

# Riverside School

## Hagar Township #6



[www.riversidehagar.org](http://www.riversidehagar.org)

## 2017 Budget & Salary/Compensation Transparency Report

Updated June 30, 2017

## Section 1-Annual Operating Budget and Subsequent Revisions

Riverside School is an educational entity serving students in kindergarten through 8th grade. We currently employ 7 staff members to serve our total enrollment count of 76 students.

Our budget is adopted by an elected local board of education no later than June 30 of each year. This budget is then posted on the District's website within 30 days of adoption. Any subsequent budget amendments are also posted within 30 days. Like other public schools and ISD/RESAs in Michigan, our budget is based on our best estimate of what amount of per pupil funding the state will provide.

### *Riverside budget documents*

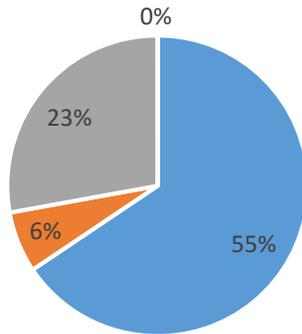
- [\*2016-17 \(amended\)\*](#)
- [\*2017-18 \(current\)\*](#)
- [\*2018-19 \(projected\)\*](#)

[\*Michigan Department of Education Audit portal\*](#)

## Section 2-Summary of General Fund Expenditures

### Current General Fund Personnel Expenditures for 2015-2016

Because schools are a service industry, the largest share of every school's expenditures are salaries and benefits. Retirement costs are state mandated. Insurance costs include long-term disability health, dental, vision, and life.



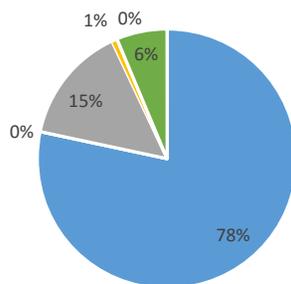
- Salaries and Wages
- Employee Insurance Costs
- Retirement, FICA, & Workers' Comp. Costs
- All Other Employee Benefit Costs

Salaries and Wages:	\$317,772
Employee Insurance Costs:	\$31,849
Retirement, FICA, & Workers' Comp. Costs:	\$134,982
All Other Employee Benefit Costs:	\$0

*Riverside School Center for Educational Performance and Information Report*

### Current General Fund Operating Expenditures for 2015-2016

Like any organization, Riverside School has a variety of expenditures including utilities, technology, facility maintenance, personnel, and office supplies. Schools also pay for classroom supplies, specialized services for students with special needs, and many other instruction-related items. Public schools, like most government entities, have elected boards that control the expenditure (and receipt) of school funds. The school board members carry out educational obligations at the local level, and they have the ultimate responsibility for school operations. For consistency across fiscal years and between districts, public school districts are required to follow the common chart of accounts defined in Michigan's Public School Accounting Manual.



- Classroom Instruction
- Pupil and Instructional Staff Support
- Business and Administration
- Transportation
- Central and Other Support Services
- Operations, Maintenance and Facilities

Classroom Instruction:	\$447,144
Pupil and Instructional Staff Support:	\$0
Business and Administration:	\$86,214
Transportation:	\$3,912
Central and Other Support Services:	\$0
Operations, Maintenance and Facilities:	\$36,014

*Riverside School Center for Educational Performance and Information Report*

## Section 3-Collective Bargaining Agreements, Health Care Plans and Audit Report

### **Collective Bargaining Agreements**

#### *Riverside Education Association Master Agreement*

\* The Riverside School Board and Riverside Teacher's Union agreed to a 3% raise for the 2016-2017 school year. The rest of the contract remains the same.

### **Health Care Benefit Plans**

<b>BENEFITS</b>	<b>ALL EMPLOYEES</b>
Health	<i>MESSA</i>
RX	<i>MESSA</i>
Dental	<i>MESSA</i>
Vision	<i>MESSA</i>
Short Term Disability	<i>N/A</i>
Long Term Disability	<i>MESSA</i>
Life Insurance (\$10,000)	<i>MESSA</i>

### **Audit Report**

Each year, Riverside School is required to hire an independent auditor to complete a comprehensive audit which evaluates and reports on the financial condition of the district. The audit includes a thorough analysis of all business operations as well as a compliance review for the requirements of the many programs we operate.

