

Board Meeting Packet

January 13, 2026



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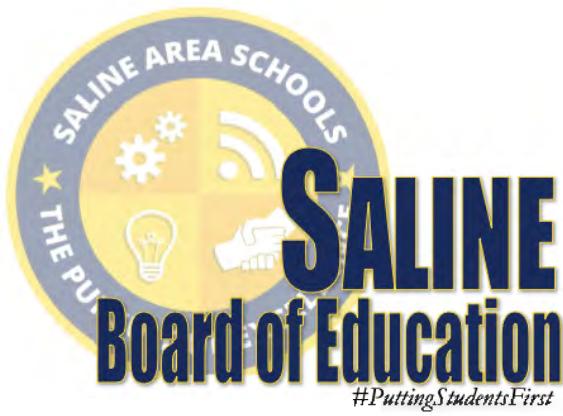
- Agenda for the Board of Education Meeting of January 13, 2026
- Memo: Approval of An Additional New Course for 26/27 Saline HS Course Catalog (Action)
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**Please note: If you find a document is missing, please contact
Betty Jahnke, Executive Assistant to the Superintendent at jahnkeb@salineschools.org.*

Board of Education Meeting

Liberty School Board Room

January 13, 2026, at 6:30 PM



AGENDA

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

Organizational Meeting of January 13, 2026

1. CALL TO ORDER of the Organizational Meeting of January 13, 2026

The meeting shall be called to order by the ranking officer of the preceding Board who shall serve as presiding officer until the election of a temporary chairperson, who shall in turn serve until the election of a President. (Policy 0151)

2. PLEDGE OF ALLEGIANCE

3. ACTION ITEMS

A. **RECOMMENDED MOTION... that the Board of Education elect a temporary chairperson to serve until such time as a president is elected per Policy 0151.**

B. **Election of Board Officers**

After a call for nominations or self-nominations, a public vote will be cast. The Open Meetings Act prohibits a voting procedure that prevents citizens from knowing how members of the school board have voted. Once elected, the President will continue to elect officers in the same manner and in the order noted below. When called upon, any remaining board member may nominate another board member or self-nominate for each position.

1. President
2. Vice President
3. Secretary
4. Treasurer

4. ADJOURNMENT

RECOMMENDED MOTION ... to adjourn the Organizational Meeting of January 13, 2026, at _____ PM.

Regular Board of Education Meeting of January 13, 2026

5. CALL TO ORDER of the regular Board of Education Meeting of January 13, 2026

6. PUBLIC COMMENT

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting. Please note that students will be given priority to speak on any topic. The first public participation portion of the meeting will be limited to one-half hour (30 minutes) normally and limited to agenda items. A second public participation portion will be offered at the end of the agenda to allow for any other comment.

Individuals addressing the Board should take into consideration the rules of common courtesy. The public participation portion of the meeting cannot be used to make personal attacks against a Board Member, District Employee, or Student.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

7. RESPONSE TO PREVIOUS PUBLIC COMMENT

AGENDA

8. REVISIONS/APPROVAL OF AGENDA

(Items may be added or deleted from the meeting agenda, and/or the order of items may be changed, at the request of an individual Board member or the Superintendent. The agendas must be approved before proceeding further.)

RECOMMENDED MOTION ... move to **approve the agenda as printed/revised**.

9. ADMINISTRATION AND BOARD COMMITTEE UPDATES

Superintendent (Kowalski)

Student Representative (Hayes)

Citizens for a Quality Community (McVey/Hanson)

Chamber of Commerce (Austin)
Foundation for Saline Area Schools (Steben)
Board Associations (McVey)
Sex Education Advisory Board (Gold)
DEI Advisory Committee (McVey/Gold)
Wellness (Berwick)
City of Saline (McVey/Steben)
CARES (Berwick)
Miscellaneous

10. ACTION ITEMS

A. RECOMMENDED MOTION ... to appoint the Board's Recording Secretary, Betty Jahnke, (insert name), Board Secretary, and Superintendent, Rachel Kowalski to serve as the Board's designees for posting legal notices.

B. RECOMMENDED MOTION ... to approve the following new course to be added to the 26/27 Saline HS Course Catalog as submitted by Kara Davis, Executive Director of Teaching & Learning:

- Sports Performance

C. RECOMMENDED MOTION ... to approve the appointments of Miranda Owsley, Jackie Martin and Sarah Gallagher for the Local Access Cable Television Board as submitted by Superintendent Kowalski.

D. RECOMMENDED MOTION ... to approve the recommendation of Clark Construction in conjunction with Saline Area Schools and Kingscott to enter into contracts with each trade contractor as listed below for the total amount of \$6,551,758.00 as submitted by Rex Clary, Executive Director of Operations:

Blue Star - \$109,000	Conci Painting - \$46,550
Carpentry Concepts - \$285,000	Professional Sprinkler - \$165,980
Simone Constr - \$220,450	Adrian Mechanical Services - \$346,000
Navetta Mason Contractors - \$506,000	Monroe Plumbing & Heating - \$1,322,600
Zak Welding & Custom Work - \$183,300	Verdeterre Contracting - \$549,669
Carpentry Concepts - \$769,400	Construction Contingency (7%) - \$578,129
CEI Michigan - \$449,640	(Clark Construction)
J.D. Candler Roofing Co - \$87,500	Construction Field GC's (3%) - \$247,770
Butcher & Butcher Constr - \$397,942	(Clark Construction)
Carpentry Concepts - \$173,900	
DF Floor Covering - \$85,429	Total - \$6,551,758.00
Artistic Tile & Stone - \$27,000	

E. RECOMMENDED MOTION ... to approve the purchase amount of \$435,812.59 for a new building access control system from Sentinel Technologies as submitted by Jay Grossman, Director of Technology. This system will replace our current access controls in all buildings and includes the installation cost as well.

F. **RECOMMENDED MOTION** ... to approve the closed session minutes of December 9, 2025 for the purpose of Superintendent Evaluation Section 8(a).

11. CONSENT AGENDA

The Consent Agenda is listed in this agenda and will not be read aloud. The motion noted will allow for the authorization of all listed items, without discussion, unless a member of the Board requests that any one or all be considered individually.

RECOMMENDED MOTION ... move to **authorize the Consent Agenda as printed / amended:**

- A. Approval of the Regular Board of Education Meeting Minutes of December 9, 2025
- B. Approval of Payment of the General Fund Accounts Payable of January 13, 2026, in the amount of \$5,580,894.65
- C. Approval of Payment of Bond Series III Accounts Payable of January 13, 2026, in the amount of \$526,708.20
- D. Approval of Payment of 2025 Bond Fund Series II Accounts Payable of January 13, 2026, in the amount of \$3,419,181.92
- E. Receive and File Finance and Human Resources Reports

CLOSING

12. ITEMS SCHEDULED ON NEXT AGENDA

Pleasant Ridge Student Showcase
Reception & Recognition of Board of Education Month
SEAB Public Hearing #1 (proposed updates to High School Adolescent Health Program)

13. PUBLIC COMMENT

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

14. NEXT MEETING

The next Board of Education Meeting will be held on January 27, 2026, at 6:30 PM.

15. CLOSED SESSION

RECOMMENDED MOTION ... to enter Closed Session of the Board of Education at _____ PM, with the intent to re-enter Open Session at _____ PM, for the purpose of Collective Bargaining 8(c) of the Open Meetings Act. Under Section 8(c) a simple majority vote is sufficient to enter into a closed session.

16. RE-ENTER OPEN SESSION

RECOMMENDED MOTION to re-enter Open Session of the Board of Education Meeting at _____ PM

17. ADJOURNMENT

RECOMMENDED MOTION ... to adjourn the Regular Board of Education Meeting of January 13, 2026 at _____ PM.

Saline Area Schools

Teaching & Learning Team

MEMORANDUM

To: Board of Education
Superintendent Rachel Kowalski

From: Kara Davis, Executive Director, Teaching & Learning

Date: January 13, 2026

Subject: Approval of New Course for the 2026–2027 Saline High School Course Catalog



Recommendation

Approve the following new course to be added to the 2026–2027 Saline High School Course Catalog, as submitted by the Executive Director of Teaching & Learning.

