United States Internal Revenue Code, the Board will secure and provide Dr. Swift, and her eligible spouse, with the health, dental, and vision benefits given to other cabinet-level administrators of the Board. Dr. Swift shall be provided disability, pension, and other employee insurance benefits given to other cabinet-level administrators of the Board. The Board agrees to provide the full premium for life insurance and accidental death and dismemberment for an amount of \$100,000.00 maximum. The Superintendent may, at her option, purchase up to an additional \$50,000.00 in life insurance and accidental death and dismemberment coverage. This shall be paid through payroll deductions.

b. Vacation.

Dr. Swift shall be credited and permitted to utilize up to thirty (30) working days' vacation on each July 1 and each July 1 thereafter; provided, however, that at the time of Dr. Swift's termination of employment for any reason, any vacation time that has been used in excess of her then earned accrual shall be reimbursed to the Board. Alternatively, Dr. Swift shall be entitled to payment for any unused vacation days remaining in her accrued vacation account based on her salary at the time of termination.

Vacation days which are earned and not used by Dr. Swift by June 30 of each year may, at Dr. Swift's election, be deducted from her vacation account and paid out to Dr. Swift based on her salary at time of payment. Any vacation days which are not used or paid out to Dr. Swift as herein provided within six (6) months of the end of the fiscal year in which the vacation time is accrued shall be forfeited and deleted from Dr. Swift's accrued vacation days.

The time of vacation shall be determined by joint agreement of the Board President and Dr. Swift.

c. Other Paid Time Off.

i. Dr. Swift shall also be entitled to three (3) days per fiscal year, with pay, to attend to personal business, the same not to accrue from year to year. Dr. Swift shall further receive twelve (12) sick leave days per fiscal year, which, if unused, shall accrue from year to year up to a maximum of 200 days. If, upon exhaustion of all accrued sick days, Dr. Swift is required to be absent from employment due to medically established sickness or disability which prevents Dr. Swift from performing the majority of Dr. Swift's duties, Dr. Swift shall continue to be paid her regular salary during such sickness or disability for up to six (6) months, without reduction in salary and thereafter for a like period but at one-half of the salary otherwise due, all such payments to be less any amounts payable under disability insurance provided by the Board. All personal business and sick leave time shall be prorated where Dr. Swift is employed for less than an entire fiscal year. Upon termination of employment for any reason, Dr. Swift shall forfeit all sick and personal days that are unused as of the date of her termination.

ii. Dr. Swift shall also receive the same paid holidays given to other cabinet-level administrators of the Board.

d. Cellular Phone. The Board shall purchase a cellular phone for Dr. Swift's use and shall pay for all cellular phone calls and service expenses.

e. Computer. The Board shall provide a laptop computer for Dr. Swift's use. Operating, upgrading, and maintenance expenses shall be borne by the Board.

f. Membership Dues and Expenses.

i. Professional Organizations. Dr. Swift is expected to obtain memberships in such professional organizations as may advance her competence as Superintendent. Accordingly, the Board shall pay the actual and necessary dues, membership fees and related expenses incurred by Dr. Swift for participation in up to four (4) professional K-12 education focused organizations of her choosing.

ii. Community Organizations. The Board shall also pay up to \$2,500 per year for actual and necessary annual dues, membership fees and related expenses for membership in community service and civic associations. Dr. Swift is expected to establish and maintain good relationships with persons and entities who are in a position to aid and assist in advancing the interests of the Board.

g. Travel Expenses. The Board shall pay a monthly stipend of Four Hundred and no/100 (\$400.00) Dollars to Dr. Swift as a car allowance to cover all expenses associated with travel within Washtenaw County. Dr. Swift shall not be entitled to any other reimbursement for travel within Washtenaw County. The Board will also pay Dr. Swift's reasonable travel expenses, including mileage, commercial carrier travel expenses, meals, lodging, and other necessary and proper expenses, when Dr. Swift is traveling outside Washtenaw County on the Board's Business.

h. Entertainment Expenses. The Board shall reimburse Dr. Swift for any actual and reasonable entertainment expenses incurred in the discharge of her official duties in the performance of functions in furtherance of the interests of the Board.

i. Professional Development. Dr. Swift shall attend appropriate professional meetings at the local, state and national levels, with reasonable expenses of said attendance to be paid by the Board.

