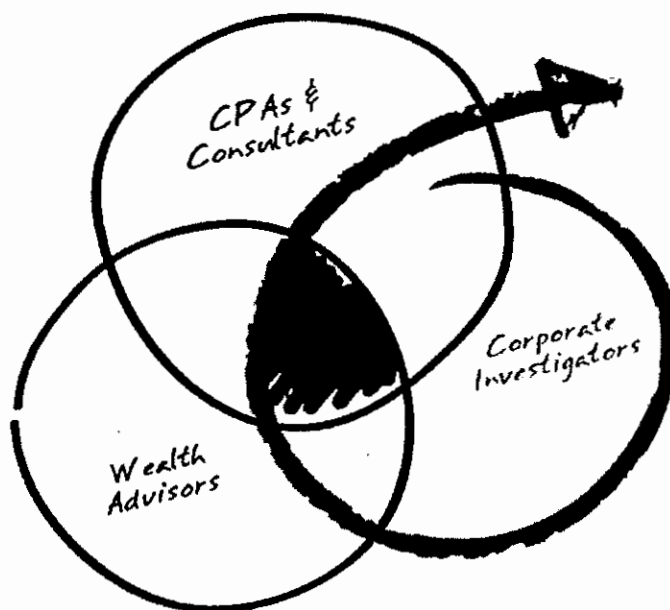




Raymond M. Davis, Esq.
Thrun Law Firm, P.C.
RCIS Case 438944/18-1203050

June 4, 2018

Confidential
General Investigation Report

Corporate Investigative Services

1500 W. Big Beaver Road, 2nd Floor | Troy, MI 48084
248.267.8445 | rehmann.com

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Case Information

RCIS Client Number: 438944
RCIS Case Number: 18-1203050
Case Name: Traverse City Area Public Schools

Client Name: Raymond M. Davis, Esq.
Client Company: Thrun Law Firm, P.C.
Client Address: 2900 West Road, Suite 400;
(Mailing: PO Box 2575, East Lansing, MI 48826)
Client Address 2: East Lansing, MI 48823
Client Phone: 517.374.8820
Client Email: rdavis@thrunlaw.com

Date Initiated: 3/6/2018

Case Predication

On March 6, 2018, Raymond M. Davis, Esq., of the Thrun Law Firm, P.C. ("Thrun Law"), contacted Rehmann Corporate Investigative Services ("Rehmann CIS") to request an investigation into allegations received from the Traverse City Public Schools Administrators Association ("TCAA") against the Traverse City Area Public Schools ("TCAPS") executive team. The origins of the investigation were explained by the District's attorney as follows:

On September 20, 2017, the Traverse City Administrators Association ("TCAA") wrote a one-page, unsigned letter to the District's Board President, "to bring to light concerns of a pattern and practice of harassment and intimidation" by the District's executive team. The letter did not assert that the allegations were based on any protected status of any TCAA member.

In response, on September 25, 2017, the Board of Education, by resolution, retained Lansing, Michigan, attorney David Revore, of the law firm of Bauckham, Sparks, Thall, Seeber & Kaufman, P.C., to identify the parameters of the complaints and to investigate the underlying facts pursuant to Board policy. The resolution directed all employees to cooperate fully with the investigation, and to not take any action that could constitute retaliation for involvement in the complaint. (See, Exhibit 22).

Mr. Revore met with TCAA representatives to identify the specific allegations supporting their complaint, and he requested that the TCAA bring forth "any further concerns" so he could determine relevancy. (See, Report of Special Counsel, page 3). The TCAA initially alleged three incidents¹, and the Special Counsel investigated those matters (*Id.*). He concluded, based on a preponderance of the evidence, that the allegations investigated did not support a pattern of misbehavior in violation of District policy (*Id.*, pg. 68-69).

Late in that investigation process, in a letter dated November 21, 2017 (Exhibit 1), the TCAA raised additional complaints.² The TCAA's attorney raised additional allegations to TCAP's attorney in a correspondence dated December 8, 2017. These communications did not specifically make claims of gender discrimination. The Board directed Mr. Revore to finish his investigation concerning the initial complaints. It also directed the District's counsel to communicate with the TCAA's counsel to determine if the new allegations concerned violations of the District's policies, including its harassment or discrimination policies.

The TCAA's attorney, Ken Petterson, assured the District and its counsel, on multiple occasions, that the complaints concerned allegations about "management style" as opposed to policy violations. Indeed, during an open session comment to the Board during its January 22, 2018 meeting, Mr. Petterson stated:

The issue has never been about who has authority to meet out discipline. The issue has not been about whether or not there were violations of Board policies. The issue is about

¹ See Special Counsel Report, page 4. The initial incidents identified by the TCAA included (1) the removal of spirit rock from West Senior High; (2) the release/reassignment of an East Middle School administrator, and (3) the reassignment of the former Human Resources Director.

² The Association states they raised some of these concerns in meetings with Mr. Revore on October 18, November 10, and November 15, 2017.

leadership. The issue is about personal management of your building executives and how that impacts all the students of this District.

Despite these representations, on February 28, 2018, the TCAA wrote directly to the Board alleging that the Superintendent was engaging in, "Bullying and intimidation, particularly of female principals" (Exhibit 2). The letter also informed the Board members of their "vote of no confidence in the leadership" of the Superintendent (*Id.*)

Rehmann CIS was engaged to conduct an investigation regarding the received allegations of discrimination and retaliation. Complainants expressed additional multiple allegations outside of the investigative mandate. This report does not address those allegations.

By way of further background, the initial Special Counsel report did not issue findings relative to the issues identified above, or in the letters referred to as Exhibits 1 and 2. Similarly, this Rehmann CIS report does not address issues previously addressed in the Revore Special Counsel report. It is assumed all members of the Board are fully aware of the results of the Revore investigation and additional analysis or discussion of that matter is not addressed in this report.

Summary of Findings

Numerous interviews were conducted of administrators, both currently employed in the TCAPS District and formerly so employed. The interviewees were chosen based on review of the allegations and content of the letters referred to, and in some consultation with TCAA representatives. Due to both time and budget constraints, not all possible witnesses were contacted; most specifically, some of those who are no longer employed in the District. Attempts were made to interview prior executive team members without success. The interviewees contacted were identified by the TCAA to represent an accurate *cross section* of information providers and provided a sufficient basis of intelligence for Rehmann CIS to create an appropriate product for decisionmakers to review. Current executive team members were similarly interviewed.

For the purposes of this Summary of Findings, this report will review the three specific areas of the investigative mandate and provide examples and some analysis of information obtained under each heading. These issues are broken down as noted:

1. Discrimination:
 - a) Sex discrimination
 - b) Hostile work environment based on sex
2. Retaliation

Discrimination

The allegations concerning possible gender discrimination were the most prevalent, serious and common allegations received during contact with TCAA members. While some allegations were specific to ET 1, many more concerned prior executive team members no longer with the District.

It is clear ET 1 has a passion for his work and a tendency to engage in combative verbal interactions with subordinates and staff, most particularly members of the administration. However, it is clear to me that he was combative with both men and women. I did not find that he was more combative with one gender over the other. ET 1 denies using disparaging language in these encounters, though a preponderance of the evidence indicates he has utilized terms such as “disloyal” when addressing administrators or discussing them with others. The question remains whether calling a female employee “disloyal” is a form of gender discrimination. Additional evidence exists to indicate ET 1 and executive team members utilized similar language with **male employees**, which would tend to negate this term as a form of gender discrimination, and usage of such terms is more of a personality characteristic than evidence of discrimination.

Information was proffered alleging disparate treatment of similarly situated female administrators, most specifically, those seeking policy or executive team guidance, or those involved in a specific incident at their school locations. The instances discussed and received each contained specific and unique facts and timelines which appear to set them apart from those in contrast involving male principals. Each of these can be more accurately viewed as specific and isolated instances with unique and distinct fact patterns. Many of the issues raised had been raised by TCAA members previously and NOT cited as gender-based discrimination at those times. Many of the issues raised as possibly gender based were examples provided by both male and female administrators and are more accurately defined as misbehavior on the part of executive team members or argued as within the proper oversight role of the executive team.

Independent evidence counters claims of gender discrimination. ET 1 has promoted a number of females during his time, and his executive team staff contains females in positions of authority, one of whom, ET 5, provided many positive comments about his leadership. Survey results for the District (Exhibit 18) do not support assertions of disparate treatment or hostile environment.

There exists a preponderance of evidence to indicate some disparaging language was utilized by executive team members in discussion or encounters with female administrators. I cannot conclude that these isolated remarks created a hostile environment for any particular person.

Any disparaging language should be considered highly inappropriate and *may* on occasion indicate a bias against women. The statements as allegedly received by the administrators were viewed as directed toward them as women. It is highly unlikely some of the language or comments would be directed or toward the male peers. (The word “bitch” is commonly more uniquely targeted against females.) The question remains whether such comments constitute actionable gender discrimination.

It is offered by this investigator, such comments, though highly rude and inappropriate, do not evidence a pattern and practice of gender discrimination against female employees.

Retaliation

Many of the claims of retaliation cited by TCAA interviewees pre-dated the initial TCAA complaint and cannot be effectively considered as supportive of a retaliation assertion. In the September 25, 2017 resolution (Exhibit 22) the Board of Education specifically indicated that “...no one is to take any action to interfere with the investigation, including, but not limited to, destruction of any records or retaliation against any employee working with the Board or involved in the complaint in this matter.”

This investigator could find no evidence of an adverse action taken against any TCAA member due to the filing of a complaint.

Fear of lateral transfers was cited repeatedly by TCAA during interview as a potential retaliatory issue. It was striking to this investigator the majority of the complaints received by administrators concerning involuntary lateral transfers described a “fear” of potential transfer, rather than an actual transfer itself, or even the true threat of one. Contractually, the executive team retains the ability to transfer administrators involuntarily where needs exist. It appeared some thought and consideration is given to such transfers in an effort by the executive team to move administrators so as to avoid potential layoffs, and to consider the skillset and location when conducting such activity. Administrators are offered opportunities to make preferences known (see Exhibit 21), and given the number of school closings and position openings, there is scant evidence there is a disproportionately large number of involuntary transfers at all. Many transfers involved promotions. Attached as Exhibit 3 are spreadsheets setting forth resignations, retirements and transfers since 2003-2004, and staffing at each TCAPS location since 2014-2015. While there is significant turnover in the administrative ranks, and almost every TCAPS location has experienced changes, there is little indication involuntary transfers have been substantially utilized, and no evidence such transfers have been ordered in retaliation for some disagreement with executive team members or ET 1 as a result of the TCAA complaints.

Those instances wherein an administrator claimed negative evaluations were explored merely to determine if such evaluations were lowered in retaliation for some grievance expressed to executive team members. On multiple occasions, IDP’s were agreed to by administrators subsequent to receipt of a negative or reduced evaluation, and they participated in meetings with mentors or executive team members as part of the plan. It was apparent, much of the concern in relation to evaluations, and possible retaliation, concerned a lack of effective communication between executive team members and the staff. It is the opinion of this investigator, no evidence was proffered to support a claim of retaliation in connection with reduced evaluation rankings. In fact, no evaluations occurred after the TCAA complaints.

Administrators also alleged initiation of an inordinate number of investigations against administrators was done in retaliation for prior complaints and in an effort to intimidate. Investigation was conducted to review predication and resolution of each investigation initiated since the beginning of the 2017-2018 school year. Statistically, more “administrator” investigations were predicated during this time period than similar periods in past years. There exists no evidence to indicate executive team or staff controlled or encouraged predication of these investigations. Each investigation reviewed appeared to be properly predicated, based on a reasonable complaint, and handled with some great care, concern and discretion, often utilizing more objective investigators than would normally be the case. Given the stress and anxiety level caused in part by the fall 2017 spirit rock matter, additional complaints were received, and executive team members, most notably HR, took great pains to seek appropriate counsel and guidance prior to case initiation. Many of these complaints were determined to be unfounded. The mere existence of multiple investigations, including this one, is clearly disruptive to the TCAPS. There is no evidence investigations were begun or handled inappropriately in retaliation for past actions.

Administrators asserted repeatedly excessive cancellation of meetings negatively impacted them and their performance. Ineffective communication by executive team members was similarly offered as having a negative impact. It is clear previously scheduled meetings were adjusted and often cancelled

by the executive team. There was offered a variety of logical reasons for such cancellations. The existence of multiple investigations, and the changeover in executive team, contributed to these cancellations. The lack of effective communication was a common assertion and should be considered and explored by decisionmakers when questioning the performance of the superintendent and his team. There was clearly withdrawal by the executive team, but this withdrawal is explained because of directives from the Board to not discuss certain items with TCAA because of ongoing investigations, or because of direction from the Board for the executive team to tread cautiously until the issues were resolved by investigations. It appears in the 2018 calendar year, some effort has already been undertaken to reschedule meetings and return to a more effective schedule and greater openness. This should be encouraged. Given the facts received and reviewed, it appears the cancellation of meetings was partly in response to ongoing investigative matters, and partly due to a reorganization. It is not supported by evidence that these cancellations were done in retaliation of prior administrator activity, or in a retaliatory manner by executive team members.

Factual Findings

Issue:

Gender Discrimination:

- a) Sex discrimination
- b) Hostile work environment based on sex

Allegations were received from the TCAA indicating the executive team at TCAPS engaged in gender-based discrimination. This potential discrimination fell into two distinct categories: the creation/existence of a hostile work environment, or disparate impact. Allegations concerned current and past executive team members, to include current executive team member ET 1. Specific discussion of many of the fact patterns giving rise to the allegations is considered important and appropriate and is, therefore, provided. Identities of the interviewees or complainants and the executive team members have been intentionally removed.

Female principal (Principal B) offered information which she alleged supports a contention gender discrimination exists or existed within the District. In approximately June of 2014, Principal B had her final evaluation meeting scheduled with ET 2 (who is no longer with the District) in his office at the Boardman address. She had no opportunity to review any evaluation or comments by ET 2 prior to this meeting. Principal B indicated that upon arrival, ET 2 was cordial and engaged in some conversation regarding her daughter, who had recently been ill. Subsequent to this momentary cordiality, ET 2 provided her a hard copy of her evaluation, which she had heretofore not viewed. ET 2 stated at this time that he was rating her as minimally effective. She noted that ET 2 spent very little time reviewing the evaluation, but he did tell her she would be on an improvement plan which would be developed together. Principal B indicated during that time period in the 2014 school year, she had a daughter who had been hospitalized, and she spent a significant amount of time away from work, some on Family Medical Leave. ET 2 had the responsibility of making sure that her building was covered by an alternate during her absence. Principal B noted that between the time of the midyear evaluation, when she was rated effective, and the end of the year, there were absolutely no concerns expressed by ET 2 that her performance had dropped in quality or that she had done anything inappropriate, other than spend some time off. She indicated that when ET 2 gave her this evaluation at the end of the year, she was

very emotional, but she tried not to show it. ET 2 actually commented that he expected her to be emotional and cry, but she resisted this as much as she possibly could. When ET 2 told her that she would be placed on a Development Plan, it was her recollection that he said, "Wouldn't you rather be known as a bitch and be rated highly effective?" Principal B was extremely struck by this comment but told no one at this time, save for her father. She understands now that she should have immediately reported this to HR, as she believes this was a gender discriminatory comment. Principal B characterized this evaluation process and her interactions with ET 2 as the "worst experience of her entire career."

As another allegation of some of the direction provided by ET 2 to Principal B, she alleged there was one occasion when he came to this school and there were students in her office, as there often were. Upon their departure when the two of them were together, ET 2 told her that she was "too nice" and she needed to yell at the kids more often.

Principal B claims she was fully intimidated by ET 2 until he left TCAPS. She stated she was in fear of him and being punished inappropriately by him because of his perceptions. She said some of her fear of him decreased when she saw her Development Plan and saw how very simple the goals were going to be to achieve. She believes that he may have felt badly because of the way he treated her, and he changed the IDP to make it a little easier for her to attain. Principal B acknowledged that ET 2 has since moved on and is no longer a part of the executive team at TCAPS. She indicated there have been no specific incidences where she felt bullied or intimidated by the current executive team. She believes the comment about being a "bitch" was just ET 2's poor choice, as she believes he was trying to tell her to be meaner and firmer with her students based on his observation of the students. Principal B acknowledged during contact she should have properly reported this comment at the time.

The comment by ET 2, no longer with the District, was made almost four years prior to the receipt of the fall allegations from TCAA. On no occasion did Principal B contemporaneously file a complaint relative to the incidents described. In a letter dated October 6, 2017 (**Exhibit 7**) these incidences were outlined by Principal B in the statements forwarded by the TCAA, but no specific claim of gender discrimination, either disparate treatment or hostile work environment, was alleged. Absent a contemporaneous reporting, and given this complainant made no allegations against current ET members, evidence to support a claim for gender discrimination appears lacking. Unquestionably the comment allegedly made by ET 2: "Wouldn't you rather be known as a bitch and be rated highly effective?", is inappropriate. There is no evidence available to indicate current ET members were made aware or acknowledged use of such this language. ET 2 did not accept the offer to be interviewed by this investigator.

Principal C provided information regarding interaction directly with ET 1. She described an incident involving one of her direct reports wherein a calendar conflict occurred. ET 1 desired this individual be present at an interview board, while she had previously scheduled a meeting involving this direct report. Principal C noted emails between she and ET 1 were exchanged. One of the final emails from ET 1 stated in no uncertain terms that her direct report will, in fact, attend the interviews. ET 1 noted his interviews take precedence over the administrators' retreat.

Principal C admitted it was properly the call of the ET 1 to make as to which of these events took priority. Subsequent to this decision, ET 1 told Principal C he would come out to her school location to talk about her email. This conversation was to occur in the spring of 2016. ET 1 did phone Principal C

while on his way to meet her, and they engaged in telephonic conversation. Principal C described ET 1 as very aggressive during this phone call and upset. ET 1 requested she reread her email and his response. ET 1 specifically asked her to reread the bottom of the email and "see what it said." ET 1 again asked her to read what he wrote after his name. Principal C indicated that though she was greatly stressed during this phone call and was crying, she eventually found the email. She noted that it said after ET 1's name, "Superintendent." When she provided this information to ET 1 telephonically, he indicated, "That's correct." He further stated that Principal C's email was out of line and he viewed her at that time as "disloyal." Principal C indicated that during this conversation, ET 1 was very aggressive and yelled at her while on the phone.

According to Principal C, after repeating the title of "Superintendent" to ET 1 as he had requested, ET 1 then asked that she tell him that he was in control. She was also requested by ET 1 to note who was actually in charge of the District, and she replied that it was ET 1. According to Principal C, ET 1 never did arrive and have a face-to-face meeting with her on this date, and the two of them left the matter as it was after the phone call. ET 1 had indicated that the two could follow up at a later date, but this follow-up conversation did not occur.

Principal C characterized this interaction as an absolute attempt by ET 1 to intimidate her. She noted that prior to this conversation, the two of them had a good relationship. Principal C agreed at that time, and still agrees, the call as to where her direct report would attend on that day was ET 1's call to make. She also stated that when ET 1's email came back to her saying that this individual will attend the interviews, she did not fight this email. She just indicated it was "okay." Nonetheless, ET 1 still followed up with the telephonic conversation which was, in her words, aggressive and intimidating. Principal C noted that this email response triggered another email from ET 1.

Principal C was asked to characterize ET 1's behavior during biweekly meetings occurring after this incident. She described his behavior as "hot and cold." Sometimes the dialogue would be great and sometimes not. She provided quotations from ET 1, indicating that on some occasions he would say, "Are you happy I gave you this job?" and alternatively, "You are in charge of all this because of me." Principal C stated she made no response to these statements by ET 1, as she believed she had worked very hard to gain the position she had acquired. Still, the relationship meetings continued and the relationship between she and ET 1 continued as she described, as being hot and cold.

In the fall of 2016, Principal C got to the point where she believed she had to say something to one of the associate superintendents. She spoke with ET 3 and told him she was struggling with her relationship with ET 1. ET 3 told her at this time that she needed to "stop acting like the smartest person in the room and smile more." Principal C indicated she asked ET 3 directly whether or not he thought ET 1 treated her like this because she is a woman. ET 3 allegedly responded by saying, "I don't know you as well as I thought I did for you to ask me that." Principal C took this to mean that her question was stupid. Following this conversation, Principal C indicated she was again shaken up, not knowing what to make of her relationship with ET 1 and her conversation with ET 3.

There were meetings conducted every Friday morning involving Principal C and executive team members, along with other administrators. These meetings were conducted every Friday morning, and there was much opportunity for interaction between the individuals, especially between Principal C and ET 3. Principal C recalled that after one of these meetings, she and ET 3 had an individual

conversation. It was during one of these individual conversations when ET 3 had told Principal C that she should be “friendlier” and “smile more.”

Principal C indicated that throughout this time, she tried to continue the biweekly meetings she had scheduled with ET 1 designed as relationship meetings. She believed the conversation was haphazard and without specific focus. Based on this, sometime during the winter, she returned to ET 3 and indicated she was still struggling with her relationship with ET 1. At this point, ET 3 allegedly told Principal C, “You need to learn how to take fucking feedback.” It was at this point when Principal C decided she would no longer go to ET 3 for any counsel. After he had said this, ET 3 just walked away from Principal C. This conversation occurred in the parking lot at a high school. Principal C did recall that ET 1 had told ET 3 he was unhappy with the relationship that ET 1 had with Principal C.

Principal C provided her reflections on her relationship with ET 1, the executive members and the staff at TCAPS. She noted she on one occasion went to her direct supervisor, ET 3, asking him about a violation of Title IX after the fact. This concerned the comment to her about “being a woman.” ET 3 did not handle this matter. Principal C indicated she felt she was discriminated against because she was a woman. Her direct supervisor did nothing, even though she believes he was required to do so under Title IX. Principal C noted that in the fall of 2017, ET 3 gave her an “effective rating.” He provided her absolutely no reason why her rating was less than highly effective, which she has always been rated previously. ET 3 was unable to justify this rating and further unable to provide any guidance as to how she might raise her rating in the future.

Principal C attributes most of this discrimination to ET 3, but noted that ET 1 had called her “disloyal” and asked her to repeat his title and recognize his status as superintendent, which she believes was inappropriate. Principal C has a hard time believing that ET 3 and ET 1 did not discuss her in any detail. She noted that while she deals with many emotional things in her job performance, she would never, ever use her position of authority to belittle others. She would never force any individuals to note her title or authority in any conversations or discussions.

Subsequent to interview with Principal C, she submitted a communication to the investigator which stated in part:

After the spirit rock situation, we came together as a group of principals to talk and process. As we shared information about our interactions with {ET 1}, it became clear to me that my situation was not unique to me. I realized that often times {ET 1} yelled at and belittled other female principals. There was a clear pattern. It was not just me. It was female leaders. It was also clear that male leaders were treated differently. Many stories about females being yelled at until they cried came out. Female principals revealed they too were coached to smile more and be more friendly. These stories of both current and former female principals gave me courage to step forward and write a very personal story that is embarrassing because I cannot believe, in 2018, that I and other female leaders would be treated this terrible and discriminatory way by {ET 1} and his executive team. I know {ET 1's} treatment of me was wrong and never addressed, even after I asked for help.

Principal C admitted the potential gender discrimination violation occurred at the hands of ET 3, who is no longer part of this administration. Evidence appears insufficient to reach a conclusion ET 3 created a hostile gender-based work environment based on these comments, and absent contemporaneous reportage or claim in the letter dated October 6, 2017, evidence to support such a claim appears

lacking. Principal C's discussion of her conversation with ET 3 concerning her treatment by ET 1 as possibly being because of her gender is not correctly defined as her reporting potential discrimination, but more accurately characterized as her soliciting an opinion from ET 3. Principal 3 made no contemporaneous allegations of discrimination at this time, nor did she request any action on ET 3's part.

Principal C asserts ET 1 intimidated her and forced her to acknowledge his position of authority. There exists ample evidence to support such behavior by ET 1 was exhibited similarly toward male administrators as it was to females, including utilization of terms such as "disloyal." While consideration can and should be given by decisionmakers, as to the appropriateness of such comments or management techniques, evidence indicating it was gender based is lacking.

Principal D provided details to the interviewer regarding an embezzlement investigation occurring at her school location. Following this ongoing investigation and eventual conviction of the dishonest individual, Principal D noted she had an "overriding feeling" she was on the outs with the executive team. She was no longer accepted as part of interview teams, and she seemed to be "shut off from" downtown. In May of 2015, Principal D was put on a blueprint district team. She attended a meeting for this team downtown, and afterwards she was requested by ET 1 to meet with her. It was at this time when she told ET 1 that she was applying for another position with the ISD. Upon hearing this news, ET 1 allegedly called Principal D "unprofessional and disloyal." Principal D explained that ET 1 was very angry and intense and yelled at her subsequent to this disclosure. She also stated that ET 1 said negative things about the job at the ISD. Principal D refused to share these comments with the interviewer.

Principal D noted upon the conclusion of this contact, both she and ET 1 went their separate ways. Later, either that day or the next day, ET 1 called and apologized for his outburst. He stated he was sorry and he respected Principal D very much. At this point ET 1 indicated that since ET 2 is no longer on the executive team, he questioned why Principal D would still be willing and anxious to depart TCAPS. Principal D did not really answer this question, but she stuck to her plan to depart the area.

Principal D was specifically asked whether she believes the treatment she received was gender based. Her answer was, "I think there was a good old boy system in place for years," but she would not specifically comment that her treatment was because of her gender. She commented that she believes if she acted in the same manner as ET 1 did towards her, if she screamed and acted crazy with a direct report, she would have been immediately fired.

Principal D herself had difficulty classifying this conduct as gender based and failed to set forth a gender claim in the letter dated October 6, 2017. It is again noted there exists ample evidence to support such behavior and comments by ET 1 toward male administrators in the same manner it was to females.

Principal H (female) alleged during interview a specific incident when she was disciplined in approximately 2012. She explained that this discipline occurred allegedly based on her response and performance during a sexual assault matter. She noted the assault allegedly occurred in 2010, and the individual who was later found to have committed the assault was employed as a custodian. Principal H recalled the circumstances surrounding the discipline she received as follows: She noted she received an anonymous phone call asking if an individual by the first name (redacted) worked for school. The

anonymous caller indicated that his daughter had photos of this individual on her phone which were of a questionable nature. This individual did not further identify the alleged assaulter. Principal H indicated she immediately called ET 6 and followed her directions in this matter specifically. Eventually, law enforcement was brought in to resolve the matter.

Principal H indicated that around the same time period, there were also two sexual assault cases at other schools where male principals existed. To the best of her knowledge, these individuals handled those very sensitive matters exactly as directed to by ET 6 and the executive team, as Principal H would contend, the same manner in which she handled the assault allegations at her school. Principal H specifically noted that neither one of these male individuals who were principals at these schools where the assaults occurred received any punishment at all.

Principal H indicated she received her discipline for the manner in which she handled this initial anonymous call on this assault approximately two years after the initial report came in. She noted that the evidence against this perpetrator was not gathered right away, in large part because of the anonymous nature of the call and the inability to further identify the perpetrator. Principal H specifically stated her penalty was not for allowing any sexual assault or for hiring this individual, but for "not being aggressive enough to take action on the first complaint." The specific nature of this discipline was confirmed by the investigator in discussions with executive team members.

Principal H was asked whether she believes this incident was handled in this manner because she is a female or if there were other reasons. She responded by stating **she is not certain that the behaviors she endured were because she is a woman**. She just did what she thought was right and she followed ET 6's instructions to a tee, but she was punished nonetheless.

By way of further detail, Principal H indicated that ET 4 and the former Director of HR originally investigated this matter of assault. It was only a short time after they were assigned for this investigation when they were pulled off the investigation and a different executive team member, ET 7, was assigned to handle the matter.

Principal H indicated she received a suspension without pay for approximately two weeks in discipline for this matter, but when her contract came up, it was not renewed. She said the reason for the contract not being renewed was given to her, first, because of reorganization, not based on the discipline she received for the assault matter. She did acknowledge that her position was eliminated as Professional Development Director, curriculum instructor and Chief of Schools, but originally the responsibilities inherent with this position were given to ET 2. Later that same year, another person was named Director of Professional Development. Principal H pointed out that approximately two months after she had left, there was a new Director of Professional Development, even though the reason for her departure was that the position was no longer in existence and it was being reorganized.

Principal H alleged another anecdotal incident which she believes would shed some light on the temperament and behavior of the executive team. Arrangements had been made for ET 1, ET 2 and the former HR Director to come and talk to her staff at her school. Principal H indicated she was in the front of the building, watching the children depart with their parents, as was her custom. She eventually moved to the library when some teachers decided to walk in solidarity against ongoing budget cuts. Since she was geographically in close proximity to these teachers, the present executive team contingent believed that she had arranged this walkout and was a participant. They thought she

did not stand with the executive team. ET 4 was directed by ET 7 to put this information into her 2012 evaluation as an expression of disloyalty. Principal H admitted that they did not use the word “disloyalty,” but that was certainly her perception, and it was clear that was the perception the executive team wanted her to have. She believes the words which might have been used in this evaluation were that she had challenges in the communication area.

This incident actually occurred prior to her discipline for failing to aggressively pursue the sexual assault matter, and even before that perpetrator had been identified. Principal H indicated she felt very afraid based on these circumstances because of the manner in which this second incident was addressed. She believes she worked in a hostile environment and she was very isolated from the executive team. Principal H expressed her concern that this occurred because she is a strong woman who also voiced her opinion in what she thought was right. She believes their behavior toward her was definitely gender based.

Evidence is insufficient to reach a conclusion the executive team created a hostile gender-based work environment in 2012 based on these details. Absent contemporaneous reportage, evidence to support such a claim appears lacking. Additionally, in the October 6, 2017 letter, Principal H did not identify claims of gender-based discrimination in her statement submitted by the TCAA. Principal H responded during interview to a direct question by stating **she is not certain that the behaviors she endured were because she is a woman**. There exists ample evidence to support a conclusion similar behavior by the executive team was exhibited similarly toward male administrators as it was to females. The fact pattern concerning the discipline for the sexual harassment allegation investigation concerned her failure to properly pursue the matter. It is not clear this failure existed given her following the guidance then provided by the executive team and HR, but this is more appropriately classified as a management failure rather than executive team gender-based discrimination.

Principal A alleged three specific circumstances believed pertinent to her complaint. Firstly, she claimed discrimination in the manner in which she was dealt with by the ET, as she dealt with a parental “open carry” issue at her location. This individual alleged she sought guidance from ET 1 and ET 2 when an issue arose wherein a parent displayed a firearm at a school event. The guidance was not properly provided, in her estimation, leading to a direct confrontation with ET 2. Principal A recalled contacting ET 2 and asking for the District policy regarding the allowance of parents to open carry on their campuses. She was allegedly informed by ET 2 that neither he nor ET 1 would create a specific District policy just for her. She was allegedly told by ET 2, “You need to be a leader and handle it.” A follow-up confrontation was so heated, as she recalled, to necessitate intervention by her husband. Principal A characterized ET 2’s behavior as “belligerent and very argumentative.” The assertion was offered that in subsequent days, the same issue arose at a school in which there was a male principal. When this male individual similarly sought guidance from the executive staff, it was quickly addressed and policy developed. Principal A offered this as a prime example of the disparate treatment which females, specifically she, received in the District as compared to their male counterparts.

Principal A further alleged she had a great concern while she was previously assistant principal at two elementary schools. She explained there was a perception in the administrative ranks that women could not make any mistakes. She was of the belief that if women made mistakes similar to their male counterparts, they would be punished to a greater degree. She recalled there were at least two incidents under the supervision of ET 1 where there were teacher/student relationship issues where male principals or individuals survived employment issues but the female employees did not.

Principal A noted when she was an assistant principal at (school), she purportedly made it known that she would willingly take the principal's job then held by a male, as she believed he was thinking about retirement. She was thereafter told by both ET 2 and the former HR Director that she required elementary school experience if she wanted to fill this position. In her effort to get this experience, she went to an elementary school to better fill out her résumé. Thereafter, when the other male principal left, she put her name in and Principal E (male) put his name in for this position. She specifically recalled that she then possessed all the requirements which the executive team said were needed to maintain this position, even more so than Principal E, who did not possess all those qualifications listed in the requirements. The position was, however, still given to Principal E. Principal A has no hard feelings for this male principal, but she offers this as an example of discrimination.

On no occasion did Principal A contemporaneously file a complaint relative to the incidents described. In the letter dated October 6, 2017 (Exhibit 5) these incidences were outlined, but no specific claim of gender discrimination was alleged. She alleged in this letter ET 1 was unethical and lacked leadership ability, among other negative attributes, but she did not assert that gender played a role.

Evidence is unavailable to this investigator to conclude, based on the information provided and reviewed regarding Principal A, that gender discrimination occurred, either under a disparate impact theory or hostile work environment. There was no evidence to indicate the failure to appropriately handle the open carry issue was gender based. It is logical to assume the second time this issue arose, whether brought forth by a male administrator or a female, it then became an issue for which policy was required. Additionally, there is no claim of adverse action put forth relative to this matter.

Similarly, there is insufficient evidence proffered to indicate her failure to receive a certain job was gender based and not based on other factors. Claims were asserted and information gained during interviews to indicate similar circumstances were confronted by male peers, which indicate gender was not the deciding factor in such decisions.

A different former male principal, Principal L advised it was very difficult for him to make gender accusations against the executive team members. He made the observation that inside of a 12 to 15-month period, the District suffered the resignations of three female principals. He noted that all three individuals were females and all were effective leaders. He further noted, however, that these resignations were countered with promotions of two females to principals. It was Principal L's observation that the females who resigned from their positions resigned, not because of any gender bias, but because of the circumstances specific to them.

Principal M, also a male, conceded it was difficult for him to note any past observations of gender discrimination against the female administrators. He noted executive team staff treated both male and female administrators poorly and often used language which was insulting to members of both genders. He observed he was convinced many administrators are "fearful" but noted he was unconvinced this fear was at all gender related.

Principal P (female) alleged a situation wherein ET 3 interviewed a number of her direct reports without her involvement and outside of her presence. ET 3 met with some of these staff members and told Principal P she would get feedback subsequent to his gathering the information. When ET 3 debriefed her about this activity, she was able to ask him specific questions and give her side of the

story based on information these individuals had provided to ET 3. She believes she disabused him of any of his negative impressions of her. Principal P said she was able to do this because she defended herself with the appropriate data and evidence.

Principal P believes there are no male principals in the TCAPS District who have had to undergo this type of investigation or whose staff has been talked to by a superintendent or an associate superintendent without the principal being present. She believes this *might be* evidence of some gender bias by the executive team. She again asserted that once she and ET 3 had the opportunity to sit down and talk to each other, and she was allowed to present her side, their discussion went much better.

This matter was not cited as evidence of gender discrimination in the original TCAA letter dated October 6, 2017. While no specific instances of subordinate interviews were identified during investigation, given the receipt of information by the executive team, it is believed such interviews were within the oversight purview of the executive team, and perhaps it could have been cited by teaching staff as negligence if some follow up did not occur. It is the conclusion of this investigator the executive team member was just as likely to behave in this manner for review of a male administrator as for a female. No negative job action occurred.

Principal K was interviewed and advised she may be the only TCAPS administrator operating under a one-year contract. She asserted treatment of her under a one-year instead of a three-year contract is considered outside of the union contract. This has created a fear within her that she no longer trusts her administration, and she believes this is hostile. Principal K advised she has not filed a formal grievance of this contract situation, as she is extremely fearful of repercussions if she did, and the thought is that she might not be able to move forward positively if she filed grievances against the executive team. She requires the extra support she is admittedly receiving now, and she is afraid that bringing a complaint or filing a grievance would work against her. Principal K did not assert her contractual situation was gender based in any respect, and any perception of a hostile environment based on gender would be inaccurate.

Principal J was interviewed and asked to provide any other information within the investigator's mandate. She indicated there is simply an overall cultural fear between the executive team and the principals, male and female. She could provide no examples of gender discrimination or harassment. She was asked whether or not she characterized her current existence as a hostile work environment, and she replied, "It's just a culture of fear, like us versus them." It "feels like you're next if there's a gotcha time." Principal J provided support for this "feeling" by indicating that there are currently data meetings, and these meetings used to have a tremendous amount of sharing and conversation. She contributes much less to these meetings currently because she believes she would have to prove herself over and over again or she would get slammed by the executive team. No gender-based assertions/accusations were made by this individual.

Allegations regarding language utilized by ET 1 were denied by him during his interview. He insisted he never used a pejorative term when referring to a female administrator, was unaware of such a term being utilized by a team member and would not countenance such usage. He did accept he may have used his position in conversations with female principals to emphasize his authority but, in his estimation, this was done to indicate he has to be the one to make the final decision, not as an intimidation factor.