*Audit for 2014-15*

*Audit for 2015-16*

### **Medical Benefit Plan Bids**

*Current Benefits*

## Section 4-Salary and Benefit Description of Superintendent and Employees with Salaries Exceeding \$100,000

*No Riverside School employee earns a salary exceeding \$100,000 per school year.*

Acting as superintendent is Berrien RESA Superintendent Kevin M. Ivers. His salary and benefits as paid by Berrien RESA based on the 2016 calendar year are listed below. Riverside School does not provide compensation to Dr. Ivers.

<b>Position</b>	<b>Superintendent</b>
Salary	\$172,234.62
Travel Allowance	\$0
Cafeteria Plan	\$-1,833.29
	<b>\$170,401.33</b>
Life/LTD	\$2,817.27
Health/Dental/ Vision	\$21,877.04
	<b>\$24,694.31</b>
FICA/Medicare	\$9,817.81
Retirement	\$45,754.69
Workers Comp. Coverage	\$228.61
	<b>\$55,801.11</b>
<b>Total Compensation</b>	<b>\$250,896.75</b>

## Section 5-Annual Amount Spent on Dues Paid to Associations

THIS SECTION IS UPDATED EVERY JULY.

Dues and fees paid with district funds are limited to professional associations. Memberships in professional associations provide added opportunities, resources, continuing education, and professional development. They also make it possible for our district to conduct business in more efficient ways.

Riverside School did not pay dues to any professional associations.

## Section 6-Approved Deficit Elimination Plan

Riverside School has not incurred a deficit.

## Section 6-District Paid Lobbying Costs

THIS SECTION IS UPDATED EVERY JULY.

No school district funds were spent on lobbying services in 2016-17.

## Section 6-District Credit Card Information

THIS SECTION OF THE REPORT IS UPDATED EVERY DECEMBER.

Card Type	Credit Limit	Authorized Users	User's Limit	Last 4 Digits of the Card
VISA	\$5,000	Principal	None	3840

## Section 7-Board Policy on Procurement of Supplies, Materials and Equipment

### 6320 - PURCHASES

Each year the State of Michigan informs the School of the legal amount for purchases which require a formal bidding process of a single item.

It is the policy of the Board that the Principal adhere to the following:

A. Seek informal price quotations on purchases that are under the amount allowed by State statute for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the School.

B. When the purchase of, and contract for, single items of supplies, materials, or equipment is in excess of the amount allowed by State statute the Principal shall whenever possible, require three (3) competitive price quotations.

Purchases that are in excess of the dollar amount permitted by State statute shall, whenever possible, have at least three (3) competitive bids for substantiation of purchase and shall require approval of the Board prior to approval to purchase.

Bids shall be sealed and shall be opened by the Principal in the presence of at least one (1) witness. All orders or contracts should be awarded to the lowest responsible bidder; however, consideration can be given to:

- A. the quality of the item(s) to be supplied;
- B. its conformity with specifications;
- C. suitability to the requirements of the school;
- D. delivery terms;
- E. past performance of vendor.

The Board reserves the right to reject any and all bids.

All contracts require Board approval prior to purchase. The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a consequence of such bids.

The Principal is authorized to purchase all items within budget allocations.

The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process and/or exceeds the line item.

The Principal is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the school in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the school, the Board requires that the Principal periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped but with staggered delivery dates, shall be made a part of the bid specifications. Before placing a purchase order, the Principal shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

A. Opportunity be provided to as many responsible suppliers as possible to do business with the school;

B. Where the requisitioner has recommended a supplier, the Principal may make alternate suggestions to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order; upon the placement of a purchase order, the Principal shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The Principal shall determine the amount of purchase which shall be allowed without a properly signed purchase order. Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

## Section 7-Board Policy to Establish Reimbursable Expense Categories

### 3440 - JOB-RELATED EXPENSES

The Board of Education may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the District incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the Principal's administrative guidelines. The validity of payments for job-related expenses shall be determined by the administration.