9. Termination by Board. Dr. Swift shall at all times serve at the pleasure of the Board and her employment shall be terminable at any time by an affirmative vote of a majority of the Board at a meeting which is duly noticed and convened.

Should the Board terminate Dr. Swift prior to the expiration of this Contract without cause, then Dr. Swift shall be entitled to a one-time lump sum payment in an amount equal to eighteen (18) months' salary at the rate being paid at the time of termination, or the salary which otherwise would have been paid to Dr. Swift from the date of termination through the expiration of the Contract, whichever is lesser.

For purposes of this Contract, "cause" shall be defined as any of the following: (a) mutual consent of the parties; (b) death of Dr. Swift; (c) incapacity of Dr. Swift for a period of one year; (d) conviction of a felony, pleading *nolo contendere* to any felony, or engaging in conduct punishable as a felony; (e) conviction of a misdemeanor which reflects negatively on the Board (such as any drug or sex offense); (f) any intentional act, omission of duty, or conduct by Dr. Swift, whether on-duty or off-duty and off-premises, which, in the Board's reasonable judgment, brings discredit or injury to the reputation of the Board; (g) any willful failure, or repeated failure (i.e., after written notice from the Board) by Dr. Swift to comply with the established rules, regulations, and policies of the Board in rendering the services contracted for herein; (h) failure to maintain all certificates, credentials and qualifications as required by law to accept and fulfill the administrative position as Superintendent of Schools, provided, however, that Dr. Swift shall be given thirty (30) days to initially obtain or diligently pursue the requisite certificates, credentials and qualifications, or satisfy new requirements which may be imposed in the future by applicable law; (i) material misrepresentation; (j) fraud; (k) any act of moral turpitude; (l) misuse of the position of Superintendent for personal gain or benefit; (m) falsification of records; (n) working under the influence of intoxicants or controlled narcotic substances not legally prescribed; (o) working in gainful employment outside the Board except as otherwise approved by the Board; or (p) any material breach of this Contract.

If the Board terminates this Contract for cause as defined herein, all rights and entitlements of Dr. Swift under this Contract, including, but not limited to, salary and benefits, shall cease as of the effective date of such termination unless a final determination is thereafter made pursuant to the arbitration provisions hereof that the Board terminated Dr. Swift without cause, in which event the Board shall pay to Dr. Swift the amount it is required to pay Dr. Swift as set forth in this Section 9 for a termination without cause.

Payment by the Board of the amounts required, if any, under this Section 9 shall discharge the Board from all further liability under this Contract.

10. Superintendent's Right to Pre-Termination Notice and Hearing. Not less than two (2) weeks prior to any formal action by the Board to terminate this Contract pursuant to the provisions of Section 9, Dr. Swift shall be given notice that the Board is contemplating such a termination and the

reasons therefor. Dr. Swift shall also be entitled to meet with the Board to discuss such termination prior to any formal action by the Board to terminate this Contract. Should Dr. Swift desire to meet with the Board as herein provided, she shall submit a written request for same to the Board's President within five (5) days of receipt of such notice.

In the event the Board is contemplating termination of this Contract for cause, as provided in Section 9, Dr. Swift shall have the right to written notice of the reason(s) therefor and a hearing before the Board. Written notice of the reasons for the Board's contemplated action shall be provided to Dr. Swift at least ten (10) days before the hearing. At the hearing, Dr. Swift shall be permitted to be present and be heard, to be represented by counsel, and to present information relevant to the issue. If Dr. Swift chooses to be accompanied by legal counsel at the hearing before the Board, Dr. Swift shall assume all costs associated with such legal representation.

11. Termination by Superintendent. Should Dr. Swift desire to terminate this Contract during its term, she may do so by giving written notice thereof to the Board at least ninety (90) days prior to the date of termination. Such notice shall be submitted to the Board as provided in Section 15(e) below.

12. Indemnification. In the event Dr. Swift, whether during or after the term of this Contract, becomes a party, or is threatened to be made a party, to any suit or proceeding for acts or omissions within the scope of Dr. Swift's authority, the Board shall indemnify and hold harmless Dr. Swift for the expenses (including reasonable attorneys' fees), judgments and amounts paid in settlement, actually and reasonably incurred, if Dr. Swift acted in good faith and in a manner Dr. Swift reasonably believed to be in, or not opposed to, the best interests of the Board, and provided that Dr. Swift gives the Board prompt written notice of any such threat or of the commencement of such suit or proceeding. Indemnification shall not be provided where Dr. Swift is the plaintiff or an adverse party to the Board in a lawsuit or other proceeding involving Dr. Swift's termination or any other provision of this Contract.