It is further noted, accusations were received from male principals indicating ET 1 or executive team members had similar outbursts with them, wherein terms such as “disloyal” were utilized. For example; Principal E (male) had been told by ET 3 that ET 1 thought he was “disloyal” and the entire administrative team was “disloyal.” Principal E also noted that ET 3 was of the opinion that a past principal and others who had worked at his location in the past created a “legacy of deception.” Principal E assumed his position with this perception hanging over him. He believes the individuals at his location had done extra duties because of this perception engrained in the minds of the executive team.

ET 4 noted she has worked with or for ET 1 for approximately ten years. She observed that there are very different parts of ET 1, as he is a very genuine individual and his convictions run deep. She explained she has absolutely never experienced any discrimination, retaliation or hostility at the hands of ET 1. She described him as a team decisionmaker and indicated she is regularly included in the decision-making process. She believes ET 1 values and trusts her opinion, although he does not always agree with her when they have discussions regarding decisions.

ET 4 offered that ET 1, through her observation and experience, treats both men and women equally. Sometimes he loses his temper with individuals, but this has no regard to their gender. ET 1 is equally adept at losing his temper with men as he is with women, and she has noted absolutely no difference in treatment based on genders. She indicated that if some principals, especially female principals, have moved on to other employments, that decision had to be made on their own, and she would not characterize any of the executive team’s behavior toward them as gender based.

Retaliation

Allegations were received from the TCAA indicating the executive team at TCAPS engaged, or is currently engaging in, retaliatory behavior. Allegations concerned current and past executive team members, to include current ET 1.

Allegations regarding retaliation against TCAA members involved four different areas:

- 1) Involuntary transfers to undesirable locations;
- 2) Executive team members lowering evaluations subsequent to receipt of negative comments from an administrator;
- 3) Initiation of an inordinate number of investigations against administrators; and
- 4) Excessive cancellation of meetings.

I did not find these allegations to be linked to the TCAA complaints.

TCAPS Employee F provided her opinion and impression that ET 1 made a “full court press” to get a male principal to depart. This principal (Principal G) composed a letter to individuals under his supervision which was intended to motivate them to do a better job. TCAPS Employee F admitted, and Principal G admitted, that part of this letter was plagiarized from another writer. This incident occurred before the TCAA complaints. ET 1 made a decision to give Principal G five days’ leave without pay. During conversations with Principal G, he told TCAPS Employee F that he was told by ET 2 that if

he did not take a transfer or resign, ET 1 would put the full court press on him to make it happen. She believes ET 2 also told Principal G that ET 1 was impulsive, but this decision was final. TCAPS Employee F believes Principal G felt he had no option but to depart the District. She admitted that he did plagiarize part of the article, but she did not view this as traumatic an offense as ET 1 did. It is her opinion that Principal G was highly respected by his staff and subordinates, made what she considers a very small mistake, and the five days of unpaid leave was extremely out of line. TCAPS Employee F made her position known to ET 1, that she thought this discipline was extravagant, but ET 1 did not take her opinion into account. This is offered as an example of a harsh, potentially retaliatory action taken by ET 1. Principal G cited his punishment for this offense also during his interview and thought it was excessive for the admitted violation. Nonetheless, the facts, circumstances, and timing of the punishment do not accurately support a claim for retaliation for complaints against the executive team.

TCAPS Employee F, who no longer works as an executive team member, further indicated it is her strong belief that she is a victim of gender discrimination and retaliation. She explained she does not believe her change of position or discrimination is at all based on age necessarily, but this discrimination did create a hostile environment for her in which she worked and had to work. She also believes she was retaliated against for questioning some of ET 1's decisions and not simply implementing decisions he made without requesting additional reasoning and consultation. Issues relating to TCAPS Employee F were discussed and sufficiently addressed in the Revore Special Counsel report prior. Further, the allegations occurred before the TCAA complaints.

In response to a specific question about any retaliation existent, Principal H indicated that she is no longer in the District. She believes there is a real possibility that ET 1 could make a call and have her removed from her current leadership position, and she operates **in fear** that this might happen. Principal H observed and provided her acknowledgement that she learned early on that the best thing to do in this District as an administrator was to quietly keep her mouth shut. It was better for her to offer no ideas and not challenge authority. She went through her career, especially in the latter stages of her career at TCAPS, always afraid of what might happen if she voiced her opinion. She knew it was only a matter of time before she would be fired by ET 2 or ET 1. More importantly, in her mind, she believed that if she was fired, she would be publicly shamed by ET 1 or someone on the executive team. No viable claim of retaliation was offered by Principal H. The facts, circumstances and timing of the fear she perceived do not accurately support a claim for retaliation for complaints against the executive team.

Principal A in her interview alleged: "I was heartbroken to leave TCAPS. I spent 18 years here, did an amazing job. This is where my heart is. I left specifically because I was **targeted**. The first chance they got, they would come after me. I was a smart and vocal woman, and I had a target on my back. A target to be squelched, if not fired." She believed the executive team retaliated against her for her prior behavior and comments. No viable, definable claim of retaliation was offered by Principal A. The facts, circumstances and timing of the fear she perceived do not accurately support a claim for retaliation for complaints against the executive team as she left before the TCAA complaints.

Principal E was asked during interview whether he believed there had been retaliation against him after the Spirit Rock incident. He responded by alleging there was a memo submitted by the TCAA which specifically concerned retaliation. He believes many of the items contained in the letter. He believes there had been a number of investigations this fall which seemed to be an effort to retaliate

against individuals based on the Spirit Rock incident. Principal E noted that ET 1's weekly updates to the Board often create doubt about principals. He believed eight to ten principals had been under investigation since this past fall and offered this as evidence of retaliation. Principal E indicated this number of investigations was not a normal process prior to the beginning of the 2017-2018 school year. He indicated the typical process was to receive the information, weigh things and communicate with the involved parties.

Principal E is of the belief that there has been a constant strategy to throw lawyers and investigators at the administrative team members to keep them intimidated. Principal E noted he is not afraid of losing his job and would never be intimidated by such tactics. He further noted the investigative process has been different on every single occasion.

Principal E offered additional evidence of what he considered to be retaliation. He noted there had been a direct avoidance by executive team members toward administrative staff. He believes ET 1 and his staff had cancelled meetings, which had a direct impact on an administrator's performance. ET 1's response to Principal E and others is that meetings get cancelled all the time. Principal E believes there is no evidence to indicate that is so. Principal E offered that curriculum meetings had been cancelled and similar meetings were never routinely cancelled in the past. These cancellations impact decisions. Since the meetings were cancelled, Principal E had sent multiple emails to decisionmakers, like ET 5 and ET 1; however, he would either receive no answer or would receive what he considered snarky answers, greatly impacting the manner in which he was able to make decisions.

Principal E offered his observation that as the head principal of a very large school in the District, Friday night football is "king." He stated it was important for him and others to be at the games, to show their faces and shake hands. After some comments made in the media, ET 1 was absent from any games until after the Thanksgiving holiday. His absence from these events, which are large events in the community, was immediate and stark. Principal E and other principals perceived his absence and meeting cancellations as attempts by him to undermine support.

Principal E advised that from September of 2017 until about January of 2018, it was his observation and feeling that ET 1 and his staff were at war with the TCAA and all the principals. Principal E indicated that principals are far too busy to have time to be at war. He advised that most principals and administrative team members worked nights and weekends, and there was too much important work to be done to be fighting with executive team.

The facts, circumstances and timing of the fear Principal E sets forth do not accurately support a claim for retaliation for complaints against the executive team. I could not find evidence of a negative job occurrence resulting from the TCAA complaints. Concerns about investigations and executive team presence at events have been addressed elsewhere in this report and neither is viewed as retaliatory. Assertions the executive team and TCAA may be at "war" or otherwise argumentative are personality and management issues and perceptions and not actionable retaliation claims.

Principal L indicated when he thinks in retrospect about the hostility he endured during his last year at his high school, most of it was correlated to the behavior of ET 2 and the manner in which he conducted himself. This occurred before the TCAA complaints. Principal L had no information to indicate ET 2 was directed to conduct himself in this manner by ET 1; however, he believed ET 2's behavior towards him was hostile, intimidating and inappropriate. ET 2 did a very good job of confusing

Principal L and made every attempt to destroy his confidence. These efforts by ET 2 left Principal L in a position where he knew he would not be successful in TCAPS, and he found it necessary to seek employment elsewhere before his reputation was further damaged. The facts, circumstances and timing of the fear Principal L sets forth do not accurately support a claim for retaliation for complaints against the executive team. ET 2 is no longer employed by TCAPS as a member of the executive team.

Principal M indicated there remains a concern among the administrators about involuntary lateral transfers. He acknowledged their contract says the executive team can do involuntary lateral transfers, but questions always arise whether such transfers are retaliatory in nature. Individuals are fearful they will be pulled from their current location and sent to another in retaliation for something they may have said or done, or some observation that ET 1 has made. The facts, circumstances and timing of the fear Principal M sets forth do not accurately support a claim for retaliation for complaints against the executive team. Fear of some potential future action is insufficient.

Principal N offered her opinion that the executive team members would do anything they can to retaliate against anyone who is a member of the TCAA. She noted she has spoken up at past Board meetings, and she may have gotten a reputation because of her outspokenness. She operates in some fear of this future undefined retaliation. The facts, circumstances and timing of the fear Principal M sets forth do not accurately support a claim for retaliation for complaints against the executive team. Fear of some potential future action is insufficient.

Principal Q offered other observations about involuntary transfers, alleging this a very concerning issue. Oftentimes the District preaches continuity in their buildings, professing a desire to keep people in place for a long time so the schools run smoothly. The timing of involuntary transfers, according to him, always seems to be suspicious. Principal Q is of the belief there are assistant principals currently who would volunteer and want the position at East Middle School, but the executive team is instead doing it as an involuntary transfer, he believes because they are trying to retaliate against someone. Principal Q also believes that submitting to this interview and coming forward opens him up to some threats because he believes that if his name is seen as an interviewee, he might be transferred involuntarily because of his providing of information.

Principal Q also provided information that there was in the past an investigation of himself and another female administrator at his middle school. The complaint was sometime in 2014, but the investigation did not occur until late fall of 2017. The allegation was that there was harassment of a former employee who was a school counselor. Principal Q indicated he handled her evaluation and she was only minimally effective. She grieved the process in 2015, but the grievance went nowhere. Principal Q and the former HR Director went through the various grievance meetings, having the last meeting in the fall of 2015. Principal Q gave reasons for the rating and the matter was considered resolved.

In the fall of 2017, a new investigation seemed to come out of nowhere. This investigation was conducted by an outside attorney. It seemed to Principal Q this investigation was reinstituted as an intimidation tactic, since this matter had all been previously handled. The investigation in the fall of 2017 did indeed find there was no harassment, but the entire process seemed as if it was done in a manner to intimidate Principal Q. There was never any discipline or punishment for any activities related to this; he just had to go through the investigation for approximately three months, and there were a number of head games conducted. He believes this investigation was opened in retaliation for his displeasure with a previous coaching decision.

The facts, circumstances and timing of the fear Principal Q sets forth do not accurately support a claim for retaliation for complaints against the executive team. Fear of some potential future action (involuntary transfers) is insufficient.

Exhibits

- Exhibit 1 - TCAA letter, November 21, 2017
- Exhibit 2 - TCAA letter, February 28, 2018
- Exhibit 3 - Summary of TCAA Resignations/Retirements Since 2003/04 and Summary of TCAPS Administrative Secondary Staffing under [REDACTED]
- Exhibit 4 - [REDACTED], October 8, 2017
- Exhibit 5 - [REDACTED] memo, October 6, 2017
- Exhibit 6 - [REDACTED] memo, March 19, 2018
- Exhibit 7 - [REDACTED] documentation re: evaluation
- Exhibit 8 - [REDACTED] statement and summary document, October 5, 2017
- Exhibit 9 - Email from Attorney Monica Beck, March 16, 2018
- Exhibit 10 - [REDACTED] statement
- Exhibit 11 - [REDACTED] statement
- Exhibit 12 - [REDACTED] statement
- Exhibit 13 - [REDACTED] emails, January 18, 2018
- Exhibit 14 - [REDACTED] email and documents, March 14, 2018
- Exhibit 15 - TCAPS Investigations - 2017/18
- Exhibit 16 - Summary of TCAPS Administrative Secondary Staffing under [REDACTED]
- Exhibit 17 - Exit Surveys
- Exhibit 18 - Exit Interview Survey Results
- Exhibit 19 - TCAPS Annual Notifications
- Exhibit 20 - [REDACTED] Phone log
- Exhibit 21 - [REDACTED] January 26, 2018 memo re: Principal transfer/assignment change
- Exhibit 22 - TCAPS Minutes
- Exhibit 23 - Attorney Petterson December 22, 2017 letter to Attorney Davis
- Exhibit 24 - TCAA letter, September 20, 2017

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Exhibit 1

Traverse City **TCAA**
Administrators Association

Kevin Harty, J.D.
Board Counsel
Traverse City Area Public Schools

November 21, 2017

Dear Mr. Harty:

This letter is addressed to you as board counsel. We trust in your legal and political acumen to share its contents in a fashion that will ensure that our concerns are addressed in a manner that is in the best interests of the district and the children and community we serve.

On behalf of the Administration Team at TCAPS, we are sharing the following ongoing concerns with you so as to expedite a resolution that refocuses the human and fiscal resources of our District on the work of teaching and learning and growing our kids.

On September 25th, 2017, the Principals of the Traverse City Administrators Association (TCAA) shared a letter with our Board of Education asking for an independent investigation into the "pattern and practice of harassment and intimidation by the Executive Team onto the Administration Team". We were grateful that our Board of Education responded by adopting a resolution to hire a special counsel to investigate the Executive Team's long standing harassment and abuse of power towards principals and administrators.

TCAA members have two pressing concerns at this time:

- As of November 20th, 2017, the special counsel's investigation has focused solely on the three TCAA members involved in July/August 2017 Executive Team escalation framed around the Rock at [REDACTED] and the related removal of an [REDACTED]. While these incidents at [REDACTED] and [REDACTED] are the most recent egregious examples, they are not the sole or primary reason the TCAA petitioned the BOE. We want to ensure this investigation covers the patterns of treatment by Executive Team to many other current and former TCAA members. We are becoming increasingly concerned that their stories have not been heard. Additional detailed statements from administrators are attached to this letter. We are asking that the matters addressed in these statements be included as part of the board's investigation.
- Of additional concern is the fact that since the inception of the Special Counsel's investigation, Executive Team members have ceased to fully execute their duties and have intentionally left principals unsupported in meeting the needs of the students and staff of our district. Communication and behavior of Executive Team members has changed drastically including:
 - Lack of Executive Team presence to show recognition and support for staff and students at school events and ceremonies.

4/14/18
w/ Jan Mac.
ygc

Traverse City TCAA
Administrators Association

- Consistent cancellation of district meetings by Executive Team members, including, but not limited to:
 - District Acceleration Network Meetings, directed by [REDACTED] [REDACTED] canceled on 10/13, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, and 12/15
 - District 'Family' Administrative meeting, directed by [REDACTED] and all of ET, canceled on 11/8
 - Principal and Curriculum Leader meetings canceled on 10/11, 11/15, 11/16 by [REDACTED]
 - All sessions of the TCAPS Administrative Intern program for 2017-18 have been canceled by [REDACTED] No notification of this cancellation was sent to principals.
 - Numerous other meetings with Executive members on specific topics have been canceled without reason while other district-level meetings have proceeded with no Executive Team members present ([REDACTED])
- Lack of timely, clear, and consistent response from Executive Team members to district level questions posed by Principals via voice mail, email, and text messages. In some cases, this intentional neglect has even been in situations where child safety was at issue.

The Principals of the TCAA continue to believe in our work and in the care and support of our staff and students. We will continue to run our schools with integrity and resiliency and will shield our students and staff from this needless district level conflict. To continue to effectively support our kids, our Principals desperately need:

1. Expediency and inclusion of all principal complaints in the Special Counsel's investigation.
2. Immediate cessation of Executive Team tactics to avoid meetings, decision making and the work of the district when support is requested by Principals. These non-supportive tactics are being viewed as retaliation against the Principals and should not be tolerated.

The Executive Team's behavior since the September board meeting demonstrates the lack of professional leadership that led the TCAA to request this investigation in the first place.

Thank you for your continued support and service to our community.

Sincerely,

Traverse City Administrators Association

Cc: David Revore

Exhibit 2

February 28, 2018

Dear Members of the TCAPS Board of Education:

It is with heavy hearts and deep regret that we, the members of the Traverse City Administrators Association, submit this letter to inform you that on February 27, 2018, our group has had to take the unprecedented action of a vote of no confidence in the leadership of [REDACTED]. Regardless, we will continue to serve our students, staff, parents and community with the highest level of integrity.

Based on Board Attorney and [REDACTED] communications and processes to date, we do not feel that we have been offered a fair, unbiased and safe hearing of our concerns. Thus, we are sharing this information regarding our claims directly with you. We have sought to have these issues heard by all Board Members for the past 161 days without success.

TCAA members are your dedicated building Principals and Assistant Principals, representing all seventeen schools across the district. We are no one's enemy. As the people responsible for the front line, day-to-day management of your district—in your buildings—we are critical members of your leadership team. Along with teachers, we are the first point of contact with our children, their parents, and the community. We are the ones who implement your policies and strive to achieve your adopted goals. We do our best to ensure that each student has a high quality teacher and is provided the highest quality education possible in the most supportive setting. We make countless decisions every day toward that end. We all truly want to do the best possible job for our students and community. Again, no matter what picture [REDACTED] may try to paint, we are partners with you.

Operating an incredible district like TCAPS requires that the highest levels of leadership take care of its people first—students, parents, staff, and building administrators. Foundational to this care are relationships that build trust without doubt, initiative without intimidation, and innovation without fear of failure or retribution. This is what we expect from the [REDACTED] because we expect the same of ourselves, our staffs, and our students. In accordance with behaviors that are consistent with Marzano District Leadership under Cooperation and Collaboration (Domain 4), District Climate (Domain 5), and the MI-Excel Blueprint outer ring, district leaders:

- **demonstrate and value healthy, constructive and professional relationships**
- **inspire practices that best support and grow our children and all of those who work on their behalf every day**
- **emphasize a high standard for respectful communication to all stakeholders**
- **are grounded in collegiality and professionalism**
- **trust first, then earn trust through open, honest feedback and genuine dialogue**

A strong public school system is vital to our Traverse City community. Our students need and deserve an educational leader who respects others, builds trust, and demonstrates care at all times. We are passionate about our staff and students; we desire a leader who inspires us to achieve more, holds us accountable to high standards, and works with us to serve our community.

Unfortunately, we do not have that at TCAPS. The unhealthy leadership behavior outlined below demonstrates a lack of authentic educational leadership. [REDACTED] leadership creates division which results in a fear-based culture. We bring these concerns to your attention because this behavior is interfering with the highest quality education every one of our students deserves.

We have organized our concerns and supporting examples into five categories:

Bullying and Intimidation, Particularly of Female Principals.....	page 2
Lack of Emotional Maturity and Emotional Control.....	page 3
Unprofessional Behavior.....	page 4
Disseminating Inaccurate Information.....	page 6
Undermining School Leaders.....	page 7

Bullying and Intimidation, Particularly of Female Principals

██████ frequently relies on bullying behavior and intimidation to establish control and remind people of his authority. This behavior is most often directed at female Principals. Recent examples include:

- ██████ tells multiple Principals that they are disloyal to him and TCAPS whenever they question reasons for a decision or provide him with feedback.
- According to Board legal counsel, Raymond Davis, an unusually high number of investigations - twelve - have been initiated against Principals concerning different matters since October 2017. Each investigation occurred with different processes. None were consistent or explained to Principals. Feedback was sporadic and not always given. Many began without notice to the Principals that they were even being investigated. This is perceived as an intimidation tactic.
- ██████ yells loudly at a female Principal regarding his position of authority and her subordination to him. ██████ forces the Principal to repeatedly tell him what his title is--“██████”
- ██████ repeatedly tells female Principal, “Aren’t you happy I gave you this job?” and states “I gave you this job.” ██████ continues to remind Principal that she is “in charge” of her building only because of him.
- A female Principal continues to receive feedback that ██████ is disappointed in her and that he feels she is “disloyal.” The Principal approaches her direct supervisor for advice regarding her relationship with ██████. He tells her to smile more, be more friendly, and to never question ██████. She asks him directly, “Do you think he treats me like this because I am a woman?” The direct supervisor responds, “I do not know you as well as I thought if you can even ask that.” The direct supervisor ignores the concern raised by the question. Relationship with ██████ and the Principal continues to be characterized as a struggle. Principal tries a second time to get help from her direct supervisor regarding the poor relationship and ██████ aggressive behavior towards her and she is told, “You need to learn how to take fucking feedback.”
- ██████ endorses a 3-year contract agreement with the TCAA, but one female Principal is offered only a 1 year contract with little explanation as to why. That female Principal had no disciplinary action or investigated conduct and didn’t have a negative evaluation rating. There was no explanation or due process as to why she should receive a lesser offer than other Principals.
- A female Principal suggests (in a district improvement meeting) that we should use opportunities like the opening admin retreat/“family meeting” to talk about student achievement data along with operational data (enrollment, square miles, operating budget, bonds, mileage). Principal’s direct supervisor calls the Principal later that night and questions the intent of the statement, stating that ██████ was very upset and felt attacked by the comments. ██████ also questioned the loyalty of the Principal.

Lack of Emotional Maturity and Lack of Emotional Control

There have been multiple instances where [REDACTED] has demonstrated a lack of emotional control, both with staff and with the public. These have been embarrassing to the district and destructive to professional relationships with staff and community.

- [REDACTED] frequently jumps to character attacks against individuals who disagree with his point of view or try to have normal discourse about an issue (as evidenced by [REDACTED] community members, TBAISD staff, Kingsley staff, community business people, City Commission, School Board and Principals).
- [REDACTED] is noticeably absent from the second day of a Summer MI-Excel training in Lansing with TCAA Principals focused on “partnerships with Central Office.” One of those Principals, as a representative of TCAA, schedules a meeting the next week with [REDACTED] and the [REDACTED] to share Principal’s concerns and perceptions regarding the Lansing conference, and to offer constructive ideas to help [REDACTED] keep the group united moving forward. The meeting turns hostile when [REDACTED] raises his voice and starts yelling angrily about Principals. The Principal attempts to turn the meeting back to a solutions-focused outcome and is unsuccessful. The meeting ends uncomfortably and [REDACTED] is visibly agitated.
- A hand-selected group of district staff (including Principals) were asked to participate in ‘anonymous’ 360 surveys about [REDACTED] and other Executive Team members in the Summer of 2017. In a subsequent mixed-company district meeting, [REDACTED] went on a lengthy diatribe about the survey results and expressed anger at the 360 feedback received. [REDACTED] insinuated that the feedback was an inaccurate assessment of his performance. Some of the 360 feedback for areas of improvement for [REDACTED] included statements such as, “Too emotional, easily swayed with opinions rather than facts, elevates quickly,” “Emotions sometimes interfere with decision making and interactions,” “His hot-headed responses, at times, can be difficult not to take personally.” Principals now know that they cannot give him honest feedback, and worry that they will be retaliated against for contributing to “anonymous” surveys.
- [REDACTED] and [REDACTED] communicate to Principals that Principals have “broken their trust” and “betrayed them” and that “relationships do not matter” after the final Special Counsel Investigation report is provided to the Board. The message that [REDACTED] and his team will not work on the development of healthy professional relationships with Principals is stated and repeated at district meetings.

Unprofessional Behavior

Several observed behaviors of the [REDACTED] both before and after September 2017 can be categorized as unprofessional, or conduct unbecoming of a community's educational leader. These unprofessional behaviors have impacted our perception of fairness of this investigative process.

- [REDACTED] often speaks critically of TCAPS Board Members outside of their presence to TCAA members, other Board members, and community members. In front of a meeting of district administrators, [REDACTED] states he "controls all but one member of the school board" and on other occasions was openly critical of Board of Education members. [REDACTED] publicly has complained to a group of community leaders and to local school superintendents and executives about three TCAPS Board members that had "gone rogue" on him.
- [REDACTED] informs a Principal that a teacher at their site should not have "liked" a school board member's social media post because [REDACTED] does not agree with the board member's view point. The Principal is directed to address the staff person regarding their personal opinions posted on social media outside of work time.
- There is a drastic change in tone and frequency of emails, phone calls, and text messages from [REDACTED] to Principals from September 2017 through December 2017. Principals' questions and concerns impacting their buildings and students are either not responded to in a timely manner or at all.
- During the TCAA-requested investigation, [REDACTED] conducts his defense efforts during work hours (without using vacation time) and often uses his public @tcaps.net e-mail to communicate with his personal attorney and co-defendants. [REDACTED] also uses his TCAPS executive assistant to communicate with his personal attorney and facilitate meetings for his defense. In contrast, Principals are directed verbally and in writing by the administration that they cannot work on investigative business or their defense during work hours. Principals honor this directive.
- [REDACTED] FOIA requests for TCAA-shared documents are fulfilled the same day, without fees, by staff that he supervises. This stands in stark contrast to the fees and timing that TCAA receives for their subsequent FOIA requests as they are charged unprecedented fees (**over \$2,100.00 for one request and \$3,600.00 for a second**) and the maximum time to fulfill a request is exceeded.
- Since August 15th, 2017, [REDACTED] has formally addressed the Principals only once - during an administrative team meeting on February 21, 2018 - and did not acknowledge the Principals' concerns or the tense district climate. Even after [REDACTED] publicly claimed to be 'cleared' by Special Counsel Revore's report, he has not acknowledged that these events have even happened or stated his point of view and reasoning for his leadership decisions during this unprecedented crisis. [REDACTED] has consistently addressed the media and the Board regarding the TCAA concerns, but has never talked with TCAA about them or how we can work together to resolve these concerns.
- After reading the January job description for the Interim School Improvement Director, the TCAA sends a letter to [REDACTED] noting that Principals are willing to pick up that extra work and save the district money. [REDACTED] declines the offer within 24 hours. Nearly two months later, the person hired for the Interim School Improvement Director position resigns before working a single day on the job, but Principals hear about it from the resigning staff member; [REDACTED] has not addressed it.
- [REDACTED] obtains a personal attorney that has close ties both to TCAPS' Board attorney and the Special Counsel hired by TCAPS to investigate him. These three attorneys - Mr. Davis, Mr. Revore, and Mr. Delaporte - worked cases together and were employed at the same firm just months before [REDACTED]/TCAPS hired them for the TCAA investigation. [REDACTED] does not draw attention to this relationship and the negative perception it could create. This bias is evident in the substantial imbalance of time spent with [REDACTED] and his co-defendants versus time spent with TCAA during the Special Counsel Investigation.

- [REDACTED] continues to engage with both Board members and Board lawyer, Mr. Davis, about Principals during the TCAA-requested investigation. He uses his influence, his unfettered access, and his emotional disposition with the intent to create bias among members of the Board of Education. This bias has been evidenced in several instances, including a December text from President Falconer to another Board Member: "Davis is very much empathetic to our situation. We all see what is going on, but we will keep responding professionally and appropriately, and the truth will be revealed." The bias is also apparent in Trustee Klegman's public statement in a February Board meeting. In contrast, the TCAA has been denied direct access to the board, therefore TCAA concerns could not be directly expressed or addressed.

Disseminating Inaccurate Information

During the TCAA investigative process, [REDACTED] has knowingly disseminated inaccurate or incomplete information to board members, the media, and staff. In contrast, the TCAA has avoided arguing our concerns in the media.

- [REDACTED] consistently skews how information is presented in his Board updates and meetings to show praise towards employees he believes support him and to avoid attributing positive accomplishments to the actual Principals who did the work. This includes informing the Board that [REDACTED] brought in a National Math coach for teachers and Principals, when in truth the coach was recruited and coordinated by a Principal, to address items related to assessment, instruction and coaching of both teachers and Principals.
- [REDACTED] uses local media to publicly name-call a TCAA member a 'liar' and to spread incorrect/incomplete information regarding an investigation that was ongoing. The Special Counsel Report acknowledges the concern (pg 48) and refers the matter to the Board. This runs contrary to [REDACTED] often repeated mantra to "Complain Up, Celebrate Out".
- [REDACTED] states that [REDACTED] was out of the district during a critical investigation of Principals (excusing [REDACTED] absence to the Board). However, [REDACTED] vacation days do not align with this and [REDACTED] had a meeting with [REDACTED] in district during that time period.
- [REDACTED] provides the local media with quotes that cancelling meetings is normal and 'happens all the time' - when he has been part of over 20 meetings involving Principals that were cancelled within a 2 month period - an unprecedented number. [REDACTED] portrays himself as unaware of many of the cancellations, although he is electronically notified of most of the cancellations at the very least. When the meeting cancellations are questioned by TCAA leadership, [REDACTED] again contends he didn't know about cancelled meetings and stated, "talk to [REDACTED]".
- [REDACTED] interjects frequently during the TCAA-requested investigation to influence the Board; such as when he e-mails Board members to let them know TCAA hasn't filed a grievance yet so he can't proceed with mediation. [REDACTED] cites his frustration that TCAA is slowing down the process while he wants to move forward.
- [REDACTED]'s update to the Board includes praise for [REDACTED] rectifying two special education issues that required compensatory ed due to "serious errors that were made at the building level." No principals were ever informed of any errors of due process, or disciplined regarding these situations; some even felt they had been validated for handling these sensitive issues effectively.
- Board Member Kelly Clark asks Board President Erik Falconer if/why the district Administrative Intern Program had been canceled. Only after that does [REDACTED] then notify the Board that they have canceled the Administrative Intern Program, specifically citing, "This is a direct result of the ongoing investigation and the impact it has had on schedules and other operational functions of the district." The letter sent to teaching staff in the program had cited 'unforeseen circumstances' (not the same language used with the Board). Principals are never informed of the Administrative Intern Program cancellation. After informing the Board, [REDACTED] states in an email to [REDACTED], "KC called EF to ask why it was canceled. Don't know how he found out about it."
- During the TCAA-requested Investigation, [REDACTED] alleges he received a police report about July vandalism at [REDACTED] that the Principal withheld information. After meeting with [REDACTED], Trustee Klegman encourages each Board member (via email and text) to meet with [REDACTED] and read the police report because "actions taken by [the Principal] are relevant to the investigation." Most Board members refuse to view the report because it would create bias during the investigation; they acknowledge [REDACTED] has access to Board members that the TCAA does not. District emails (which can be made available) show that the Principal fully looped in multiple Executive Team members about the vandalism and what he knew about it, including [REDACTED], who logged email responses and OJ Simpson jokes about the situation. The Principal was never given a copy of the police report with the perpetrator's statement.

Undermining School Leaders

Many instances have occurred where [REDACTED], or the Executive Team at his direction, have undermined building Principals with their staff. This has resulted in a further erosion of trust between [REDACTED], Executive Team members, and building administrators.

- [REDACTED] team discusses and sends directives to staff on routine site level issues, such as room assignments, entry procedures, game management, routine communications to parents, etc., thus undermining Principals' ability to communicate in a timely manner with the staff and parents.
- [REDACTED] frequently mentions the ongoing investigations of Principals in his Board updates. These investigations are viewed as attempting to undermine confidence in the building leadership.
- When a Principal reports concerns from a staff member to that person's district supervisor (as they believed they are required to do) the Principal is directed to write an apology to a district administrator.
- A female Principal is directed to write an apology to teaching staff with respect to how their union representatives perceived her tone. The TCEA president praises [REDACTED] and [REDACTED] for this in an email to the Board.
- Directing a Principal NOT to be in their building the first business day after [REDACTED] called Principal a liar in the newspaper. The district doesn't refute the subsequent media reports that purport the Principal's absence was due to suspension.
- Multiple female Principals are told they cannot have contact with certain members of their staff. [REDACTED] allows or directs his [REDACTED] to meet with and survey teaching staff without the Principals' knowledge. Rather than problem-solve with building leaders, [REDACTED] invites staff to review the Principals' decision-making and performance, and does not allow the female Principals to be a part of the conversation or have due process.
- As Principals request decisions on district-level issues related to curriculum, school improvement, legislative mandates, evaluation and meeting times, they receive no response at all or no response for weeks. Often responses are sent by [REDACTED] team directly to staff without looping the Principals in. [REDACTED] approach of cutting Principals out of the communication forced Principals to make independent decisions inconsistent with the (uncommunicated) district decisions.

In summary, members of the Traverse City Administrators Association (TCAA) have lost confidence in the leadership and effectiveness of [REDACTED]. Principals feel unsupported in leading their schools and are forced to spend precious time and energy constantly strategizing how to do what is best for their staff and students without upsetting [REDACTED]. While [REDACTED] talks of focusing on students, collaboration, and trust, his words are not congruent with his actions. Regardless, we will continue to serve our students, staff, parents and community with the highest level of integrity.

Therefore, as stated above, on February 27, 2018, the TCAA membership approved a vote of no confidence in [REDACTED] by a secret ballot tally as follows: 26 yes, 2 no, 3 abstained.

The TCAA appreciates the difficult role of Board Members in addressing this most serious matter. For the betterment of our great district, the TCAA respectfully requests a meeting with the Board to discuss these concerns.