Proposed New Courses

- **Sports Performance:** Sports Performance is a strength and conditioning course designed to support athletic development through targeted training, injury prevention, and sport-specific conditioning. Students focus on functional strength, mobility, and recovery strategies aligned to the demands of competitive sports. The course helps students integrate strength training into their athletic routines to enhance performance, durability, and overall physical readiness.

Saline Area Schools



MEMORANDUM

To: Board of Education Trustees

From: Rachel Kowalski, Superintendent

Date: January 13, 2026

Subject: 2026 Area Committee Appointments

Below please find the recommended appointments for 2026 to the Local Access Cable Television Communication Board. These appointments require Board approval.

- Miranda Owsley, Jackie Martin and Sarah Gallagher

Rachel Kowalski

Rachel Kowalski, Ed.D.
Superintendent
Saline Area Schools

January 7, 2026

Mr. Rex Clary, Executive Director of Operations
Saline Area Schools
7265 N Ann Arbor St.
Saline, MI 48176



Re: Saline Area Schools – 2022 Bond Program
Bid Package #5 – Heritage STEAM Additions
Contract Award Recommendation

Dear Mr. Clary,

Competitive bids were received on December 2, 2025. Clark Construction Company, Kingscott Associates and Consultants and Mr. Clary have conducted post bid interview meetings with the low qualified, recommended Bidders. Bidders have also been through Clark Construction Company's pre-qualification process. We have received each Trade Contractor's assurance that they are committed to meeting the requirements of the Contract Documents. The recommended Trade Contractors provided the lowest responsive bid for the Work.

In addition to the direct Trade Contractor costs, Clark Construction Company recommends including a Construction Contingency amount of 7% for any unforeseen issues and General Condition budget amount of 3% related to items such as building permits, security and safety requirements, temporary utilities, etc. No costs will be committed without prior approval of the District Administration for each item.

Clark Construction Company, in conjunction with Saline Area Schools and Kingscott Associates, Inc., recommends Saline Area Schools enter into Contracts with each Trade Contractor listed below.

Trade Contractor award recommendations:

<u>Bid Category/Area of Work</u>	<u>Trade Contractor</u>	<u>Amount</u>
• 02 Building Demolition	Blue Star	\$ 109,000
	○ Award includes additional cost for Alternate M-1: Install (4) Exhaust Fans + Rebalance ▪ \$500	
• 03 Concrete	Carpentry Concepts	\$ 285,000
• 03B Foundations	Simone Construction	\$ 220,450
• 04 Masonry	Navetta Mason Contractors	\$ 506,000
• 05 Structural Steel	Zak Welding & Custom Work	\$ 183,300
• 06 General Trades	Carpentry Concepts	\$ 769,400
	○ Award includes additional cost for Alternate A-2: Provide Aluminum Coiling Door	

		▪ (\$6,450)	
• 07A	Standing Seam Roof	CEI Michigan	\$ 449,640
• 07B	EPDM Roofing	J.D Candler Roofing Company	\$ 87,500
• 08	Glazing	Butcher & Butcher Construction	\$ 397,942
• 09A	Gypboard, Ceilings	Carpentry Concepts	\$ 173,900
• 09B	Carpet & Resilient Floor	DF Floor Covering	\$ 85,429
• 09C	Hard Tile	Artistic Tile & Stone	\$ 27,000
• 09D	Painting	Conci Painting	\$ 46,550
• 21	Fire Protection	Professional Sprinkler	\$ 165,980
• 22	Plumbing	Adrian Mechanical Services	\$ 346,000
• 23	HVAC	Monroe Plumbing & Heating	\$ 1,322,600
○ Award includes additional cost for Alternate M-1: Install (4) Exhaust Fans + Rebalance			
▪ \$14,600			
• 26	Electrical	Pending Re-bid	\$ TBD
• 31A	Earthwork & Utilities	Verdeterre Contracting	\$ 549,669
Trade Contract Award Total			\$ 5,725,360

Subtotal Trade Cost	\$ 5,725,860
Construction Contingency (7%) (Clark Construction)	\$ 578,129
Construction Field GC's (3%) (Clark Construction)	\$ 247,770
Subtotal Trade Cost + Field GC's (Clark Construction)	\$ 6,551,758

Board of Education Approved Amount – Bond 2023	\$ 6,551,758
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Sincerely,
CLARK CONSTRUCTION COMPANY

Matt Wielechowski
 Senior Project Manager

Clark Construction Company
Last Revision:
Form Title:
Bid Tab - Contractor Bid Results



Heritage School STEAM Additions - BID RESULTS

002A - Building & Selective Demolition									
Contractor	Blue Star	Krieghoff-Lenawee Co.	Christman Constructors, Inc.						
Base Bid	\$ 109,000	\$ 178,500	\$ 207,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Base Bid Valid									
Alternate 01 - A-2: Provide Aluminum Overhead Coiling Duct	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alternate 02 - M-1: Replace (4) Existing Exhaust Fans & Rel	\$ 500	\$ 2,250	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NOTES									

003A - Concrete Flatwork							
Contractor	Carpentry Concepts	DSP Constructors	Simone Construction	Albanelli Cement Contractors	BrencaL Contractors, Inc.	Midtown Group, LLC	
Base Bid	\$ 285,000	\$ 299,926	\$ 335,200	\$ 357,800	\$ 360,428	\$ 446,377	\$ -
Base Bid Valid							
Alternate 01 - A-2: Provide Aluminum Overhead Coiling Duct	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alternate 02 - M-1: Replace (4) Existing Exhaust Fans & Rel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NOTES							

003B - Building Foundations							
Contractor	BrencaL Contractors	Simone Construction	CI Contracting	Midtown Group, LLC	Krull Construction		
Base Bid	\$ 169,629	\$ 220,450	\$ 223,380	\$ 334,621	\$ 489,995	\$ -	\$ -
Base Bid Valid							
Alternate 01 - A-2: Provide Aluminum Overhead Coiling Duct	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alternate 02 - M-1: Replace (4) Existing Exhaust Fans & Rel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NOTES							

Clark Construction Company
Last Revision:

Form Title:
Bid Tab - Contractor Bid Resu



Heritage School STEAM Additions - BID RESULTS

Clark Construction Company
Last Revision:
Form Title:
Bid Tab - Contractor Bid Results

The logo for Clark Construction Company. It features a stylized 'C' shape composed of a dark blue hexagon and a red triangle pointing to the right. To the right of the shape, the word 'Clark' is written in a large, bold, dark blue sans-serif font. Below 'Clark', the words 'CONSTRUCTION COMPANY' are written in a smaller, red, sans-serif font.



Heritage School STEAM Additions - BID RESULTS

Clark Construction Company

Last Revision:

Form Title:

Bid Tab - Contractor Bid Results



Heritage School STEAM Additions - BID RESULTS

009B - Carpet & Resilient Flooring

009C - Hard Tile

<p>Clark Construction Company Last Revision:</p> <p>Form Title: Bid Tab - Contractor Bid Results</p>	 The logo for Clark Construction Company. It features a stylized blue 'C' shape with a red triangle pointing into it, followed by the word 'Clark' in a large, bold, blue serif font. Below 'Clark' is the company name 'CONSTRUCTION COMPANY' in a smaller, red sans-serif font.
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Heritage School STEAM Additions - BID RESULTS

Clark Construction Company
Last Revision:

Form Title:
Bid Tab - Contractor Bid Results



The logo for Clark Construction Company. It features a stylized blue 'C' shape with a red triangle pointing into it. To the right of the 'C' is the word 'Clark' in a large, bold, blue serif font. Below 'Clark', the words 'CONSTRUCTION COMPANY' are written in a smaller, red sans-serif font.