The Board shall pay the expenses of professional staff members when they attend professional meetings approved in accordance with the policy of this Board and in accordance with the administrative guidelines of the Principal.

## Section 8-Educator Evaluation Systems Postings and Assurances

### Superintendent Evaluation Tool

Michigan Association of School Boards Superintendent Evaluation Tool

#### Research Base

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Midcontinent Research for Education and Learning (2006). School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

#### Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board

members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB 2016 Superintendent Evaluation instrument Include:

Rodney Green, Ph.D., Superintendent of Schools (retired), East China  
 Olga Holden, Ph.D., Director of Leadership Services (retired), MASB  
 Donna Oser, CAE, Director of Executive Search and Leadership Development, MASB  
 Debbie Stair, MNML, former school board member, Board Development Manager, MASB  
 New York Council of School Superintendents staff and leadership involved in creating the Council's Superintendent Model Evaluation (which significantly influenced MASB's instrument):

Jacinda H. Conboy, Esq., New York State Council of School Superintendents  
 Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD  
 Chad C. Groff, Superintendent of Schools  
 Robert J. Reidy, Executive Director, New York State Council of School Superintendents  
 Maria C. Rice, Superintendent of Schools, New Paltz CSD  
 Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD  
 Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD  
 Kathryn Wegman, Superintendent of Schools (retired), Marion CSD  
 Validity

Validity refers to how well an instrument measures what it is supposed to measure. Construct validity was established for the MASB 2016 Superintendent Evaluation instrument. Construct validity ensures the assessment is actually measuring superintendent performance. Validity was established using of a panel of experts familiar with the research base and work of the effective school superintendent. The experts examined the research, identified performance indicators for measure and refined the scale for measurement.

Panel members included:

Rodney Green, Ph.D., Superintendent of Schools (retired), Consultant, MASB  
 Olga Holden, Ph.D., Director of Leadership Services (retired), MASB  
 Mary Kerwin, former school board member, Senior Consultant, MASB  
 Debbie Stair, MNML, former school board member, Board Development Manager, MASB

#### Efficacy

Efficacy refers to the capacity of the evaluation instrument to produce the desired or intended results. The MASB 2016 Superintendent Evaluation instrument has three intended outcomes:

## Section 8-Educator Evaluation Systems Postings and Assurances

- To accurately assess the level of a superintendent's job performance
- To improve the superintendent's professional practice and impact on student learning
- To advance the goals of the school district

MASB will seek to establish efficacy of the MASB 2016 Superintendent Evaluation instrument by surveying school board members and superintendents from a representative sample of school districts (see details below). An electronic survey instrument will be used to ascertain the extent to which:

- The district followed the prescribed process for conducting the evaluation, and
- The evaluation instrument and prescribed process supported the stated outcomes

### Reliability

Reliability is the degree to which an evaluation instrument produces stable and consistent results. While there are several types of reliability, MASB will seek to establish the test-retest reliability of the MASB 2016 Superintendent Evaluation instrument. Test-retest reliability is a measure of reliability obtained by administering the same instrument twice over a period of time to a group of individuals. To accomplish this, a representative sample of school districts using the MASB 2016 Superintendent Evaluation instrument will participate in a reliability study. A minimum of 15 school districts (with low board member turnover and no transition in the superintendency) will conduct an evaluation at the midpoint of their evaluation cycle (T1) and again at the end of their evaluation (T2). Scores from the two assessments will then be correlated in order to evaluate the test for reliability. A coefficient of 7.0 or higher will indicate acceptable stability.