**TRAVERSE CITY AREA PUBLIC SCHOOLS
SUMMARY OF TCAA RESIGNATIONS/RETIREMENTS SINCE 2003/04**

Year	Name	Position	Status	Employee Hired to Fill Position
2017/18 (Superintendent Soma)				
	Colleen Smith	EMS Principal	Retired	Position Posted for 2018/19; To be determined
	Sub Administrator Roger Arvo	EMS AP	Arvo is Retired Administrator Sub	Sub (Roger Arvo) hired so the position could be used for TCAA placement with closing of OM for 2018/19 - prevents layoff of TCAA employee for 2018/19
2016/17 (Superintendent Soma)				
	Bryan Burns	CHS AP	Returned to TCAPS teaching	Brian Guiney promoted from TCAPS teaching
	Amy Six-King	TH Principal	Returned to TCAPS teaching	Ryan Schrock voluntarily transferred from CK (Victoria Derks promoted from TCAPS teaching to fill CK principalship)
	Steve Urbanski	WMS AP	Retired and accepted position with TBAISD	Bryan Kay promoted from TCAPS teaching
	Marcus Mead	EMS AP	Resigned to accept position with Glen Lake	Filled position with TCAPS teacher Kirk Ranney. Kirk resigned to return to TCAPS teaching just after the start of the 2017/18 school year. Sub (Roger Arvo) hired so the position could be used for TCAA placement with closing of

				OM for 2018/19
2015/16 (Superintendent Soma)				
	Pam Alfieri	WMS Principal	Retired and accepted position with TBAISD	Terry Smith promoted from SL elementary principal (Angie Camp transferred from IN to SL, IN closed)
	Rick Vandermolen	CHS Principal	Resigned and accepted position with the TBAISD & Grand Valley State University	Jessie Houghton promoted from WW elementary principal (WMS AP Dan Tiesworth transferred to WW Principal and Kristen Stuedemann promoted from TCAPS teaching to fill WMS AP)
2014/15 (Interim Superintendent Soma)				
	Stephanie Long	LL Principal	Resigned to accept position with the TBAISD	Kate Burwinkel promoted from TCAPS teaching
	Chris Parker	CK Principal	Resigned to accept position as Northport Superintendent	Ryan Schrock promoted from TCAPS sub teaching
	Steve Urbanski	EMS Principal	Transferred to WMS AP	Colleen Smith transferred from WH Principal; Angela Sides-McKay transferred from EA Principal/OM Principal; Biz Ruskowski promoted to EA Principal (from TH AP (part-time)); and Rose Gallagher transferred to .50 AP at EA and .50 AP at CE
	Jay Larner	CHS AP	Resigned to accept	Heidi Maltby-Skodack

			position downstate	hired
2013/14 (Superintendent Cousins)				
	Dawn McMurtrey	EMS AP	Retired	Rose Gallagher transferred from CE to EMS AP (Tony Quinn promoted from .5 FTE TCAPS teaching to 1.0 FTE TCAA to fill CE AP)
	Bob Peters	CE Principal	Resigned and accepted position out of state	Toby Tisdale transferred from CHS to CE (Heidi Skodack hired to fill CHS AP position)
	Joe Tibaldi	WSHS Principal	Retired was rehired by TCAPS for International Program	Joe Esper promoted from WSHS AP position; promoted Andy Wares from TCAPS teaching
	Patti Tibaldi	WSHS AD/AP	Retired was rehired by TCAPS to continue Pe-Nut Program	Jason Carmien promoted from TCAPS teaching
	Jeff Bensley	EMS AP	Resigned	Ben Berger promoted from TCAPS teaching
	Sharon Dionne	BL Principal	Retired	Kirsten Jones-Morgan promoted from TCAPS SSW
	Cody Inglis	CHS AD/AP	Resigned - to accept promotion opportunity with MHSAA	Mark Mattson hired
	Christopher Parker	CK Principal	Resigned - to accept promotion opportunity with Northport Public Schools as Superintendent	Ryan Schrock was promoted from TCAPS teaching

2012/13 (Superintendent Cousins)				
	Theresa Sheldon	LL Principal	Resigned	Kate Burwinkel promoted from TCAPS teaching
	Sander Scott	WW Principal	Promoted to administrator position (chief of schools)	Jessie Houghton promoted from TCAPS teaching
	Cathy Meyer-Looze	EMS Principal	Non-renewal of contract	Steve Urbanski promoted from EMS AP position
	Juleen Jenkins-Whall; Jessie Houghton (.25 FTE administrative interns)	WSHS AP (temporary)	Returned to teaching; transferred to other buildings	Joe Esper transferred from IN; Angie Camp transferred from MO Principal to IN Principal
2011/12 (Superintendent Cousins)				
	Paul Bauer	IN Principal	Resigned - to accept position at TBAISD	Joe Esper was transferred from WSHS AP to IN (see above)
	Emily O'Hearn	CE AP	Resigned - returned to TCAPS teaching	Victoria Derks promoted from TCAPS teaching
2010/11 (Superintendent Cousins)				
	Konrad Molter	WSHS AP	Resigned	Dan Oberski promoted from TCAPS teaching
	Nathan Brush	TH Principal	Resigned - returned to TCAPS teaching	Amy Six-King hired
	Jana DuGuay	EA Principal	Resigned - returned to TCAPS teaching	Angela Sides-McKay promoted from Director of Early Childhood (Non-Affiliated Administrator)
2009/10 (Superintendent Feil)				

	Joseph Tibaldi	WSHS Principal	Retired - rehired and remained on contract through 2013/14	Joe Esper was promoted from TCAPS teaching to .5 AP and .5 teaching (remained .5 until 7/1/2011)
	James Leyndyke	CHS Principal	Retired	Rick Vandermolen transferred from WW Principal
	Glenn Solowiej	EMS Principal	Retired	Cathy Meyer-Looze transferred from LL (hired as administrator 7/1/2012)
2008/09 (Superintendent Feil)				
2007/08 (Superintendent Feil)				
	Ian Hearn	CHS AP/AD	Resigned	
	Lisa Craker	NO Principal	Retired	
	Carolyn Keesor	WMS AP	Retired	
	Brian Klauer	MO Principal	Resigned	
2006/07 (Superintendent Feil)				
	Michael Murray	CHS Principal (sub?)	Resigned	
	Raphael Rittenhouse	WSHS Principal	Resigned	
2005/06 (Superintendent Feil)				
	Eric Dreier	OP Principal	Retired	
2004/05 (Superintendent Pavelka)				
	William Smith	EA Principal/DSS	Resigned	

2003/04 (Superintendent Pavelka)				
	Charles Chase	EMS	Resigned to accept promotion opportunity as Superintendent in another district	
	Conrad Reiter		Retired	
	Susan Strabel	OM Principal	Retired	

TCAPS - SUMMARY OF TCAPS ADMINISTRATIVE SECONDARY STAFFING UNDER SUPERINTENDENT SOMA

Building/Position	2014/15	2015/16	2016/17	2017/18
Central High School				
Principal	Vandermolen	Vandermolen	Houghton promoted (Vandermolen resigned)	Houghton
Assistant Principal	Larner	Skodak hired (Larner resigned)	Skodak	Skodak
Assistant Principal	Tisdale	Tisdale	Berger transferred (Tisdale promoted to Elementary Lead)	Berger
Assistant Principal	Burns	Burns	Burns	Guiney promoted (Burns moved to teaching)
Assistant Principal/AD	Mattson	Mattson	Mattson	Mattson
West Senior High School				
Principal	Esper	Esper	Esper	Esper
Assistant Principal	Kolbusz	Kolbusz	Kolbusz	Kolbusz
Assistant Principal	O'Berski	O'Berski	O'Berski	O'Berski
Assistant Principal	Wares	Wares	Wares	Wares
Assistant Principal/AD	Carmien	Carmien	Carmien	Carmien
East Middle School				
Principal	Smith	Smith	Smith	Smith
Assistant Principal	Berger	Berger	Gallagher transferred (Berger transferred to CHS)	Gallagher
Assistant Principal	Mead	Mead	Mead	Sub - Arvo (kept position open for building closure in 18/19)
West Middle School				
Principal	Alfieri	Alfieri	Smith promoted (Alfieri retired)	Alfieri
Assistant Principal	Urbanski	Urbanski	Urbanski	Kay promoted (Urbanski retired)
Assistant Principal	Rander	Rander	Rander	Rander

Assistant Principal	Tiesworth	Tiesworth	Stuedemann promoted (Tiesworth promoted to Elementary Lead)	Stuedemann
Building/Position	2014/15	2015/16	2016/17	2017/18
Blair Elementary School	Kirsten Jones-Morgan	Kirsten Jones-Morgan	Kirsten Jones-Morgan	Kirsten Jones-Morgan
Central Grade School	Rose Gallagher	Rose Gallagher	Toby Tisdale transferred (Gallagher transferred to EMS AP)	Toby Tisdale
Assistant Principal	Tony Quinn	Tony Quinn	Tony Quinn	Tony Quinn
Cherry Knoll Elementary School	Ryan Schrock	Ryan Schrock	Ryan Schrock	Victoria Derks promoted (Schrock transferred to Traverse Heights)
Courtade Elementary School	Caroline Wacker	Caroline Wacker	Katie Bonne promoted/transferred (ISBV closed; Caroline transferred to K-12 ELA Curriculum Coordinator)	Katie Bonne
Eastern Elementary School	Biz Ruskowski	Biz Ruskowski	Biz Ruskowski	Biz Ruskowski
Interlochen Community School	Angie Camp	Angie Camp	Closed (Camp transferred to Silver Lake Principal)	
ISBV	Katie Bonne	Katie Bonne	Closed (Bonne transferred to Courtade Principal - increased FTE)	N/A
Long Lake Elementary School	Stephanie Long	Kate Burwinkel hired (Long resigned from TCAPS)	Kate Burwinkel	Kate Burwinkel
Montessori at Glenn Loomis	Lisa Vanloo	Lisa Vanloo	Lisa Vanloo	Lisa Vanloo
Old Mission Peninsula School	Beth Still	Beth Still	Beth Still	Beth Still
Silver Lake Elementary School	Terry Smith	Terry Smith	Angie Camp transferred (Smith promoted to WMS Principal)	Angie Camp
Traverse Heights Elementary School	Amy Six-King	Amy Six-King	Amy Six-King	Ryan Schrock transferred (Six-King returned to teaching)
Willow Hill Elementary School	Angela Sides-McKay	Angela Sides-McKay	Angela Sides-McKay	Angela Sides-McKay
Westwoods Elementary School	Jessie Houghton	Jessie Houghton	Dan Tiesworth promoted (Houghton promoted to CHS Principal)	Dan Tiesworth
Traverse City High School	Lance Morgan	Lance Morgan	Lance Morgan	Lance Morgan

Exhibit 4

October 8, 2017

To Whom It May Concern:

I was hired as the [REDACTED] in 2004. Within the first month of my employment, I met with [REDACTED] because [REDACTED] and parent in my building at the time, felt I had "missed opportunities the first day of school." I was fortunate that [REDACTED], appreciated the work I did for the district.

In 2007, I transferred [REDACTED]. Before [REDACTED] hired me, he met with me and wanted me to know that [REDACTED] did not think [REDACTED] should hire me at [REDACTED], and I had to prove myself. [REDACTED] did hire me, and I had a great run at [REDACTED].

In 2010 I was promoted [REDACTED]. In my first month on the job (as well as [REDACTED]), I had an anonymous phone call, which eventually led to my 10 day unpaid suspension and subsequent non-renewal of my contract. Immediately after the phone call, I called [REDACTED] and followed her directions as they were given, which was protocol. Yet, I was still given consequences.

There was one staff meeting to be facilitated by [REDACTED]. While they were setting up for the staff meeting, I was in the front of the building dismissing students (as was my responsibility). When I did come into the front of the library, I had teachers walking in solidarity in the back of the library, unbeknownst to me. I was later questioned about this by [REDACTED] as well as to why I was not sitting with the central office administrators because it appeared I was siding with the teaching staff. I wasn't sitting with either the central office administrators or the teaching staff. I called [REDACTED] twice to discuss the obvious misperception of this afternoon. He never returned my phone call, and [REDACTED] was instructed to put this incident into my evaluation (which was still considered effective.)

In 2011, I was promoted [REDACTED] under the direction of [REDACTED]

In 2012, I was disciplined for the incident which occurred in 2010 (10 day unpaid suspension). I contacted the MASSP lawyer, Tom Derderian, and have documentation around that incident and conversation. Immediately after I contacted the lawyer, [REDACTED] called me and told me that since I contacted the lawyer, she could no longer talk to me. I immediately felt isolated. I also contacted the TCAA. At the time the [REDACTED]. They told me there was nothing they could do for me.

This same school year I was accepted into [REDACTED]. Even though I was already accepted and dues were paid, [REDACTED] told the Chamber that he was pulling my name and offered the spot to [REDACTED] who had not applied to participate. Please note that I am currently the [REDACTED].

In 2013, [REDACTED] decided to non-renew my contract and put [REDACTED] in a new position in [REDACTED]. He publicly maintained that he was saving money. In fact, he was costing the district money because my position was paid for with Title II dollars and [REDACTED] position was not. I contacted another lawyer, Dan O'Neil, who mentioned that under the Tenure Act, I should have been - at the very least - offered a teaching position within the district. I applied for all open teaching and administrator positions and was not called once or acknowledged by Human Resources. Three secondary principals, [REDACTED] told [REDACTED] that they had a position for me. They were told that they could not hire me in their buildings but were not given a reason why. Prior to my leaving the district, [REDACTED] gave me a Highly Effective evaluation rating.

Fall of 2013, another employee held the title of Professional Development Director, which happened to be the position that was eliminated or "non-renewed."

Spring 2013 I spoke to [REDACTED] who mentioned that he wanted to apologize for what happened to me, but that he really wanted to make a difference for kids. My response was, "and I didn't?"



I began working as a [REDACTED] fall 2013. [REDACTED] became the [REDACTED] summer 2014. He needed a Master's degree in Educational Leadership. I was the [REDACTED]. Three times [REDACTED] tried to circumvent me until my direct supervisor at [REDACTED] told him he needed to go through me if he wanted a degree from [REDACTED]. I ended up calling [REDACTED] and served as his advisor throughout the obtainment of his degree spring 2017.

In addition to being offered a position at [REDACTED] I was also offered a position as [REDACTED] with the stipulation that my daughter attend [REDACTED] and I wouldn't apply for [REDACTED] head principal position when [REDACTED] retired (I was also hired as [REDACTED] head principal position, [REDACTED] elementary principal position, and had [REDACTED] board president inquiring as to my interest in serving as a superintendent). At one point, a board member [REDACTED] who voted to non renew my contract, asked me why I didn't take [REDACTED] position. I told him it was because my daughter was doing well at [REDACTED], and I wasn't going to disrupt her life anymore than it already was. He told me that he spoke to the superintendent who offered me the position, and that it was a good position [REDACTED] for me. He was hoping I would have taken it.

As a former TCAPS employee (for 9 years), resident of Traverse City (13 years), and now full time [REDACTED] in Educational Leadership, I have much insight into the events which led to where the district is now. I also have documentation directly related to my incident should you deem it to be important. Some patterns that I have discovered include the following:

- *Being told that you have lost credibility or trust within the organization*
- *Being told your behavior isn't what is expected of an administrator with your experience*
- *You don't appear to be taking responsibility for your actions (even when you are)*
- *Lies*
- *Defamation of character in the media ([REDACTED] actually met with the Record Eagle reporter by appointment within an hour after doling out my discipline and literally handed them his investigative report)*
- *Moving administrative positions at whim*
- *Lack of progressive discipline (other than the 10 day suspension, I do not have ANY other discipline record and only favorable evaluations)*

If you would like to talk to me further about any of the above, please contact me at [REDACTED] or [REDACTED]. TCAPS has good administrators who wish to do what is best for students and students ARE not getting the best they have to offer to do present working conditions.

Respectfully,

[REDACTED]

PS - I also work part time at [REDACTED] K-12 administrator. There are currently six former TCAPS administrators at TBAISD - all hired within the past 4 years.

Exhibit 5

To: Attorney for TCAPS School Board

From: [REDACTED]

Date: 10/6/17

Re: Investigation of pattern and practice of harassment and intimidation by TCAPS executive team

Incident #1:

While an assistant principal at [REDACTED] when [REDACTED] was director of finance, I contacted him to question why my withholdings for my 403b were not being deposited with Midwest Capital, my chosen vendor. I had been deducting \$600 per paycheck to be deposited into my 403b every two weeks starting January 1 of that calendar year. When I checked my account at the end of March, I had a zero balance. My pay stubs showed that the money had been withheld. TCAPS had been withholding my money, but not depositing it.

When I tried to question [REDACTED] about this, he at first avoided taking my calls; and then, when I scheduled a meeting with him in person, he got defensive and accused me of accusing him of intentionally holding on to my money. He became agitated, raised his voice, and yelled at me that I needed to be a team player and understand that the district was making a transition that was not going smoothly and that they had to work out the kinks of the new system. When I asked if TCAPS would be depositing my money with the interest I would have earned had it been deposited as planned, he said no and that my expectation was unreasonable. He also told me that I was one of only a handful, 7-10 people in the whole district, who availed themselves of this "benefit" of using the 403b, and that there wasn't enough interest collected to really matter. I left my meeting with him feeling chastised and branded as a troublemaker even though I knew my inquiry was reasonable.

Incident #2:

Another interaction I had was when I dealt with an open carry issue as the principal at [REDACTED]. A parent had spoken at a school board meeting shortly after the open carry law in Michigan became big news and said it was his right to open carry in schools. Within a week, one of my [REDACTED] parents open carried his pistol to an elementary track meet held at [REDACTED]. Parents and students panicked when they saw him with his gun, the police were called, and parents were all over social media discussing the event. Several called me at school the next day and wanted to know what I was going to do to keep their kids safe from this parent. This parent also started open carrying in my building when he arrived to pick up his kids from extended day care and my parent population and staff became alarmed.

I called [REDACTED] my direct supervisor at the time, and asked him what the district's policy was. I was told there was wasn't one and that I should handle the situation on my own. I expressed that I was uncomfortable interpreting the law on my own and that I wanted to know that I would have support if I enacted a policy at my school. I asked to talk with him about it because there was another track meet that night and I wanted to be proactive. I asked him to meet me there, because I was going to be there to intercept my parent before anything alarming could occur. By then, I was distrustful of both [REDACTED] and [REDACTED] so I also asked my husband to be there, a former police officer and a judge, just in case [REDACTED] did not show so I could have some support if I needed it.

█████ showed up and because it was raining, we sat in my car to talk. █████ refused to offer a district solution. He told me that he was empowering me to make "leadership decisions" and that this was an opportunity for me to step up and lead. He said that he and █████ were trying to build the principals' capacity to act autonomously without "hiding behind district policies".

I told him that I was not going to make a decision of this magnitude by myself on behalf of every building and die on that hill alone if the situation blew up in the press. I told him that I had seen what happened to █████ being thrown under the bus publically and then fired, and that I was unwilling to put myself in a situation that would allow the district to exonerate itself while simultaneously destroying my credibility if he or █████ didn't agree with my decision. I wanted support and an assurance that whatever plan we came up with was mutual.

He yelled at me so much that my husband, who was sitting in his car nearby, could see █████'s physically threatening demeanor, knocked on the passenger window, and motioned for █████ to get out of the car. My husband felt compelled to protect me from my boss. I felt belittled, demeaned, and completely unsupported. I also felt validated that my perception of not being supported was accurate.

Incident #3:

In my first year as principal at █████, I worked closely with the first year principal at █████. She called me with a crisis that she needed to troubleshoot and came to my building to process it. A teacher on her staff had violated FERPA of a special education student by blind copying every parent in the classroom on an email that detailed the discipline and IEP history of that student.

She and I understand the potential for that situation to lead to litigation and we decided she needed to call █████ to inform him of the incident and ask for guidance. From my office phone, with him on speaker phone, she told him of the situation. His response to her was, "I don't know. Google it." The call didn't last two minutes. He was not going to involve himself in supporting her.

When we hung up, we realized that, as with other major decisions that had the potential for making the news, she was being put on the plank to walk alone so that she could be cut loose if the situation went south and █████ and █████ could remain absolved of any responsibility. She was petrified of making the wrong decision and I was afraid that we would both be railroaded if the situation were not resolved quietly and quickly. We reached out to former mentors and other colleagues who walked her through a resolution with the family and the teacher.

Incident #4:

I had spent █████ years as a teacher and assistant principal at █████ and established wonderful relationships with the staff and community there. I was being encouraged by █████ staff, and other principals and leaders in the district to apply for █████ head job when he retired. I was told by █████ that I needed elementary experience to be considered for high school principal jobs, so I then transferred to █████ with the hope of being able to apply for the head job at █████.

Leaving [REDACTED] was a difficult decision because I valued the staff there and didn't want to leave that community. When the job became available, I applied for the head job at [REDACTED] and it came down to [REDACTED] and myself. [REDACTED] got the job (good for him, I love [REDACTED]).

The day after I learned that I did not get the job, [REDACTED] showed up in my building for a Veteran's sign-a-long assembly we were hosting, only the second time in two years that he visited my building. I was in the lobby greeting parents and talking with [REDACTED] both principals at [REDACTED] and parents of students in my building. [REDACTED] approached me and asked me how I was. I told him I was sad but moving forward. He said, "Well, you know, we had to go with [REDACTED] because he's who the staff there wanted. Overwhelmingly, everyone there wanted [REDACTED]" and then he walked into the gym. The other two principals looked at me, stunned, as was I. We all knew that wasn't true and I knew right then he was telling me that my wings had been clipped.

I applied for a position with the [REDACTED] a few months later, and when I called [REDACTED] to let him know that he might be getting a reference call, he responded, "Okay. Thanks" And hung up. After 18 years in the district. I wasn't expecting a ticker-tape parade, but a civil conversation wasn't out of line either. When I called him to let him know that I had accepted the job, he said, "Well, I might be able to convince the board to interview you for an assistant job at [REDACTED] under [REDACTED]" I told him that I had already done the assistant job and that I was ready for more and left it at that. I accepted the offer at the [REDACTED] and resigned at the end of that school year.

Incident #5

I was sitting with the principal of [REDACTED] the day after her husband died. A letter had gone out to principals the afternoon of his death informing them of his passing. As we sat on the couch, she showed me an email from [REDACTED] with the time stamp of earlier that morning directing her to come up with an action plan to address her "orange" rating by the state regarding her schools' MSTEP test results. He wanted the plan within 24 hours. Her husband had just died and he was harassing her for an action plan.

Incident #6

As director of finance, [REDACTED] oversaw the budget for a three-year pilot program called Front Street Writers which was a collaborative effort between the National Writers Series and TCAPS. I was the administrative person who managed everything about the program except budget. I was required to submit a budget, but not given a budget to run nor did I have access to the balance sheets when I asked.

The agreement was that NWS would pay rent on a space and hire a writer in residence for \$10K per semester and TCAPS would hire a classroom teacher and provide materials for the class. TCAPS wanted all money to flow through them, so TCAPS contracted with NWS and they were supposed to send the money to TCAPS to pay the rent and the writer in residence. In the third year of the program, which fell in the first year of [REDACTED] interim superintendent position, I submitted a request for [REDACTED] to renew the lease on the space to continue the program.

He refused to sign the lease because he said he reviewed the books and learned that NWS had not paid TCAPS for the agreed upon services over the three year program and owed TCAPS \$70K. Keep in mind that the shortfalls occurred over the three years that [REDACTED] was the [REDACTED] and submitted balanced budgets. He met with representatives from NWS and me and told them that the partnership was not mutually beneficial and that TCAPS had nothing to gain from continuing; and therefore, he would not renew the lease.

NWS developed a plan to pay back TCAPS and our team worked to move the program to Boardman to use existing space at no cost to either TCAPS or NWS. When NWS then solicited the ISD to host the program (after I had already left TCAPS), [REDACTED] claimed that the ISD "stole" the program from TCAPS. He also claimed that they had "stolen" TCAPS best administrators including those he himself had demoted, fired, or demeaned.

Incident #7

I had a family with a violent custody battle going on. The police and friend of the court were involved, there were restraining orders, and a boyfriend of the mother who had just been released from prison and not allowed on school grounds. I received a call that the father, a 6'6" 275 pound man, was coming up to the school to get his daughter before the mom and her boyfriend could get there. I contacted the police, but instead of then calling [REDACTED] or [REDACTED] for support, I called [REDACTED] and [REDACTED], two men who I knew would have my back if I needed them, two men who understood what it meant to be a part of a team and support each other. The idea that I could call [REDACTED] or [REDACTED] for support never crossed my mind because I knew they would not only not be supportive, they would find fault regardless of how I handled the situation, and I didn't want to give them any ammunition to use against me later. I was more afraid of their involvement than I was of the potential danger of the situation.

Conclusion:

These incidents taken as a package reflect [REDACTED] unethical and unprofessional leadership. His pattern with me alone was that of someone who was reactionary, explosive, manipulative, and defensive. He lacked the ability to lead with honesty, integrity, and respect for me and for those on our team with whom I worked.

My experience in TCAPS for [REDACTED] under previous executive teams and principals was wonderful. The work was demanding and we dealt with so many difficult situations that I can't count them all, but never under those leaders did I fear for my job, my mental health or my physical safety. I did under [REDACTED] and [REDACTED]. What had once been a culture of high expectations of professionalism, of student achievement, collaboration, positive competition, support, respect, and mutual regard for one another disappeared under [REDACTED]

I did not leave TCAPS because the work was unfulfilling. I left because I felt like [REDACTED] made it clear that he did not value my contribution to the district, nor did he create a culture of trust, honesty, teamwork, collaboration or capacity building under which I could thrive or grow as a leader. I worked in constant feared that I would be fired or demoted or scapegoated at any time for any decision I made with which he was either unaware or of which he disapproved. I stopped asking questions, stopped asking for

support, and was discouraged from advocating for what was best for kids and our community if the idea did not come from [REDACTED] first.

Respectfully submitted,
[REDACTED]

Exhibit 6

March 19, 2018

Re: [REDACTED]

From: [REDACTED]

To: Whom It May Concern

We are writing as Traverse City community members, TCAPS parents, volunteers and program supporters; and [REDACTED] is writing as a former TCAPS student himself who partly credits his career as a writer to the care and instruction he received first at Traverse Heights and at Traverse City Senior High. We wish to comment on [REDACTED] conduct as [REDACTED] TC Area Public Schools.

We have read the TCAA report and watched the six-hour broadcast of the TCAPS special meeting, during which allegations of bullying and intimidation by [REDACTED] were raised. We are shocked by what we heard; but what we heard confirmed our own experience with [REDACTED]. As TCAPS parents and community members, this letter is not a task we would choose, but we cannot be complicit in silence, or fail to assist you in your search for professional decency and a better educational culture.

The problem of bullying, harassment, and abuse that our community faces in [REDACTED] mirrors a larger moment going on in the U.S. about safety and equality in the workplace. His behavior has put himself and Traverse City on a map that includes New York, Los Angeles, Chicago – anywhere supervisors have felt free to bully and intimidate others. In any work environment, one would hope that these accusations would be grounds for immediate suspension until an investigation is completed. The near-unanimous public vote of no-confidence by the TCAA is uniquely strong evidence of misconduct.

In short, if even one of these accusations of bullying and intimidation is true, most taxpayers would conclude that [REDACTED] if he were a student, would be suspended from the very place where he works as superintendent.

The national and local business community and taxpayers and parents, including those living here and those considering moving here, are watching how we resolve the conflicts presented by [REDACTED] behavior.

We are [REDACTED] of the National Writers Series (NWS). [REDACTED] now serves as a [REDACTED], and [REDACTED] is [REDACTED]. [REDACTED] is NWS's [REDACTED]. In 2012, at the invitation of the [REDACTED] and then-TCAPS [REDACTED], the Writers Series created the Front Street Writers (FSW) in partnership with TCAPS. It is a for-credit high school creative and professional writing program, unique in the United States. Nationally prominent writing

professionals appear before our high school students in a rigorous writing and reading workshop. [REDACTED] [REDACTED] used his relationships in the writing/ publishing/film/TV industries to bring top personalities from the National Writers Series stage at the City Opera House to TCAPS, including Tom Brokaw, who appeared at an assembly of 800 students at West High School. Novelist Lee Child and *The New Yorker* magazine writer George Packer, among others, have led master classes.

TCAPS provided a classroom teacher, high school credit, supplies, and helped develop a curriculum based on NWS's concept.

The commitment of NWS, a small nonprofit that operates on a shoestring budget, was also substantial. We paid \$22,000 plus housing for an MFA/professional writer to co-lead the class. We also paid rent of \$43,000 a year for a classroom studio housed on Front Street. In addition, NWS contributed \$50,000 worth of new Steelcase furniture to the studio.

Additionally, NWS provides merit-based scholarships for area student writers entering their first year of college (totaling \$42,000 to date).

If you were to review a promotional videotape of the Front Street Writers, we think you would quickly recognize its unique, inspirational value to any educational organization. If you consider only the economic contribution of NWS, I think you would recognize TCAPS received an extraordinary financial benefit.

Here is a link to this 2015 NWS video:

<https://youtu.be/5slOaboW-NI>

Here is NWS's most recent 2017 video:

<https://www.dropbox.com/s/dznqmdtbq6ilbtm/NWS%20Master%20v.2.mp4?dl=0>

During the course of NWS' partnership with TCAPS, there arose a difference of opinion concerning the amount NWS owed to TCAPS after FSW's first three years to satisfy its commitment. To settle the difference, two NWS board members and NWS President [REDACTED] were tasked to meet with [REDACTED] to discuss the issue. The board members – [REDACTED] – were both coincidentally undergoing cancer treatment, so it was their intention to have a brief meeting with [REDACTED] reach agreement and put the issue behind them.

[REDACTED] (who has subsequently passed away) met at the TCAPS Admin building, and [REDACTED] introduced himself to [REDACTED]'s secretary, who was warm and welcoming. Then they waited. After half an hour, [REDACTED] approached the secretary to inquire whether they should stay or reschedule their meeting. He heard [REDACTED] through the open door to his office, yelling into the phone, "And you sent that #@@@ [REDACTED]!"

The secretary and [REDACTED] pretended not to hear the rest of what [REDACTED] was saying, but [REDACTED] was angry.

[REDACTED] spent approximately 60 minutes ranting on his phone while [REDACTED] and [REDACTED] waited. It turns out that [REDACTED] was yelling at [REDACTED], who was working at his own home office. [REDACTED] insisted that [REDACTED] was in the Admin building in order to spy on activities there, suggesting this could be related to a lawsuit [REDACTED] was involved with concerning a TCAPS student/teacher relationship.

[REDACTED] assured [REDACTED] that no one was there to spy on anyone, and he asked him to attend the meeting by walking the few steps from his desk to the lobby. [REDACTED] refused. He told [REDACTED] that he couldn't believe that he [REDACTED], had sent [REDACTED] to the Admin building. On the phone, he was out of breath, breathing heavily, and speaking rapidly, and was not engaging with [REDACTED] about the issue at hand – FSW. Instead, [REDACTED] kept insisting that [REDACTED] was there to spy on him. [REDACTED] finally said he had to get back to work, and when the call ended, [REDACTED] felt it was one of the most bizarre calls he'd ever had. [REDACTED] had trouble reminding himself that he'd just been speaking with the superintendent of a school district, a person entrusted with the lives and well-being of so many employees and students, of all ages. [REDACTED] never emerged from his office, nor sent any sort of word out to the waiting board members. [REDACTED] finally told the secretary they would be glad to re-schedule.

After that aborted meeting, [REDACTED] took himself out of the discussions: He was told [REDACTED] would not meet with him, even though he was the board president of NWS.

During subsequent negotiations with NWS, [REDACTED] was increasingly contentious and rude. We presented him with a video illustrating the value of the Front Street Writers and how it uniquely serves students who are passionate about writing and reading. In response, [REDACTED] challenged the value of FSW to TCAPS' bottom line. How much money, he asked, does FSW bring to TCAPS? We pointed out that with marketing, which had never been done, FSW could be a great asset to TCAPS and draw students who otherwise would attend Interlochen Arts Academy. We pointed out NWS's very large contribution of studio rental space; the hire of the writer-in-residence, whose package included NWS provided housing; and NWS's contribution of new office furniture. [REDACTED] responded that the furniture technically belonged to NWS and that he would prefer that we move it out of the classroom because of liability reasons. This seemed an odd, oblique comment, and suggested to [REDACTED] that [REDACTED] really didn't find value in the program. When [REDACTED] asked [REDACTED] if he'd be unhappy if FSW faded away, he said he wouldn't care.

After several more meetings, NWS and TCAPS did come to an agreement on the money owed and a timeline for repayment. In fact, NWS paid the entire amount owed to

TCAPS in November of 2016, and did so much earlier than the timeframe agreed upon, which had been August of 2018.

Witnessing [REDACTED]'s contentious behavior, combined with headlines of schools and program closings, the NWS board wondered whether the FSW program was the next to be axed. One member of the school board also suggested that FSW should find firmer footing for the program. Therefore, we approached TBAISD to inquire about partnering with us. It should be noted that with FSW at TBAISD, TCAPS students could still take advantage of the program, but this time at no cost to the district. At the same time, the FSW program would now serve a five-county area, including underserved areas and students. And that is what transpired. At this point, we were no longer meeting with [REDACTED] as he instructed us to communicate with other TCAPS employees about a one-year letter of understanding.

However, [REDACTED] became angry over our subsequent decision to move FSW to TBAISD. He abruptly severed TCAPS' partnership with another of our programs – Battle of the Books (BoB) – a free NWS program that engages hundreds of fourth and fifth grade students each year in a book-reading competition. The fallout from his decision meant that BoB was no longer part of the LEAP program. We wanted to retain TCAPS as a partner because our inclusion in LEAP allowed us to get the word out easily to parents through its teachers and principals.

[REDACTED]'s decision about Battle of The Books was *not* financially driven. The TCAPS partnership cost the district very little. On the other hand, it provided great benefit to its students, as it is well-run, completely free and promotes reading.

In the hope of reversing the BoB partnership cancellation decision, the NWS board directed [REDACTED] and [REDACTED] and Battle of the Books leadership to meet with Mr. [REDACTED] to persuade TCAPS to re-engage with Battle of the Books.

During the meeting, he lashed out at one NWS participant for her comment on the loss of TCAPS elementary librarians; he threatened to sue [REDACTED] for misquoting him (even after he was quickly corrected); and he later yelled at [REDACTED] for his body language. [REDACTED] was sweating, his knee was jack-hammering under the desk; his yelling and behavior at the meeting can only be described as unhinged. He suggested that the problem of reaching more students could be fixed if NWS would agree to hand over Battle of the Books to TCAPS and walk away. One BoB committee member recalls never before witnessing such unprofessional behavior of a local "leader."

At the end of the meeting, [REDACTED] asked us not to talk in the community about him or what had transpired. He stated it could be used against him in a personnel review. He stated that if he found out that we had complained to the board about this meeting, he said he would be very upset. We later learned that [REDACTED] had not posted this meeting on a calendar that would have alerted the board that it had even taken place.

Currently, NWS continues to deliver reading and writing skills to students, including TCAPS students. FSW is thriving at the Career Tech Center. The program is highly regarded and seen as a potential instructional model throughout the state: it merges private artistic capital with public infrastructure to create high educational return on investment. FSW students are winning awards, scholarships, and accolades here and at their colleges, and feedback from parents is phenomenal.

We also run two poetry-writing classes in at-risk TCAPS elementary schools, and nearly 200 students are participating in BoB, including eight teams from Immaculate Conception alone. However, ██████'s action has led to a 33 percent decline in TCAPS student participation because of our inability to reach parents. One teacher told a BoB project leader that she and others were reluctant to promote BoB for fear of retaliation by ██████. Another teacher recently wrote to NWS: "I want to say how thankful I am for Battle of the Books. It's such an amazing program. I really hope we can get TCAPS back on board next year. Our kids need it!" Clearly, the *only losers* in ██████ decision to cut the BoB partnership were the students. He put his anger ahead of the students' well-being.

We want to stress that we are not writing as officials of NWS, because we do not want to expose our programming to any further retaliation by ██████ and risk a further decline of TCAPS students' involvement in Battle of the Books. We are writing as local residents and TCAPS parents with relevant knowledge of ██████. Our purpose in writing is to suggest that ██████ is an abrasive administrator who has spitefully sacrificed educational opportunities for his students.

We invite you to reflect on what that means about ██████'s qualifications to serve the students and the community. In recent years, TCAPS has suffered some stresses due to circumstances beyond its control. School closings and budget constraints are the result of poor state and national education policy. Furthermore, ██████ might have had good reason for canceling FSW, which is an expensive, intense program that benefits a small number of students. ██████ has every right to control the resources spent on programs at TCAPS.

But what ██████ does *not* have the right to do is insult and disrespect and alienate well-intentioned community members who are trying to partner with TCAPS on worthwhile programs like FSW and Battle of the Books.

Though he did not create the school crisis in Michigan, ██████ has indisputably worsened the impact of the crisis in the local community. By inflicting his abrasive "my way or the highway" attitude on colleagues and partners like NWS, he has distanced himself from the community; he is to inspiration what a black hole is to light. If he has ever promoted any sense of idealism or vision, we have not seen it reported. He has not

created a sense of shared understanding about the common problem of education. Instead, he acts from a siege perspective – defensive, affronted, temperamental.

We can assure you, NWS's decision to move FSW to TBAISD was a good decision that was made for the right intentions. TBAISD envisioned the value of FSW in its complex educational scheme, and TBAISD has very effectively harnessed our concept to its wagon in a way that shines a statewide, positive light on our area. We made the right decision to leave when [REDACTED] showed us the door. But the way the decision was made was not the way educational decisions should be made. [REDACTED], in our experience, is a divisive, spiteful personality who damages TCAPS' standing and support and programming.

His behavior and performance has brought us not to the end of a challenging period in our district, but to an even more difficult beginning.

Sincerely,



Exhibit 7

The following was the contents of my attachment that was both discussed with [REDACTED] and attached to my final evaluation that was included in my personnel file:

Tuesday, July 1, 2014

This is the very first time in my [REDACTED] years as an educator ([REDACTED] [REDACTED]) that I have been rated less than effective/satisfactory. All of my [REDACTED] prior administrative evaluations have been equivalent to "highly effective", with the exception of one evaluation in [REDACTED] when I was rated as "effective". As a principal having worked in two different school districts and also having worked for the [REDACTED], I have had 7 different evaluators (4 Superintendents, 1 Associate Superintendent, 1 Executive Director of Elementary Principals and 1 Chief of Schools).

Pertaining to this year's final evaluation, it would have been very beneficial for me to have had a chance to read my written evaluation before my final evaluation meeting, to give me an opportunity to address the following contents of this attachment. [REDACTED] *did explain to me a at a different time after my evaluation meeting that he thought that the evaluation was shared via Google Docs, because he is trying to be very transparent with this process, but there was must have been mishap because it had not been shared with me prior to my meeting.*

This was my first year at [REDACTED] [REDACTED] and I volunteered to transfer to this school, as [REDACTED]. I knew this position was going to be a challenge, but wanted to provide consistency and a direction for the building, which was needed, and to help the District. Although this transition was a challenge, I am committed to this school, the community and the district. In my opinion, it is impossible to turn an At-Risk building around in one year, but it will be done.

[REDACTED] and I had my mid-year final evaluation meeting on February 3, 2014, where he "concurred" with my self-ratings via our Google Hangout, along with identifying areas in need of improvement.

	<u>Feb. ratings were the following:</u>	<u>End of year evaluation ratings:</u>
Student Ach. Growth-	Minimally Effective	Minimally Effective
Pedagogy	Effective	Effective
Management	Effective	Ineffective
Attendance/Discipline	Highly Effective	Effective
Sig. Accomplishments	Highly Effective	Effective
Relevant Special Training	Effective	Effective
OVERALL RATING	EFFECTIVE	MINIMALLY EFFECTIVE

WA 3/13/14
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June 26, 2014

I had my scheduled Final Evaluation Meeting with [REDACTED] after school this day in his office at Boardman. I had not received a copy of my evaluation ahead of time.

As I walked into [REDACTED]'s office, he asked me how my daughter was doing (she had recently been hospitalized for six weeks in Ann Arbor) and I had just returned from a six week Family Medical Leave at the beginning of the month. [REDACTED] then shared that he knew of a great therapist in the area, if I would like his contact information. This conversation was cordial.