Heritage School STEAM Additions - BID RESULTS



Saline Area Schools - IT Department

TO: Rachel Kowalski, Superintendent
Miranda Owsley, Assistant Superintendent of Finance
Board of Education

FROM: Jay Grossman, Director of Technology

DATE: January 13, 2026

RE: Technology Purchases

Please consider the following submission for approval. I am requesting approval to pay Sentinel Technologies in the amount of \$435,812.59 for the purchase and installation of a new building access control system. This system will replace our current access controls in all buildings. The project will consist of the replacement of all door access control panels, replacing each badge reader throughout the district, and purchasing new badges to replace our current proximity cards currently in use. The new access control system will increase the safety and security of our buildings by allowing for the integration of our camera system which our current system is unable to provide. Additionally, the new badge readers will allow for the use of encrypted badges making unauthorized copying and use of badges by unwanted parties far more complicated. This project is scheduled to begin over our spring break and then continue through the summer of 2026 and be completed before the start of the 2026-27 school year.

This project was competitively bid. The decision to award Sentinel was based on their ability to provide the Verkada Access Control system which natively integrates with our existing cameras. Additionally, we have the Verkada Access Control system in place at our Operations building. This will allow us to save on parts and labor as we will not need to replace any equipment in that building.

Brief Scope of Work

- *Purchase and installation of Verkada Access Control system, badge readers and Acc-ev3-1 encrypted badges*
 - *Total: \$435,812.59*

Please do not hesitate to contact me with any questions at grossmaj@salineschools.org.

Thank you for your consideration.

January 7, 2026

Jay Grossman
Director of Technology
Saline Area Schools
7265 North Ann Arbor Street,
Saline, MI 48176

RE: BP T4: Access Control

Dear Jay,

Saline Area Schools is soliciting bids for Access Control. Bid documents were released on December 1, 2025, with a pre-bid meeting held on December 5, 2025, and bids publicly opened on December 19, 2025. This project will upgrade the district's access control systems. The project includes the replacement of existing card readers and access control panels, as well as an upgrade to the credentialing system to support improved security and system compatibility.

Bid Evaluation Summary and Recommendations

Several qualified proposals were received for the project and were reviewed by Barton Malow in coordination with Saline Area Schools. Each proposal was evaluated to confirm the scope of work was fully addressed, the proposed schedule was achievable, and the vendor demonstrated the necessary experience and technical capability.

After the initial review, the team held post-bid interviews with the vendors and their manufacturing partners. These meetings were used to clarify open items, confirm product details, and better understand each team's plan for installation, support, and long-term service. This process helped ensure the final recommendation was based on a clear understanding of the overall value, risks, and benefits to the district.

Bid Package T4	Contract Amount
Base Bid Category: Access Control - Sentinel	\$396,193.26
Total Amount of Contracts:	\$396,193.26
10% Contingency:	\$39,619.33
Grand Total Project Award:	\$435,812.59

Sincerely,



Michael Terrell
Barton Malow

c: SAS: Jay Grossman

Saline Area Schools
Bid Package T4
Bid Tabulation
January 7, 2026



Board of Education Meeting

Liberty School Board Room

December 9, 2025, at 6:30 PM



MINUTES

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. CALL TO ORDER

The Board meeting of December 9, 2025 was called to order by President Michael McVey.

Board Members Present: Tim Austin, Darcy Berwick, Lauren Gold, Nate Hanson, Michael McVey, and Jason Tizedes

Board Members Absent: Jennifer Steben

Central Administration Present: Superintendent Kowalski, Assistant Superintendent Owsley, Executive Directors Clary, Davis & Martin

2. PLEDGE OF ALLEGIANCE

3. PUBLIC COMMENT

STUDENTS

OTHER PUBLIC STAKEHOLDERS

EXTENDED PUBLIC COMMENT

Ann Friedholm, CEO, ChadTough

Ann Friedholm provided an update to the Board regarding the ChadTough Foundation. They are the largest funder of DIPG research. Over \$44M invested in 100+ researchers at 46 institutions. An important key achievement is the first FDA approved drug for DIPG.

4. **RESPONSE TO PREVIOUS PUBLIC COMMENT** - None

AGENDA

5. **REVISIONS/APPROVAL OF AGENDA**

MOTION made by Trustee Tizedes, support Treasurer Austin **to approve the agenda as revised**.

Revision: Consent Agenda, Item G. Pull from Consent Agenda to discuss separately.

Ayes - All Present - **MOTION CARRIED 6-0**

6. **STUDENT SHOWCASE**

Performance by members of the SHS Chamber Orchestra and Chamber Choir

Illuminaire for choir and orchestra by Elaine Hagenberg

Directors: Matt Briere (Orchestra) & Sarah Deas (Choir)

Music Department Chair, Matt Briere, highlighted many of the fall 2025 accomplishments of the Band, Choir and Orchestra programs. All groups received highest level ratings at all-state festivals and competitions.

The annual “Masterworks Concert” will be held Tuesday, December 16th at the Saline High School auditorium. They will be performing a piece written by Elaine Hagenberg, a living American composer, entitled “Illuminaire”, a contemporary work symbolizing the emergence of light during the darkest season. Some members of the Chamber Orchestra and Choir performed the 1st movement at this evening’s Board meeting.

7. **ADMINISTRATION AND BOARD COMMITTEE UPDATES**

Superintendent (Kowalski) Dr. Kowalski gave a brief update on two areas. For athletics, she reported progress on the Board-requested Athletic Department Review: reinforced chain-of-command and 24-hour rule expectations, ended GRIT surveys in favor of direct feedback, developing a more formal new-coach mentoring system, improving Schedule B stipend/coaching recruitment, and strengthening eligibility/residency checks with required rosters and admin presence at first practices. Longer-range items (full-time athletic admin assistant and review of self-funded varsity models) are being planned.

She then recognized the district’s partnership with the Saline Area Chamber for the 50th Anniversary Holiday Parade, honored student contest winners (logo, art, and writing), thanked parade partners and volunteers, and expressed appreciation for Betty Jahnke’s support of the Board and district.

Student Representative (Hayes) Jillian thanked the choir and orchestra for their performance this evening. Also gave an acknowledgement to Heritage and their 67th day of school party. Holiday wishes to the Hornet Community.

Citizens for a Quality Community (McVey/Hanson) No report
Chamber of Commerce (Austin) No report
Foundation for Saline Area Schools (Steben) No report
Board Associations (McVey) No meetings to report on.
Sex Education Advisory Board (Gold) This committee met recently, reviewed curriculum and state changes. The body safety program will be running this spring.
DEI Advisory Committee (McVey/Gold) - Will be meeting December 17th.
Wellness (Berwick) No report
City of Saline (McVey/Steben) No report
CARES (Berwick) CARES grants were recently awarded. The proposed awards are on the agenda for approval this evening.
Miscellaneous No report

8. ACTION ITEMS

A. **MOTION** made by Treasurer Austin, support Trustee Tizedes **to approve the following new courses to be added to the 26/27 Saline HS Course Catalog as submitted by Kara Davis, Executive Director of Teaching & Learning**

Sports Video Production I
Business Law and Ethics
Introduction to Accounting
History Through Film
A World on Fire: Chronicles of Courage Throughout History
Sports Economics: The Money Behind the Game
Mechatronics and Robotics
AP Cybersecurity I and II
Underwater Robotics and ROV Engineering
Introduction to Fitness
Unified Art

Ayes - All Present - **MOTION CARRIED 6-0**

B. **MOTION** made by Secretary Berwick, support Trustee Tizedes **to approve the 25/26 Round I distribution of CARES Discretionary Funds in the amount of \$73,239.60 as recommended by the CARES Advisory Council and submitted by Brian Puffer, Director of Community Education.**

The breakdown is as follows:

Saline Unified Basketball: \$4,000
New Outboard Engine (SHS Rowing Team): \$2,664
Memory Kits for our Friends (Dementia Friendly Saline): \$5,050
Saline Middle School Wrestling Room Mats: \$15,000
New Drumline Equipment (SHS Marching Band): \$15,000
Saline Lacrosse Unity Project: \$10,150
Saline Recreation Center Lobby Enhancement: \$11,950.00

Saline High School Girls Soccer Uniforms: \$5,000
Saline Fiddlers Performance Uniforms: \$4,425.60

Ayes - All Present - **MOTION CARRIED 6-0**

C. **MOTION** made by Secretary Berwick, support Trustee Tizedes **to approve the technology purchases as submitted by Jay Grossman, Director of Technology in the amount of \$1,398,766.23.**

The cost breakdown is as follows:

531 MacBooks from Apple totaling \$498,769.00
160 HP Laptops from InaCompTSG totaling \$115,980.00
640 Meraki Wireless Access Points totaling \$784,017.23

Ayes - All Present - **MOTION CARRIED 6-0**

D. **MOTION** made by Treasurer Austin, support Trustee Gold **to approve the recommendation to accept the quote from Interkal for the North & South bleacher replacement at the Saline High School Main Gymnasium in the amount of \$322,897.00 as submitted by Rex Clary, Executive Director of Operations.**

Ayes - All Present - **MOTION CARRIED 6-0**

E. **MOTION** made by Treasurer Austin, support Trustee Hanson **to approve the trade contractor award recommendation from Clark Construction to enter into contract with Trane for Mechanical Equipment totaling \$892,679.00 for the Saline Area Schools Heritage STEAM Addition as submitted by Rex Clary, Executive Director of Operations.**

Ayes - All Present - **MOTION CARRIED 6-0**

F. **MOTION** made by Secretary Berwick, support Trustee Gold **to approve the recommendation for furniture and installation at the Saline Senior Center totaling \$205,207.18 as submitted by Rex Clary, Executive Director of Operations.**

The cost breakdown is as follows:

Interior Environments: \$64,757.42
ISCG: \$121,373.36
Freight: \$9,306.54
Contingency 5%: \$9,770.00

Ayes - All Present - **MOTION CARRIED 6-0**

9. DISCUSSION ITEMS

A. Implementation of New Thrun Policies & Timeline
Facilitator: President McVey

Discussion about the transition to Thrun Policy. Included in the discussion was the bespoke district policies and how they will align in the Thrun Policy manual. District administration will be involved in the crosswalk process. Work will begin in the early part of 2026 with the expectation that final adoption of the new policies and rescinding of the old Neola policies to happen in approximately 6 months time. The first step will be to purchase the Thrun policies to begin the work in January.

10. CONSENT AGENDA

MOTION made by Trustee Gold, support Trustee Tizedes **to authorize the Consent Agenda as revised:**

- A. **Approval** of the Regular Board of Education Meeting Minutes of November 11, 2025
- B. **Approval** of the Board Policy Committee Meeting Minutes of November 11, 2025
- C. **Approval of Payment** of the General Fund Accounts Payable of December 9, 2025, in the amount of \$6,775,313.88
- D. **Approval of Payment** of the 2021 Bond Series III Accounts Payable of December 9, 2025 in the amount of \$3,353.00
- E. **Approval of Payment** of 2025 Bond Fund Series II Accounts Payable of December 9, 2025, in the amount of \$2,568,319.68
- F. **Receive and File** Human Resources Report

Ayes - All Present - **MOTION CARRIED 6-0**

Revision: Pull Item G. for separate discussion

G. **Approval** of the 2026 Board of Education Regular Meeting Calendar

Ayes - All Present - **MOTION CARRIED 6-0**

CLOSING

11. ITEMS SCHEDULED ON NEXT AGENDA

- Appt to Cable Commission
- School Board Recognition
- Election of Officers
- Potential SEAB Hearing

Additional HS Course Approvals

12. PUBLIC COMMENT - None

13. NEXT MEETING

The next Board of Education Meeting will be held on January 13, 2026 at 6:30 pm. This will include both an Organizational and Regular Board Meeting.

14. CLOSED SESSION

MOTION made by Treasurer Austin, support Trustee Hanson **to enter Closed Session of the Board of Education at 7:48 pm, with the intent to re-enter Open Session at approximately 9 pm, for the purpose of Superintendent Evaluation Section 8(a). Under Section 8(a) a simple majority vote is sufficient to enter into a closed session.**

Following the MASB protocol, Superintendent Kowalski was rated “effective” (3.0) in all categories - Governance & Board, Community Relations, Staff Relations, Business & Finance, and Instructional Leadership. Effective is the highest rating available. A final report will be released through our Communications Department in the coming weeks.

MOTION made by Treasurer Austin, support Trustee Gold **to accept the evaluation of “effective” in all categories as noted earlier.**

Ayes - All Present - **MOTION CARRIED 6-0**

16. ADJOURNMENT

MOTION made by Trustee Tizedes, support Treasurer Austin **to adjourn the Regular Board of Education Meeting of December 9, 2025 at 9:56 PM.**