13. Non-Tenure. It is mutually understood and agreed that this Contract does not confer tenure upon Dr. Swift in the above-described position, or any other administrative position in the Board.

14. Evaluation. The Board and Dr. Swift shall meet not less than two (2) times per year for the purpose of discussing Dr. Swift's performance, the final of which shall result in a formal written performance evaluation. The Board agrees to allow Dr. Swift meaningful input into the development of expected outcomes, goals, objectives and other criteria to be used for Dr. Swift's evaluation. A significant factor determining compensation shall be the job performance and accomplishments of the Superintendent pursuant to Section 1250 of the Revised School Code.

15. Miscellaneous.

a. This Contract shall be governed in accordance with the laws of the State of Michigan.

b. In the event of a dispute between the parties relating to any provision of this Contract, or a dispute concerning any of the parties' rights or obligations as defined pursuant to this Contract, the parties hereby agree to submit such dispute to binding arbitration. Such arbitration shall be conducted under the rules of, and administered by, the American

Arbitration Association and shall be held in Washtenaw County, Michigan. The arbitrator shall resolve any disputes regarding the type, extent or enforceability of discovery and shall be guided (but not bound) by the Michigan Court Rules in this regard. The arbitrator's fee and the expense of the American Arbitration Association shall be shared equally by the parties. Both parties are entitled to have representation of their own designation, however each party shall be responsible for the costs of such representation.

The parties agree that the sole and exclusive remedy for any breach of this Contract is monetary damages. No equitable relief of any kind, including reinstatement, may be granted for any violation or breach of this Contract except as necessary to pay a monetary award granted pursuant to binding arbitration.

The scope of the arbitrator's authority for claims of breach of this Contract is limited exclusively to the issue of whether a breach of contract occurred and, if so, the measure of monetary damages, which shall not be greater than the value of the salary and benefits remaining at the time of the alleged breach. The arbitrator has no authority to reinstate in the event of a termination of employment, or to award any costs or attorney fees.

For any statutory claim, including statutory discrimination claims, the arbitrator shall allow reasonable discovery, and has the authority to use any procedural mechanism and grant any relief which would be available if the matter were litigated in court under the applicable statutory provision(s) or to render this arbitration provision enforceable under Michigan and federal law.

The decisions of the arbitrator shall be conclusive and binding and judgment upon such decision may be enforced in any court of competent jurisdiction.

c. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

d. This Contract contains all of the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.

e. Any notices required or contemplated hereunder shall be given in writing and shall be effective when personally delivered or deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, to the parties at the following address; or such other address as from time to time may be provided in writing by a party to the other party.

If to the Board: Ann Arbor Public Schools
2555 South State Street
P.O. Box 1188
Ann Arbor, Michigan 48104
Attn: President of the Board of Education and Deputy
Superintendent for Business Services

If to Dr. Swift: Jeanice Kerr Swift
2272 Rivenoak Court
Ann Arbor, Michigan 48103
[or other residential address last provided to the Board
by Dr. Swift]

f. This Contract may be amended only by an instrument in writing signed by both of the parties hereto.

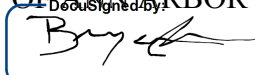
g. If any provision of this Contract is deemed by a court of competent jurisdiction to be invalid or unenforceable as written, such provision shall be reformed by the court to such extent as is necessary to make the provision enforceable. Any provision which cannot be so reformed shall be deemed severable and shall not affect the validity and enforceability of any other provision.

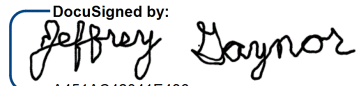
IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names and in the case of the Board, by the President and Secretary of the Board of Education on the 24th day of June, 2020.

DocuSigned by:

4FD4FE715C48474...
Jeanice Kerr Swift

BOARD OF EDUCATION FOR THE
PUBLIC SCHOOLS OF THE
CITY OF ANN ARBOR

DocuSigned by:

By: 9779CF873BAE4EF...
Bryan Johnson
President of the Board of Education

DocuSigned by:

By: A451AC42041E486...
Jeffrey Gaynor
Secretary of the Board of Education