As if a switch had turned, [REDACTED] then picked up a hard copy of my final evaluation (which I was seeing for the first time), dropped it on the table in front of me and said, "This is your final evaluation and I rated you Minimally Effective". I was shocked, but wanted to remain strong, so didn't show a lot of emotion. [REDACTED] was very brief in reviewing the evaluation and explained that I would be on an IDP, which we would develop together.

At one point during this final evaluation meeting [REDACTED] asked me, "Wouldn't you rather be known as a bitch and be Highly Effective?" I didn't answer this question and thought that it was completely unprofessional. I had actually included this statement in my evaluation attachment, but removed it at the last minute, as I was afraid of retaliation.

I thought about bringing this to someone's attention, like the [REDACTED], but again, was afraid of retaliation by [REDACTED], so I didn't take it any further.

As I completely disagreed with my final evaluation rating, I did meet with [REDACTED] two times in July (much later than I had wanted) to discuss how I did not agree with the evaluation ratings and gave specifics on the following dates:

July 17, 2014

In this initial meeting to discuss my disagreements pertaining to my final evaluation, I invited TCAA [REDACTED] to sit in on the meeting.

July 29, 2014

In this second meeting with [REDACTED], which he shared that he was not going to change my final evaluation rating, I did not have TCAA representation at the meeting.

During the 2014-2015 school year, I dreaded the few times that [REDACTED] actually visited [REDACTED] throughout the school year, as I did not trust him and he was the first supervisor that I had in my career that did not have confidence in my leadership.

I have not established a pattern of not attending to professional responsibilities. I have probably spent more time at the school this year, as it was my first year there, and I did miss some deadlines, but deadlines are not "often missed".

To make a blanket statement that a "safe and orderly environment" does not exist is not true. I do hold high regards to safety of the school and improvements to the environment have been made and will continue to be by upmost priority with continuous improvement. A Behavior Road Map (MTSS) has been implemented and will continue this fall. I would also like to note that I reached out to [REDACTED] a couple of times seeking his support to help with the "safe and orderly environment". In late fall, I asked him if there could be additional support at the building level to address behavior, as both Traverse Heights Elementary and Blair Elementary (two other At-Risk buildings) had this additional support. He responded by saying "You don't want that" and explained his reasoning. In late winter, I reached out to [REDACTED] and asked him if he would approve of a half-time Student Responsibility Center if it was funded with building funds and he and I went back and forth on this, but in the end, he did not support this idea.

The next part of the content of this rubric, "School climate is poor and employee morale is poor" is an unsupportable generalization. There have been improvements in these areas. I would consider both climate and the morale to be "average, considering the entire building, the entire staff, the history of both and the possible school closure in the future. Parents, teachers and students are very comfortable in approaching me at school and outside of school.

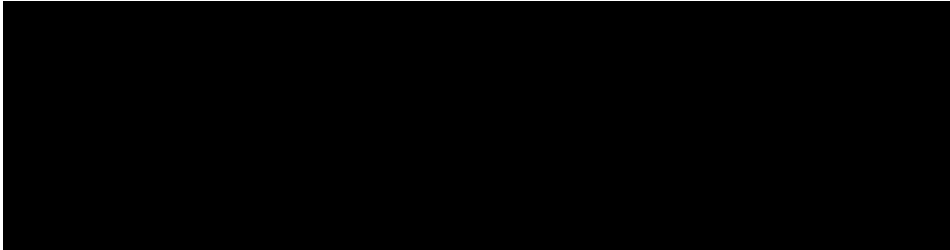
The last part of the content of this part of the rubric is "There is no system in place to gather data related to "school climate." Few visual displays of student data, the TCAPS 1PSP, Habits of Mind, and the building's Problem of Practice. Continuous improvement cycles are a year in length." I disagree with this as well. We administered surveys to both students and teachers in regards to school climate. We also used the results to prioritize our steps in our action plan regarding improving school climate. This fall we will administer a survey to parents as well. There were some visual displays of student data, the TCAPS 1PSP and Habits of Mind and continuous improvement cycles occurs more than once/year, as continuous improvement was a focus of our Leadership Team.

I would have rated myself in the area of Management as "Minimally Effective" at the very least for my Final Evaluation with specific areas to improve upon (especially continuous improvement with student behavior). There is absolutely no way that I would have rated myself as "Ineffective".

In the area of Attendance/Discipline, I am not sure how this rating can decrease from Highly Effective to Effective during the short time period of February of this year until May 19th, when I went on Family Medical Leave due to my daughter's hospitalization.

In the area of Significant Contributions, Furthermore, not all of my significant contributions were included in my final evaluation. Below are the significant contributions that were not

listed, but do need to be considered which justifies maintaining a rating of "Highly Effective" from February through May in this area:



I am not stating that I have no improvements to make, as I know I do. I am stating, however, that after having an opportunity to read my evaluation thoroughly after my final evaluation meeting took place and compare it to the rubric, there simply is not enough evidence to support an "Ineffective" rating in the area of MANAGEMENT and the Ineffective rating is not representative of my administrative abilities in this area. Furthermore, the areas of ATTENDANCE/DISCIPLINE and SIGNIFICANT ACCOMPLISHMENTS should have received a final year rating of "Highly Effective", just as [REDACTED] had concurred with these self-ratings on February 3rd.

In reflection of this school year, I knew the building was going to be a challenge. I am very confident that I can continue to lead this building in the right direction, as my past performance has proven so. When I was at [REDACTED] for eight years, which had a similar student make-up and a divided staff, we improved from being rated a "C" school, to becoming an "A" school. There was a wonderful sense of community with the staff, parents and students and I still have many that stay in touch with me today. Was this all done in one year? No, but the elements were put into place for continuous improvement and the staff and I at [REDACTED] remained focused on our vision, which is exactly what I am putting in place at [REDACTED].

Again, I disagree with my evaluation ratings and am requesting that they be changed to the following:

Management (change from "Ineffective" to "Minimally Effective" at the very least)

Attendance/Discipline (change from "Effective" to "Highly Effective")

Significant Contributions (change from "Effective" to "Highly Effective")

July 17, 2014

I met with [REDACTED] to discuss my disagreements of my evaluation. TCAA President, [REDACTED] was also present at the meeting. [REDACTED] relayed that he listened, would take the information under consideration and then we would have a follow-up meeting at the end of July.

During the 3 ½ month evaluation period which followed my mid-year evaluation discussion, before I went on Family Medical Leave to be with my daughter, I am struggling with how I could actually decrease in my ratings in 3 out of 7 areas (Management, Attendance/Discipline and Significant Accomplishments); especially in light of the fact that I actually problem-solved and put more systems into place, one of which was developing a MTSS for behavior, which I did with a team.

My Disagreements with My Final Evaluation:

My Final Evaluation Rating in the Area of Management "Ineffective"

The following is the rubric content for the Ineffective rating of MANAGEMENT:

Ineffective:

Principal establishes little or no rapport with teachers, students or stakeholders. Or, doesn't acknowledge or address incidents of unfairness or disrespect. Or, teachers are not fully or actively engaged in staff meetings, PLCs, or other collaborative work. Rapport with parents, teachers, or administrators is at times unprofessional. There has been a pattern noted of not attending to professional responsibilities. Deadlines are often missed. A safe and orderly learning environment does not exist. School climate is poor. Employee morale is poor. There is no system in place to gather data related to "school climate." Few visual displays of student data, the TCAPS 1PSP, Habits of Mind, and the building's Problem of Practice. Continuous improvement cycles are a year in length.

The first statement of the content of this area of the rubric is "Principal establishes little or no rapport with teachers, students or stakeholders". I completely disagree with this rating, as it has been my number one priority this year (and I have been successful) of establishing a rapport with students, parents and the teachers. To say that I have established little or no rapport with students, teachers and parents is very far from the truth.

The second statement "Or, doesn't acknowledge or address incidents of unfairness or disrespect". I also disagree with this, as I have used strategies including individual meetings and staff meetings when appropriate.

The third statement, "teachers are not fully or actively engaged in staff meetings, PLCs or other collaborative work" is also a false statement pertaining to this school year. The teachers were actually very involved in staff meetings and worked in teams to present Marzano's highly effective strategies to the rest of the staff at numerous staff meetings, as we focused on Marzano's book, The Art and Science of Teaching, and the teachers researched Marzano's strategies with the highest effect size. The PLC's were fully engaged focusing on Math, Marzano and IB. Other collaborative work included Interlochen's Leadership Team to engage in the work to successfully prepare our building to pilot the IB program this coming fall.

July 29, 2014

I met with [REDACTED] for the follow-up meeting and did not request [REDACTED] presence at this meeting. [REDACTED] explained that he did find out from HR that an "in-house" rating can differ from a state rating, but that after a lot of thought, he is not going to change my overall rating. We also discussed upcoming goals and [REDACTED] relayed that in Domain 5 of the Marzano School Leadership Evaluation Model Learning Map, we would focus on Elements 3 and 4. He also shared that at our upcoming goals meeting, we would add one more element.

Even though the outcome of the July 17th meeting was not what I had hoped for, I still look forward to working with [REDACTED] as we engage in continuous improvement of [REDACTED] Community School and TCAPS as a whole.

Respectfully Submitted,

[REDACTED]

Exhibit 8

Employee: [REDACTED]

Date: October 5, 2017

Overview:

I love the staff, students, and parents I serve each day. We are not perfect; at times we struggle, we achieve, and we fall but we maintain dignity and respect of others throughout our work. I recognize the dignity of all individuals with whom I interact, I exercise due care to protect others, and I refrain from using my position as power. This is all outlined in TCAPS Bylaws and Policy 3210 - "An effective educational program requires the service of men and women of integrity, high ideals, and human understanding."

I believe that I have earned my role as administrator at [REDACTED] and that school administrators are essential to promoting student achievement growth and creating strong educational opportunities for all in our community. TCAPS Bylaws and Policy 1130 state that administrators are placed due to their instructional leadership.

A well functioning (and healthy) school fosters learning, safety, and socially appropriate behaviors for all. My story in TCAPS over the past 18 months has not demonstrated care, learning, or socially appropriate behaviors by my supervisors. I have not been treated with the care that I would expect all employees to have. I have been made to feel stupid, disloyal, and humiliated. I have reached out to my direct supervisor with concerns. I am scared to speak for what may happen to me now. I love my staff, students and parents. I am asking that you read my story with confidence and care.

WY
3/14/18
Kevol.

My Story -

June 2016:

I was hired as the [REDACTED] at [REDACTED] in spring of [REDACTED]. Our first administration team meeting was scheduled June 13th, 2016. A four hour [REDACTED] retreat at [REDACTED] with [REDACTED], [REDACTED]. This meeting was on all our calendars and selected before the other administration left for summer.

[REDACTED] scheduled interviews for an associate superintendent for June 13, 2016 on June 8th, 2016. The invite included [REDACTED], [REDACTED], and I talked and he decided he wanted to attend our admin retreat. I told him I would let [REDACTED] know. I send an email to [REDACTED] which included [REDACTED] and [REDACTED] ([REDACTED] in HR doing the scheduling) stating that [REDACTED] would not attend.

[REDACTED] called my cell phone and left a message to call him ASAP. He then sent an email to the group stating that [REDACTED] would be at the interviews. I texted [REDACTED] and asked if he could attend the [REDACTED] admin meeting. He said no and he said that we needed to meet to discuss this email I sent. I agreed.

He was scheduled to meet with me at [REDACTED] on June 9th, 2016. He was running late so [REDACTED] decided to call my office phone as he was in route to [REDACTED]. He was very upset at the email I sent. He told me numerous times that he is in charge and he gets people when he needs them. He asked me if I saw what he wrote after his name in the email he sent to me, I said no. He directed me to pull up the email and read to him what he wrote. He was very angry and yelling "read what I wrote" over and over. I scanned the email and found the only word superintendent. I stated the word "superintendent" to him. He said that's right. He is in charge. He stated that he wrote that word to remind me who was in control. Him. I was crying. He stated that I was not loyal, was not with TCAPS, or with our common goal if I thought I could pull a person out of his interview. I continued to cry as he continued to tell me that he was in charge and control. He asked me many times if I understood. I felt humiliated and belittled.

July 2016:

[REDACTED] decides that I need to write a relationship plan so that I can show that I understand how to communicate in our system. He tells me that he is still worried about me not being on the team and putting other things first. He tells me that I act smarter than other people in meetings. He sets up biweekly meetings with me throughout the year. I am worried about meeting with him alone. I try to approach each meeting with 3 topics - what is happening next with [REDACTED] what successes have we had, and what can [REDACTED] give advice on? I also encourage us to walk and get out with others during our meetings so that I do not have to be alone with him.

Fall 2016:

During our biweekly meetings [REDACTED] continues to state that "he gave me this job" and ask "are you happy I gave you this job?". He also continues to ask me if I understand who is in charge and control. Each time I state, yes - him. I continue to attempt to get our meetings out in the school and not alone in an office.

Winter 2016-17:

I approached my relationship with [REDACTED] with my direct supervisor [REDACTED]. I tell him, I am struggling with my relationship with [REDACTED]. He says that he is aware because [REDACTED] has told him this. I ask him to help me brainstorm ways to interact with him. He mentions that I need to smile more and be more friendly in meetings. He says that I should not question [REDACTED]. At one point I directly ask [REDACTED] "do you think he treats me like this because I am a woman?". [REDACTED] gets upset with me and states, "I don't know you as well as I thought if you can even ask that."

The relationship with [REDACTED] continues to struggle. I attempt to make every meeting about telling him the great things he has done. I work to not question during district meetings or speak out of turn. I attempt to seek [REDACTED] advice again on how to approach [REDACTED]. While we were standing in the parking lot at [REDACTED] I told [REDACTED] "I just don't know how to deal with him." [REDACTED] responded, "You need to learn how to take fucking feedback." At that point I stop asking [REDACTED] for advice.

Spring 2017:

[REDACTED] is hiring a head soccer coach. One of the assistant principals, [REDACTED] asks me if he can apply for the job. I ask [REDACTED]. All of them state that he can apply. [REDACTED] is selected by parents, students, coaches, and [REDACTED] staff as the best candidate. Before we extend the offer, [REDACTED] states we need to check with [REDACTED]. Within a few hours she informs me that there is no way [REDACTED] will allow it. Both [REDACTED] and [REDACTED] tell me that this is not worth fighting with [REDACTED] on. He is set. I asked why we would allow him to interview (be put in front of parents and students) if we never intended to offer him the job. [REDACTED] states [REDACTED] word is final. I know to not continue to ask questions.

Summer 2017:

[REDACTED] calls me on June 26, 2017. This is the day the SAT scores are released from the state, [REDACTED] saw a 12% increase. I assume this is the purpose to [REDACTED] call. Instead, [REDACTED] asks me if I know if [REDACTED] is visiting. I am confused. I tell [REDACTED] no. [REDACTED] states, "if you know he is here and don't tell me." I tell [REDACTED] again, I have no clue what he is talking about. I have not heard of a visit. [REDACTED] is upset and does not seem to believe me. When we hang up, I call my assistant and ask her to find out [REDACTED] schedule. He is not to be in Traverse City during this week.

██████████ states prior to a District Acceleration Network meeting that he will "show those guys at ██████████ some urgency." I have no clue what he is referring to. I direct the discussion to other topics.

August 18th, 2017 - during our District Acceleration Network meeting I am presenting on how to predict proficiency on the state assessment using internal metrics/assessments. I make a comment about our lack of consistent student achievement metrics for our district. We are struggling to define "what being at grade level" means across the board. I reference that during our opening administration retreat we talked about a lot of district numbers (enrollment, square miles, operating budget, millage rate, and such) but never talked about student achievement numbers. That evening ██████████ called me and left me a message asking to call him. I called him back and he questioned me about my intention with that comment. He stated that ██████████ was very upset and felt that I was attacking him and his leadership. ██████████ asked me if I realized how my comments affected ██████████. I said that was not my intention, I was attempting to add to our discussion. I was crying on the phone by the end of the conversation.

Fall 2017:

██████████ asks me to come into his office on September 8, 2017 after our District Acceleration Network meeting. He and I sit down with the door closed. He states that "off the record he wants to talk about what is happening with ██████████". I tell him I do not want to talk about it. He continues "I want you to know we are not going on a witch hunt." I tell him okay. We sit in silence as he stares at me for about 30 seconds. Then he tells me I may leave.

After the TCAA submit their letter to the TCAPS Board of Education, our Executive team ends most regular or frequent visits, communications, and calls. Our relationship is now publicly broken.

Exhibit 9

Bill Kowalski

From: Bill Kowalski
Sent: Friday, March 16, 2018 11:09 AM
To: 'Monica Beck'
Subject: RE: TCAPS Investigation

Message received. Thank you Ms. Beck.

William J. Kowalski

Director of Operations

Rehmann

Rehmann Corporate Investigative Services

1500 W. Big Beaver Road

Troy, Michigan 48084

Office: 248-267-8445

Cell: 248-534-0078

Email: bill.kowalski@rehmann.com

From: Monica Beck [mailto:mbeck@tfngroup.com]
Sent: Friday, March 16, 2018 11:06 AM
To: Bill Kowalski <Bill.Kowalski@rehmann.com>
Subject: TCAPS Investigation

Mr. Kowalski,

I am passing on the email below from my client, [REDACTED] that you consider in your investigation.

She would like to add this to the information

Thank you for your time yesterday. I would like to provide you with additional information with respect to what caused me to write my statement in October, 2017. After the spirit rock situation, we came together as a group of principals to talk and process. As we shared information about our interactions with [REDACTED] it became clear to me that my situation was not unique to me. I realized that often times [REDACTED] yelled at and belittled other female principals. There was a clear pattern. It was not just me. It was female leaders. It was also clear that male leaders were treated differently. Many stories about females being yelled at until they cried came out. Female principals revealed they too were coached to smile more and be more friendly. These stories of both current and former female principals gave me courage to step forward and write a very personal story that is embarrassing because I cannot believe, in 2018, that I and other female leaders would be treated this terrible and discriminatory way by [REDACTED] and his executive team. I know [REDACTED]'s treatment of me was wrong and never addressed, even after I asked for help.

Also, attached is email correspondence [REDACTED] referenced during her interview, which you had requested.

Best regards,
Monica



[web](#) | [bio](#) | [map](#)
Monica H. Beck
Attorney | 231.933.0180



Re: Investigation

1 message

Jan Geht <gehtja@tcaps.net>

Sun, Mar 11, 2018 at 12:48 PM

Reply-To: gehtja@tcaps.net

To:

Bcc: [REDACTED]@tcaps.net

Ms. [REDACTED]

I typically do not respond to individual complaints made by teachers except to advise them to first work through their union. I strongly believe that your union exists to protect and shield you from any mistreatment, as I have repeatedly advised your union leadership. The fact that you continue to make public allegations against [REDACTED] after your complaints were fully investigated and found to be lacking is problematic in of itself. Your email, however, troubles me deeply because it perpetuates the very gender stereotypes that anti-discrimination laws are meant to address.

There is a large body of empirical evidence that demonstrates that women in leadership positions face different expectations than men who occupy those very same leadership positions. Simply put, parents would typically not be offended if a male principal failed to be graciously accommodating when interrupted while out in the community with his family because he would be perceived as being a "good family man"; and, certainly, they would not feel entitled to complain about it afterwards. Nor would a male principal ever be told to "smile" more.

My point is not that being friendly or smiling more are not desirable traits; it is simply to say that expecting them of women and not of men is a form of illegal gender discrimination. So while you personally may have the same expectations of male and female principals, that is simply not relevant to our current investigation. The question is whether female principals' supervisors expected different behavior based on their gender; a topic that will be investigated by Rehmann. That you would seek to undermine the female principals' rights to be free of harassment in the workplace that you were afforded is quite worrisome. And lest there be any doubt as to why your email undermines their rights, let me be quite explicit. The Board is the ultimate decision-maker, and you are trying to prejudice us before Rehmann completes its investigation by "outing" one of the complainants and publicly shaming her.

If you are interested in learning more about this issue from a layperson's perspective, here is a link to a 2016 Atlantic article, titled "The Sexism of Telling Women to Smile."

I am also including a small sampling of the scholarly research on this topic (attached below).

Thank you,

Jan



Virus-free. www.avast.com

On Sun, Mar 11, 2018 at 7:34 AM, [REDACTED] wrote:

I would like to tell you about an incident that occurred last summer that was told to me by a parent of an incoming 9th grader. They were in TC during the film festival when the boy excitedly told his mom, there's my new principal. He went over to [REDACTED] and introduced himself as an incoming freshmen and said hello. He was ignored. The boy then asked what movie she was going to see and [REDACTED] very impatiently said and, with a rather exasperated tone, "I'm going to a movie with my daughters." She then turned and walked away. The boy was hurt. He had no idea why he new principal would be so rude to him.

This is not unusual behavior for [REDACTED]. There are people in this building that she has seen on a regular basis for more than a year and a half, that she has never spoken to...not even a hello.

3/12/2018

TCAPS Students Mail - Re: Investigation

This is the reason why she was asked to smile more and be more friendly! Not because she is a woman but because she comes off as rude, standoffish, and definitely not a people person. The staff, students, and parents don't deserve this treatment. Apparently someone has now told her to be more outgoing, smile more and be friendly because she has been much more so the last couple weeks. Staff have noticed. Apparently it's not okay for her boss to tell her this but it is okay for her lawyer.

I urge you to be sure to have the investigator talk with staff at [REDACTED] during your investigation. I would suggest you talk to people from [REDACTED] as well. Unfortunately, the fear of retaliation, for good reason as it has been done by her, may keep people from talking.

--
[REDACTED]

3 attachments

-  **Status incongruity and backlash effects Defending the gender hierarchy motivates.pdf**
474K
-  **Prescriptive Gender Stereotypes and Backlash Toward Agentic Women.pdf**
69K
-  **Female first%2c leader second Gender bias in the encoding of leadership behavior.pdf**
364K

Exhibit 10

I am fairly new to the administrative team. However, there is one situation last school year which made me uncomfortable and affected future interactions with executive team members.

A teacher at my school resigned on February 27th, 2017 following a safety incident that happened at the school. Human Resources and the teacher agreed that she could access her classroom between the evening of Friday, March 3rd and Sunday March 5th to remove her personal items from the classroom. Human Resources asked me to be present to allow the teacher access. The teacher spent both weekend days removing items and also left the classroom a mess following her departure. I worked the weekend cleaning and reorganizing the classroom in order to minimize disruption for students.

I sent an email to [REDACTED] asking if I could timesheet the additional hours spent supervising the move and reorganizing the classroom. On March 6th, I was at Boardman participating in teacher interviews. [REDACTED] came into the room and asked to speak with me privately. In another room, he told me that we all work extra hours as administrators and that the district doesn't timesheet additional hours. I explained that I understand we all work many hours above and beyond the workday, but that this weekend's worktime was unexpected and situational. He responded by saying that I could submit a timesheet this time only and he would approve it. I felt uncomfortable and confused leaving the meeting. Because of this I did not submit any hours for the work that weekend. I was worried about his perception and how this would affect my relationship with him moving forward.

[REDACTED]

A handwritten signature in the bottom right corner of the page, consisting of stylized cursive letters.

Exhibit 11

[REDACTED]

Primary Concern: I was presented with a one year employment contract for the 2017-18 school year rather than the three year contract to which I was entitled. This action was taken without notice of the reason and absent the procedural protections required.

I am proud of my performance and my record during my eight years at TCAPS. I was regularly promoted. When I was assigned additional duties I discharged them with energy and professionalism. I enjoyed the respect and support of the vast majority of my colleagues, teachers, staff and parents. Most importantly, I have been unwavering in my commitment to my students. I have never been threatened with disciplinary action.

It is difficult to prepare a defense of my last year since no formal complaint has been brought. Informally, [REDACTED] has questioned me on two situations which may account for punitive action.

1. Personal Distraction

During 2016-2017 I experienced [REDACTED]. I subsequently missed a portion of instructional days of school, though I was assured the support of the Executive Team as per conversations I held with [REDACTED], [REDACTED], and other Executive Team members in August 2016 and again in late October 2016.

In these situations the Executive Team has the option of appointing a "coach" to help the administrator stay on track. At one point it was suggested that I accept the help of a personal coach and I agreed. We worked together well and her evaluations and reports establish that I remained productive and effective.

Throughout this turbulent time I remained fully committed to ensuring the means for success of both my students and my staff. The performance data of my school for the 2016-2017 school year speaks to this. My building has a growing student population, a strong and significantly improved PTO, high levels of student achievement, a positive and productive school culture, and among the highest teacher attendance in the district.

2. Dissatisfied Parent

One parent of two of my students expressed continuous concerns with incidents at school via email and text messages. I responded responsibly, however never to her satisfaction. For reasons I do not understand, her criticisms continued and soon developed into personal animosity toward me. I kept responding to her complaints with reason and courtesy, to no avail. It finally became apparent that nothing I could say or do would mollify her and my responses became perfunctory. I requested assistance from the Executive Team and was assured of the team's support. Apparently the parent complained to [REDACTED] Without consulting me [REDACTED] imposed the one year contract penalty.

TCAPS protocol requires that all administrators except new hires be granted a three year contract. I am the only seasoned principal, to my knowledge, not to receive a new three year contract. Further it is unthinkable that a principal who received a highly effective rating three years running, as I did, would not be offered a three year contract. Finally, TCAPS and union rules establish requirements for any disciplinary action. These include formal notice, investigation, expert assistance and opportunity to be heard. I was provided none of these protections. This is unacceptable practice and would be considered a hefty penalty for discipline, which in this instance was never discussed as "discipline". (Board Policy 1139, Paragraph 4)

3/13/18
WR

Exhibit 12

Statement regarding incident and actions from ET member related to TCAPS Policies 1130 and 3210.

Submitted by [REDACTED]

Timeline/Details

2013-14: I was completing year 3 [REDACTED]
[REDACTED]

2014: I had requested transfer of assignment as lead principal at one elementary.

April, 2014: Public announcement of my [REDACTED] transfer of assignment [REDACTED]
[REDACTED]
[REDACTED]

May, 2014: I had completed due process investigation and findings involving a long-time (and well-liked) [REDACTED] employee for failing to follow processes and procedures commensurate with her responsibilities. With termination eminent, the employee opted to resign for the purpose of retirement. The [REDACTED] families came to the defense of the employee, and wrote a letter and signed petition to [REDACTED] requesting my exclusion from the school for the remaining 2 weeks of the year.

[REDACTED] selected a course of action that included: Replacement of the employee with a substitute to finish the year. Early installation of [REDACTED] as the [REDACTED] on site at [REDACTED] to conclude the year. I was still administrator of [REDACTED], but directed to conduct my [REDACTED] duties remotely from the [REDACTED] Office. I was the [REDACTED] on site at [REDACTED] to conclude the year.

Impact: This met the demands of the parents, but gave the appearance of disciplinary action toward me, though no discipline was initiated or recommended.

Additional note regarding Policy 3210:

March, 2014: In a phone call [REDACTED] whom I had regarded as a trusted friend, shared with me her opinion that I would not be successful as the [REDACTED]. Having been rated as a highly effective and effective principal for 12 years with TCAPS, this was disconcerting and rattled my confidence. I followed up with [REDACTED], asking him if he was suggesting [REDACTED] as a next assignment as a test or set up. He reaffirmed his opinion of my work as positive and his belief that I would be successful. Upon reflection of this incident, I cannot understand the outcome [REDACTED] was looking for by sharing her opinion at that time. I was not in control of where my next assignment would be. I was also not trustful of [REDACTED] and was left in a position of uncertainty with regard to two ET members' opinions of my ability. I have been rated as Effective and Highly Effective for the last 3 years at [REDACTED].

WS

Exhibit 13



Fwd: Message from "ADM-BOE-Ricoh"

2 messages

[REDACTED]@tcaps.net>
Reply-To: [REDACTED]@tcaps.net
To: [REDACTED]@tcaps.net>

Thu, Jan 18, 2018 at 4:47 PM

----- Forwarded message -----

From: <noreply@tcaps.net>
Date: Thu, Jan 18, 2018 at 12:28 PM
Subject: Message from "ADM-BOE-Ricoh"
To: [REDACTED]@tcapsstudent.net>

This E-mail was sent from "ADM-BOE-Ricoh" (MP C3504ex).

Scan Date: 01.18.2018 12:28:09 (-0500)
Queries to: noreply@tcaps.net

20180118122809685.pdf
221K

[REDACTED]@tcaps.net>
To: [REDACTED]@tcaps.net>
Bcc: [REDACTED]@tcaps.net>

Thu, Jan 18, 2018 at 8:48 PM

Thanks [REDACTED]

I received your e-mail about the disciplinary meeting tomorrow at 3:00pm. I have a long standing personal appointment at that time that I can't reschedule on such short notice. Further, I need our attorney to be present for my disciplinary meeting and I also can't confirm his availability on less than a days notice. Please give me any dates and times you prefer to meet next week and I'll move my schedule around to find a time that works for you and the attorney.

Thanks,

[REDACTED]
[Quoted text hidden]

Exhibit 14

From: Bill Kowalski
Sent: Wednesday, March 14, 2018 9:16 PM
To:
Subject: Fwd: Hostile Work Environment Investigation
Attachments: 18-01-19 [REDACTED] Suspension and Discipline documents from [REDACTED].pdf; ATT00001.htm; 18-02-04 [REDACTED] - Rebuttal for Personnel File.pdf; ATT00002.htm; Plan of Assistance - [REDACTED] Signed Copy after revisions.pdf; ATT00003.htm; 17-10-05 [REDACTED] - Written Original Statement to David Revore.pdf; ATT00004.htm; 18-01-18 [REDACTED] Disciplinary Notice E-mails w [REDACTED].pdf; ATT00005.htm

Thrun
Sent from my iPad

Begin forwarded message:

From: [REDACTED]@gmail.com>
Date: March 14, 2018 at 8:57:15 PM EDT
To: bill.kowalski@rehmann.com
Subject: Hostile Work Environment Investigation

Hi Bill,

I attached the disciplinary notices/documents you asked about along with a few other documents you may have wanted. The October document is the first 12 pages of what was shared with Revore in October. I annotated some content you may need - including a few things I didn't think to mention today. You can ignore the stuff about the Rock of course.



MEMORANDUM

TO:

[Redacted]

FROM:

[Redacted]

DATE: January 19, 2018

SUBJECT: IMPLEMENTATION OF DISCIPLINARY ACTION AND WRITTEN DIRECTIVE

You were issued the attached disciplinary letter on September 5, 2017. On January 5, 2018, the Board of Education signed the attached resolution. Consistent with that resolution, the disciplinary action outlined on September 5, 2017 shall now be administered as follows:

- A five day unpaid suspension will begin on Monday, January 22, 2018 and end after Friday, January 26, 2018.
- During this disciplinary suspension, you are directed not to attend district related events or enter district property without prior permission from me.
- You are directed not to discuss your disciplinary action with anyone other than your spouse, union representative, or me.
- You are to follow all directives listed in the September 5, 2017 letter.
- When you return on Monday, January 29, 2018, you will return to my office at 8:00 a.m. At this meeting, we will review the Individualized Development Plan that will address the areas of noted performance concerns along with steps for improvement and measures for success.

Any failure to follow the directives outlined in this memorandum or the September 5, 2017 disciplinary letter will be investigated, and if substantiated, will result in disciplinary action up to and including termination.

c: personnel file



Traverse City Area Public Schools
Great Community, Great Schools

412 Webster St.

Traverse City, MI 49686

TO: [REDACTED]
FROM: [REDACTED] *JMC*
RE: Directive
DATE: January 19, 2018

After 1:00 p.m. and before 6:00 p.m. Friday, January 19, 2018 you will send the following message to [REDACTED] staff:

[REDACTED] Staff,

I will be out of the office from Monday, January 22, 2018 through Friday, January 26, 2018. During this time, [REDACTED] will be acting head principal. Please go to him for any issues you would have typically contacted me about. [REDACTED] will also be available to provide additional support while I am away.

Sincerely,

[REDACTED]

After 1:00 p.m. and before 6:00 p.m. Friday, January 19, 2018 you will change technology messages to read **Out of the Office:**

I will be out of the office January 22, 2018 through January 26, 2018. In my absence, please contact [REDACTED]@tcaps.net.

MEMORANDUM

TO:

[REDACTED]

FROM:

[REDACTED]

DATE: September 5, 2017

SUBJECT: FIVE DAY UNPAID SUSPENSION

This letter is to confirm that you are receiving a five day unpaid suspension for failing to follow facilities and maintenance protocols and for failing to reveal your role and knowledge of the removal of the [REDACTED] spirit rock when directly questioned by [REDACTED] and your evasive answer during the initial part of the investigatory interview.

Based on your actions, you will serve a five day unpaid suspension. I will work with you to identify and schedule the unpaid days. Additionally, you will be placed on an Individualized Development Plan for the 2017-18 school year.

You are directed to follow all district protocols, board policies, and board guidelines in the future. You are also expected to exhibit the highest professional and ethical behavior as a TCAPS administrator and to communicate in a transparent and above board manner with your supervisor at all time. Failure to follow these directives will be investigated, and if substantiated, will result in further disciplinary action up to and including termination.

C: Personnel File

**BOARD OF EDUCATION RESOLUTION
CONCERNING SPECIAL COUNCIL INVESTIGATION REPORT
AND ASSOCIATED DISCIPLINE**

Traverse City Area Public Schools, Grand Traverse, Leelanau and Benzie Counties, Michigan (the "District").

A special meeting of the Board of Education of the District was held in the Boardroom at the Ida Tompkins Boardman Administration Center on Saturday the 6th day of January, 2018, at nine o'clock a.m.

The meeting was called to order at nine-o'clock, a.m., by President Falconer.

Present: Members Clark, Ellery, Falconer, Geht, Hardy, Kelly(remote), Klegman

Absent: Members

The following preamble and resolution were offered by Member GEHT and supported by Member KLEGMAN.

WHEREAS, the Board of Education (the "Board") received a letter from the Traverse City Administrators' Association (the "TCAA") alleging a pattern of harassment and intimidation by members of the Executive Team; and

WHEREAS, at a September 25, 2017 meeting of the Board, the Board enacted a Resolution to Appoint Special Counsel in which it retained David Revore ("Mr. Revore") of Bauckham, Sparks, Thall, Seeber & Kaufinan, P.C. as special counsel to conduct an impartial investigation into the subject allegations and to produce a report of his findings (the "Report"); and

WHEREAS, at a November 27, 2017 meeting, the Board requested that Mr. Revore complete the report as to three situations that Mr. Revore had identified at that time; and

WHEREAS Mr. Revore has concluded the investigation into those three occurrences and drafted a Report summarizing his methodology, findings, and conclusions; and

WHEREAS, the Board acknowledges that it has received the Report and that it reviewed the Report with Mr. Revore on January 6, 2018; and

WHEREAS, the Board acknowledges that Board Policy Section 1139, which concerns School Administrator Discipline, authorizes "[t]he Superintendent (or his/her designee) [...] to impose all administrator discipline[;]" and

WHEREAS, the Board acknowledges the completion into the investigation of the three identified occurrences; authorizes and directs the release of the Report to the involved parties; makes the Report available to the public; and confirms the Superintendent's ability to impose discipline on administrators, pursuant to Board Policy.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board acknowledges receipt of the Report as of January 6, 2018.

2. The Board hereby authorizes and directs the District to release the Report to the complainants and the respondents at noon on Monday, January 8, 2018.

3. Beginning on Wednesday, January 10, 2018, the Board authorizes the District to release the Report to members of the public who submit a proper FOIA request.

4. The Board directs that any release of the Report pursuant to FOIA requests will be subject to all applicable FOIA exemptions, except that the District will not assert the exemption under Section 13(1)(g) with respect to the content of the Report based on its attorney/client privilege with Mr. Revore or his firm.

5. The Board further directs that, due to the nature of the information in the Report, upon receipt of any FOIA request for the Report, any required notices be provided to necessary parties, pursuant to the Bullard Plawewski Employee Right to Know Act.

6. The Board confirms that Mr. Paul Soma, as Superintendent of the District, has the authority to impose discipline on administrators that is neither arbitrary or capricious and that the findings of this investigation do not limit his authority to impose discipline for the matters investigated. The Board further confirms that Mr. Soma may proceed with disciplinary measures for the Spirit Rock incident, as provided in Board Policy Section 1139.

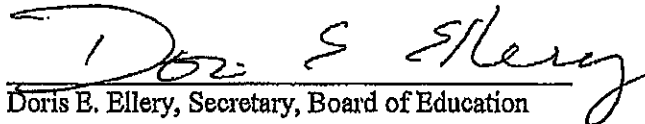
7. The Board authorizes the District's counsel to initiate a process to investigate and resolve all outstanding complaints and issues.

8. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

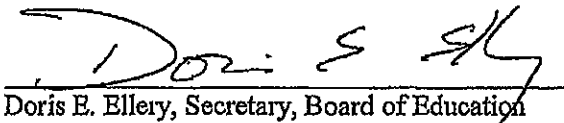
Ayes: Members Ellery, Falconer, Geht, Hardy, Kelly (remote), Klegman
NOTE: Clark left meeting 11:20am and was not present for vote.