Ayes - All Present - **MOTION CARRIED 6-0**

Respectfully submitted,


Darcy Berwick
Board Secretary

Recorded by: Betty Jahnke

Other Code	Amended Budget	Actual	Encumbrances	% Act/Bud	Bud-Act	Prior Year Total	Prior to Current	Dif.	Function * Code
Fund 11 - General Fund									
Account Type Revenue									
Function * 0000 - Revenue	77,353,109.00	16,295,212.28	.00	21	61,057,896.72	14,889,096.73	1,406,115.55	Function * 0000 - Revenue	
Account Type Revenue Totals	\$77,353,109.00	\$16,295,212.28	\$0.00	21%	\$61,057,896.72	\$14,889,096.73	\$1,406,115.55		
Account Type Expense									
Function * 1111 - Elem	14,407,443.00	2,769,196.20	8,368.05	19	11,638,246.80	2,609,558.42	159,637.78	Function * 1111 - Elem	
Function * 1112 - Mid School	6,633,940.00	1,215,322.03	20,098.04	18	5,418,617.97	1,131,982.83	83,339.20	Function * 1112 - Mid School	
Function * 1113 - High School	10,001,507.00	1,907,507.78	30,336.08	19	8,093,999.22	1,781,959.13	125,548.65	Function * 1113 - High School	
Function * 1118 - Pre-K	90,713.00	46,287.46	1,039.44	51	44,425.54	16,646.74	29,640.72	Function * 1118 - Pre-K	
Function * 1119 - Summer School	41,428.00	8,944.52	.00	22	32,483.48	18,994.09	(10,049.57)	Function * 1119 - Summer School	
Function * 1122 - Spec Ed	12,181,328.00	2,423,648.50	5,238.47	20	9,757,679.50	2,091,963.75	331,684.75	Function * 1122 - Spec Ed	
Function * 1125 - Comp Ed	2,037,051.00	342,758.71	.00	17	1,694,292.29	369,243.64	(26,484.93)	Function * 1125 - Comp Ed	
Function * 1127 - Voc Ed	1,535,619.00	216,022.46	.00	14	1,319,596.54	208,275.70	7,746.76	Function * 1127 - Voc Ed	
Function * 1211 - Truancy Services	160,000.00	1,337.69	.00	1	158,662.31	23,115.26	(21,777.57)	Function * 1211 - Truancy Services	
Function * 1212 - Guidance	1,059,756.00	221,799.43	.00	21	837,956.57	220,912.26	887.17	Function * 1212 - Guidance	
Function * 1213 - Health Services	1,502,156.00	331,842.89	37,925.50	22	1,170,313.11	177,898.25	153,944.64	Function * 1213 - Health Services	
Function * 1214 - Psychologist, School	1,602,260.00	199,182.06	.00	12	1,403,077.94	227,511.67	(28,329.61)	Function * 1214 - Psychologist, School	
Function * 1215 - Speech & Audiology Services	2,057,945.00	321,852.48	90,000.00	16	1,736,092.52	346,881.49	(25,029.01)	Function * 1215 - Speech & Audiology Services	
Function * 1216 - Social Work Services	1,480,409.00	263,225.73	.00	18	1,217,183.27	233,682.52	29,543.21	Function * 1216 - Social Work Services	
Function * 1218 - Teacher Consultant	2,005,771.00	309,277.93	.00	15	1,696,493.07	365,064.07	(55,786.14)	Function * 1218 - Teacher Consultant	
Function * 1219 - Other Pupil Support Services	13,000.00	.00	.00	0	13,000.00	940.05	(940.05)	Function * 1219 - Other Pupil Support Services	
Function * 1221 - Improvement of Instruction	1,908,684.00	725,464.58	59,942.97	38	1,183,219.42	638,163.82	87,300.76	Function * 1221 - Improvement of Instruction	
Function * 1222 - Educational Media Services	635,919.00	126,235.36	.00	20	509,683.64	115,829.69	10,405.67	Function * 1222 - Educational Media Services	
Function * 1225 - Instructional Tech	726,316.00	234,626.23	.00	32	491,689.77	208,011.44	26,614.79	Function * 1225 - Instructional Tech	
Function * 1226 - Supervision	975,465.00	242,237.72	179.57	25	733,227.28	254,616.26	(12,378.54)	Function * 1226 - Supervision	
Function * 1231 - Board of Ed	278,942.00	29,982.36	75,000.00	11	248,959.64	61,253.21	(31,270.85)	Function * 1231 - Board of Ed	
Function * 1232 - Exec Admin	545,220.00	171,229.68	4,217.17	31	373,990.32	177,780.66	(6,550.98)	Function * 1232 - Exec Admin	
Function * 1241 - Principal	3,644,256.00	975,420.64	9,010.89	27	2,668,835.36	1,049,820.13	(74,399.49)	Function * 1241 - Principal	
Function * 1249 - Other School Admin	511,575.00	6,839.32	.00	1	504,735.68	10,457.40	(3,618.08)	Function * 1249 - Other School Admin	
Function * 1252 - Finance Office	752,263.00	240,660.08	.00	32	511,602.92	229,621.15	11,038.93	Function * 1252 - Finance Office	
Function * 1257 - District Office	224,889.00	77,367.12	5,148.57	34	147,521.88	70,597.61	6,769.51	Function * 1257 - District Office	
Function * 1259 - Other Business Services	91,430.00	103,987.79	.00	114	(12,557.79)	91,806.55	12,181.24	Function * 1259 - Other Business Services	
Function * 1261 - Bldg - Grounds	7,019,010.00	2,431,776.34	705,268.87	35	4,587,233.66	1,883,209.15	548,567.19	Function * 1261 - Bldg - Grounds	
Function * 1266 - Security Services	314,918.00	118,503.89	115,527.90	38	196,414.11	106,834.82	11,669.07	Function * 1266 - Security Services	
Function * 1271 - Transportation	2,872,045.00	595,038.43	246,362.73	21	2,277,006.57	588,155.86	6,882.57	Function * 1271 - Transportation	
Function * 1282 - Communication Services	223,552.00	88,984.13	.00	40	134,567.87	82,505.57	6,478.56	Function * 1282 - Communication Services	
Function * 1283 - Staff/Personnel Services	874,132.00	326,127.56	.00	37	548,004.44	283,648.96	42,478.60	Function * 1283 - Staff/Personnel Services	
Function * 1284 - Technology - Non Instructional	836,513.00	327,715.24	70,620.80	39	508,797.76	319,439.60	8,275.64	Function * 1284 - Technology - Non Instructional	
Function * 1293 - Athletic Activities	1,481,968.00	507,747.14	30,861.59	34	974,220.86	441,477.69	66,269.45	Function * 1293 - Athletic Activities	
Function * 1311 - Community Services Direction	25,552.00	.00	.00	0	25,552.00	.00	.00	Function * 1311 - Community Services Direction	
Function * 1331 - Community Activities	5,276.00	29,274.01	.00	555	(23,998.01)	22,492.53	6,781.48	Function * 1331 - Community Activities	
Function * 1371 - Non-Public School	24,654.00	.00	.00	0	24,654.00	3,782.00	(3,782.00)	Function * 1371 - Non-Public School	
Function * 1411 - Payments to Other Public Schools Within Michigan	38,836.00	18,836.00	.00	49	20,000.00	18,836.00	.00	Function * 1411 - Payments to Other Public Schools Within Michigan	
Function * 1456 - Building Improvement Services	.00	24,670.00	.00	+++	(24,670.00)	.00	24,670.00	Function * 1456 - Building Improvement Services	
Account Type Expense Totals	\$80,821,741.00	\$17,980,929.49	\$1,515,146.64	22%	\$62,840,811.51	\$16,482,969.97	\$1,497,959.52		
Fund 11 - General Fund Totals	(\$3,468,632.00)	(\$1,685,717.21)	(\$1,515,146.64)	49%	(\$1,782,914.79)	(\$1,593,873.24)	(\$91,843.97)		
Revenue Totals	\$77,353,109.00	\$16,295,212.28	\$0.00	21%	\$61,057,896.72	\$14,889,096.73	\$1,406,115.55		
Expense Totals	\$80,821,741.00	\$17,980,929.49	\$1,515,146.64	22%	\$62,840,811.51	\$16,482,969.97	\$1,497,959.52		
Grand Totals	(\$3,468,632.00)	(\$1,685,717.21)	(\$1,515,146.64)	49%	(\$1,782,914.79)	(\$1,593,873.24)	(\$91,843.97)		

The following human capital changes including resignations and new hires are being presented to the Board of Education to receive and file:

RESIGNATIONS / TERMINATIONS:

NAME	Roxann Santos	Gracie Pare	Tina White
ASSIGNMENT	BLDG/DEPL.	Heritage	Separation
SIAUS	ASSIGNMENT	Heritage	Separation
SIAUS	Paraeeducator	Paraeeducator	Paraeeducator
SIAUS	Heritage	Middle School	Separation
SIAUS	Paraeeducator	Paraeeducator	Paraeeducator
SIAUS	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT

NAME	STATUS	ASSIGNMENT	BLDG/DEPT.	Mark Kuykendall	Roxann Santos	Heritage	Paraductor	GSRP Lead Teacher	CSR Lead Teacher	Special Education Teacher	School Psychologist	New Hire	Lauren Bredberg	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	Woodland Meadows	New Hire
Lauren Bredberg	New Hire	Woodland Meadows	New Hire	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	Special Education Teacher	School Psychologist	New Hire	Lauren Bredberg	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	Woodland Meadows	New Hire
Robert Williams	New Hire	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire	Special Education Teacher	School Psychologist	New Hire	Lauren Bredberg	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	Woodland Meadows	New Hire
Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire	New Hire	Special Education Teacher	School Psychologist	New Hire	Lauren Bredberg	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	Woodland Meadows	New Hire
Lauren Bredberg	New Hire	Woodland Meadows	New Hire	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	Special Education Teacher	School Psychologist	New Hire	Lauren Bredberg	Robert Williams	Terrence Van Doren Jr.	Liberty	New Hire	New Hire	New Hire	New Hire	Woodland Meadows	New Hire

RECOMMENDATION: That the Saline Area Schools Board of Education consent to the personnel report recommendations as presented.



LAUREN BREDBERG

SCHOOL PSYCHOLOGIST

PROFESSIONAL SUMMARY

Dedicated School Psychologist with over 12 years of experience supporting students' academic, behavioral, and social-emotional development. Skilled in psychoeducational assessments, interventions, collaborative consultation, and data-driven decision-making. Committed to fostering an inclusive learning environment to support students' success. Strong work ethic and exceptional verbal and written communication skills.

EDUCATION AND CERTIFICATION

Graduate Certificate in Advanced Graduate Studies in School Psychology | Wayne State University **2014**

- Master of Arts and Graduation Certificate combination meets the State of Michigan requirements for the equivalence of a Specialist Certificate.

Master of Arts (M.A.) | Wayne State University

2013

- School and Community Psychology
- Nationally Approved Program by NASP
- Thesis Title: "Teachers' Efficacy, Experience, and Strategies for Handling Bullying"

Bachelor of Science (B.S.) | Michigan State University

2011

- Bachelor of Science with Honors in Psychology

LICENSURE AND CERTIFICATION

Nationally Certified School Psychologist, NCSP (April 2015)

Michigan: School Psychologist Certificate (August 2013)

PRAXIS II: School Psychologist (Passed)

SCHOOL AND CLINICAL EXPERIENCE

School Psychologist | Lenawee Intermediate School District, Lenawee County

Aug 2013- Present

Work in districts throughout the county providing a range of support and services to children from Birth up to age 26. Experience working and providing support in a variety of programming and special education classrooms including young children services (birth-3), ECSE preschools, classrooms for students with moderate and mild cognitive impairments, and classrooms and programming for students with emotional impairments.