### Evaluation Rubric

The complete MASB 2016 Superintendent Evaluation instrument is available in the following formats:

- Microsoft Word
- Microsoft Excel
- PDF
- Evaluation Process

Planning: At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a

- performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

Checkpoints: The Board of Education and superintendent meet at key points in the evaluation year as follows:

Three months in – Informal update – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.  
Six months in – Formal update – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed.  
Nine months in – Informal update – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.  
11-12 months in – Formal evaluation – Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.  
Evidence

Validity, reliability and efficacy of the MASB 2016 Superintendent Evaluation instrument relies upon board members using evidence to score superintendent performance.

Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent. Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources. Boards of education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc. A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. Appendix D of the evaluation instrument offers additional artifacts that may serve as evidence of performance.

### Conducting the Formal Evaluation and Conference

Prior to meeting:

- Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- Board members seek clarity as needed regarding self-evaluation or evidence provided.
- Board of Education members receive blank evaluation instrument and make individual notes about their observations.

During meeting:

- Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
- Board president reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.

## Section 8-Educator Evaluation Systems Postings and Assurances

- Score is assigned for each performance indicator via consensus of the Board of Education.
- Upon completion of all performance indicators within all domains, board president calculates overall professional practice score and identifies the correlating rating.
- Board president reviews with Board of Education evidence provided related to progress toward district-wide goals.
- Score is assigned for progress toward district-wide goals via consensus of Board of Education.
- Board president reviews with Board of Education evidence provided related to district's student growth model.
- Score is assigned for student growth via consensus of Board of Education.
- Board president calculates overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- Board president makes note of themes/trends identified by the Board of Education during the evaluation.
- Board president calls for vote to adopt completed year-end evaluation for superintendent.
- Superintendent notes his/her comments on evaluation.
- Board president and superintendent sign completed evaluation form.

After the meeting:

- Completed evaluation form reflects Board of Education's assessment of superintendent's performance.
- Board president works with superintendent to coordinate public statement about superintendent's performance.

Contingencies:

If a superintendent is rated as minimally effective or ineffective, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation.

If a superintendent is rated as highly effective on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Developing an Individual Development Plan

Individual Development Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IDP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IDP. The following process is a framework for creating and implementing an IDP for the superintendent:

During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which he/she received a less than effective rating.

A committee of the Board of Education is established to support and monitor the superintendent's development.

The superintendent drafts an IDP and presents it to the committee for feedback and approval. The IDP outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the IDP.

The committee meets quarterly with the superintendent to monitor and discuss progress.

The superintendent reports progress on his/her IDP with his/her self-evaluation prior to the formal annual evaluation.

Training

MASB provides training on its 2016 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

**Fundamentals of Evaluation:** This training covers the fundamentals of evaluation including legal requirements, essential elements of a performance evaluation system and processes for establishing superintendent performance goals and expectations. This session may not be necessary for participants who have attended Board Member Certification Courses (CBAs) 300 and 301, or who have documented participation in in-district workshops focused on superintendent evaluation conducted by MASB trainers. It is offered at various locations on an individual registration basis or as requested in cooperation with intermediate school districts.

**Instrument-Specific Training:** This training covers the use of the MASB 2016 Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB 2016 Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

## Section 8-Educator Evaluation Systems Postings and Assurances

### Teacher Evaluation Tool

#### **Marzano**

*Teacher tool assurances*

## Section 7-Reimbursed Expenses for Board Members and Employees

THIS SECTION IS UPDATED EVERY DECEMBER.

Statement of the total amount of expenses reimbursed by the District for the most recent completed fiscal year for board members and employees:

2015-16 total reimbursed expenses:

Board Members:	\$150.00
Employees:	\$178.62

# Section 6-District Paid Out-of-State Travel Information

THIS SECTION IS UPDATED EVERY DECEMBER.

Destination	Dates	Purpose	District Personnel (Administrators)	District Costs
No out of state travel	No out of state travel			

## Section 6-District Paid Lobbying Costs

Please follow this link to visit the MI School Data website: [www.mischooldata.org](http://www.mischooldata.org).

This is a publication of Hagar Township School District #6

For questions or additional information please contact  
Sally Woods, Principal at (269) 849-1343.

*Riverside School complies with all federal and state laws and regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education and the Michigan State Department of Education.*