Nays: Members

Resolution declared adopted.


Doris E. Ellery, Secretary, Board of Education

The undersigned, duly qualified and acting Secretary of the Board of Education of the Traverse City Area Public Schools, Grand Traverse, Leelanau and Benzie Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board of Education at a Special meeting held on January 6, 2018, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).


Doris E. Ellery, Secretary, Board of Education

February 3, 2018

Rebuttal to September 5th, 2017 Disciplinary Letter for Personnel File

Now that this disciplinary process has concluded, I would like to file this response to the [REDACTED]
[REDACTED] September 5th, 2017 Disciplinary Letter.

I did not intend to mislead [REDACTED] when engaged in informal conversation on August 8th, 2017 about what happened the student-painted Rock at [REDACTED] while I was out of town in July 2017. I did not give this item the priority it needed and failed to do my duty to investigate, communicate and follow up regarding the Rock. I will ensure that this type of miscommunication, and reason to doubt my integrity, will never happen again.

[REDACTED] perception that I was evasive during the initial part of the investigatory interview with me on August 31st is not accurate in any way. I was transparent and forthright with him from start to finish in that interview.

I look forward to continuing to collaborate with [REDACTED], and the rest of his Executive Staff, to create the best opportunities possible for the students in Traverse City Area Public Schools.

Thank you,

[REDACTED]

[REDACTED]
Plan of Assistance
January 2018-December 2018

Areas of Concern	Timeline	Objective	Related Marzano Element(s)
<u>Communication</u> <i>This concern relates to communication between you and Central Office and you regarding Central Office to others.</i> Goal: [REDACTED] <i>will improve his performance to be at an ongoing satisfactory level in the area of communication.</i>	January 22, 2018 through December 30, 2018 Communication will be monitored by [REDACTED] with feedback provided on a monthly basis which will include the following checkpoints: • Periodic meetings with [REDACTED] (in person) • Weekly conversations with [REDACTED] (virtual) for the first two months of this plan • Periodic contacts with additional district leadership support personnel (phone, online, or in person)	[REDACTED] will improve his performance to be at an ongoing satisfactory level in a variety of situations including, but not limited to: 1. All communication is clear, accurate, proactive, comprehensive, and provided in a timely manner. 2. All communication should align with the outer ring of the MI-Excel Blueprint and represent collegial, collaborative, and a professional level of communication. 3. All communication must be open, honest, clear and complete to your assistant principals and you will monitor their conduct and communications	Domain 5: School Climate • Recognized leader of the school ◦ The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses Measurements to include but not be limited to: • Staff survey regarding communication (details attached within surveyed areas) • Email communications • Phone communications

		accordingly. 4. You are expected to communicate with executive team members in a direct and collaborative fashion. 5. You will answer and / or return phone calls from executive team members within a 24 hour period. 6. You will inform your supervisor of any planning or decision that have a budget, curriculum, and may have an impact on the building as a site or organization as a whole.. 7. You will communicate in a way that is respectful of your position as an ambassador of TCAPS.	• Written communications Measurement: 100% of communication will be direct, honest and without intent to mislead or hide information from any constituent. This area will be monitored by survey mentioned above as well as other feedback regarding this area. Feedback will be shared with [REDACTED] as it is received. [REDACTED] will reserve the right to pull email communications to monitor at all times.
<u>Administrative Practices</u> <i>Administrative Judgement is an area of unsatisfactory performance</i>	January 2018-December 2018 To be monitored through the December 2018	<i>Objective:</i> <i>Administrative Judgement will be brought to a level of satisfactory performance in all situations including but</i>	Domain 3: Continuous Support for a Guaranteed and Viable Curriculum

Goal: Administrative Judgement will be brought to a level of satisfactory performance		<i>not limited the following:</i> 1. Decision must not violate laws, policies, and administrative guidelines. 2. Directives given to assistant principals must not violate laws, policies, and administrative guidelines. 3. Develop and monitor an accountability system to ensure that your assistant principals follow your directives. 4. Your leadership will further the goals of the organization as a whole.	• Adheres to state and district curriculum standards ◦ Aware of district, state and federal standards that impact their operational practices Domain 5: School Climate Recognized leader of the school • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses ◦ Faculty and staff perceive a safe environment ◦ Clear and specific rules and procedures are in place for
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			the running of the school ○ No incidents occur in which the safety of faculty or staff is compromised ○ When asked, the faculty and staff describe the leader as highly visible and accessible ○ Students, parents, and community perceive a safe environment ○ The school leader engages parents and community regarding issues of school safety ○ When asked, parents and students describe the
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			school as a safe place ○ When asked, parents and students describe the school as an orderly place ○ When asked, community members perceive the school as safe and orderly ○ When asked, parents, students, and community members describe the leader as highly visible and accessible Suggested Measures include but are not limited to: ● Survey of parents, students and staff (See attached guidelines for
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			survey development and expectations) • Safety reports • Written and implemented plan to address weaknesses outside of the evaluation plan and specific to identified concerns as a result of August/Sept incident. • Leadership to assist in the repair of damage to the district, student body and community
<u>Professional Behavior</u> Honesty, Integrity and other ethics are essential to a leadership role within TCAPS. This is an area of unsatisfactory performance. Goal: ██████ will be honest, show integrity and professional ethics within his leadership role with	January 2018 - December 2018	Objective: The objective for this area is ongoing honesty, integrity and all interactions rising to a level expected of a TCAPS administrator.	Evidence is supported by: • Email correspondence • Notes from meetings • Surveys results of staff including administrative at building and district level, teaching, support staff, students and parents at the building level • Survey to be designed by ██████ and

Traverse City Area Public Schools.			approved by supervisor [REDACTED] along with growth measure rubric to be determined. • Write and implement approved plan to hear student voice regarding the restoration or resolution of the rock removal • Above plan written by February 10 with an implementation schedule approval. % of growth for success based on current and end of IDP measure
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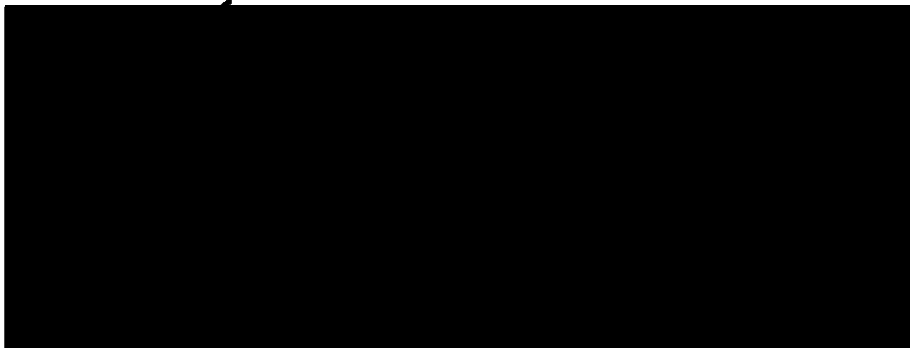
Additional professional development opportunities and other actions designed to improve the performance of the school administrator:

- Periodic meetings with [REDACTED] (in person) - Scheduled by [REDACTED]
- Weekly conversations with [REDACTED] (virtual) for the first two months of this plan - Scheduled by [REDACTED]
- Periodic contacts with additional district leadership support personnel (phone, online, or in person)- As needed, rubric developed for district leadership input and shared with [REDACTED] by Feb. 10th. Satisfactory level must be achieved by June 1, 2018.
- Identified conference to support principled leadership identified by [REDACTED] and approved by [REDACTED] (other support may be substituted upon approval)

The objectives outlined in this plan of assistance are to be implemented immediately. Above outlined meetings will be held during the time period covered by this plan. Additionally, you will compile evidence of your progress toward compliance of this IDP and record this evidence on the above related Marzano elements within iObservation Leadership Conferences. In the areas where the deficits do not have a direct link to Marzano, they will be considered as part of the minimum standards for administrative work and will fall under the Domain 5, School Climate elements 1,2,3,4,5, and 6 respectively.

If there is additional support [REDACTED] believes is needed for his success, it will be his responsibility to define this help and advise his supervisor he is in need of the support.

I understand this plan of assistance and acknowledge receipt of the plan.



Date: 2/4/2018

Date:

Survey Question Areas for Measurements of Improvement:

Communication:

Students
Parents
Staff (teachers and support)
Administration
District Level Administration

Administrative Practice:

Students
Parents
Staff (teachers and support)
Administration
District Level Administration

Professional Behavior

Students
Parents
Staff (teachers and support)
Building Administration for [REDACTED]
District Level Administration

Survey questions to be submitted to [REDACTED] on or before February 10th. Survey to be administered and results returned by March 1, 2018. Submissions will be anonymous and result shared with both [REDACTED] and [REDACTED] in order to guide work for improvement. Each area above will be segregated to allow for targeted intervention where appropriate. Rubric for success will be developed before March 10th with [REDACTED] and [REDACTED].

Notes toward progress:

██████ has suggested he will create a google sheet on which he will note items regarding ██████ in order to keep information shared. This form will also provide the area that can drive some of our discussions as outlined above. This google sheet will be shared with ██████

██████ will:

- Schedule the weekly virtual meetings that will be in place until March 23, 2018 or longer if determined necessary. The meetings will be scheduled by ██████ and will last 30 minutes, 1x per week.
- Schedule the periodic meetings.
- Draft the rubric for District Level Administration feedback and discuss with ██████, after the initial survey results are compiled. This will be implemented once completed with a March 10, 2018, deadline for implementation.

██████ will:

- Create a draft survey to meets the objectives of the plan for approval on or before February 10.
- Develop and monitor an accountability system to ensure APs are following your directives by February 10.
- Submit a plan to hear student voice regarding the restoration or resolution of the rock removal by February 10.
- Find a conference or leadership opportunity to submit to support principles leadership. Seek approval and attend the conference prior to June 30, 2018.
- Create and share a google sheet to share information relating to the IDP and day to day areas that will fall under each of the above categories.

[a] I will continue to be 100% direct and honest with my communication. How will 'intent' be measured? The term 'intent' concerns me because it seems it would have to be based on perception.

[b] What does 'safety reports' refer to?

[c] Can you further explain what 'notes from meetings' means? Do you want me to keep or store notes differently? Are these notes others take at meetings? Which meetings?

[d] I will:

1. Work with [REDACTED] and share my IDP goals with him (as we discussed).
2. Attend the MASSP state principals conference in Traverse City the week of June 25th.

[e] Did we confirm that I will be submitting this IDP-related evidence in observation on the same deadlines as my other self-observations? March 22 and June 1st?

[f] You will be submitting evidence then and at the given timelines that are specific to the plan.

[REDACTED]

[g] The google sheet was started and shared this week. Thanks for adding your comments to it.

<https://docs.google.com/spreadsheets/d/1VRiQ0yYitwkRVS2Aaw0tLd4p-QA8uPpfla8gxQiBPNg/edit?usp=sharing>

[h] I have drafts of these three items started which I will finish and share with you this week (prior to Feb. 10th)

[i] I will:

1. Work with [REDACTED] and share my IDP goals with him (as we discussed).
2. Attend the MASSP state principals conference in Traverse City the week of June 25th.

[j] The google sheet was started and shared this week. Thanks for adding your comments to it.

<https://docs.google.com/spreadsheets/d/1VRiQ0yYitwkRVS2Aaw0tLd4p-QA8uPpfla8gxQiBPNg/edit?usp=sharing>

OVERVIEW

Thank you for providing the opportunity to tell my story.

On the surface, this may appear to simply be an investigation about my decision (as [REDACTED]) to direct the removal of a rock on [REDACTED] property that had become a place where teenagers painted various types of messages—and then to conceal my actions from our Superintendent.

In reality, this incident is about [REDACTED] and his Executive Team's most recent demonstration of a pattern of behavior that is characterized by fear, intimidation, and creation of a hostile work environment for any school leader who may make them feel insecure in their leadership. The most recent examples of these tactics involve [REDACTED] and I who were assigned suspensions, one of the [REDACTED] being forced out of his administrative position, and the other [REDACTED] being assigned a non-voluntary transfer as part of his discipline. In addition, I was placed on a vague and unmeasurable Individualized Development Plan, which at TCAPS is a step that is most often used to expedite the removal of "problem" employees from the district.

During this disciplinary process conducted by Executive Team members, untruths have been told about me, threats were made, my character has been defamed in the local and national media, one principal was stripped of a job he earned, district-wide employee morale has suffered, and a respectable school system has had to endure extensive negative press at a time that we should have much to celebrate.

In this statement, I will do the following:

1. Provide background regarding my career, [REDACTED], and the rock itself
2. Provide a timeline of the recent rock situation and the details surrounding it, which will clearly show:
 - a. That I absolutely did not lie to [REDACTED] or anyone else about removal of the rock
 - b. That I believed I was acting within my authority as principal to handle a problem situation
 - c. That [REDACTED]'s true motives were to exert fear and control over a school that he felt historically did not respect him enough
 - d. That [REDACTED] knowingly and deliberately chose to defame me in the media by calling me a liar, in order to justify his poor leadership decision
3. Show how the handling of this situation is representative of a pattern of behavior by the current Executive Team that includes blatant disregard of process, lack of professionalism and lack of adherence to Board Policy.
4. Share unsolicited concerns I have received from colleagues and community members regarding the Executive Team since my situation became public, which you may want to investigate.
5. Outline my concerns, issues, and interests going forward.

1. BACKGROUND

My Career

I have completed 17 years in public education as a [REDACTED] serving at [REDACTED] [REDACTED] and TCAPS. I began working at TCAPS during the 2010-11 school year as a [REDACTED]. During the ensuing years at TCAPS I have also served the district in the following positions:

- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

I have had an unblemished career, characterized by a series of promotions to positions of increasing responsibility (including appointment to the principalship of the district's largest school,) outstanding annual evaluations, high praise from students, parents and staff, and zero record of any disciplinary actions.

[REDACTED]
[REDACTED] opened twenty years ago during the 1997-98 school year. [REDACTED] has over 1,670 students, with approximately 70 teaching staff (over 100 total staff), and 3500+ parent/guardian contacts. [REDACTED] has one Head Principal, three assistant/neighborhood Principals, and an Athletic Director. (For background purposes, it should be noted that [REDACTED] [REDACTED] at the time [REDACTED] opened and remained in that role until I was hired in December 2014 upon his retirement. [REDACTED] was a great instructional leader and created an outstanding academic and school culture at [REDACTED]. He was also traditional in his leadership style, direct, and demanding. [REDACTED] was often in conflict with several of the different TCAPS Superintendents during his tenure, which apparently created in the minds of central office staff the sense that the entire [REDACTED] staff was rebellious in nature.)

The Rock

The rock was placed on the lawn near the entrance to [REDACTED] at some point early in the school's existence. The rock was often painted by students after hours with statements or themes related to school spirit. Inciteful or hate speech occurred from time to time, but such incidences increased rapidly in the 2015-16 school year as the rhetoric of the national presidential campaign intensified and the national conversation about LGBTQ+ rights continued. Students painting LGBTQ+ rainbows on the rock were offended when their work was painted over with TRUMP slogans, confederate flags, or statements such as 'fag' or 'straight pride'. This banter led to verbal (and nearly physical) confrontations in school and eventually to a large student-organized protest in which over 100 students walked out of class and stood at the rock. Hate statements continued with the rock throughout the next school year. In the Fall of 2016, Student Senate worked with me to create guidelines for painting the rock (this had never existed before). The rock was painted less frequently after that point, but the amount of hate speech on the rock in the ensuing school year continued to outpace the number of school pride statements on the rock. When I left for vacation on July 5, 2017, the rock was covered in statements about President Trump and other 'insider' slogans.

2. TIMELINE OF RECENT EVENTS

- Spring semester 2017 – I informally discussed with [REDACTED] assistant principals that I had decided the rock no longer had a chance of returning to its original purpose and that I would allow it to be removed the next time we had an offer to do so that didn't cost the district money.
- 7/16/17 - [REDACTED] buried the rock with a backhoe that he had personally rented for work on his nearby property, after a text message exchange with me while I was on vacation with my parents, wife and kids.
 - It should be noted that there has been an extensive history of digging, planting, and excavating by staff and students on the grounds at [REDACTED] (both by hand and with equipment) over the 20 years of the school's existence. [REDACTED] and I are familiar with the location of utilities at the school, and there are none in the area of the rock. In fact, [REDACTED] students (our friendly rivals) had dug a hole deep enough to bury the rock last year in the same spot, but were not able to push it into the hole.
 - Despite [REDACTED]'s characterization in the media, the way the rock was removed was not deceitful. [REDACTED] did it in broad daylight, on camera on a Sunday afternoon, in the summer. No students or staff were on campus or in danger.
 - [REDACTED] and I didn't talk about the rock during or after the incident. There was no cover up - period. There was no substantial student/community backlash. Essentially everyone moved on with their normal business including during our student registration days in August when most of our 1,670 students came to campus for schedules and tours.
- 7/18/17 - My first day back at work at [REDACTED] after vacation.
- 7/18/17 thru 8/31/17 - Multiple face to face meetings (at [REDACTED] and Boardman), e-mails, and phone calls with [REDACTED] [REDACTED] with no mention or question about rock removal (see list of these contact in Appendix A)
- 8/8/17 - [REDACTED] casually asks me indirect questions about the rock in a mixed group of various union reps while waiting for all to arrive for a district meeting at the Boardman Administration building. There was nothing in [REDACTED]'s tone or demeanor that raised any concern in my mind. Our conversation was interrupted by the start of the meeting. No follow up conversation was initiated by [REDACTED] or any other Executive Team member on this topic for the next 23 days. I feel that [REDACTED] has completely misconstrued and misrepresented this informal conversation. It was such an informal and indirect conversation, that when [REDACTED] came unannounced to interrogate me on August 31st, it took me a while to figure out what conversation he was referring to. My concerns are:
 - [REDACTED] has framed that conversation as a direct interview and this is his only alleged evidence that I "lied to the superintendent," who is the "most important person" in our organization (quoting [REDACTED]).
 - [REDACTED] misrepresented the context, tone and specificity of the conversation. It was an ice breaker conversation as people were waiting for all parties to arrive for a mixed group meeting (the total membership for the meeting that followed was: [REDACTED] [REDACTED]). No one has ever interviewed these witnesses to get their perspectives.
 - I did confirm to [REDACTED] in that conversation that the rock was gone, and why it was gone (ongoing disruption and emotional harm to students). I did not discuss who did it or how and I don't remember being directly asked that by [REDACTED]. When [REDACTED] interviewed me about my statements 23 days later—and before asking me what I said—TOLD me that [REDACTED] asked me directly THREE TIMES, "Who removed the rock" and I replied specifically THREE TIMES "I don't know."
 - While I don't remember the exact phrasing of the entire conversation, I can say with CERTAINTY that this three question/three denial conversation never happened. Later in the written documents, the investigatory notes didn't use the "I don't know" phrase but instead said I claimed that I "knew nothing." Other documents didn't describe a specific denial or lie, but described me as misleading. I know I specifically said something about having a pretty good idea of what happened to the rock, but I hadn't looked into it to

confirm and I wasn't planning to do so because it wasn't important and it was a good thing for kids that it was gone.

- ET never obtained written statements or interviews from anyone else in the room that day or in the 23 days after. [REDACTED]'s accusation of lying is supported solely on his own testimony and biased recollection of the event. [REDACTED] and [REDACTED] silently nodded in agreement when [REDACTED] asked them if that was what I said when I raised this point during my September 13th appeal meeting.

- 8/30/17 - TCAPS Professional Development for teaching staff concludes; much of which Executive Team entrusted me to plan and/or lead.
- 8/31/17 - The Executive Team discusses and decides to investigate the rock (according to documentation provided by [REDACTED] on 9/11/17). [REDACTED] come to [REDACTED] unannounced to separately interrogate [REDACTED] and I. [REDACTED] and I are given strict instructions not to talk about the rock or the investigation with any staff or non-staff person, specifically including [REDACTED].
- 8/31/17 - I stand next to [REDACTED] in the press box at [REDACTED] v. Grand Haven football game. While [REDACTED] talked to me about the football team, the program, the JV game the day prior and the coaches, no conversation about the rock took place.
- 8/31/17 - An event occurs with [REDACTED] which is relevant because it shows how the ET was trying to demonstrate their authoritarian control over building principals at the beginning of a new school year. [REDACTED] registers his child for extended day services at Central Grade. The registration event was disorganized and [REDACTED] apologized to parents there on behalf of the district. [REDACTED] is called less than two hours later by [REDACTED] to notify him of a disciplinary meeting to occur the next day.
- 9/1/17 - [REDACTED] has a disciplinary meeting and is suspended for the first two days of school by [REDACTED], and threatened with possible termination. (Neither [REDACTED] nor [REDACTED] supervise [REDACTED]). [REDACTED] coerces [REDACTED] into resigning his administrative position and returning to a TCEA teaching position to preserve his employment.
- 9/1/17 - [REDACTED] & Executive Team conclude the [REDACTED] 'investigation' and decide to discipline [REDACTED] and I, including moving [REDACTED] to [REDACTED]'s spot at [REDACTED] (according to documentation provided by [REDACTED] on 9/11/17).
- 9/6/17 - [REDACTED] formally accepts his [REDACTED] placement at [REDACTED]; [REDACTED] job officially becomes officially open.
- 9/7/17 - Disciplinary disposition meetings occur for [REDACTED] and I with [REDACTED] to learn penalties (unpaid suspension, IDP, transfer of [REDACTED]). [REDACTED] cannot identify the policies that were violated nor what the appeal process is. [REDACTED] is clear that my days of suspension must be spread out to make them 'less noticeable'. I did not sign the IDP that was presented at this meeting, which would have indicated my acceptance of this punishment.
- 9/11/17 - I meet with [REDACTED] (I scheduled this meeting on my own the previous week) to apologize directly to him for any trouble the rock incident has caused and for anything that led [REDACTED] to feel that I misled him.
- 9/13/17 - [REDACTED] and I have separate appeal meetings heard by [REDACTED]. [REDACTED] is not told an outcome. I apologize and offer an alternative solution which is denied. [REDACTED] offers other harsh disciplinary options and does not accept/acknowledge my apology.
- 9/13/17 - I send an e-mail the TCAPS BOE. (e-mails with BOE are attached at the end of this document, Appendix B)
- 9/14/17 - In response to rampant rumors in the school and community, I have a 'stand up' meeting with [REDACTED] staff to direct them to stay calm, focus on the kids and their jobs and to let me work out these issues with [REDACTED] and the Executive Team on my own. I did not criticize [REDACTED] or the district.
- 9/15/17 - FOIA Phone call from Record-Eagle to [REDACTED] Unreturned inquiry from TC Ticker and Record-Eagle to myself and other administrators.
- 9/15/17 - [REDACTED] e-mails BOE in response to my letter to BOE.
- 9/15/17 - Board President Falconer responds to my e-mail offering grievance and mediation as the next appropriate steps of appeal. Current policy 1139 for school administrator discipline doesn't define a path for appeal.

- 9/16/17 - TC Ticker article published at 4:00am including content not present in the [REDACTED] personnel files which had been requested via FOIA. Content was directly quoted from [REDACTED].
- 9/17/17 - Initial Record-Eagle article published including content not present in the [REDACTED] personnel files which had been requested via FOIA. Content was directly quoted from [REDACTED]. (Articles attached in Appendix C)
- 9/17/17 - I e-mail to BOE accepting their offer for non-binding mediation. That step is on now hold pending the outcome of this investigation.
- 9/17/17 - Executive Team communicates with [REDACTED] (phone call) as they sit in a late night Sunday strategy session related to the investigation and appeal. [REDACTED] restates my earlier statement to [REDACTED] that I will continue my duties as usual but will not engage in phone calls or face to face conversation with Executive Team members without a witness present (on any topic).
- 9/18/17 - [REDACTED] e-mail to BOE stating he will not include my 9/17 e-mail in TCAPS' response to the Record-Eagle FOIA request. My 9/17 e-mail accepted the BOE's request for non-binding mediation and also provided more context for the 8/8/17 conversation that [REDACTED] categorized as lying in the face of direct questioning.
- 9/18/17 - Record-Eagle FOIA request is filled. [REDACTED] attests that she provided reporter Kaminski with a copy of a 1 page discipline document from my personnel file but Kaminski had rescinded his request to review my entire file.
- 9/19/17 - Record-Eagle runs second newspaper article about the rock investigation. The story and [REDACTED] comments have also been picked up by statewide and national media outlets by this point.
- 9/19/17 - I am issued a 'Plan of Assistance' from [REDACTED] communicated to me via [REDACTED]. The 'Plan of Assistance' looks nearly identical to 9/7/17 IDP but now includes language about the need to communicate with Executive Team members whenever asked and also includes directives not to discuss disciplinary situation during work hours. Work hours are not defined. I do not sign or return the 'Plan of Assistance'. No further conversation has occurred regarding that document.
- 9/20/17 - TCAA sends letter to BOE outlining what they see as a historical pattern of harassment and intimidation from Executive Team members toward principals. This includes, but is not limited to, the most recent discipline at [REDACTED] and [REDACTED]. The letter called for an independent investigation and retaliation protection.
- 9/22/17 - President Falconer e-mails to acknowledge my acceptance of the offer for mediation.
- 9/21/17 - [REDACTED] provides me with a copy of her notes from 9/13/17 appeal meeting.
- 9/24/17 - I e-mail the BOE and ask for a pause in scheduling mediation and any other action on my discipline until the wider TCAA concerns have been addressed.
- 9/25/17 - A BOE Study Session takes place. President Eric Falconer announces that the agenda is amended to address the concerns raised in the TCAA letter. [REDACTED] (TCAA) uses public comment to reiterate the call for an independent investigation and retaliation protection. The BOE goes into Closed Session. After the Closed Session the BOE announces the Investigation into Executive Team and [REDACTED] is authorized.
- 10/3/17 - [REDACTED] leaves [REDACTED] voicemail outlining ET's desire/decision not to follow through with mediation due to "no overture from the TCAA". [REDACTED] responds to [REDACTED] via e-mail stating that I am still willing to participate in mediation, but restates that mediation should be placed on hold while the BOE's Special Counsel conducts his investigation related to the disciplinary issues that would be the subject of mediation.

Additional Points Regarding This Event

According to [REDACTED] there appear to be three central issues at the center of the Executive Team accusations against me regarding the [REDACTED] "rock":

1) *Process of removing the rock*

- There were many reasons that removing the rock was good for kids and protected students from harm. The past two years of history had clearly established it was a detriment to the learning environment and damaging to student morale. At no point did I or any [REDACTED] administrator discuss removing the rock because 'it was a headache for administrators' as [REDACTED] alleged in the TC Ticker and other media outlets. At one point I did describe it as problem for our already short-staffed custodial crew to continually have to go out and paint over offensive content on the rock before large groups of students arrived on campus in the morning.
- During the unannounced due process meeting on 8/31/17 with [REDACTED] and in the disciplinary disposition meeting on 9/7/17 with [REDACTED] and TCAA's [REDACTED], no BOE policies were identified that I had violated. This was despite my request to identify such policies. After my request on 9/7/17 to [REDACTED] to identify the policies that were violated, [REDACTED] researched and provided [REDACTED] with a list of policies that [REDACTED] or I violated:
 - 3210 - STAFF ETHICS: Items C & H of #3210 did not apply to my actual actions around the rock, but could be construed to be relevant depending on what assumptions are made about the context of the incident.
 - 3213 - STUDENT SUPERVISION AND WELFARE: Does not apply to my disciplinary situation.
 - 7440 - PLANT SECURITY - Does not apply to my disciplinary situation as no one caused harm to district property. Removal of the rock did actually help to enforce 7740 as the rock's presence had frequently brought teenagers to school property after midnight and often resulted in other vandalism. The most recent instance of which was in early August 2017.
 - 7410 MAINTENANCE - Does not apply to my disciplinary situation.
- In retrospect, I could have filed a Schooldude (work order) to have the rock removed over the summer and let them call Miss Dig, etc. or work with a contractor. It would have entered the backlog of projects and would have been at a substantial cost to the District.

2) *Lack of approval and communication about the rock*

- While removing the rock at that particular time and in that particular fashion was not pre-planned, I did not believe I needed to communicate about moving the rock either before or after the fact.
- In similar situations in the past, when I have told ET proactively about similar changes, they have demonstrated little interest in them. For example, last spring [REDACTED] was visiting [REDACTED] for a 1:1 meeting with me around the day that I put in the directive to remove the Titan Mural which was painted on the wall in the gym. I mentioned to [REDACTED] that we were removing it; he wasn't concerned with that at all and showed no interest in the topic. I've also changed traditional graduation programs, diploma design, honors cords and recognitions, pick up and drop off zones, crosswalks and other items in past school years without running it by the Executive team for approval—with no indication of overstepping my building authority.
- I don't believe my actions and lack of communication violated any Board Policies (certainly not 3210, 3213, 7440 or 7410). In retrospect, I could have sent a text to [REDACTED] or other ET members and told them the rock was gone and see if they had any questions.
- Absence of the rock seems to have had a low level of impact on the students and wider community. As of 9/11/17, our District office had received no complaints about the removal of the rock. No one had complained that removal violated 'freedom of speech' until [REDACTED] suggested that to the media. I have received one message from a student (since [REDACTED]'s comments to the media) that said "put it back." We teach guidelines for discussion

of controversial issues in our social studies classes at [REDACTED] and the type of 1-way hate speech frequently used on the rock would not have met those guidelines.

- Many other pressing issues were going on at that point in August (staff resignations and vacancies, facility issues, vandalism, professional development preparation, typical parent issues, family items, etc). A rock that was buried over the summer seemed rather inconsequential.

3) August 8th conversation with [REDACTED] about the rock

- As outlined before, I believe [REDACTED] has completely misconstrued and misrepresented our informal conversation on August 8th. I could have taken the initiative to further explain the event to [REDACTED] at a later time, had I had any indication that it was an issue for him. But I don't believe I violated any Board Policies (certainly not 3210, 3213, 7440 or 7410) by not doing so.

Context Relating to [REDACTED] Feelings About [REDACTED]

There have been several comments made by Executive Team members that seem to indicate that this incident is about more than just me—it is about the Executive Team's feeling that [REDACTED] "needs to be put in its place." The following comments demonstrate that Executive Team manufactured a situation they felt would 'get our attention' at [REDACTED] and get the attention of other principals in other schools who may question the Executive Team.

- [REDACTED] had conversations with [REDACTED] in June and July 2017 regarding the team of Principals at [REDACTED] stating that he was going to "create some urgency" for them and "wake them up." These conversations occurred prior to the rock event.
- [REDACTED] told [REDACTED] early in the investigative process that it was time to 'break up the team' at [REDACTED] and about the 'legacy of deception' at [REDACTED]. These statements seemed to be about more than the rock removal incident.
- Meetings on 8/31/17, 9/7/17 and 9/13/17 (with [REDACTED] included verbal lists of generalized historical concerns Executive Team had about the principals at [REDACTED] that had not been previously shared with me. While [REDACTED] had tenuous relationships with [REDACTED] specifically, I had not had any direct interactions with them that made me suspect they felt that way about me.
- On 8/31/17, [REDACTED] said my conversation with [REDACTED] was *another* example of me telling the district to 'F-off'. Nothing could be further from the truth. I've always been compliant with [REDACTED] and ET. I'm a team player and I put TCAPS (as a district) ahead of my school ([REDACTED] and other priorities. I advocated for [REDACTED] to be hired as the [REDACTED] in 2015 and was the TCAA representative on the Board selection process committee. [REDACTED] was the ([REDACTED] that hired me as [REDACTED] in December 2014.
- On 8/31/17 and 9/7/17, [REDACTED] talked of the "legacy of deception" at [REDACTED] and its administrative team, with clear implication that it was the entire 20 year history of [REDACTED]. I'm not accountable for the entire history of [REDACTED] (just the past 2.5 years), but I don't feel there has been a culture of deception; in fact, I feel [REDACTED] has always had an effective administrative team demonstrating high integrity. This may have been a direct attempt to agitate me, as the Executive Team knows previous [REDACTED] principals and assistant principals have been critical mentors in my life and career development.
- On 9/7/17 [REDACTED] said the purpose of the discipline was to "break up the team", and "send a message" to [REDACTED] administrators. An actual message, with specific concerns, at any point in the last 2.5 years would have been more effective, and certainly more appropriate. No such message was ever conveyed to me, or my administrative staff, by any member of the Executive team.

- ██████ was adamant that he and ██████ decided I must miss the September 18th joint principals meeting (as one of my unpaid days of suspension) so ██████ could talk about this situation in front of the principals because, as ██████ said, it will 'rock the other principals'.

In addition, there have been a few instances where [REDACTED] was displeased regarding his lack of special treatment or

[REDACTED] drives some of his emotional decisions made as [REDACTED].

- [illegible]

3. PATTERN OF EXECUTIVE TEAM BEHAVIOR

Apart from the rock incident, I feel I also need to share my observations of the pattern of behavior from the Executive Team that I believe is not healthy for the district overall. Mr. [REDACTED] and the Executive Team have consistently demonstrated that they are insecure and consistently engage in maneuvers to exercise influence and control over building principals and assistant principals to ensure they remain compliant and subordinate. I believe this insecurity has its basis in the fact that Executive Team members have little or no experience classroom teaching or serving as a building principal, no experience teaching or serving as a principal at the secondary level. Examples of poor educational leadership behavior include:

- ET avoids direct coaching and conversations with principals. Principals often receive positive evaluation ratings and are later coerced to transfer, resign or retire based on a single, ambiguous incident (examine a list of changes in TCAPS Principalships since 2010).
- Executive Team members will often follow up with principals after meetings if they feel the principal made a comment during the meeting that made an Executive Team member appear uninformed.
- Meetings run by Executive Team members tend to follow a one-way conversation flow, rather than discussions.
- District meetings involving new content or discussion items are routinely facilitated by principals instead of ET members.
- [REDACTED] and ET perceive normal discussion and evaluation of issues as insubordination and threats to their position of authority. ET's anxiety about discourse has been publically evident during Board Meetings, District Advisory Council Meetings and Principals Meetings. [REDACTED] spent time in whole-group principal meetings at the end of last school year and in this year's August principals retreat strongly criticizing how our current Board members ask probing questions of him.
- Authoritarian statements made by Executive Team members during this investigation indicate their desire for dominance and control include:
 - "My impression is the only impression that matters" (when I told [REDACTED] that I had apologized to him for 10 minutes and he responded that I was not actually sorry). 9/13/17 - [REDACTED]
 - "This offense is worse than any of those" (in response to me referring to offenses that physically or emotionally hurt kids, assistant principals having sexual affairs with subordinates that went unaddressed by the district, or other egregious offenses earning less or no consequences--compared to my consequences for "lying" to [REDACTED]). 9/13/17 - [REDACTED]

4. UNSOLICITED CONCERNS FROM COLLEAGUES AND COMMUNITY MEMBERS

I have not rallied the TCAPS Staff, parent or community members to aide my defense. In fact, I have specifically told [REDACTED] staff to let me work it out with [REDACTED] and Executive Team, and have described them as reasonable people. Still, since Mr. [REDACTED] made this issue public, I have received hundreds of messages of support from parents, community, members and staff. Many have also shared their historical concerns about [REDACTED] or his leadership.

While I understand that these are second hand, I feel I must pass on the most serious concerns shared with me for further investigation:

- [REDACTED]
[REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- [REDACTED]
[REDACTED]
- Other examples from current TCAA principals that the TCAA will share with you in a separate document.