- Conduct comprehensive multidisciplinary team evaluations and psychoeducational evaluations utilizing a diverse battery of standardized tests and observations to determine the educational needs of the student, appropriate interventions and services, and special education eligibility.
- Analyze and interpret data to provide IEP team with information regarding student's strengths and needs and recommendations for goals and supplementary support and services.

- Participate in school-based problem-solving teams (i.e., Student Study Teams, Student Assistance Teams), REED, and IEP team meetings. Collaborate and consult amongst a multidisciplinary evaluation team in making appropriate instructional decisions and interventions.
- Participate, facilitate, and support in initiatives of MTSS throughout districts, both academic and behavior (i.e., PBIS). Analyze academic and behavioral data to inform interventions and progress monitoring.
- Conduct comprehensive Functional Behavior Assessments (FBA) and create/implement Behavior Intervention Plans (BIP) as part of a multidisciplinary team. Experience in completing behavior scripts.
- Participate in crisis response and suicide risk assessments and debriefing when needed.
- Provide supervision and/or mentorship for new school psychologists within the department.
- Collaborate with staff and families to ensure compliance with IDEA and MARSE criteria; provide guidance and monitoring to support legally compliant evaluations and services.
- Provide guidance and mental health resources to families, helping them access appropriate school and community support to promote student well-being
- Maintain efficient, effective record-keeping system

Previous Roles and Responsibilities

- Completed comprehensive, educational based Autism Spectrum Disorder (ASD) evaluations as part of the county-wide “centralized evaluation team” (CET) over three years (one of six team members) using the START educational based ASD evaluation model.
 - Provided individualized recommendations and support for students and building based teams.
 - When requested, provided follow up support for students including behavioral support planning and team meetings.
 - As a team, helped to create a report template based upon the START education-based ASD model.
 - After the CET was discontinued countywide, provided training and guidance on the START model to district building teams as an ASD Evaluation “Coach”.
- Conducted full developmental, multidisciplinary evaluations as part of the LISD countywide Young Children Services (YCS) Assessment team for children Birth-Preschool.
 - Rotating case manager for evaluations which included working directly with families to discuss and field questions around evaluations results and provided them with guidance in community resources and special education supports and services based upon evaluation recommendations.
 - Communicated with assigned services providers regarding referrals and recommendations to specific services and programs.

Department Coordinator | Lenawee Intermediate School District, Lenawee County Aug 2021- June 2025
Assisted in coordinating functions with the School Psychology Department and provided input into the planning/operation of the department.

- Lead monthly department meetings and developed monthly meeting agendas.
- Met monthly with assistant director of special education to discuss current state, need and goals of the department. Met monthly with department coordinators from other disciplines to discuss ISD updates and planning.
- Created a Google Drive and website with department resources and information.
- Helped navigate open psychologist assignments and coverage between supervisors, district administration, and itinerants.
- Sat on interview committee for potential school psychologist applicants, interns, and some supervisor positions.

Clinical Intern | Hegira Children's Outpatient Services, Westland, MI**2013**

Completed a 500-hour internship within a community mental health clinic, providing a range of outpatient psychological services to children and adolescents of all ages with serious emotional disturbances.

- Conducted intake assessments for clients involving identification of problems and symptoms, a thorough background history, diagnosis, and creation of a preliminary treatment plan.
- Provided psychological and psycho-educational assessments and evaluations with appropriate social and emotional recommendations.
- Helped implement and participate in a social skills group for girls, as well as for adolescents with developmental disabilities.
- Conducted a Functional Behavior Assessment and developed/implemented a Behavior Intervention Plan within client's home setting.
- Participated in case management meetings.

School Psychology Intern | Ann Arbor Public Schools, Ann Arbor, MI**2013**

Completed a 300-hour internship; provided a range of psychological assessment and intervention services to children in public K-8 classrooms throughout three different schools.

- Conducted comprehensive psychoeducational evaluations, assessments, and re-evaluations to determine appropriate intervention and support for a variety of disability categories and age groups.
- Participated and presented data in school Achievement Team Meetings, REED, MET, and IEPT meetings. Collaborated and consulted amongst a multi-disciplinary team in making appropriate instructional decisions.
- Conducted Functional Behavior Assessments and implemented Behavior Intervention Plans.
- Provided group and individual counseling that focused on issues related to social skills and friendship development.
- Participated in initiatives of the Response to Intervention, such as universal benchmarking (DIBELS), targeted progress monitoring, and data decision making with multi-disciplinary teams.
- In-serviced and consulted with teachers regarding the administration and interpretation of progress monitoring assessments.

Practicum Student | Wayne State University, Detroit, MI**2011-2013**

Had practicum experiences embedded across several graduate courses over a period of two years, including experiences within the Detroit Public School District.

- Observed school meetings including prereferral intervention, REED, MET, and IEP.
- Conducted a behavior modification program on a single case study.
- As part of a series of assessment courses, conducted numerous evaluations including cognitive, academic achievement, memory, visual-motor integration, adaptive, personality, and behavioral assessments. Analyzed and integrated assessments into reports.
- Performed curriculum-based measurements and universal benchmark screening.
- Provided individual psychotherapy and group counseling for social skills building.
- Conducted academic and behavioral consultation with teachers.

ADDITIONAL PROFESSIONAL EXPERIENCE**Substitute | Gretchen's House Child Development Centers, Ann Arbor, MI****2011-2013**

- Substitute teacher and childcare provider across seven center locations in the infant through school-age child development programs. Worked in the school-age summer camp program.

Research Assistant | Wayne State University, Detroit, MI**2012**

- Assisted in administering assessments for the "Children Having Adventures at MPSI" research study through Wayne State University.
- Conducted psychological and behavioral assessments on children of various ages.

Undergraduate Assistant | Michigan State University, East Lansing, MI**2010-2011**

- Worked as an undergraduate assistant in an "Abnormal Psychology" course.
- Held office hours for students, graded and proctored examinations.

Intern | New Oakland Child-Adolescent Family Center, Livonia, MI**2010**

- Interned in partial day program which served as an alternative to hospitalization for children and adolescents with a spectrum of mental health issues.
- Worked directly with clients in individual and group therapy settings while learning various modes and methods of therapy through supervision.

Research Assistant | Michigan State University, East Lansing, MI**2010**

- Studied the influences of domestic violence on the lives of women and children and their psychological and physiological functioning, as well as what creates conditions of risk and resiliency for them.
- Conducted interviews; collected, tracked, recorded, and coded data.

PROFESSIONAL SERVICE**Volunteer Crisis Counselor | Listening Ear, East Lansing, MI****2009-2011**

- Went through 60 hours of training to accept crisis phone calls and help callers deal with crisis through an empathy-based model.

CURRENT PROFESSIONAL MEMBERSHIPS

Michigan Association of School Psychologists

National Association of School Psychologists

RECENT PROFESSIONAL DEVELOPMENT AND TRAINING

- Nonviolent Crisis Intervention Training (CPI) (expires: 10-17-2026)
- Ukeru User Certification (expires: 08-05-2026)
- START Inclusive Practice Series (2024-25)
- IEP Boot Camp: Writing Meaningful and Compliant IEPs (MDE, 2024)
- Behavior Escalation & Scripts (MTSS, 2024)
- Overview of the Michigan Dyslexia Handbook (2023)
- Crucial Conversations for Mastering Dialogue (2023)
- School-Based Behavioral Threat Assessment and Management (2022)
- Understanding Dyslexia (MiMTSS, 2021)
- Dyslexia Series (LISD, 2021)
- START Peer to Peer (2018)
- START Education-Based Evaluations for ASD (2017)
- START Positive Behavioral Interventions and Supports (2014)

REFERENCES

Provided upon request

Terrence VanDoren

Experienced leader with a proven track record in guiding teams, managing complex projects, and achieving strategic objectives. Recognized for expertise in developing efficient processes, ensuring high standards, and aligning efforts with organizational goals. Highly regarded for a collaborative approach and unwavering commitment to excellence.