5. CONCERNS, ISSUES, INTERESTS GOING FORWARD

A. The blatant absence of process, professionalism and adherence to Board Policy by current Executive Team members.

The feedback, investigative, and appeal processes in my situation were sloppy, unprofessional and incoherent as conducted by [REDACTED]. I offer the following:

- If improvements or attitude adjustments were needed by the principals at [REDACTED] the issues were never specifically or directly defined so they could be addressed.
- The 23 day gap between the 8/8/17 meeting and 8/31/17 unannounced interrogation is not sensible, especially considering I had near daily interaction with ET members during that time.
- The timing of the removal of [REDACTED] by [REDACTED] (who does not supervise or evaluate principals) and [REDACTED] was intertwined with the [REDACTED] investigation timeline. This makes it seem that [REDACTED] was removed to create an opening to move [REDACTED] and break up the [REDACTED] admin team.
- No written statements were taken from any of the witnesses regarding the critical 8/8/17 informal conversation. The accusation that I lied is based on [REDACTED] verbal statement and later by corroboration of [REDACTED] and [REDACTED]. No statement taken from the others in the room or myself.
- The sloppy process for obtaining statements, documenting evidence and providing due process used by Executive Team in this investigation would not have held up to appeal if similar tactics had been used by a principal during a student or teacher investigation. Other TCAPS principals that have been spontaneously disciplined or removed will share similar statements including hasty timelines and lack of process and evidence.
- The timing of the FOIA request by local media needs to be questioned in comparison to the information released:
 - [REDACTED] was meeting with Berck on Friday, 9/15/17, when the Traverse City Record Eagle called with a FOIA request. This appeared to be the first [REDACTED] heard of a FOIA request, and the request wasn't filled until Monday, 9/18/17.
 - The TC Ticker had a detailed story by Saturday AM, which seemed to contain more info than what was in my personnel file. [REDACTED] has shared with the principals group in the past that he has a good relationship with the editor of the TC Ticker.
 - Executive Team members rushed to put the incorrect disciplinary document in my personnel file by Monday 9/18/17 for Record-Eagle FOIA. I had pointed out inaccuracies in that document on 9/7/17 and 9/13/17. [REDACTED] did intentionally withhold my follow up e-mail to the BOE that came before FOIA was filed on Monday. This is possibly because of the timing, or because it was the only document in the FOIA request that would counter his perspective on the issue.
- For [REDACTED] to be making detailed statements in the media during an on-going investigation of a key building leader were absolutely unprofessional at best. However, his statements were also defaming, emotional and intentionally inaccurate, clearly intending to erode confidence in me and incite unrest in the community and at [REDACTED]. (See Appendix C) Examples include:
 - "Lied about the incident to district officials" (TC Ticker) *refers to both [REDACTED] and [REDACTED]*
 - "Attempting to cover up its disappearance" (TC Ticker) *the investigation actually found that no cover up occurred.*
 - "He [REDACTED] flat-out told me he didn't know what happened to it" ([REDACTED] TC Ticker)
 - "[REDACTED] misleading our organization upon direct questioning by me" ([REDACTED] TC Ticker)
 - "According to the Investigative Report written by Assoc. Superintendent [REDACTED] and Executive Director of Human Resources [REDACTED] - a copy of which was obtained by the Ticker through a

FOIA request - both [REDACTED] and [REDACTED] denied knowing about the Rock's disappearance before eventually acknowledging they had buried the boulder" (TC Ticker, 9/16). *The investigative report wasn't in either principal's personnel file and was a report relating to discipline that was still being appealed. I'm unsure how it was obtained via FOIA that quickly. I never denied knowing the rock disappeared. [REDACTED] was never questioned until 8/31/17 and never denied that he did it when asked.*

- "[REDACTED]'s understanding of his responsibility was not at the same level (as [REDACTED]), so I didn't offer to reduce his penalty" ([REDACTED] TC Ticker) *Continues to highlight [REDACTED]'s impression that my multiple apologies were not sincere. Does not highlight that he did offer to not suspend me for any days during the 9/13/17 appeal meeting and offered to simply take 5 days pay instead.*
- [REDACTED] has instead "chosen to fight for little or no accountability for himself in this matter" ([REDACTED] TC Ticker)
- "Not being truthful about your conduct upon direct questioning is not acceptable behavior" ([REDACTED] TC Record-Eagle).
- "[REDACTED] was being disciplined for 'knowingly misrepresenting' information" ([REDACTED] TC Record-Eagle)
- "The highest level of the organization was asking for information and told something that wasn't true" [REDACTED] TC Record-Eagle).
- "Monday marked the first day of [REDACTED]'s unpaid suspension after a district investigation accused him of lying" (TC Record-Eagle on 9/19). *False statement that TCAPS did not correct. I was out of my building on Monday at professional development by direct order of [REDACTED]. [REDACTED] students and parents still likely believe I was suspended on 9/18/17.*
- In apparent disregard of any sense of fairness or due process, [REDACTED] administered every step of this investigatory and disciplinary process:
 - [REDACTED] chose to ask indirect questions in informal setting on August 8th. He never followed up for clarification, including the next morning when I was back at Boardman for meetings that involved [REDACTED] and had time before and afterwards.
 - [REDACTED] claims to be the one lied to/the victim in this offense
 - [REDACTED] ordered the investigation on August 31st
 - [REDACTED] decided on the discipline on September 1st with ET.
 - [REDACTED] prepared key Board members before my appeal on September 13th with his side of the story.
 - [REDACTED] heard and denied my appeal on September 13th
 - [REDACTED] tried to keep my appeal from going to the BOE
 - [REDACTED] would be the person to receive the non-binding recommendation if we went to 3rd party mediation.
- [REDACTED] office sent the FOIA request receipt (for my discipline history and personnel file by the media) to an incorrect address, one that had never been used for me before and that I have never lived at. Considering the amount of mail I get from TCAPS at my current address, this is unusual.

However, the most inappropriate and unprofessional action taken was by [REDACTED] My wife, [REDACTED], works for [REDACTED] in the HR office. [REDACTED] pulled my wife into her office on 9/8/17 and told her that she should try to get me to accept the 5 day unpaid suspension and try to get it removed from my personnel file in a few years instead of making a bigger deal of it.

Exhibit 15

TCAPS Investigations - 2017/18

Date Complaint Received	Claimant	Defendant	Brief Description	Investigator	Date Completed
9/25/17	██████████ current teacher)	██████████	Alleged harassment and intimidation	Cindy Berck ██████████ (witness)	10/13/17 Not substantiated
9/27/17	Department of Human Services	██████████ ██████████ n	Alleged violations of seclusion and restraint laws	N/A	Complaint was resolved/ withdrawn
10/16/17	Parent complaint	██████████ ██████████	Alleged failure to implement IEP accommodations for student and failure to listen when concerns were brought forward	Jame McCall Tiffany Pomaville (witness) Follow up meeting: ████████████████████ ████████████████████ ████████████████████	10/27/17 Findings resulted in Compensatory Education Plan
10/17/17	TCEA (Regarding email sent to all staff)	██████████	Level 1 grievance filed due to communication	Chris Parker	10/30/17 Apology written to EA
10/26/17	TCEA complaint (Regarding new teacher at CGS)	██████████	Alleged harassment and intimidation against teachers regarding ELA implementation	Chris Parker	Resolved with apology issued and followed up in email to TT with guidelines for appropriate use of staff by Caroline

Dr Berck
3/19/18
[Signature]

					Wacker
10/30/17	██████████ (former employee)		Alleged misconduct by ██████████	Thrun Attorney Dan Martin (as recommended by the Board's legal counsel Kevin Harty)	12/7/17 Not substantiated
10/31/17	U.S. Dept. of Education (USDE) Family Policy Compliance Office (filed by parents)		Alleged FERPA violation by ██████████	Cindy Berck Christine Guitar (witness)	11/30/17 Currently under review by USDE
11/9/17	Teachers/EA		Alleged her interactions "humiliated teachers and made some cry" during a coaching session	Chris Parker	Verbal discussion
11/13/17	██████████ (former employee)		Alleged harassment and intimidation	Thrun Attorney Dan Martin (as recommended by the Board's legal counsel Kevin Harty)	Not substantiated
11/14/17	MDE Office of Special Education (filed by parent)	TCAPS (Central High School)	Alleged failure to involve parent in placement decision for student resulting in a more restrictive placement along with other procedural errors	Dedra McGlory, MDE Office of Special Education	Investigation 12/13/2017 Findings anticipated early January

Exhibit 16

TCAPS - SUMMARY OF TCAPS ADMINISTRATIVE SECONDARY STAFFING UNDER SUPERINTENDENT SOMA

Building/Position	2014/15	2015/16	2016/17	2017/18
Central High School				
Principal	Vandermolen	Vandermolen	Houghton promoted (Vandermolen resigned)	Houghton
Assistant Principal	Lamer	Skodak hired (Lamer resigned)	Skodak	Skodak
Assistant Principal	Tisdale	Tisdale	Berger transferred (Tisdale promoted to Elementary Lead)	Berger
Assistant Principal	Burns	Burns	Burns	Guiney promoted (Burns moved to teaching)
Assistant Principal/AD	Mattson	Mattson	Mattson	Mattson
West Senior High School				
Principal	Esper	Esper	Esper	Esper
Assistant Principal	Kolbusz	Kolbusz	Kolbusz	Kolbusz
Assistant Principal	O'Berski	O'Berski	O'Berski	O'Berski
Assistant Principal	Wares	Wares	Wares	Wares
Assistant Principal/AD	Carmien	Carmien	Carmien	Carmien
East Middle School				
Principal	Smith	Smith	Smith	Smith
Assistant Principal	Berger	Berger	Gallagher tranferred (Berger transferred to CHS)	Gallagher
Assistant Principal	Mead	Mead	Mead (resigned)	Sub - Arvo (kept position open for building closure in 18/19)
West Middle School				
Principal	Alfieri	Alfieri	Smith promoted (Alfieri retired)	Alfieri
Assistant Principal	Urbanski	Urbanski	Urbanski	Kay promoted (Urbanski retired)
Assistant Principal	Ranger	Ranger	Ranger	Ranger

Assistant Principal	Tiesworth	Tiesworth	Stuedemann promoted (Tiesworth promoted to Elementary Lead)	Stuedemann
Blair Elementary School	Kirsten Jones-Morgan	Kirsten Jones-Morgan	Kirsten Jones-Morgan	Kirsten Jones-Morgan
Central Grade School	Rose Gallagher	Rose Gallagher	Toby Tisdale transferred (Gallagher transferred to EMS AP)	Toby Tisdale
Assistant Principal	Tony Quinn	Tony Quinn	Tony Quinn	Tony Quinn
Cherry Knoll Elementary School	Ryan Schrock	Ryan Schrock	Ryan Schrock	Victoria Derks promoted (Schrock transferred to Traverse Heights)
Courtade Elementary School	Caroline Wacker	Caroline Wacker	Katie Bonne promoted/transferred (ISBV closed; Caroline transferred to K-12 ELA Curriculum Coordinator)	Katie Bonne
Eastern Elementary School	Biz Ruskowski	Biz Ruskowski	Biz Ruskowski	Biz Ruskowski
Interlochen Community School	Angie Camp	Angie Camp	Closed (Camp transferred to Silver Lake Principal)	N/A
ISBV	Katie Bonne	Katie Bonne	Closed (Bonne transferred to Courtade Principal - increased FTE)	N/A
Long Lake Elementary School	Stephanie Long	Kate Burwinkel hired (Long resigned from TCAPS)	Kate Burwinkel	Kate Burwinkel
Montessori at Glenn Loomis	Lisa Vanloo	Lisa Vanloo	Lisa Vanloo	Lisa Vanloo
Old Mission Peninsula School	Beth Still	Beth Still	Beth Still	Beth Still
Silver Lake Elementary School	Terry Smith	Terry Smith	Angie Camp transferred (Smith promoted to WMS Principal)	Angie Camp
Traverse Heights Elementary School	Amy Six-King	Amy Six-King	Amy Six-King	Ryan Schrock transferred (Six-King returned to teaching)
Willow Hill Elementary School	Angela Sides-McKay	Angela Sides-McKay	Angela Sides-McKay	Angela Sides-McKay
Westwoods Elementary School	Jessie Houghton	Jessie Houghton	Dan Tiesworth promoted (Houghton promoted to CHS Principal)	Dan Tiesworth
Traverse City High School	Lance Morgan	Lance Morgan	Lance Morgan	Lance Morgan

16 total changes
2 building closings
8 promotions
2 external hires
5 voluntary transfers
2 transfers to teaching
4 resignations
2 retirements

2014
2013
2012

Exhibit 17

#68

COMPLETE

Collector: Web Link (Web Link)
Started: Thursday, June 18, 2015 7:20:44 PM
Last Modified: Thursday, June 18, 2015 7:29:36 PM
Time Spent: 00:08:51
IP Address: 23.28.15.34

Page 1: General Information

Q1 Full Name (Optional)

Jay Lerner

Q2 Supervisor (Optional)

Rick Vandermolten

Q3 Department

TC Central High School

Q4 Primary Position(s)

Assistant Principal

Page 2: Demographics

Q5 Number of Years With TCAPS? 6-10 Years

Q6 Union Group TCAA

Q7 Primary Building Location Respondent skipped this question

Q8 Why are you leaving TCAPS? Other (please specify):
Opportunity to become a lead building principal

Gender? Male

Page 3: AS AN EMPLOYEE:

Q10 Interview Process

(no label)

Excellent

Q11 Employee Orientation

(no label)

Excellent

Q12 Employee Training

(no label)

Excellent

Q13 Competitive Benefits

(no label)

Excellent

Q14 Competitive Compensation

(no label)

Excellent

Page 4: COMMUNICATIONS WITH:

Q15 Superintendent/Administration

(no label)

Excellent

Q16 Benefits Department

(no label)

Excellent

Q17 Human Resources

(no label)

Excellent

Q18 Payroll Department

(no label)

Excellent

Q19 Immediate Supervisor

(no label)

Excellent

Q20 Union Representative

(no label)

Excellent**Q21 Fellow Employees**

(no label)

Excellent**Q22 Community**

(no label)

Excellent**Page 5: PHYSICAL WORK ENVIRONMENT:****Q23 Safe Conditions**

(no label)

Excellent**Q24 Clean Work Area**

(no label)

Excellent**Q25 Updated Equipment**

(no label)

Excellent**Q26 Necessary Supplies**

(no label)

Excellent**Page 6: CULTURAL WORK ENVIRONMENT:****Q27 Supportive of Diversity**

(no label)

Excellent**Q28 Supportive of New Ideas**

(no label)

Excellent**Q29 Follow-Through of Identified Problems**

(no label)

Excellent

Q30 Commitment to Students

(label)

Excellent**Q31 Commitment to Employees**

(no label)

Excellent**Page 7: EXIT INTERVIEW NARRATIVE****Q32 How did your work performance make a difference to the students of TCAPS?**

I felt as though I provided students with the opportunity to achieve the highest levels of academic, social, and emotional growth over my 7 years in TCAPS. I felt like I provided students the opportunity to grow and learn in a safe and nurturing learning environment.

Q33 Were there things TCAPS could have done to make you more successful in your position?

I am so grateful to TCAPS administration, my TC Central colleagues, and the community for the wonderful opportunity to serve our students. The learning that I received over the past 7 years has placed me in a position to be a highly effective instructional leader in a building. Thanks for supporting me over the years.

Q34 What part of your job did you enjoy the most?

I enjoyed the opportunity to collaborate with colleagues, students, and families.

Q35 What part of your job did you enjoy the least?

The overwhelming number of initiatives required that have a minimal return on student achievement.

Q36 Would you recommend TCAPS to others looking for work in Traverse City? Yes**Q37 If you answered "No" to the previous question, why not? Respondent skipped this question**

#46

COMPLETE

Collector: Web Link (Web Link)
Started: Monday, October 13, 2014 3:29:43 PM
Last Modified: Monday, October 13, 2014 3:42:40 PM
Time Spent: 00:12:57
IP Address: 96.36.26.204

Page 1: General Information

Q1 Full Name (Optional)

Joe Tibaldi

Q2 Supervisor (Optional)

Sander Scott

Q3 Department

West Senior High

Q4 Primary Position(s)

Principal

Page 2: Demographics

Q5 Number of Years With TCAPS?

16-20 Years

Q6 Union Group

TCAA

Q7 Primary Building Location

Respondent skipped this question

Q8 Why are you leaving TCAPS?

Retirement

Q9 Gender?

Male

Page 3: AS AN EMPLOYEE:

Q10 Interview Process

(no label)

Above Average**Q11 Employee Orientation**

(no label)

Above Average**Q12 Employee Training**

(no label)

Excellent**Q13 Competitive Benefits**

(no label)

Average**Q14 Competitive Compensation**

(no label)

Average**Page 4: COMMUNICATIONS WITH:****Q15 Superintendent/Administration**

(no label)

Above Average**Q16 Benefits Department**

(no label)

Excellent**Q17 Human Resources**

(no label)

Excellent**Q18 Payroll Department**

(no label)

Excellent**Q19 Immediate Supervisor**

(no label)

Excellent

Q20 Union Representative

(no label)

Average**Q21 Fellow Employees**

(no label)

Excellent**Q22 Community**

(no label)

Excellent

Page 5: PHYSICAL WORK ENVIRONMENT:

Q23 Safe Conditions

(no label)

Excellent**Q24 Clean Work Area**

(no label)

Excellent**Q25 Updated Equipment**

(no label)

Excellent**Q26 Necessary Supplies**

(no label)

Above Average

Page 6: CULTURAL WORK ENVIRONMENT:

Q27 Supportive of Diversity

(no label)

Excellent**Q28 Supportive of New Ideas**

(no label)

Excellent**Q29 Follow-Through of Identified Problems**

(no label)

Above Average

Q30 Commitment to Students

(no label)

Excellent**Q31 Commitment to Employees**

(no label)

Above Average**Page 7: EXIT INTERVIEW NARRATIVE****Q32 How did your work performance make a difference to the students of TCAPS?**

I had high expectations for everyone, staff, students and administration, modeled effective teaching and always treated everyone with dignity, honesty and respect.

Q33 Were there things TCAPS could have done to make you more successful in your position?

More funds for school and personal professional development.

Q34 What part of your job did you enjoy the most?

The students, staff and administration I worked with.

Q35 What part of your job did you enjoy the least?

The politics that often entered the picture.

Q36 Would you recommend TCAPS to others looking for work in Traverse City? **Yes****Q37 If you answered "No" to the previous question, why not?** **Respondent skipped this question**

#62

COMPLETE

Collector: Web Link (Web Link)
Started: Wednesday, May 27, 2015 5:04:47 PM
Last Modified: Wednesday, May 27, 2015 5:11:54 PM
Time Spent: 00:07:07
IP Address: 96.36.26.203

Page 1: General Information

Q1 Full Name (Optional)

Stephanie Long

Q2 Supervisor (Optional)

Sander Scott

Q3 Department

Long Lake Elementary

Q4 Primary Position(s)

Principal

Page 2: Demographics

Q5 Number of Years With TCAPS?

16-20 Years

Q6 Union Group

TCAA

Q7 Primary Building Location

Respondent skipped this question

Q8 Why are you leaving TCAPS?

Job opportunity with better
compensation

Q9 Gender?

Female

Page 3: AS AN EMPLOYEE:

Q10 Interview Process

(no label)

Above Average**Q11 Employee Orientation**

(no label)

N/A**Q12 Employee Training**

(no label)

Average**Q13 Competitive Benefits**

(no label)

Average**Q14 Competitive Compensation**

(no label)

Above Average**Page 4: COMMUNICATIONS WITH:****Q15 Superintendent/Administration**

(no label)

Above Average**Q16 Benefits Department**

(no label)

Above Average**Q17 Human Resources**

(no label)

Above Average**Q18 Payroll Department**

(no label)

Above Average**Q19 Immediate Supervisor**

(no label)

Above Average

Q20 Union Representative

(no label)

Average**Q21 Fellow Employees**

(no label)

Excellent**Q22 Community**

(no label)

Excellent**Page 5: PHYSICAL WORK ENVIRONMENT:****Q23 Safe Conditions**

(no label)

Excellent**Q24 Clean Work Area**

(no label)

Excellent**Q25 Updated Equipment**

(no label)

Excellent**Q26 Necessary Supplies**

(no label)

Average**Page 6: CULTURAL WORK ENVIRONMENT:****Q27 Supportive of Diversity**

(no label)

Average**Q28 Supportive of New Ideas**

(no label)

Average**Q29 Follow-Through of Identified Problems**

(no label)

Above Average

Q30 Commitment to Students

(no label)

Excellent**Q31 Commitment to Employees**

(no label)

Excellent**Page 7: EXIT INTERVIEW NARRATIVE****Q32 How did your work performance make a difference to the students of TCAPS?**

I hope that my work enabled students to see themselves as capable and independent learners.

Q33 Were there things TCAPS could have done to make you more successful in your position?

Being pulled out of my building to do special projects made it difficult to attend to the day-to-day tasks that could have made me more effective.

Q34 What part of your job did you enjoy the most?

Working with staff and students is by far the most rewarding part of being an educator.

Q35 What part of your job did you enjoy the least?

The management roles--hiring, compliance work, timesheets, etc.-- that an administrator has to play can be taxing.

Q36 Would you recommend TCAPS to others looking for work in Traverse City? Yes**Q37 If you answered "No" to the previous question, why not? Respondent skipped this question**

#96

COMPLETE

Collector: Web Link (Web Link)
Started: Tuesday, April 26, 2016 2:56:21 PM
Last Modified: Tuesday, April 26, 2016 4:51:27 PM
Time Spent: 01:55:05
IP Address: 96.36.26.203

Page 1: General Information

Q1 Full Name (Optional)

richard vandermolen

Q2 Supervisor (Optional)

sander scott

Q3 Department

CHS

Q4 Primary Position(s)

administration

Page 2: Demographics

Q5 Number of Years With TCAPS?

11-15 Years

Q6 Union Group

TCAA

Q7 Primary Building Location

Central High School

Q8 Why are you leaving TCAPS?

Other (please
specify):
job opportunity I wanted to
pursue

Gender?

Male

Page 3: AS AN EMPLOYEE:

Q10 Interview Process

(no label)

Above Average

Q11 Employee Orientation

(no label)

Above Average

Q12 Employee Training

(no label)

Above Average

Q13 Competitive Benefits

(no label)

Above Average

Q14 Competitive Compensation

(no label)

Above Average

Page 4: COMMUNICATIONS WITH:

Q15 Superintendent/Administration

(no label)

Above Average

Q16 Benefits Department

(no label)

Above Average

Q17 Human Resources

(no label)

Above Average

Q18 Payroll Department

(no label)

Above Average

Q19 Immediate Supervisor

(no label)

N/A

If you answered poor or below average, please explain in detail why.:

Not appropriate for me to respond at this time

Q20 Union Representative

(no label)

Above Average**Q21 Fellow Employees**

(no label)

Above Average**Q22 Community**

(no label)

Above Average**Page 5: PHYSICAL WORK ENVIRONMENT:****Q23 Safe Conditions**

(no label)

Excellent**Q24 Clean Work Area**

(no label)

Excellent**Q25 Updated Equipment**

(no label)

Above Average**Q26 Necessary Supplies**

(no label)

Above Average**Page 6: CULTURAL WORK ENVIRONMENT:****Q27 Supportive of Diversity**

(no label)

Above Average

Q28 Supportive of New Ideas

(no label)

Above Average**Q29 Follow-Through of Identified Problems**

(no label)

Above Average**Q30 Commitment to Students**

(no label)

Excellent**Q31 Commitment to Employees**

(no label)

Above Average**Page 7: EXIT INTERVIEW NARRATIVE****Q32 How did your work performance make a difference to the students of TCAPS?**

It is hard to know the impact but I believe I have help to improve the teaching and learning that ocured in TCAPS over time.

Q33 Were there things TCAPS could have done to make you more successful in your position?

It have been an excellent experience. I am thankful for the opportunity.

Q34 What part of your job did you enjoy the most?

Being with students and helping to support the teachers who made wonderful opportunities for students to excel in their learning.

Q35 What part of your job did you enjoy the least?

email. Keeping up with it.

Q36 Would you recommend TCAPS to others looking for work in Traverse City?**Yes****Q37 If you answered "No" to the previous question, why not?****Respondent skipped this question**

Exhibit 18

TO: Chris Davis, Executive Director
Human Resources & Labor Relations
FROM: Dr. Cindy J. Berck, Director
Human Resources
DATE: October 26, 2015
SUBJECT: EXIT INTERVIEW SURVEY RESULTS

The following information provides talking points relative to the attached Exit Interview Summary comparing the data results for 2014/15 to 2013/14:

- 45% of respondents indicated they left TCAPS for a better job opportunity in 2014/15 compared to 35% in 2013/14. *Several years of high percentages of people leaving for better job opportunities continues. Of note, there was a 7% increase in those leaving the district with less than 5 years of service to the district in 2014/15. This trend may continue as newer hires have a different retirement benefit than more seasoned employees.*
- 10% of respondents indicated they left TCAPS due to relocation in 2014/15 compared to 20% in 2013/14. *This decrease may be due to the higher number of jobs available in the region as the economy recovers, resulting in less people leaving the region for other jobs.*
- 82% of respondents indicated they would recommend others to work for TCAPS in 2014/15 compared to 85% of respondents in 2013/14. *Of note, some respondents expressed concern with salary levels and not feeling valued as contributing factors.*
- 30% of respondents ranked their experience as an employee (relative to competitive compensation) as below average or poor in 2014/15 compared to 39% in 2013/14. 14% of respondents ranked their experience as an employee (relative to competitive benefits) as below average or poor in both 2014/15 and 2013/14. *These changes are interesting given 45% of respondents left for better job opportunities.*
- Communications with various departments were generally ranked higher in 2014/15 compared to 2013/14. *These increases may be due to the efforts being made to increase transparency and improve communication with employees.*
- 39% of respondents indicated the district was above average to excellent in its commitment to employees in 2014/15 compared to 56% in 2013/14. *Of note, narrative responses reference concerns regarding loss of hours, lack of pay increases, and challenging work environments as contributing factors.*

Please contact me if you need additional information regarding this information.

CJB:jj

**TCAPS EXIT INTERVIEW
SUMMARY
2014-15 School Year**

Total Surveys Returned: 30

Percentage of termed employees: 23.4% **DEMOGRAPHICS:**

Years with TCAPS	Sex	Union Group	Reason for Leaving
<1 year 17%	Female 63%	AFSCME 14%	Better job 45%
1-5 37%	Male 37%	TCCAP S 20%	Disability 0%
6-10 13%		TCTA 7%	Relocation 10%
11-15 4%		FSEA 0%	Retirement 40%
16-20 20%		TCAA 10%	Termination 5%
>20 9%		TCEA 26%	Other 0%
		Non-Affiliated 23%	

AS AN EMPLOYEE:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Interview Process	4%	0%	6%	30%	27%	33%
Employee Orientation	7%	10%	14%	28%	25%	16%
Employee Training	0%	7%	24%	37%	14%	18%
Competitive Compensation	3%	4%	26%	40%	17%	10%
Competitive Benefits	0%	0%	14%	30%	34%	22%

COMMUNICATIONS WITH:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Superintendent/ Administration	0%	3%	10%	33%	27%	27%
Benefits Department	3%	0%	7%	27%	34%	29%
Human Resources	0%	3%	10%	10%	37%	40%
Payroll Department	0%	0%	0%	20%	40%	40%
Immediate Supervisor	0%	7%	10%	14%	21%	48%
Union Representative	32%	7%	7%	20%	14%	20%
Allow Employees	3%	3%	3%	17%	20%	54%
Community	0%	3%	0%	34%	17%	46%

PHYSICAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Safe Conditions	0%	0%	7%	27%	20%	46%
Clean Work Area	0%	3%	7%	27%	24%	39%
Updated Equipment	0%	3%	10%	42%	21%	24%
Necessary Supplies	0%	3%	6%	46%	22%	23%

CULTURAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Supportive of Diversity	3%	3%	3%	42%	17%	32%
Supportive of New Ideas	0%	3%	10%	40%	17%	30%
Follow thru of Identified problems	3%	10%	7%	33%	27%	20%
Commitment to Students	7%	0%	0%	20%	16%	57%
Commitment to Employees	0%	13%	17%	31%	21%	18%

NARRATIVE COMMENTS

1. **How did your work performance make a difference to the students of TCAPS?**
 - I felt as though I provided students with the opportunity to achieve the highest levels of academic, social, and emotional growth.
 - Students felt safe, secure and engaged.
 - I tried to interact with students in a patient and helpful manner.
 - I hope that my work enabled students to see themselves as capable and independent learners.
 - I believe I was effective in connection with students and athletes.
 - I always went above and beyond for my students.
 - I was informed of no complaints – always “great job.”
 - Made sure the bus was safe and in good repair.
 - I feel that with my encouragement and support, my students made the extra effort in working harder and staying in school.
 - I did my job to the best of my ability every day.
 - I was excited to be here, and I think that influenced students.
 - Preventive maintenance helps with air quality equipment efficiency and cost savings.
 - Students knew I cared for them.

- I remained calm and patient in any situation.
- I am a teacher committed to the wellbeing and education of students.

2. **Were there things TCAPS could have done to make you more successful in your position?**

- Proper compensation for all the additional job responsibilities that I gracefully took on.
- I am so grateful to TCAPS administration, TC Central colleagues, and the community for the wonderful opportunity to serve students.
- More interaction/meetings with the other administrative assistants would have been helpful.
- A little more prep in learning the position.
- Being pulled out of my building to do special projects made it difficult to attend to the day-to-day tasks.
- Teach in the same building I was coaching.
- Communications in general continues to improve which I believe contributes to success.
- Communication!
- More time given to work with colleagues.
- I left because of the atmosphere in the workplace – negativity, back-stabbing, no follow through, disregard to policies.
- No complaints.
- The lead teacher I worked with did not treat me as part of the team.
- TCAPS was excellent in providing me the resources and support I needed to succeed.
- More training.
- TCAPS could have provided more sets of reading materials and more materials to fit the common core.
- More funds for school and personal professional development.
- More competitive wages and year round opportunities.
- I would have stayed if I was allowed to transfer buildings.
- More support for new teachers.

3. **What part of your job did you enjoy the most?**

- The people!
- Interacting with children.
- Spending time with the kids.
- Working with staff and students is by far the most rewarding part of being an educator.
- Watching the kids succeed.
- Sitting and working one-on-one with students or in small groups.
- Supporting a positive learning environment.
- Fixing the bus/car without cutting corners – safety first.
- I loved being able to influence and motivate students.
- The busy work environment.
- I enjoyed working with the kids.
- Fellow employees.
- Getting to know students.

4. **What part of your job did you enjoy the least?**

- The morale and the feeling that I was butting against a glass ceiling.
- The overwhelming number of initiatives required that have a minimal return on student achievement.
- 5 years with a part time principal in our building about did me in.
- Collecting day care fees.
- Trying to plan for the standardized tests so that nothing was missed.
- Cleaning feces off the bathroom walls every night.

- The management roles-hiring, compliance work, timesheets, etc., that an administrator has to play can be taxing.
- Hoops to jump through, extra paperwork.
- Reduced hours for the same expectations.
- Most recently, my least favorite part of the job was trying to meet the necessary requirements of outside professional development and giving of my own time after school hours.
- Dealing with a coworker.
- Driving bus routes due to a lack of drivers.
- I did not like the limited hours.
- Some after school meetings and professional development.
- The lack of respect between coworkers.
- New evaluation process.
- I did not enjoy being bullied by the lead teacher in my classroom.
- The long-term planning. It's something that is a major weakness for me.
- Poor management/administrative decisions.
- Feeling a lack of respect in general.
- The politics that often entered the picture.
- Nothing
- Getting up at 5:00 a.m.
- Being frustrated with the system of education and student discipline.
- TCAPS Special Education department.
- Being part-time I felt that I was marginalized a lot.

**5. Would you recommend TCAPS to others looking for work in Traverse City? Yes/No
Please explain**

Yes = 82% No = 18%

If you answered "no" to the previous question, why not?

- I would advise anyone seeking to fill this position to beware of the lead worker.
- Went to management on concerns and they didn't care.
- I wouldn't recommend anyone work with the lead teacher I worked with.
- TCAPS appears to have a hierarchy that does not care to listen to, to believe in, or to support teachers.
- I would not highly recommend TCAPS as a place for someone looking for a Special Education position. The salary was significantly less than districts I have previously and currently work in.
- I did not feel valued at this school.

MEMORANDUM

TO: Paul A. Soma, Superintendent
FROM: Dr. Cindy J. Berck, Director
Human Resources
DATE: September 28, 2016
SUBJECT: TCAPS EXIT SUMMARY REPORT

The following information provides talking points relative to the attached Exit Summary report comparing the data results for 2015/16 to 2014/15:

- 49% of respondents indicated the district was above average to excellent in its commitment to employees in 2015/16 compared to 39% in 2014/15. *This is a significant increase and perhaps reflective of the efforts to improve communication with employees and having settled union contracts with the majority of groups in early 2016.*
- Communications with various departments remains high (above average or excellent) for departments including 58% with Superintendent/Administration, 70% with Benefits, 78% with Human Resources, and 73% with Payroll. *These increases may be due to the efforts being made to increase transparency and improve communications with employees.*
- 46% of respondents indicated they left TCAPS for a better job opportunity in 2015/16 compared to 45% in 2014/15 and 35% in 2013/14. *Several years of high percentages of people leaving for better job opportunities continues. Of note, there was a 9% increase in those leaving the district with less than 5 years of service. This trend may continue as newer hires have a different retirement benefit than more senior employees.*
- 14% of respondents indicated they left TCAPS due to relocation in 2015/16 compared to 10% in 2014/15. *This increase may be due to the higher number of jobs available outside the region as the economy recovers, resulting in more people leaving the region for other jobs.*
- 83% of respondents indicated they would recommend others to work for TCAPS in 2015/16 compared to 82% of respondents in 2014/15. *Of note, those that answered "no" expressed concerns regarding finances, public scrutiny, and being overwhelmed.*
- 25% of respondents ranked their experience as an employee (relative to competitive compensation) as below average or poor in 2015/16 compared to 30% in 2014/15. 6% of respondents ranked their experience as an employee (relative to competitive benefits) as below average or poor in 2015/16 compared to 14% in 2014/15. *These changes are interesting given 46% of respondents left for better job opportunities. For 2016/17, additional questions will be asked to quantify contributors to "a better job opportunity" other than compensation and benefits.*

Please contact me if you need additional information regarding this information.

CJB:jj

**TCAPS EXIT
SUMMARY
2015-16 School Year**

otal Surveys Returned: 34

Percentage of termed employees: 24.5% **DEMOGRAPHICS:**

Years with TCAPS		Sex		Union Group		Reason for Leaving	
<1 year	27%	Female	76%	AFSCME	3%	Better job	46%
1-5	34%	Male	24%	TC CAPSA	21%	Disability	0%
6-10	9%			TCTA	6%	Relocation	14%
11-15	12%			FSEA	0%	Retirement	36%
16-20	12%			TCAA	3%	Termination	4%
>20	6%			TCEA	27%	Other	0%
				Non-Affiliated	40%		

AS AN EMPLOYEE:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Interview Process	6%	0%	6%	18%	33%	37%
Employee Orientation	6%	15%	6%	21%	30%	22%
Employee Training	6%	3%	18%	30%	27%	16%
Competitive Compensation	6%	13%	12%	44%	22%	3%
Competitive Benefits	16%	3%	3%	36%	29%	13%

COMMUNICATIONS WITH:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Superintendent/ Administration	9%	6%	3%	24%	40%	18%
Benefits Department	21%	0%	0%	9%	42%	28%
Human Resources	10%	0%	3%	9%	50%	28%
Payroll Department	12%	0%	3%	12%	39%	34%
Immediate Supervisor	3%	6%	9%	15%	24%	43%
Union Representative	44%	3%	0%	23%	13%	17%
allow Employees	3%	0%	6%	9%	33%	49%
Community	9%	0%	3%	15%	39%	34%

PHYSICAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Safe Conditions	0%	3%	6%	18%	36%	37%
Clean Work Area	0%	0%	6%	27%	24%	43%
Updated Equipment	0%	0%	12%	27%	34%	27%
Necessary Supplies	0%	3%	9%	36%	31%	21%

CULTURAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Supportive of Diversity	15%	0%	6%	24%	33%	22%
Supportive of New Ideas	3%	6%	6%	24%	36%	25%
Follow thru of Identified Problems	6%	15%	6%	33%	24%	16%
Commitment to Students	0%	9%	0%	21%	30%	40%
Commitment to Employees	0%	12%	9%	30%	30%	19%

NARRATIVE COMMENTS

Q 32. How did your work performance make a difference to the students of TCAPS?

➤ See attached

Q 33. Were there things TCAPS could have done to make you more successful in your position?

➤ See attached

Q 34. What part of your job did you enjoy the most?

➤ See attached

Q 35. What part of your job did you enjoy the least?

➤ See attached

Q 36. Would you recommend TCAPS to others looking for work in Traverse City? Yes/No
Please explain

Yes = 83% No = 17%

Q 37. If you answered "no" to the previous question, why not?

➤ See attached

**TCAPS EXIT
SUMMARY
2015-16 School Year**

Total Surveys Returned: 34

Percentage of termed employees: 24.5% **DEMOGRAPHICS:**

Years with TCAPS		Sex		Union Group		Reason for Leaving	
<1 year	27%	Female	76%	AFSCME	3%	Better job	46%
1-5	34%	Male	24%	TC CAPSA	21%	Disability	0%
6-10	9%			TCTA	6%	Relocation	14%
11-15	12%			FSEA	0%	Retirement	36%
16-20	12%			TCAA	3%	Termination	4%
>20	6%			TCEA	27%	Other	0%
				Non-Affiliated	40%		

AS AN EMPLOYEE:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Interview Process	6%	0%	6%	18%	33%	37%
Employee Orientation	6%	15%	6%	21%	30%	22%
Employee Training	6%	3%	18%	30%	27%	16%
Competitive Compensation	6%	13%	12%	44%	22%	3%
Competitive Benefits	16%	3%	3%	36%	29%	13%

COMMUNICATIONS WITH:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Superintendent/ Administration	9%	6%	3%	24%	40%	18%
Benefits Department	21%	0%	0%	9%	42%	28%
Human Resources	10%	0%	3%	9%	50%	28%
Payroll Department	12%	0%	3%	12%	39%	34%
Immediate Supervisor	3%	6%	9%	15%	24%	43%
Union Representative	44%	3%	0%	23%	13%	17%
Fellow Employees	3%	0%	6%	9%	33%	49%
Community	9%	0%	3%	15%	39%	34%

PHYSICAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Safe Conditions	0%	3%	6%	18%	36%	37%
Clean Work Area	0%	0%	6%	27%	24%	43%
Updated Equipment	0%	0%	12%	27%	34%	27%
Necessary Supplies	0%	3%	9%	36%	31%	21%

CULTURAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Supportive of Diversity	15%	0%	6%	24%	33%	22%
Supportive of New Ideas	3%	6%	6%	24%	36%	25%
Follow thru of Identified Problems	6%	15%	6%	33%	24%	16%
Commitment to Students	0%	9%	0%	21%	30%	40%
Commitment to Employees	0%	12%	9%	30%	30%	19%

NARRATIVE COMMENTS

Q 32. How did your work performance make a difference to the students of TCAPS?

➤ See attached

Q 33. Were there things TCAPS could have done to make you more successful in your position?

➤ See attached

Q 34. What part of your job did you enjoy the most?

➤ See attached

Q 35. What part of your job did you enjoy the least?

➤ See attached

Q 36. Would you recommend TCAPS to others looking for work in Traverse City? Yes/No
Please explain

Yes = 83% No = 17%

Q 37. If you answered "no" to the previous question, why not?

➤ See attached

Q32 How did your work performance make a difference to the students of TCAPS?

Answered: 20 Skipped: 14

#	Responses	Date
1	I provided a friendly, safe environment in the office so that students would be comfortable coming in for help and supported the teaching staff and principals.	5/25/2016 1:54 PM
2	It is hard to know the impact but I believe I have help to improve the teaching and learning that occurred in TCAPS over time.	4/26/2016 4:51 PM
3	I was able to communicate and understand the students wants and needs. I felt a little closer to them because I was younger so I kind of felt like a sister figure.	3/16/2016 12:50 PM
4	I made a difference in my daily interaction with students. I influenced the future college and career plans of many students (students have gone on to study French and history and to become French and/or history teachers). Students knew that I knew them, cared about them, and enjoyed being with them. I was a mentor and would strive to be a role model.	3/2/2016 6:05 PM
5	My work with students is a calling, and I have devoted myself to that work. The data shows my students' academic progress; but most important is the academic confidence and the sense of agency my students gain from my work with them.	2/15/2016 10:18 AM
6	I was supportive and attentive to their needs. I went over and above to make sure their needs were met.	12/21/2015 5:12 PM
7	I feel I have made a difference in their lives - I hope I was another resource that they can use to be successful in their lives - from the responses from previous students, I believe these courses, and myself, have been a benefit to the students and their futures.	12/15/2015 12:26 PM
8	Hopefully kids enjoyed coming to the library as I thoroughly adored being in the library.	12/11/2015 10:52 AM
9	I built great positive relationships with the students. Alumni students would even come back to see and ask for help from me. That was the best part of helping students with entering colleges.	12/3/2015 4:41 PM
10	They seemed to really like how involved I was with them and how I treated them as competent humans. If I felt they were capable of doing what they were doing I let them continue, if they had problems between each other I stepped in. Kids learn by doing not by being overly coddled. I enjoyed my time with the kids and developing relationships with them and I do regret I won't be able to continue having a positive impact on their lives.	11/29/2015 7:53 PM
11	I believe the dedication I gave made an enormous difference for the community and my students. The number of committees I served on throughout the years, ability to take my profession to levels of being an author, presenter, and communicator for not just TCAPs but Nationally added to the ability to communicate the needs of students and their families. The experience of my professional dedication in and out of TCAPs informed my teaching and assessments of students, which made a difference in their learning attitudes as well as life long skills. As I now work in areas in our school district of different needs of families and students than previous years, the above is still true, however the differences now are the test scores. My students currently tend to be the lowest in the district when their score is compared to others in this district, yet the individual growth is outstanding. I let the parents know this when studying the NWEA, our district is comparing schools, not student growth...I continue to work with parents to inform them of their own child's growth, not to compare schools. The dedication performance made a difference in 100's of students and their parents.	10/26/2015 5:27 PM
12	With the Overload position, I helped Kindergartners to become readers and writers. I helped to make sure that no one was slipping through the cracks academically, socially and emotionally. I got to know every child in the school through noon duty. I helped to make it a school that was free from bullying. If there was a conflict, I would help the students learn to communicate with each other until they resolved it.	10/26/2015 2:57 PM
13	I helped tons of students emotionally, socially, academically, and some even spiritually	10/16/2015 7:34 AM
14	My commitment to love the children, be enthusiastic about their growth, and lead their exploration into art.	10/15/2015 3:30 PM
15	I was able to identify with the students and hear their needs and meet them on a day to day basis.	10/13/2015 10:57 AM

TCAPS Exit Survey

SurveyMonkey

16	I constantly felt as though my expectations were unreasonable to students. I was told that my class was one of the most difficult in the building. In part, I felt that this was due to a lack of a coordinated curriculum. We were not aligned as a department or as a 9th grade team. So while I was expecting students to take a final exam, that was not the case of other 9th grade teachers, and the students knew which teachers had these more rigorous expectations and which did not.	9/21/2015 9:54 AM
17	I didn't have any. I worked third shift and in the summer	9/20/2015 10:44 PM
18	I hope that I gave them a feeling of peace and confidence as someone who helped them succeed in their everyday lives.	9/11/2015 3:52 PM
19	I believe that the foundation of Education is building relationships with your students and staff. I really think that is what I did this previous school year and will miss my students and staff from MO as I move on to work in Manton. But would love to be able to come back someday and teach PE/Health/Psych and coach Football, Baseball and Basketball within TCAPS again.	8/6/2015 4:30 PM
20	clean and safe environment	7/10/2015 6:57 AM

Q33 Were there things TCAPS could have done to make you more successful in your position?

Answered: 20 Skipped: 14

#	Responses	Date
1	More training and support.	7/1/2016 3:30 PM
2	Communication	5/10/2016 10:54 AM
3	It have been an excellent experience. I am thankful for the opportunity.	4/26/2016 4:51 PM
4	No, they were all great and I loved coming to work every day.	3/16/2016 12:50 PM
5	Minimize preps. For a number of years I had 4, some years even 5, preps. It is hard to be excellent when you don't have time to focus on your unit/lesson planning. It is hard to reflect and improve when you don't have the opportunity to repeat lessons because you are teaching something different every hour.	3/2/2016 6:05 PM
6	As with all elementary teachers, I pushed myself hard, and had exceedingly high expectations of myself. It would have been helpful if TCAPS had trusted teachers. Specifically, when the state rolled out the new teacher evaluation mandates about 4-5 years ago, it would have been helpful if TCAPS would have come along side of teachers, taking the position of being a support for us. Instead, the message from TCAPS was that of a harsh and adversarial enforcer. We were all terrified. When people are terrified, they don't perform as well.	2/15/2016 10:18 AM
7	Given me a permanent position in a timely manner as indicated in my interview. Communicated more professionally.	12/21/2015 5:12 PM
8	I've enjoyed teaching at TCAPS - I'm sure I will be substituting in the future - I've been given many opportunities to try new things and apply ideas from professional development and research - great support	12/15/2015 12:26 PM
9	N/A	12/11/2015 10:52 AM
10	A longer training period. I felt so lost in the beginning but adapted quickly due to other coworkers stepping up and helping.	12/3/2015 4:41 PM
11	The only thing I was disappointed by was my orientation which was really lacking. I arrived at least 15-20 mins early expecting to be walked through the 'hears how we do things and normal procedures' that most jobs walk you through. Nothing was gone over though without me directly asking about it. I know my position was fairly self explanatory but every work place has their own way of doing things and none of that was made clear. Even when the kids first came in there was no formal introduction of them. Not having a roll call made it difficult to learn their names.	11/29/2015 7:53 PM
12	Recognize the accomplishments outside of TCAPS, I have written articles and chapters of books, was interviewed by two different authors and quoted in their books. This was unrecognized at the district level, the principals I worked with at the time were aware of these accomplishments.	10/26/2015 5:27 PM
13	Clearer communication regarding work duties and dealing with any issues that would come up.	10/26/2015 2:57 PM
14	TCAPS could have provided a minimal academic and/or behavioral expectation for students, instead of trying to graduate anything and everything, regardless of their learning nothing and acting like thugs on a daily basis for their entire high school career.	10/16/2015 7:34 AM
15	Fewer buildings	10/15/2015 3:30 PM
16	More professional development. More support throughout the year as a new employee. Consistent meetings to help answer questions and integrate into the TC community. More transparency about the evaluation process and training for this evaluation process. Better alignment within building of curriculum and amongst expectations from administrator to administrator. It would be interesting to look at the number of highly qualified teachers per administrator and consider how each is approaching the evaluation process. I don't feel that it was approached consistently. I also think that it was difficult that all of the "leaders" in the building weren't being evaluated and hadn't been evaluated using the new Marzano system, so they could provide very little if any advice or help.	9/21/2015 9:54 AM

TCAPS Exit Survey

SurveyMonkey

17	I think the leads in the middle schools and the high school should be made to do more. when i was at east middle school, the lead let us know more than once that she didn't have to do any of the work as far as the summer cleaning. she would go out and mow the lawn or weed whip, 8 hours a day and 5 days a week. which was not necessary. and the lead at chs, basically got the mail and distributed it. a lead is exactly what the job says. i used to joke with another co-worker that when i grow up i wanted to be a lead so i could sit on my ass all day. or sit in the office and play on my phone. i was very disappointed in what a couple of leads did or didn't do. there is a worker at east middle school that is basically a bully. she has had a co worker in tears a few times. tonia is a good worker and shouldn't be bullied by the co-worker and she is made to feel little even by the lead. i worked at CHS, EMS and WSHS at the time i was with tcaps and the best school is by far the best is WSHS. the employees over there were very nice. but i did make a good friend with Robin Maloney. who is also a very good worker, but can't believe some of the people that work for tcaps.	9/20/2015 10:44 PM
18	I was a noon duty assistant and sub. Most of the trainings i did not qualify for that were offered to the assistants. i had to do those on my own.	9/11/2015 3:52 PM
19	The only thing they could do would be to offer me a full time PE/Health/ or Psych teaching job. i really love working for TCAPS, i really loved coaching sports for Central High and East Middle and i really love being apart of what i think is the best school district in the state, but i had to do what is best for me and my family at the time and only hope i can be able to maybe come back someday and be able to teach/ coach and raise my family within Tcaps.	8/6/2015 4:30 PM
20	communication, Leap program	7/10/2015 6:57 AM

Q34 What part of your job did you enjoy the most?

Answered: 24 Skipped: 10

#	Responses	Date
1	Forming relationships with children/parents	7/1/2016 3:30 PM
2	I enjoyed working with the students and staff the most.	5/25/2016 1:54 PM
3	Working with the students and the LEAP staff (Janna and Julie).	5/10/2016 1:58 PM
4	Being with students and helping to support the teachers who made wonderful opportunities for students to excel in their learning.	4/26/2016 4:51 PM
5	My students and my co workers. I truly enjoyed every minute of teaching.	3/22/2016 5:43 PM
6	I enjoyed seeing the kids succeed and being there for them in any situation.	3/16/2016 12:50 PM
7	I enjoyed interacting with the kids.	3/6/2016 11:09 PM
8	Interacting with the students and my colleagues was the most enjoyable. Having the same students for 3-4 years in a row and watching them grow.	3/2/2016 6:05 PM
9	The students of course! Wonderful colleagues! Endless opportunities for professional and personal growth! I have loved it.	2/15/2016 10:16 AM
10	The kids and the excellent staff	1/4/2016 2:48 PM
11	Working with the students and dedicated staff.	12/21/2015 5:12 PM
12	THE STUDENTS!!!! I loved the energy, and I loved feeling that I played a small part in helping them decide the next step...	12/15/2015 12:26 PM
13	The kids	12/11/2015 10:52 AM
14	Building connections with the staff. Felt like family!	12/3/2015 4:41 PM
15	Getting to know the kids.	11/29/2015 7:53 PM
16	I absolutely love love love working with teachers as they develop their own mindfulness to reach their expectations. And I absolutely love love love working with students for the same reasons. I also enjoy working with our community, the parents and other community members.	10/26/2015 5:27 PM
17	Working with students academically and supporting their growth. Developing relationships with all the staff and parents, and the whole community of the school.	10/26/2015 2:57 PM
18	The parts that were not connected with absurd and out of touch Boardman mandates and the parts where I didn't have to be in communication with a progressive minded administrator.	10/16/2015 7:34 AM
19	Working with students and colleagues I really enjoyed everyone in the art dept.	10/15/2015 3:30 PM
20	Helping/working with the students.	10/13/2015 10:57 AM
21	Working with my honors class. Unfortunately, because of the nature of a tracked system in which students can choose whether or not they want to take honors or general courses, what ends up happening is all the students who can simply do school well (i.e. sit in their chair, manage outbursts, complete homework, use class time efficiently, stay on task, etc.) are in the honors courses, and all those who struggle with these simple behaviors end up in general classes. What it becomes then is a class of non-behavior students but not truly honors students in the sense that they are advanced academically in the content area, and then sections full of students with behavior problems. Therefore, as it was, I enjoyed my honors class the most as it was the only hour in which I did not have to manage intense behavioral problems and could experiment with high interest and engaging lessons.	9/21/2015 9:54 AM
22	Working with the different classes, teachers. Getting to know a diverse group of people.	9/11/2015 3:52 PM
23	Working with the students and seeing their joy coming into my classroom. I loved working with my kids at MO and will really really miss them and the staff there. I think Ms. VanLoo is the best Principal I have ever worked for and will miss her big. I loved that as well as Coaching at Central High.	8/6/2015 4:30 PM
24	Inter-action with staff and students and parents	7/10/2015 6:57 AM

Q35 What part of your job did you enjoy the least?

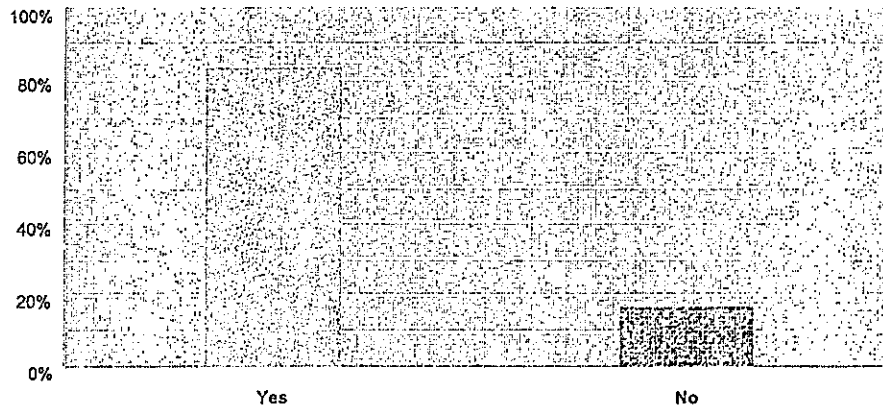
Answered: 23 Skipped: 11

#	Responses	Date
1	Lack of staffing and difficulty facilitating students with disabilities and behavioral challenges.	7/1/2016 3:30 PM
2	Listening to disgruntled parents that think they know more about what's appropriate than the professionals....and those that think winning is more important than anything else.	5/10/2016 1:58 PM
3	small. Keeping up with it.	4/26/2016 4:51 PM
4	The hours required outside of school to meet expectations. Navigating the Marzano requirements.	3/22/2016 5:43 PM
5	I honestly enjoyed all of it. The only parts that were harder was working noon duty with not very many people to help sometimes.	3/16/2016 12:50 PM
6	Lack of hours.	3/6/2016 11:09 PM
7	Being in a leadership position for the World Language department. It was a position that took the time and energy of an actual leadership/administrative role, but there was no actual power to make change.	3/2/2016 6:05 PM
8	The amount of personal time and even sleep time that I had to give up in order to make my practice be all that I wanted it to be.	2/15/2016 10:18 AM
9	Being under staffed and over ratio with students made it very stressful. I did not feel that I had adequate support in the myriad of behavioral issues that came up. I also had no time to have staff meetings and felt that my many requests for support seemed to be pushed aside. 85 plus students in one space is incredible chaotic and hard to manage. I believe anyone in this position would feel stressed and overworked. It was often so chaotic I felt that I was unable to make any real changes or do many planned activities due to being understaffed.	1/4/2016 2:48 PM
10	Working with the administration.	12/21/2015 5:12 PM
11	Marzano!!!! Meetings, protocols, additional duties beyond the classroom - I've enjoyed the Principals and staff I've worked with, but some of our directions from past Superintendents, and union issues, made it rather challenging to teach - very impressed by our current administrator, Mr. Soma, at Boardman.....	12/15/2015 12:26 PM
12	Book Fair	12/11/2015 10:52 AM
13	It was unconsistant at times.	12/3/2015 4:41 PM
14	As typical...the time it took being away from my own family, doing the things that I believe make us have a balanced healthy life, the time this profession takes is not news to anyone in the profession. I don't have an answer to this, just that our staff needs to hear and have more encouragement to know these are difficult times, we are in this together, and please take care of yourself.	10/26/2015 5:27 PM
15	Being out on the playground when the temperature was low With the bays on each side of the school, the windchill would change and it made it difficult to gauge. Sometimes, it was very cold.	10/26/2015 2:57 PM
16	All the BS that the district made me do that took away from the time I could spend on actual teaching	10/16/2015 7:34 AM
17	Too many classes in a day and not having grade levels blocked together.	10/15/2015 3:30 PM
18	I worried about the safety and security at the school. I feel the proper safety measures were not met all too often.	10/13/2015 10:57 AM
19	The constant, daily behavior discipline. I have never worked in a district that does not have clearly articulated expectations for students at a district level and has a behavior plan in place that is consistently followed. There was no behavior follow-through in the Athens team. Students would often say when told they were going to be sent to their administrator for discipline consequences that nothing would be done. That the administrator wouldn't care, and based on the follow-through and consequences, it felt as though they were justified in this assumption.	9/21/2015 9:54 AM
20	How some people were very bossy, and others very lazy	9/20/2015 10:44 PM
21	Wanted more hours.	9/11/2015 3:52 PM
22	There is nothing I can write, I loved everything as my goal was to teach/ coach for TCAPS and I got to do that last year in both and I was able to coach for Central for four years. I really loved everything I did and will miss it all. And I say THANK YOU FOR LETTING ME TEACH/COACH and hope to work for you again in the future! Thank you TCAPS!	8/6/2015 4:30 PM

23	dealing with mud and dirt	7/10/2015 6:57 AM
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Q36 Would you recommend TCAPS to others looking for work in Traverse City?

Answered: 30 Skipped: 4



Answer Choices	Responses
Yes	83.33% 25
No	16.67% 5
Total	30

Q37 If you answered "No" to the previous question, why not?

Answered: 5 Skipped: 29

#	Responses	Date
1	My answer is yes, but still I want to add that TCAPS has been very good for me, and I want to say thanks!	2/15/2016 10:18 AM
2	I truly feel that the school district cares more about the bottom line, money, than they do their students and staff. It amazes me that the administration makes decisions about students without any knowledge or consideration of that student's needs.	12/21/2015 5:12 PM
3	I don't know a single teacher working in my building who is happy/content with their job. Almost everyone talks secretly about how to survive or how to get out.	10/16/2015 7:34 AM
4	I feel the administration cares more about the public eye than the actual student's school career.	10/13/2015 10:57 AM
5	Until there is a better established system in place as a district, it is too isolating and overwhelming of a place to work. I struggled intensely throughout the year, and instead of being supported, I was made to feel as though I didn't get it because I was from downstate or other arbitrary reasons. For example, in my final evaluation meeting with my administrator, I was told that the perception of the staff wasn't positive about me at the beginning of the year. This was inappropriate as it is not relevant to my performance - I was not worried about being popular but about doing my job well, and I was also coming from extremely difficult personal circumstances starting the year after the traumatic loss of my husband at the start of the previous year. I just felt that hearing that, my administrator and perhaps fellow colleagues just didn't that. And perhaps that lack of empathy was based on a lack of connection amongst colleagues. Perhaps more personalized interaction opportunities would help with this. But it was very isolating and unfriendly.	9/21/2015 9:54 AM

MEMORANDUM

TO: Paul A. Soma, Superintendent
FROM: Dr. Cindy J. Berck, Director
Human Resources
DATE: June 26, 2017
SUBJECT: TCAPS EXIT SUMMARY REPORT

The following information is an overview of the attached Exit Summary report comparing the data results for 2016/17 to 2015/16:

- 58% of respondents indicated the district was above average to excellent in its commitment to employees in 2016/17 compared to 49% in 2015/16. *This is a significant increase and perhaps reflective of the efforts to improve communication with employees and having settled union contracts with the majority of groups in early 2017.*
- Communications with various departments remains high (above average or excellent) for departments including 64% with Superintendent/Administration, 68% with Benefits, 71% with Human Resources, and 73% with Payroll. *Significant efforts being made to increase transparency and improve communications with employees seem to be working as reported by employees leaving the district.*
- 32% of respondents indicated they left TCAPS for a position with better compensation; 4% for better benefits and 16% for better work climate in 2016/17 compared to 10% who responded they left for a better job opportunity in 2015/16. *As the economy improves and the demand for skilled employees increases, TCAPS is finding it difficult to recruit and retain talent.*
- 93% of respondents indicated they would recommend others to work for TCAPS in 2016/17 compared to 83% of respondents in 2015/16. *Of note, those that answered "no" expressed concerns regarding lack of hours and being overwhelmed.*
- 81% of respondents indicated the district's commitment to students was above average or excellent in 2016/17 compared to 70% of respondents in 2015/16. *This is a significant increase and perhaps reflective of the efforts to focus more on the core mission and the Blueprint.*

Please contact me if you need additional information regarding this information.

CJB:jj

**TCAPS EXIT
SUMMARY
2016-17 School Year**

Total Surveys Returned: 35

Percentage of termed employees: 33%

DEMOGRAPHICS:

Years with TCAPS	Sex	Union Group	Reason for Leaving
<1 year 20%	Female 74%	AFSCME 16%	Better compensation 32%
1-5 26%	Male 26%	TC CAPSA 23%	Better benefits 4%
6-10 23%		TCTA 6%	Better work climate 16%
11-15 11%		FSEA 3%	Disability 4%
16-20 3%		TCAA 1%	Relocation 8%
>20 17%		TCEA 6%	Retirement 36%
		Non-Affiliated 45%	Termination 0%
			Other 0%

AS AN EMPLOYEE:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Interview Process	0%	0%	0%	26%	38%	36%
Employee Orientation	2%	14%	3%	42%	18%	21%
Employee Training	0%	11%	5%	41%	18%	25%
Competitive Compensation	2%	9%	9%	54%	20%	6%
Competitive Benefits	6%	6%	3%	41%	21%	23%

COMMUNICATIONS WITH:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Superintendent/ Administration	3%	3%	0%	30%	32%	32%
Benefits Department	12%	3%	0%	17%	44%	24%
Human Resources	6%	0%	0%	23%	44%	27%
Payroll Department	6%	0%	0%	21%	38%	35%
Immediate Supervisor	0%	0%	3%	22%	22%	53%
Union Representative	51%	3%	3%	12%	21%	10%
Fellow Employees	0%	3%	6%	9%	35%	47%
Community	6%	0%	3%	21%	32%	38%

PHYSICAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Safe Conditions	3%	3%	0%	31%	40%	23%
Clean Work Area	0%	0%	3%	22%	28%	47%
Updated Equipment	9%	0%	6%	24%	40%	21%
Necessary Supplies	3%	0%	3%	27%	42%	25%

CULTURAL WORK ENVIRONMENT:

	N/A	Poor	Below Average	Average	Above Average	Excellent
Supportive of Diversity	19%	0%	0%	21%	41%	19%
Supportive of New Ideas	3%	0%	13%	25%	41%	18%
Follow thru of Identified Problems	3%	4%	6%	37%	31%	19%
Commitment to Students	3%	0%	3%	13%	29%	52%
Commitment to Employees	3%	3%	6%	30%	37%	21%

NARRATIVE COMMENTS

Q 32. How did your work performance make a difference to the students of TCAPS?

➤ See attached

Q 33. Were there things TCAPS could have done to make you more successful in your position?

➤ See attached

Q 34. What part of your job did you enjoy the most?

➤ See attached

Q 35. What part of your job did you enjoy the least?

➤ See attached

**Q 36. Would you recommend TCAPS to others looking for work in Traverse City? Yes/No
Please explain**

Yes = 93% No = 7%

Q 37. If you answered "no" to the previous question, why not?

➤ See attached

Q32 How did your work performance make a difference to the students of TCAPS?

Answered: 19 Skipped: 16

#	RESPONSES	DATE
1	My desire to continuously monitor critical systems to ensure uptime and accessibility so that students and staff could get access to instruction was key.	6/13/2017 2:37 PM
2	I hope I instilled a sense of wonder, and a value for learning. I hope I helped students be more confident learners.	6/13/2017 11:32 AM
3	Safe transportation and a friend.	6/10/2017 3:19 PM
4	they came to a safe, clean and friendly school where they can learn and play safe.	5/15/2017 11:39 AM
5	WHEN STUDENTS WOULD COMPLIMENT ON YOUR HARD WORK KEEPING THE SCHOOL CLEAN& TOOK THE TIME TO TELL YOU.	4/7/2017 11:21 AM
6	I hope I impacted students in a positive manner! I tested ALL students with respect and always reached out to those students that needed an extra smile!	3/26/2017 10:17 PM
7	I worked hard and followed through with parents and teachers. I made constant and consistent changes in student's schedules and programming to make sure they were getting the best interventions possible.	3/21/2017 11:18 AM
8	I provided a supportive presence in my building.	3/21/2017 11:17 AM
9	I hope I made a difference in their day when they needed a safe place to go, a smile, a question answered, or just some where to "chill". I love working with the students and will miss that a lot.	2/27/2017 11:48 AM
10	I was there almost every day as a familiar face if they did not want to go to their teacher.	1/21/2017 2:14 PM
11	Care and concern of students and the ability to assist as needed.	1/2/2017 12:56 AM
12	I would like to think that staff and students enjoyed coming into a clean building each day.	12/6/2016 7:32 PM
13	I was able to place many children (through the years) in a free preschool program which began their educational experience. Many of these children benefited from this experience and I am happy to have been a part of this.	11/1/2016 9:38 AM
14	The attention I gave students on My bus impacted how they felt about themselves and their fellow students.	10/25/2016 10:15 AM
15	Hopefully I helped maintain a safe and healthy environment where the students could get exercise and return to the classroom ready to learn.	10/21/2016 8:07 PM
16	I attempted to encourage good behavior, manners, and respect. I hope I was successful reaching the students.	10/14/2016 2:23 PM
17	Had great interaction with many students!	8/29/2016 2:26 PM
18	Food was served correctly and in a friendly, timely manner. Each student that I came in contact with was made to feel special and welcome.	8/19/2016 6:41 PM
19	My job performance made the students more comfortable with being away from their parents and in a school setting.	8/18/2016 11:12 PM

Q33 Were there things TCAPS could have done to make you more successful in your position?

Answered: 21 Skipped: 14

#	RESPONSES	DATE
1	More training opportunities	6/13/2017 2:37 PM
2	I think students on our building ended up being "tracked" with the top going to AT, next to IB, then to the two person team and what was left ended up on the other two teams ever since IB started. The off team selections of students included some of the lowest students.	6/13/2017 11:32 AM
3	not in my time but they could be more visible and committed to making sure things are running smooth.	5/15/2017 11:39 AM
4	This last year not having a permanent 2nd shift custodian.	4/7/2017 11:21 AM
5	N/A	3/26/2017 10:17 PM
6	Have systematic and consistent meetings for special ed teachers to work collaboratively to solve issues with students. Great time to pass along what is working for them in the classroom, with data collection, with programming, ideas for writing effective iep's.	3/21/2017 11:18 AM
7	In the past Tcaps provided training to all building assistants to better understand how to approach and talk to students with learning disabilities.	3/21/2017 11:17 AM
8	Backpack vacuum was too heavy. Upright vac was insufficient.	1/31/2017 5:29 PM
9	No	1/25/2017 11:46 AM
10	Please start to fix up CE! It is getting very run down. Pipes in the bathrooms have wrapping on them that is hanging, tiles are missing on the floors and stairs, lockers don't open or close properly and windows don't seal properly, to name a few. There is no way this building can be energy efficient. And has the water been tested coming out of the drinking fountains? How old are the pipes that lead into the building?	1/21/2017 2:14 PM
11	n/a	1/2/2017 12:56 AM
12	No	12/6/2016 7:32 PM
13	When we go to our leaders for input or support they could give it versus sweeping it under the rug. For example telling an admin that you received an email from most likely a male student and the principal responding with "boys will be boys." Simply just listening and following through.	11/1/2016 6:38 PM
14	TCAPS has provided the means to be successful through offering trainings when new programs are introduced, supplying office/job needs and materials, and overall support.	11/1/2016 9:38 AM
15	Yes, Some time in class each month devoted to how to act and be safe on the bus would be helpful.	10/25/2016 10:15 AM
16	I think that cases of bullying need to be addressed more strongly.	10/21/2016 8:07 PM
17	The lunch room environment especially the 4th and 5th grades is one of excessive noise, rude and rowdy behavior, chaos, and a lot of disrespect to the adults. There needs to be a better discipline program within the school.	10/14/2016 2:23 PM
18	I believe that had this past year went better, with everyone helping when time permitted, and not working with only 70% of our staff too many days, I would not have considered leaving. I truly enjoyed working with the students.	8/19/2016 6:41 PM
19	TCAPS could have held a job orientation or explained the responsibilities and duties of the job better.	8/18/2016 11:12 PM
20	No	7/11/2016 8:48 AM
21	More training and support.	7/1/2016 3:30 PM

Q34 What part of your job did you enjoy the most?

Answered: 26 Skipped: 9

#	RESPONSES	DATE
1	Collaboration with students, staff, departments, and community.	6/13/2017 2:37 PM
2	My fellow teachers and the students.	6/13/2017 11:32 AM
3	interaction with students and staff	6/10/2017 3:19 PM
4	Students and admin team.	6/6/2017 11:29 AM
5	the kid's smiles and hand waves as they are already to learn and have fun at school. The staff I love as a big family over my years.	5/15/2017 11:39 AM
6	Being outside.	4/7/2017 11:21 AM
7	Working with students, staff and parents.	3/26/2017 10:17 PM
8	Obviously, the students and their families. I also enjoyed the commoradory I had with fellow teachers, enjoying the times when teachers of special need students could get together and share ideas and have quesitons answered.	3/21/2017 11:18 AM
9	Watching students mature from kg to 6th graders.	3/21/2017 11:17 AM
10	Working with great staff and students.	2/27/2017 11:48 AM
11	Staff and students at Willow Hill.	1/31/2017 5:29 PM
12	I loved my new position at west. I had second thoughts of leaving it several times in the past two weeks.	1/25/2017 11:46 AM
13	Seeing the spark in a students eyes when they finally get something.	1/21/2017 2:14 PM
14	It was a good working environment.	1/2/2017 12:56 AM
15	Friendly and supportive staff and students. Satisfaction of making a clean safe environment for all involved.	12/6/2016 7:32 PM
16	I loved my job working in special education. I was lucky to work with a great staff and have an opportunity to work with amazing students.	11/1/2016 6:38 PM
17	It was always a joy to be able to place a needy family in preschool.	11/1/2016 9:38 AM
18	Watching how the students on my bus matured throughout the year. Also giving time to a troubled student that helped them deal with their issues and watch them eliminate the poor behavior.	10/25/2016 10:15 AM
19	My immediate coworker and office staff were wonderful to work with.	10/21/2016 8:07 PM
20	There are many very sweet children attending the school.	10/14/2016 2:23 PM
21	The people and students.	8/29/2016 2:26 PM
22	Working with most of my co-workers was a joy. Seeing students returning for meals each day was rewarding and getting to know them was very fulfilling.	8/19/2016 6:41 PM
23	I enjoyed working in small groups with the students the most.	8/18/2016 11:12 PM
24	Watching the students grow, connecting with them and the parents.	8/3/2016 9:24 AM
25	Wonderful co worker, staff and students at Westwoods	7/11/2016 8:48 AM
26	Forming relationships with children/parents	7/1/2016 3:30 PM

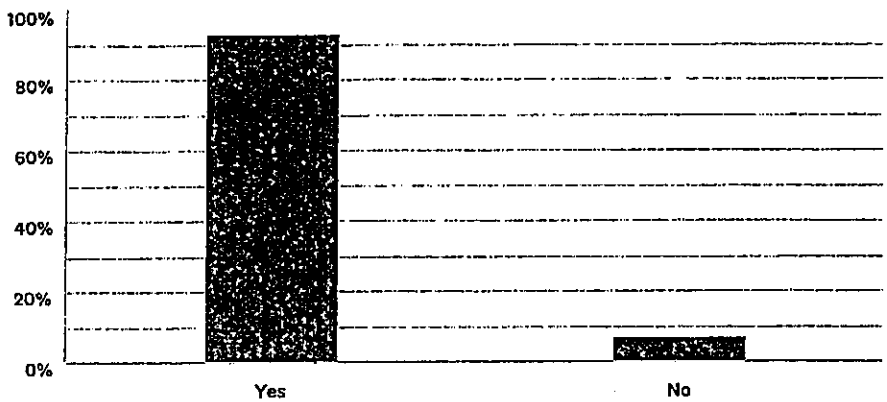
Q35 What part of your job did you enjoy the least?

Answered: 21 Skipped: 14

#	RESPONSES	DATE
1	Being on call 24/7/365	6/13/2017 2:37 PM
2	Staff meetings and mandated testing.	6/13/2017 11:32 AM
3	cleaning the bus	6/10/2017 3:19 PM
4	Evaluations and professional development at times.	6/6/2017 11:29 AM
5	none as it is my job at all times.	5/15/2017 11:39 AM
6	Not being able to clean your building in the summer months like it should be cleaned. Summer Camp is too long in the summer.	4/7/2017 11:21 AM
7	N/A- I loved my job!	3/26/2017 10:17 PM
8	The paperwork, the paperwork, the paperwork. Time with kids was just that, their time. So, paperwork was done on my time after school and on weekends. This didn't include progress reports. Medicaid time was a joke. One hour a week was not sufficient. Using technology to update caseloads for admin. when all they had to do was search what we had already inputted. Felt that many of my tasks were redundant.	3/21/2017 11:18 AM
9	Watching a student cry because they didn't have a snack and they were hungry.	3/21/2017 11:17 AM
10	Automatic floor scrubber.	1/31/2017 5:29 PM
11	Low staff	1/25/2017 11:46 AM
12	Not having a bathroom that was just for faculty. All of the bathrooms are shared by parents, sick kids or students.	1/21/2017 2:14 PM
13	Shoveling snow.i	12/6/2016 7:32 PM
14	Working with co workers who harassed me and others at work.	11/1/2016 6:38 PM
15	Not being able to place a needy family in preschool!	11/1/2016 9:38 AM
16	Waking up at 5 AM	10/25/2016 10:15 AM
17	The drama and cattiness.	10/21/2016 8:07 PM
18	The excessive noise, rude and rowdy behavior, chaos, and disrespect. I didn't feel that the noon duty assistants had much leverage in dealing with these issues. Nothing that we were able to do seemed to have any affect on the children.	10/14/2016 2:23 PM
19	Constantly picking up the slack. I enjoy helping others, it comes to a point though when a person is being taken advantage of. That was very disappointing.	8/19/2016 6:41 PM
20	I disliked all the drama and gossip.	8/18/2016 11:12 PM
21	Lack of staffing and difficulty facilitating students with disabilities and behavioral challenges.	7/1/2016 3:30 PM

Q36 Would you recommend TCAPS to others looking for work in Traverse City?

Answered: 28 Skipped: 7



ANSWER CHOICES		RESPONSES	
Yes		92.86%	26
No		7.14%	2
TOTAL			28

Q37 If you answered "No" to the previous question, why not?