Skills

- Training design
- Agenda planning
- Asset management
- Customer service
- Staff management
- Budget control
- Group facilitation
- Season scheduling
- Staff development
- Employee onboarding
- Project planning

Work History

Athletics Programs Lead/ Coach

Athletics Programs Lead/ Coach

August 2015 - Current

- Program manager of a community wide youth football program and Board Member for a Local Baseball Organization
- Planned, Organized, and executed strategic training of over 20 coaches
- Conducted program reviews to improve processes and organization
- Fundraised over 100 thousand dollars for local youth

Project Manager

Lindsay Exhibit group

October 2018 - April 2020

- Managed the total process for a clients trade show
- Integral in the design and building process of the exhibit booths
- Sourced building materials and exhibit graphics
- Managed project timelines with internal build team
- Coordinated shipping of exhibit booths and supplies
- Ordered show materials, from a variety of sources including local show resources
- Coordinated with various local labor unions across the globe in order to set up and build exhibit booths
- Traveled to trade shows across the country to supervise the building of exhibits at trade shows
- Managed projects in the hundreds of thousands of dollars with an exemplary record

Real Estate Professional

Berkshire Hathaway Home Services Heritage Real Estate

March 2016 - October 2018

- Provided personal care and guidance throughout the home buying and selling process
- counseled clients on the process of purchasing or selling a home
- Coordinated appointments to show homes to prospective buyers, with both the buyers and sellers of the transaction

- Evaluate and Assess mortgage options to help clients obtain the best financing for their needs
- Coordinate property closings, with multiple agencies for a smooth transfer of property
- Confer with escrow companies, lenders, home inspectors, and pest control operators to ensure that terms and conditions of purchase agreements are met before closing dates

Administrative Supervisor / Human Resources

U.S. Army, Fort Sill, USA

May 2014 - September 2015

- Supervised and instructed personnel in administrative procedures within the organization
- Successfully maintained over 500 personnel files and over \$1.5 million dollars' worth of equipment without loss
- Promoted from a supervisor position of a small unit to the Administrative Supervisor position of the Installation's Incoming Personnel Division
- Effectively used spreadsheets, and presentations to assist superiors in tracking various incoming personnel programs
- Received the Army Achievement award for exemplary handling of administrative practices and procedures, the willingness to accept responsibility and the ability to adapt to any assignment or situation

Administrative Supervisor / Human Resources

U.S. Army, Fort Sill, USA

July 2012 - April 2014

- Managed Offices daily administrative functions
- Supervised and mentored three personnel
- Conducted monthly evaluations of job performance
- Conducted administrative duties servicing over 100 personnel
- Conducted personal and career counseling of personnel in the department
- Ensured the health, safety, welfare and career progression of employees
- Provided counseling for troubled personnel
- Educated personnel on the knowledge of administrative practices and procedures for office management functions
- Trained staff in tasks of preparing and editing correspondence, file management, and document control
- Created a strong team atmosphere through effective delegation of work, and group projects
- Encourages, working collaboratively to strengthen positive working relationships
- Knowledgeable of suicide prevention programs and hotlines
- Competent in high stress situations involving suicidal individuals
- Also served as the Assistant Armorer
- Possess expertise in physical security
- Serviced and secured over 100 weapons and over 50 sensitive and classified items
- Experienced in alarm systems and security measures
- Knowledgeable laws and regulations regarding the security of a weapons storage container
- Maintained security logs and filed reports with the Installation Safety office
- Expertise in inventory management
- Served as the Assistant Armorer and was responsible for \$1.2 million dollars' worth of equipment
- Effective at balancing multiple work assignments, while always meeting deadlines

Trainer/ Supervisor

*North Atlantic Treaty Organization, Gardez,
Afghanistan*

July 2010 - July 2011

- Created a military school for foreign students
- Analyzed needs and ordered supplies for classes and soldiers living needs
- Developed curriculum, taught, and mentored foreign teachers on what and how to provide instruction to their students

- Managed foreign interpreters' welfare, time logs and schedules
- Interacted, negotiated, and reported to foreign dignitaries regarding the school
- Conducted biometric scans and entered new soldiers into a foreign military
- Developed and stored reports on over 800 new personnel to be reviewed by senior leadership, resulting in a decrease of security threats
- Received the Joint Service Achievement Medal for excellent performance while creating a foreign military school, mentoring foreign instructors, supervising interpreters, and working alongside NATO allies

Education

Bachelors in General Studies December 2024

Eastern Michigan University, Ypsilanti, MI

Focus of study: History and Education.

ROBERT K. WILLIAMS



PROFESSIONAL SUMMARY

Experienced special education professional with extensive background supporting secondary and young adult students with diverse learning and behavioral needs. Skilled in instructional planning, behavior support, IEP development, and collaboration with families, service providers, and interdisciplinary teams.

CORE SKILLS

- IDEA/MARSE implementation
- IEP/504 development and compliance
- Behavior intervention planning
- Functional behavioral assessment
- Culturally responsive practices
- Student discipline and manifestation determinations
- Medicaid billing and documentation
- PowerSchool Special Programs (TIENET)
- Data-driven decision making
- Collaborative leadership and communication

PROFESSIONAL EXPERIENCE

Director of Student Services — Lincoln Consolidated Schools, Ypsilanti, MI (2015-Present)

- Oversee special education, Section 504, and related student services at the district level.
- Lead compliance monitoring, program improvement, and staff training aligned with state and federal requirements.
- Collaborate with administrators, families, and service providers to support student outcomes.

Principal, Model Elementary School — Lincoln Consolidated Schools (2015-2017)

- Led instructional programming and student support systems for diverse learners.
- Collaborated with families and staff to support behavioral and academic growth.

Resource Room Teacher — Secondary Levels (2003-2015)

- Provided individualized instruction for students with disabilities.
- Developed accommodations, modifications, and transition supports.

EDUCATION

M.A., Educational Leadership — Eastern Michigan University, 2017

B.S., Special Education (Emotional Impairment); Minor: History — Eastern Michigan University, 2003

CERTIFICATIONS

- Michigan School Administrator Certificate (K-12)
- Professional Teaching Certificate — Emotional Impairment (K-12), History (6-12)

A. Governance & Board Relations

Weight: 20%

		Needling Support (1 pt)	Developing (2 pt)	Effective (3 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.	3.00
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 and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	3.00
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.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	3.00
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.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	3.00
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.	3.00
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.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	3.00

Category rating:

3.00

Artifacts that may serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board minutes
- Board policies/policy book
- Retreat agendas/minutes
- Board development plan
- Communication protocols

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:

Some board members expressed concern about moving too quickly to cancel the overnight trip for fifth graders. There was strong interest in reviving the quarterly one-on-one meetings between the superintendent and individual board members. The board was pleased with the superintendent's prompt and transparent communication with the public. One board member strongly suggested maintaining consistent communication with the board, particularly as discussions move toward more specific aspects of strategic planning. Another board member recommended that the superintendent provide more individualized guidance on the most beneficial training opportunities, rather than leaving the decision entirely to individual board members.

Comments by the Superintendent:

B. Community Relations

Weight: 15%

		Needng Support (1 pt)	Developng (2 pt)	Effectve (3 pt)	Rating
B1	Communication With Community/Parents Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't engage. Is not proactive with communication.	Actively seeks two-way communication with the community and parents as appropriate.	3.00
B2	Community/Parent Input Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or goal setting.	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	3.00
B3	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.	Actively engages the media to promote the district and provide timely and effective information.	3.00
B4	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 at all times and is a champion for the district. Knowledgeable and speaks well for the district.	3.00
B5	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 a variety of events and is approachable by members of the community.	3.00

Category rating:

3.00

Artifacts that may serve as evidence of performance in this domain:

B. Community Relations: continued

Weight: 15%

- Third party survey data
- School community survey data
- Meeting invitations, agendas
- Press releases
- News clips/interviews
- Community meeting agendas

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

- COMMUNITY ENGAGEMENT
- Strategic planning agenda(s)
- Service club membership(s)
- Communications

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:

Several board members strongly urged the superintendent to be more intentional in refining messaging and to provide clear pathways for the public to reach teachers, coaches, and other staff. There was considerable praise for the superintendent's active listening and overall communication. Board members recognized that communication with her has been much easier. It was generally noted that the superintendent is willing to engage in critical conversations with school administrators. Some board members suggested that she be more proactive in working with local news sources and redouble efforts to maintain positive relations with the media. It was also noted that several initiatives have successfully engaged both the press and the public—for example, "Therapy Dogs on Parade," which highlighted many of the district's positive developments.

Comments by the Superintendent:

C. Staff Relations

				Weight: 15%	
		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	Staff Input 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.	Actively seeks staff input and engages staff in goal setting and decision-making.	3.00
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.	3.00
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. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	3.00
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 that will foster professional growth, leadership and decision-making skills.	3.00
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 each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	2.75
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.	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.	3.00
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 attends special activities.	3.00

Category rating: 2.96

Artifacts that may serve as evidence of performance in this domain:

- Third-party satisfaction data
- Staff satisfaction survey data
- Recruitment calendar and procedures
- Recruitment calendar and procedures
- Staff leadership development plan
- Negotiations documentation

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:	Comments by the Superintendent:
Feedback from district educators has consistently emphasized the importance of positive communication with the superintendent. She actively seeks input and is responsive to unsolicited feedback. Formal avenues of communication, such as listening labs, and informal avenues, such as hallway conversations, have provided the superintendent with many opportunities for what she refers to as "pulse checks." The board has received significant positive input from staff, and much of the uncertainty that typically accompanies a new superintendent has been alleviated. Her hard work has been noticed and has earned the respect of many teachers. Some board members noted that additional effort is needed to improve ESP staff recruitment and increase diversity in hiring, including consideration of candidates from outside Southeast Michigan. Communication with union leadership has been regular and positive. The board recognizes that she is a consistent presence in schools and the community.	

D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 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 while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	3.00
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.	3.00
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.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	3.00
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.	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.	3.00
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 both immediate and long-range objectives.	3.00

Category rating:

3.00

Artifacts that may serve as evidence of performance in this domain:

D. Business & Finance, continued

Weight: 20%

- Strategic plan
- Auditor's report
- Budget-related communications
- Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Policies/procedures related to fund management
- Long-term financial forecast data
- Facilities maintenance plan

Facilities management plan

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:

One board member expressed a desire for a clearer understanding of the superintendent's financial projections and initiatives, particularly in light of the potential data center development within the district. Board members acknowledged that a forward-looking attitude is valuable, but data center issues remain unclear, including potential secondary effects and staffing-related disruptions. Some board members expressed concern that detailed information from the finance committee has not been made as readily available at the board table as the policy committee's reports, which are typically more comprehensive. Overall, the board has been pleased with the superintendent's proactive, strategic, and intentional attention to schools of choice and improvements in registration. She is also strategically examining ways to organize early childhood programs and facilities.

Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 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.	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. Individual Development Plans are provided to staff rated as less than effective.	3.00
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.	Principals are provided defined autonomy consistently with accountability. Goals for learning and instruction are prioritized.	3.00
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.	3.00
E4	School Improvement (MICIP) Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	3.00
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.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	3.00
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. Technology is used to enhance teaching and learning.	3.00
E7	Student Voice 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.	Seeks the student voice through engagement of students in goal development and/or decision-making.	3.00

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	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. Maintains a safe, caring and healthy learning environment.	3.00
E9	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. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	3.00

Category rating: 3.00

Artifacts that may serve as evidence of performance in this domain:

- 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)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Positive behavior supports/character programs
- Observational data from staff

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:	Comments by the Superintendent:
The board notes that the superintendent is clearly engaged with curriculum issues and is recognized as a leader both within the district and beyond.	

F. Determining the Professional Practice Rating

Superintendent Name: Rachel Kowalski

School Year: 2025

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3.00 x 20%	= 0.6
B. Community Relations	15% (.15)	3.00 x 15%	= 0.45
C. Staff Relations	15% (.15)	2.96 x 15%	= 0.4446428571
D. Business & Finance	20% (.2)	3.00 x 20%	= 0.6
E. Instructional Leadership	30% (.3)	3.00 x 30%	= 0.9
Total Possible	100%	Score:	2.994642857
		Adjusted (Score / 3) =	100%

G. Other Required Components of Evaluation

Superintendent Name: Rachel Kowalski

School Year: 2025

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	3
Growth:		<p>During Dr. Kowalski's first five months as superintendent, her individualized program goal was to begin the alignment of practices, data-use, and professional routines related to student attendance across all PreK-12 buildings. Since MASB allows SLOs to be aligned to "individualized program goals," which is appropriate given her start date and the system-level nature of this work. SLO Goal: Establish a districtwide, coherent foundation for attendance monitoring, analysis, and intervention by:</p> <ul style="list-style-type: none"> -Embedding attendance as a standing leadership priority. -Launching structures for shared data review and subgroup analysis. -Delegating components of attendance work to build sustainable, cross-department ownership. -Preparing the system for measurable growth in the next evaluation cycle. 		
Evidence:		<p>1. Data Analysis from MiSchoolData.org That Informed This SLO ELL students exhibit higher chronic absenteeism and lower engagement in the dashboard data. Students with Emotional Impairment (EI) and Cognitive Impairment (CI) show the highest risk for chronic absenteeism, discipline referrals, and isolation from core instruction. Early elementary (K-3) reflects the highest chronic absenteeism districtwide, indicating a need for improved alignment of social-emotional supports and early intervention systems.</p> <p>2. Leadership Actions Taken (July–December) To build system readiness, coherence, and a districtwide model for monitoring attendance, the Superintendent:</p> <ul style="list-style-type: none"> -Embedded attendance as a standing agenda item at administrative meetings, prompting analysis of trends, root causes, subgroup needs, and intervention practices. -Led a districtwide deep dive into attendance, revealing inconsistencies in coding practices, intervention timelines, and family communication across buildings. -Delegated the attendance alignment project to District emerging leader Jen Barnard to centralize templates, processes, and building-level coaching. -Reorganized pupil accounting under deeper central office oversight (and physical presence/away from front desk) to build consistent, accurate data collection and cross-building reporting capabilities. -Integrated attendance into student support systems collaboration, including MTSS discussions, early warning indicators, and administrative case management. -Conducted an ELL engagement visit in late October, hearing directly from students about belonging, cultural responsiveness, and barriers contributing to absenteeism. -Explored HR/Finance staffing models (elementary counselors or administrative support roles) in response to elevated absenteeism among K-3 students. <p>These actions demonstrate both implementation and the establishment of a districtwide infrastructure aligned with MASB's definition of a growth model.</p>		

Component score:

3

Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	3
Progress:		<p>The Superintendent's Transition & Entry Plan established 4 anchor goals: building strong relationships with students, staff, families, and community partners; deeply understanding Saline's systems, strengths, and challenges through purposeful listening and learning; establishing and refining operational, instructional, and organizational structures to support stability and alignment; and translating insights into short-term, high-leverage priorities that honored the 2021 strategic framework while preparing the district for a refreshed systemwide plan. Over the first evaluation period, substantial progress occurred across all areas—conducting extensive listening sessions and community engagements, strengthening board and administrative team structures, stabilizing key operational systems, developing district and administrator goals, improving communication systems, analyzing data across departments, and sharing a structured "insight-to-action" update with the Board in October. Collectively, the work reflected more than 85% completion of the Transition Plan's intended outcomes and positioned the district for a thoughtful and well-supported strategic planning process in 2026.</p>		
Evidence:		<p>The district has made substantial progress on MICIP Goals. However, as the Superintendent shared, there seems to be a slight disconnect with some of the ways we have been approaching goal setting (too many initiatives contributing to burnout). She hopes to leverage our strategic plan, built by stakeholders, to support MICIP in the future alongside the Teaching and Learning team.</p>		

Component score:

3

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	$\begin{array}{r} 2.994642857 \\ \times \quad 65\% \\ \hline \end{array}$	= 1.946517857
Student Growth (Component score, pg. 15)	20% (.20)	$\begin{array}{r} 3 \\ \times \quad 20\% \\ \hline \end{array}$	= 0.6
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	$\begin{array}{r} 3 \\ \times \quad 15\% \\ \hline \end{array}$	= 0.45
Total Possible	100%	Total Score:	2.996517857
		Total Score / 3=	100%

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

Board President's Signature: Michael M. Day Date: 1/7/26

Superintendent's Signature: Rachel Kavalou Date: 1/7/26

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)