Answered: 2 Skipped: 33

#	RESPONSES	DATE
1	I think TCAPS has lost its heart and vision. Jayne Moore was the last with educational vision that looked at how to do the most for the most number of students. It's a sad time in education. The numbers of students enrolled in educational programs is down and teaching is not looking like a favorable position. I loved what I did. It was my choice and I love teaching and will always but would certainly steer my children in other directions as it now stands.	6/13/2017 11:32 AM
2	This is hard to answer. Two hours in the middle of the day makes it difficult to get other things done. The nice part is that it coincides with your kids schedule and it's nice to work with the children.	10/21/2016 8:07 PM

Exhibit 19



Mary Beth Stein <steinma@tcapsstudent.net>

TCAPS Annual Notifications

1 message

TCAPS Outreach Message <info@tcaps.net>
To: steinma@tcaps.net

Mon, Sep 25, 2017 at 2:21 PM



Great Community, Great Schools

2017-2018 Annual Notifications

Please see below for the following annual notifications:

- Asbestos Notification
- Concussions and Athletic Activities
- District Policies & Procedures
- Family Educational Rights & Privacy Act (FERPA) Notice for Directory Information
- Notification Regarding Staff Qualifications
- Participation in School Drinking Water Quality Reimbursement Program
- Pesticide Notification Advisory
- Project FIND Special Education / Section 504 Notice
- Student Accident Insurance
- Students with Disabilities
- Title IX, Section 504, Age Discrimination Act, and Title II Americans with Disabilities Act and CTE Opportunities
- Translation Services

Asbestos Notification

In compliance with the parent/guardian and staff notification requirements specified in the Environmental Protection Agency's (EPA) Asbestos Containing Materials in Schools: Final Rule and Notice, as directed by the Asbestos Hazard Emergency Response Act (AHERA) of 1986, the following information regarding asbestos can be found in the AHERA Management Plan Book located in your building principal's office:

- Building Inspection
- The Management Plan
- The Response Actions
- Periodic Surveillance Schedule

- Re-inspection Schedule

Asbestos activities in the last year include: Regular six-month surveillance and scheduled re-inspection were performed for all sites. Normal operations and maintenance was performed at each site. Projects include total abatement in preparation for demolition at Eastern Elementary School; tunnel and attic pipe insulation removal, and 2 rooms of floor tile abatement at Central Grade School. Activities are determined from regular six-month periodic surveillance, inspections and scheduled projects. For more information, call 231.342.1720.

Concussions and Athletic Activities

The Michigan High School Athletic Association is providing athletic participants at each MHSAA member junior high/middle school and high school with insurance that is intended to pay accident medical expense benefits resulting from concussion. The suspected concussion must be sustained while the athlete is participating in an MHSAA in-season covered activity (practice or competition). This program intends to assure that all eligible student-athletes in MHSAA member schools in grades 7 through 12, male and female, in all levels of all sports under the jurisdiction of the MHSAA, receive prompt and professional attention for head injury events even if the child is uninsured or under-insured. Accident medical deductibles and co-pays left unpaid by other policies are reimbursed under this program. Should you have need to make a claim under this new program, contact terri.bruner@kandkinsurance.com or 800.237.2917. For additional information, please contact TCAPS' high school athletic directors:

- TC Central High School: Mark Mattson, mattsonma@tcaps.net, 231.933.8208
- TC West Senior High School: Jason Carmien, carmienja@tcaps.net, 231.933.7781

District Policies and Administrative Guidelines

Traverse City Area Public Schools' Board of Education has developed specific District policies and administrative guidelines regarding student and staff behavior. Policies and guidelines cover virtually all areas of behavior including smoking, drugs, dress, weapons, sexual harassment and use of the Internet. In addition, each building has a Student Code of Conduct that specifies the behavior expected of its students. The District's Student/Parent Handbook also provides a compilation of information that every student and parent should know. Copies of the Elementary or Secondary Student/Parent Handbooks and all District policies and administrative guidelines are available online at www.tcaps.net or at the TCAPS Boardman Administration Center, 412 Webster Street, Traverse City, MI 49686, or by contacting any TCAPS' school building principal.

Family Educational Rights and Privacy Act (FERPA) Annual Notice for Directory Information

Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students

must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Traverse City Area Public Schools (TCAPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TCAPS may disclose appropriately designated "directory information" without written consent, unless you have advised TCAPS to the contrary in accordance with TCAPS' procedures. The primary purpose of directory information is to allow TCAPS to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent [These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c)].

Disclosure of "Directory Information"

Except as otherwise stated in Board Policy 8330 (student records), school officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of directory information.

If you do not want TCAPS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify TCAPS in writing by the third Friday of October. The Board designates the following as directory information:

- Student name and address
- Parent name and address
- Parent email address
- Student & parent telephone numbers
- Student's date and place of birth
- Student's major field of study
- Student's participation in official recognized activities and sports
- Student athletes' height and weight
- Dates of attendance
- Date of graduation
- Student honors, awards, degrees and scholarships earned
- Student honor roll designations
- Student grade placements

- Photographs and videos of students participating in school activities, events or programs
- Other information generally found in yearbooks

The Board further designates district-assigned student e-mail addresses as directory information for the limited purposes of (1) facilitating the student's participation in and access to online learning platforms and applications, and (2) inclusion in internal school and district email address books.

Notification Regarding Staff Qualifications

Under the No Child Left Behind Act, parents have the right to request information on the professional qualifications of their children's classroom teachers and the qualifications of the paraprofessionals who provide services to their children. Parents may request and receive information about: (a) whether the teacher is State-certified, (b) whether the teacher is teaching under emergency or other provisional status, and (c) the baccalaureate major of the teacher and any other graduate degree or certification. Parents may request information on the level of achievement of their child in each of the State academic assessments. If a student attending a school that receives any Title I, Part A funds is assigned to, or taught, for four or more consecutive weeks by a teacher who is not highly qualified, the school must provide timely notice to the student's parents.

Send inquiries to:

Dr. Cindy Berck
Executive Director of Human Resources
412 Webster Street, Traverse City, MI 49686
BerckCi@tcaps.net
231.933.1716

Participation in School Drinking Water Quality Reimbursement Program

This School/District is committed to protecting the health of students, teachers, and staff. We are participating in the School Drinking Water Quality Reimbursement Program, which is a program jointly administered by the Michigan Department of Education and Department of Environmental Quality.

This program is designed to provide school funding for costs associated with the mitigation of potential lead exposure from drinking water. Up to \$950 per school building is available on a reimbursement basis for the cost of testing for lead in drinking water, fixture replacement, filter purchases, plumbing assessments, or technical assistance incurred between July 1, 2016, and September 30, 2017.

The School Drinking Water Quality Reimbursement Program requires that schools submit proof of public notification of the number of fixtures providing water for drinking or food preparation, testing results, number of fixtures replaced, and other corrective action plans prior to reimbursement. This information is as follows:

District Summary

Central Grade School

- Number of fixtures providing water for drinking or food preparation: 27
- Number of fixtures replaced (zero if not applicable): 5
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 0
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 0

Cherry Knoll Elementary School

- Number of fixtures providing water for drinking or food preparation: 25
- Number of fixtures replaced (zero if not applicable): 3
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 10
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 1

Oak Park

- Number of fixtures providing water for drinking or food preparation: 11
- Number of fixtures replaced (zero if not applicable): 6
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 0
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 0

TCAPS Montessori at Glenn Loomis

- Number of fixtures providing water for drinking or food preparation: 28
- Number of fixtures replaced (zero if not applicable): 20
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 0
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 0

Traverse Heights Elementary School

- Number of fixtures providing water for drinking or food preparation: 27
- Number of fixtures replaced (zero if not applicable): 18
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 0
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 0

Willow Hill Elementary School

- Number of fixtures providing water for drinking or food preparation: 25
- Number of fixtures replaced (zero if not applicable): 13
- Number of filters purchased (zero if not applicable): 0
- Testing Results:
 - Number of Lead Tests Completed (zero if not applicable): 0
 - Number of Lead Tests with Over 5 parts per billion of Lead (zero if not applicable): 0

Based upon actions taken to date the District/School has determined that additional corrective action is not necessary.

About Lead

Lead can cause serious health problems if too much enters your body from drinking water or other sources. It can cause damage to the brain and kidneys, and it can interfere with the production of red blood cells that carry oxygen to all parts of your body. The greatest risk of lead exposure is to infants, young children, and pregnant women. Scientists have linked the effects of lead on the brain with lowered IQ in children. Adults with kidney problems and high blood pressure can be affected by low levels of lead more than healthy adults. Lead is stored in the bones, and it can be released later in life.

How Can I Learn More?

You can see a copy of all water testing results at the school district's central office, and on our website at www.tcaps.net/about/annual-notifications . For more information about water quality in our schools, please contact Rod Lowes at LowesRo@tcaps.net. For information about water quality and sampling for lead at home, contact your local water supplier or the Michigan DEQ.

Pesticide Notification Advisory

In non-emergency situations, Michigan law now requires the notification of parents or guardians of school students prior to the application of a pesticide at their school. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students and staff. However, you will be notified as soon as possible following any such application.

Advance notification of pesticide applications, other than a bait or gel formulation, will be given by at least two methods. The first method will be by posting at the main entrance to the school. The second method will be by one of the following: email; telephone call where direct contact is made or a message is recorded on an answering machine; or by providing students with a written notice to be delivered to their parent or guardian.

Please be advised that parents or guardians of children attending a TCAPS school are entitled to receive advanced notice of a pesticide application, other than a bait or gel formulation, by first class mail postmarked at least three days prior to the pesticide application, if they so request. If you prefer to receive the notification by first class mail, please reply to this email with the information below. You may call 231.933.1930 if you have questions regarding this letter.

Traverse City Area Public Schools 2017-2018 Pesticide Treatments US Mail Notification Request

Please be advised that you WILL receive notice via the methods identified in the advisory notice above and should only complete this form if you are requesting notification by first-class mail.

School: _____

Parent/Guardian Name: _____

Student's Name: _____

Street Address: _____

City: _____

Telephone Numbers: (Day) _____

(Evening) _____

Please Check One:

- I wish to be notified prior to a scheduled pesticide treatment inside of the building.
- I wish to be notified prior to a scheduled pesticide treatment on the outside grounds of the school.
- Both of the above

Signature: _____

Project FIND Special Education / Section 504 Notice

Traverse City Area Public Schools offers evaluations, programs and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. These services are available to eligible persons ages 0-26 who reside within, or attend a K-12 school program within, Traverse City Area Public Schools' district attendance boundaries. Referrals are accepted from parents, staff members, community agencies and other interested parties. For more information about available services, parent/student rights or referral procedures, contact the Associate Superintendent of Student Services at 412 Webster Street, Traverse City, MI 49686 or call 231.933.5690.

Requirements for Student Immunizations

The Board requires that all students be properly immunized pursuant to the provisions of the Michigan Department of Community Health and the Michigan Department of Licensing and Regulatory Affairs (LARA). Accordingly, the State of Michigan requires that all students be properly immunized at the time of registration or not later than the first day of school pursuant to those provisions. Before a child can be permitted to enter or attend school, parents/guardians must present documentation that a child has had the required doses of vaccine. Immunization requirements are to be in accordance with Board Policy and Administrative Guideline #5320. The only exception is if the parents/guardians submit a signed waiver of immunization. A licensed health care provider will certify that a medical contraindication exists and that a specific immunization is or may be detrimental to the student's health. The County Health Department will issue a waiver for non-medical reasons.

Student Accident Insurance

As a service to students and their families, our school is making available an 80/20 student accident insurance plan for your child at a very nominal cost. All school-sponsored and supervised activities and time spent in school are

covered in accordance with the terms and limitations of the policy. For an increased premium, the policy will cover your child 24-hours a day, 12 months a year, rather than only during school-time. There are additional options available to cover interscholastic sports.

Brochures/enrollment applications are available online at www.1stagency.com. Please read the information carefully so that you understand the extent of the coverage. The Guarantee Trust Life Insurance Company underwrites the plan. The agent is First Agency, Inc., 5071 West H Avenue, Kalamazoo, 269.381.6630.

Students with Disabilities

Students identified with a disability are entitled to a Free and Appropriate Education. Modifications, accommodations or interventions will be put into place, regardless of mitigating factors. In some cases, a 504 Plan, which is an accommodations plan for a student with a disability, may be indicated. Any service provided for a child with a disability must be aligned with the impairment.

Title VI, Title IX, Section 504, Age Discrimination Act, and Title II Americans with Disabilities Act

The government has made legal provisions to ensure that no person is discriminated against on the basis of the protected classes of race, color, national origin, gender, sex (including sexual orientation or transgender identity), age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") in its programs and activities, including employment opportunities. In order to protect these rights and assure compliance, Traverse City Area Public Schools has appointed Cindy Berck as Coordinator of Title VI, Title IX, Section 504, the Age Discrimination Act, and Title II.

Inquiries concerning the application of, or grievances for, any of these regulations or concerns that the rights of an individual may have been violated should be directed to:

Dr. Cindy Berck
Executive Director, Human Resources
Traverse City Area Public Schools
412 Webster Street
Traverse City, MI 49686
231. 933.1716
berckci@tcaps.net

Any person who feels that the rights of an individual may have been violated in relationship to the provision of equal opportunity in any education programs, activities, or services may contact:

Ms. Jame McCall
Associate Superintendent, Student Services
Traverse City Area Public Schools
412 Webster Street
Traverse City, MI 49686

231. 933.5690
mccallja@tcaps.net

Translation Services

Translation of any documents, or during any meeting, will be provided for any parent who requests translating. The process to request translation is:

- Contact your school and make a request. The school will then make the request through the Human Resources Department, and a translator will be provided
- A school may use the Tele-Interpreter Service if no translator is available, or if translation services are an immediate need.

Traverse City Area Public Schools • 412 Webster St. Traverse City,
MI • 49686 • 231.933.1700

Exhibit 20

History				
From/To	Name	Phone Number	Start Time	Duration
From	Cindy Berck	31716	4/4/2018 11:13	3:25
To			4/4/2018 10:43	11:21
To	Ryan Schrock	36502	4/4/2018 10:28	15:29
Missed	Biz Ruskowski	31662	4/4/2018 9:22	0:18
Missed	WIRELESS CALLER		4/3/2018 17:40	0:18
To	Ryan Schrock	36502	4/3/2018 17:38	0:35
To			4/3/2018 17:21	13:48
To	Biz Ruskowski	31662	4/3/2018 17:08	0:54
To	Biz Ruskowski	31662	4/3/2018 17:07	0:20
To	Terry Smith	38202	4/3/2018 16:25	2:57
To	Kate Burwinkel	37802	4/3/2018 16:18	6:20
To	Cindy Berck	31716	4/3/2018 16:16	1:30
Missed	Cindy Berck	31716	4/3/2018 15:04	0:18
From	Ryan Schrock	36502	4/3/2018 14:31	29:48:00
To	Ryan Schrock	36502	4/3/2018 14:14	0:42
Missed	Ryan Schrock	36502	4/3/2018 12:00	0:18
Missed	WIRELESS CALLER		4/3/2018 11:55	0:31
To	Brandi Reynolds	31908	4/3/2018 9:19	0:56
From	Angela Sides-McKay	38542	4/3/2018 8:41	2:28
Missed	Stacey Hozak	31725	3/23/2018 15:32	0:10
To			3/23/2018 15:05	2:14
To			3/23/2018 14:05	1:36
From	Jason Carmien	37781	3/23/2018 10:31	1:26
To	Toby Tisdale	35602	3/23/2018 9:32	0:27
To	LL Conference	37806	3/22/2018 15:31	1:17
Missed	LL Conference	37806	3/22/2018 15:05	0:18
To	Kate Burwinkel	37802	3/22/2018 14:49	1:16
To	Cindy Berck	31716	3/22/2018 14:47	1:48
From	Cindy Berck	31716	3/22/2018 11:43	3:35
To	Terry Smith	38202	3/22/2018 11:10	7:44
To	Joe Esper	37502	3/22/2018 10:35	1:21
To	Toby Tisdale	35602	3/22/2018 10:10	7:57
Missed	Paul Bauer	26497	3/22/2018 10:09	0:18
Missed	Terry Smith	38202	3/22/2018 9:34	0:09
Missed	Terry Smith	38202	3/22/2018 9:27	0:04
Missed	LRP PUBLICATION		3/22/2018 9:01	0:18
Missed	ROYSTON ERIC		3/21/2018 17:31	0:18
Missed	Toby Tisdale	35602	3/21/2018 16:40	0:18
Missed			3/21/2018 16:00	0:18
To	Erika Lahti	31719	3/21/2018 15:56	0:23
To	Christine Thomas-Hill	31730	3/21/2018 15:48	1:39
To	Cindy Berck	31716	3/21/2018 15:47	0:46
Missed	Cindy Berck	31716	3/21/2018 14:03	0:06
To	Carol Greilick	26231	3/21/2018 13:24	0:40

To	Dan Tiesworth	37972	3/21/2018 13:19	0:27
From	REYNOLDS BRANDI		3/21/2018 13:13	4:43
To	Brandi Reynolds	31908	3/21/2018 13:12	0:48
To	Jason Jeffrey	26280	3/21/2018 13:05	0:39
To	Paul Bauer	26497	3/21/2018 13:03	1:27
To			3/21/2018 11:15	5:36
To	Heidi Skodack	33591	3/21/2018 10:23	1:55
Missed	Heidi Skodack	33591	3/21/2018 10:22	0:18
From	Angela Sides-McKay	38542	3/21/2018 10:07	1:36
From	Rose Gallagher	37346	3/21/2018 9:39	3:35
To	Angela Sides-McKay	38542	3/21/2018 9:35	0:55
Missed	Angela Sides-McKay	38542	3/21/2018 9:12	0:18
To	Cindy Berck	31716	3/21/2018 9:02	2:55
Missed	Cindy Berck	31716	3/21/2018 8:59	0:18
From	Rose Gallagher	37346	3/21/2018 8:45	16:23
From	Anthony Quinn	37938	3/20/2018 17:03	4:35
From	Jessie Houghton	33502	3/20/2018 16:57	2:54
To	Jessie Houghton	33502	3/20/2018 16:52	0:51
To	Stacey Hozak	31725	3/20/2018 16:51	0:21
Missed	Stacey Hozak	31725	3/20/2018 16:45	0:01
To	Kirsten Morgan	35702	3/20/2018 15:52	33:56:00
To	Auto-Attendant	55117	3/20/2018 15:49	1:10
From	Jason Carmien	37781	3/20/2018 14:50	3:34
From	Joe Esper	37502	3/20/2018 14:31	8:45
To	Jessie Houghton	33502	3/20/2018 14:13	1:21
To	Joe Esper	37502	3/20/2018 14:12	0:43
To	Rose Gallagher	37346	3/20/2018 14:10	0:41
To	Colleen Smith	37304	3/20/2018 14:09	0:53
To	Anthony Quinn	37938	3/20/2018 14:08	0:38
Missed	Lance Morgan	35882	3/20/2018 14:02	0:18
Missed	Traverse Bay Ar		3/20/2018 11:40	0:23
Missed	WASHINGTON DC		3/20/2018 11:40	0:18
Missed	Anthony Quinn	37938	3/20/2018 11:11	0:09
To	Terry Smith	38202	3/20/2018 9:39	12:33
To	Colleen Smith	37304	3/20/2018 9:37	1:06
To			3/19/2018 18:40	1:05
To	Cindy Berck	31716	3/19/2018 17:57	0:12
From	Cindy Berck	31716	3/19/2018 17:53	3:15
From	Cindy Berck	31716	3/19/2018 14:13	2:34
From	Cindy Berck		3/18/2018 16:11	17:23
To	Colleen Smith	37304	3/16/2018 18:46	30:32:00
To	Jessie Houghton	33502	3/16/2018 18:20	0:17
To	Paul Soma	31727	3/16/2018 18:15	0:27
To	Kate Burwinkel	37802	3/16/2018 18:11	1:04
To	Angela Camp	35762	3/16/2018 18:04	4:15
To	Ryan Schrock	36502	3/16/2018 17:49	1:53
To	Kate Burwinkel	37802	3/16/2018 17:20	0:27

From	Terry Smith		38202	3/16/2018 15:49	4:25
To	Ryan Schrock		36502	3/16/2018 15:32	16:01
To	Katie Bonne		35802	3/16/2018 15:19	3:38
To	Heidi Skodack		33591	3/16/2018 15:04	4:37
Missed	Heidi Skodack		33591	3/16/2018 15:03	0:18
To	Traverse Bay Ar			3/16/2018 15:03	0:56
To	Heidi Skodack		33591	3/16/2018 14:52	0:39
Missed	Thrun Law Firm			3/16/2018 14:49	0:18
Missed	Brandi Reynolds		31908	3/16/2018 14:39	0:18
To	Heidi Skodack		33591	3/16/2018 14:13	0:25
To				3/16/2018 14:06	6:20
To				3/16/2018 13:57	8:40
To				3/16/2018 12:04	1:27
From	Terry Smith		38202	3/16/2018 11:53	10:20
To				3/16/2018 11:50	0:05
From	Beth Still		37422	3/16/2018 11:44	2:08
To	Jody Mackey		36954	3/16/2018 11:17	0:26
Missed	Jody Mackey		36954	3/16/2018 8:57	0:18
Missed	Jody Mackey		36954	3/16/2018 8:57	0:11
To				3/16/2018 8:31	2:32
To				3/16/2018 8:28	2:26
To				3/16/2018 8:26	1:56
Missed	Heidi Skodack		33591	3/15/2018 15:48	0:18
Missed	Biz Ruskowski		31662	3/15/2018 13:23	0:18
Missed	Anthony Quinn		37938	3/15/2018 10:56	0:18
From	Stacey Hozak		31725	3/15/2018 10:17	0:17
To	Kelly Walter		31713	3/15/2018 10:14	1:28
To	Biz Ruskowski		31662	3/15/2018 10:07	7:08
To	Anthony Quinn		37938	3/15/2018 9:57	0:42
Missed	LRP PUBLICATION			3/15/2018 9:19	0:18
Missed	Katie Bonne		35802	3/14/2018 19:04	0:18
To	Katie Bonne		35802	3/14/2018 17:57	1:20
To	Kate Burwinkel		37802	3/14/2018 17:54	2:46
To	Anthony Quinn		37938	3/14/2018 17:53	0:49
Missed	Kate Burwinkel		37802	3/14/2018 17:19	0:18
Missed	Anthony Quinn		37938	3/14/2018 16:46	0:18
From	Cindy Berck		31716	3/14/2018 15:37	0:22
To	Cindy Berck		31716	3/14/2018 15:27	0:46
Missed	Stacey Hozak		31725	3/14/2018 15:15	0:00
Missed	Cindy Berck		31716	3/14/2018 15:08	0:18
To	Jessie Houghton		33502	3/14/2018 14:40	0:21
To	Stephanie Long			3/14/2018 14:25	1:22
To	Kelly Walter		31713	3/14/2018 13:53	0:52
To	Cindy Berck		31716	3/14/2018 13:52	0:22
Missed	Stephanie Long			3/14/2018 13:30	0:59
Missed	Kate Burwinkel		37802	3/14/2018 13:30	0:18
Missed	Colleen Smith		37304	3/14/2018 13:06	0:18

Missed	TRAVERSE CTY MI		3/14/2018 12:47	0:18
Missed	Dan Tiesworth		3/14/2018 12:15	0:18
From	Stacey Hozak	31725	3/14/2018 12:02	0:43
To	Dan Tiesworth	37972	3/14/2018 11:54	0:34
To	Brandi Reynolds	31908	3/14/2018 11:47	2:20
To	Kirsten Morgan	35702	3/14/2018 11:41	3:07
To	Colleen Smith	37304	3/14/2018 11:40	0:56
Missed	Brandi Reynolds	31908	3/14/2018 8:35	0:18
Missed	Cindy Berck	31716	3/14/2018 8:24	0:18
To	Joe Esper	37502	3/13/2018 17:53	1:50
To			3/13/2018 17:40	11:17
To			3/13/2018 15:34	0:51
From	Colleen Smith	37304	3/13/2018 15:24	9:06
From	Joe Esper	37502	3/13/2018 15:06	7:34
From	Christine Thomas-Hill	31730	3/13/2018 14:45	11:12
To	Erika Lahti	31719	3/13/2018 14:23	7:09
Missed	Carol Greilick		3/13/2018 13:53	0:18
From	Terry Smith	38202	3/13/2018 13:46	35:23:00
To	Pam Alfieri		3/13/2018 13:36	0:38
Missed	Terry Smith	38202	3/13/2018 11:49	0:18
Missed	Biz Ruskowski	31662	3/13/2018 11:27	0:18
From	Cindy Berck	31716	3/13/2018 8:16	0:10
Missed	Cindy Berck	31716	3/12/2018 15:49	0:18
From	Erika Lahti	31719	3/12/2018 13:45	0:52
To	Erika Lahti	31719	3/12/2018 13:40	1:59
To	Jessica Harrand	26376	3/12/2018 13:34	4:12
To	Cindy Berck	31716	3/12/2018 11:51	1:16
Missed	Cindy Berck	31716	3/12/2018 11:50	0:18
To	Terry Smith	38202	3/12/2018 9:51	10:46
To	Charles Kolbusz	37504	3/12/2018 9:50	0:28
Missed	Charles Kolbusz	37504	3/12/2018 9:30	0:18
To	Charles Kolbusz	37504	3/12/2018 9:23	1:17
To	Lance Morgan		3/12/2018 9:10	2:28
To			3/12/2018 9:02	1:51
Missed	Lance Morgan	35882	3/12/2018 8:02	0:18
To	Paul Soma		3/11/2018 12:09	0:45
To	Paul Soma		3/11/2018 12:09	0:12
From	Tiffany Pomaville	31780	3/9/2018 16:53	0:55
Missed	LRP PUBLICATION		3/9/2018 16:46	0:11
From	Terry Smith	38202	3/9/2018 15:52	17:09
To	Terry Smith	38202	3/9/2018 15:52	9:43
Missed	Terry Smith	38202	3/9/2018 15:35	0:18
To	Katie Bonne	35802	3/9/2018 13:38	7:36
To			3/9/2018 13:27	4:45
To	Heidi Skodack	33591	3/9/2018 13:26	0:39
To	Toby Tisdale	35602	3/9/2018 13:24	1:05
Missed	Toby Tisdale	35602	3/9/2018 13:19	0:18

Missed	Dan Tiesworth		37972	3/9/2018 10:27	0:18
Missed	Terry Smith		38202	3/8/2018 16:30	0:18
From	Joe Esper		37502	3/8/2018 15:28	2:15
Missed	Jason Carmien		37781	3/8/2018 13:18	0:18
Missed	LRP PUBLICATION			3/8/2018 11:43	0:18
Missed	Terry Smith		38202	3/8/2018 11:28	0:18
Missed	WIRELESS CALLER			3/8/2018 11:12	0:18
To	Kirsten Morgan		35702	3/8/2018 11:01	1:41
To	Dan Tiesworth		37972	3/8/2018 10:59	1:26
To	Ryan Ranger		38221	3/8/2018 10:57	1:16
To	Kristin Stuedemann		38301	3/8/2018 10:56	1:07
To	Benjamin Berger		33521	3/8/2018 10:53	2:30
From	Joe Esper		37502	3/8/2018 9:56	16:29
To	Joe Esper		37502	3/8/2018 9:56	0:26
To	Joe Esper		37502	3/8/2018 9:05	2:07
To	Katie Bonne		35802	3/7/2018 18:13	43:18:00
From	ADM Conference A		31742	3/7/2018 15:56	0:36
From	Colleen Smith		37304	3/7/2018 15:36	19:26
From	Rose Gallagher		37346	3/7/2018 15:14	5:28
From	Biz Ruskowski		31662	3/7/2018 14:51	8:13
To	Biz Ruskowski		31662	3/7/2018 14:44	0:32
From	WIRELESS CALLER			3/7/2018 14:40	3:34
To	Jason Carmien		37781	3/7/2018 14:36	1:13
To	Cindy Berck		31716	3/7/2018 14:34	0:49
To	Ryan Schrock		36502	3/7/2018 14:33	0:56
To	Rose Gallagher		37346	3/7/2018 14:32	0:26
Missed	Rose Gallagher		37346	3/7/2018 13:45	0:18
To	Colleen Smith		37304	3/7/2018 13:36	0:48
To	Rose Gallagher		37346	3/7/2018 13:35	0:48
Missed	Brandi Reynolds		31908	3/7/2018 13:22	0:18
Missed	Rose Gallagher		37346	3/7/2018 13:13	0:18
To	Beth Still		37422	3/7/2018 13:01	14:58
From	Stacey Hozak		31725	3/7/2018 12:26	1:22
Missed	WIRELESS CALLER			3/7/2018 11:59	0:18
From				3/7/2018 10:59	0:13
To	Katie Bonne		35802	3/7/2018 10:03	35:17:00
To	Kirsten Morgan		35702	3/7/2018 9:48	14:36
To	Ryan Schrock		36502	3/7/2018 9:05	0:21
To	Susan Schrumpf		37333	3/7/2018 9:05	0:01
To	Traverse Bay Ar			3/6/2018 14:55	5:24
To	Kelly Walter		31713	3/6/2018 14:54	0:01
Missed	Chris, Enoksen			3/6/2018 12:55	0:07
Missed	Traverse Bay Ar			3/6/2018 11:38	0:28
Missed	WIRELESS CALLER			3/6/2018 11:38	0:18
From	Kelly Walter		31713	3/5/2018 15:22	0:28
From	Angela Sides-McKay		38542	3/5/2018 14:44	1:52
To	Jessie Houghton		33502	3/5/2018 14:31	8:33

To	Joe Tibaldi		3/5/2018 14:30	0:23
Missed	Joe Tibaldi		3/5/2018 13:55	0:26
Missed	Joe Esper	37502	3/5/2018 13:54	0:18
Missed	Jessie Houghton	33502	3/5/2018 13:41	0:18
From	Stacey Hozak	31725	3/5/2018 13:38	0:16
To	Joe Esper	37502	3/5/2018 13:06	0:41
To			3/5/2018 12:54	3:28
To			3/5/2018 12:28	0:59
To	Jessie Houghton	33502	3/5/2018 12:27	0:45
Missed	Jessie Houghton	33502	3/5/2018 11:25	0:18
From	Christine Thomas-Hill	31730	3/5/2018 8:47	1:02
To	Beth Still	37422	3/2/2018 17:12	0:50
Missed	NW MI COLLEGE		3/2/2018 15:53	0:18
Missed	Beth Still	37422	3/2/2018 13:29	0:18
Missed	Christine Thomas-Hill	31730	3/2/2018 13:03	0:18
Missed	Cindy Berck	31716	3/2/2018 12:45	0:18
To	Jessie Houghton	33502	3/2/2018 11:04	0:22
To	Sandy Low	31797	3/2/2018 10:49	2:15
Missed	Sandy Low	31797	3/2/2018 10:48	0:18
To	Ryan Schrock	36502	3/2/2018 10:48	0:20
Missed	Katie Bonne	35802	3/1/2018 16:09	0:07
From	Kate Burwinkel	37802	3/1/2018 15:38	5:23
Missed	Katie Bonne	35802	3/1/2018 15:37	0:18
From	Colleen Smith	37304	3/1/2018 15:34	4:01
To	Katie Bonne	35802	3/1/2018 15:31	1:07
To	Kate Burwinkel	37802	3/1/2018 15:30	0:50
To	Christine Guitar	38995	3/1/2018 15:23	0:23
Missed	Chris, Enoksen		3/1/2018 14:57	0:18
From	Julie Gorter	31735	3/1/2018 14:48	1:17
To	Christine Thomas-Hill	31730	3/1/2018 14:45	1:07
To	Sandy Low	31797	3/1/2018 14:44	0:22
Transferred	Kate Burwinkel	37802	3/1/2018 11:23	0:00
Message	Ryan Schrock	36502	3/1/2018 11:15	0:00
Transferred	Patricia Bowen	33540	3/1/2018 11:00	0:00
Message	Jessie Houghton	33502	3/1/2018 10:20	0:00
Message	Katie Bonne	35802	3/1/2018 10:14	0:09
To	Jessie Houghton	33502	3/1/2018 10:12	1:16
To	Joe Tibaldi		3/1/2018 10:10	1:07
Message	Joe Tibaldi		3/1/2018 10:03	0:27
Missed	Joe Esper	37502	3/1/2018 10:03	0:18
To	Colleen Smith	37304	3/1/2018 9:54	1:53
To	Ryan Schrock	36502	3/1/2018 9:52	1:36
To	Kate Burwinkel	37802	3/1/2018 9:50	1:02
To	Katie Bonne	35802	3/1/2018 9:48	0:54
To	Joe Esper	37502	3/1/2018 9:47	1:04
Missed	Kate Burwinkel	37802	2/28/2018 17:00	0:18
Missed	NW MI COLLEGE		2/28/2018 16:41	0:18

Missed	Christine Thomas-Hill		31730	2/28/2018 15:45	0:18
Missed	Victoria Derks		38942	2/28/2018 15:40	0:18
Missed	Kate Burwinkel		37802	2/28/2018 15:22	0:18
To	Kate Burwinkel		37802	2/28/2018 15:14	1:11
To	Sandy Low		31797	2/28/2018 13:34	0:23
To	Terry Smith		38202	2/28/2018 13:28	3:30
Missed	Sandy Low		31797	2/28/2018 13:13	0:18
From	Terry Smith		38202	2/28/2018 13:10	17:38
To	Dan Tiesworth		37972	2/28/2018 13:08	0:51
Missed	SKODACK HEIDI			2/28/2018 12:14	0:18
To	Heidi Skodack		33591	2/28/2018 12:05	0:57
To	Victoria Derks		38942	2/28/2018 11:52	0:57
To	Sandy Low		31797	2/28/2018 11:45	1:33
From	Kate Burwinkel		37802	2/28/2018 11:25	5:23
Missed	Terry Smith		38202	2/28/2018 11:18	0:18
From	Joe Esper		37502	2/28/2018 11:10	7:05
From	Joe Esper		37502	2/28/2018 11:08	0:45
To	Cindy Berck		31716	2/28/2018 11:01	1:06
From	Erin Ryan		37362	2/28/2018 10:56	4:20
To	Elizabeth Yarch		35611	2/28/2018 10:44	10:38
To	Joe Esper		37502	2/28/2018 9:56	1:00
From	Christine Thomas-Hill		31730	2/28/2018 9:52	3:30
To	Kate Burwinkel		37802	2/28/2018 9:50	1:09
To	Erin Ryan		37362	2/28/2018 9:45	0:57
To	Ryan Schrock		36502	2/28/2018 9:45	0:22
Missed	Cindy Berck		31716	2/28/2018 9:39	0:18
To	Christine Thomas-Hill		31730	2/28/2018 9:09	0:45
Missed	Christine Thomas-Hill		31730	2/28/2018 8:46	0:18
To				2/28/2018 8:40	15:57
From	Cindy Berck		31716	2/28/2018 8:27	4:28
Missed	Christine Thomas-Hill		31730	2/27/2018 16:49	0:18
Missed	Cindy Berck		31716	2/27/2018 16:36	0:18
To	CHRIS STEPHENS			2/27/2018 16:04	1:04
To				2/27/2018 16:03	0:07
To				2/27/2018 16:03	0:13
Message	CHRIS STEPHENS			2/27/2018 14:08	1:41
Missed	Terry Smith		38202	2/27/2018 7:38	0:18
Missed	Lance Morgan		35882	2/27/2018 7:27	0:18
From	Joe Esper		37502	2/26/2018 12:56	3:48
To				2/26/2018 12:41	5:55
To				2/26/2018 12:29	11:11
Missed	DENNIS SANDRA A			2/26/2018 7:50	0:18
Missed	GMB Listing			2/24/2018 15:30	0:18
Missed	C C JEWELERS			2/23/2018 16:12	0:18
From	Joe Esper		37502	2/23/2018 11:51	3:09
To	Terry Smith		38202	2/23/2018 11:39	0:35
To	Christine Thomas-Hill		31730	2/23/2018 11:14	1:31

Missed	BEULAH MI		2/23/2018 10:56	0:18
To	Beth Still	37422	2/23/2018 9:59	0:55
Missed	Terry Smith	38202	2/23/2018 9:28	0:18
Missed	WIRELESS CALLER		2/22/2018 16:18	0:16
To	Christine Thomas-Hill	31730	2/22/2018 13:59	0:21
To	Cindy Berck	31716	2/22/2018 13:52	0:34
To	Colleen Smith	37304	2/22/2018 13:42	1:27
To	Ryan Schrock	36502	2/22/2018 13:34	0:21
To	Beth Still	37422	2/22/2018 13:00	9:03
To	Terry Smith	38202	2/22/2018 12:57	1:43
To	Christine Thomas-Hill	31730	2/22/2018 12:55	0:28
To	Cindy Berck	31716	2/22/2018 12:45	2:19
To	Ryan Schrock	36502	2/22/2018 12:34	10:05
From	Cindy Berck	31716	2/22/2018 12:26	5:11
To	Cindy Berck	31716	2/22/2018 12:24	0:37
To	Jessie Houghton	33502	2/22/2018 12:21	1:00
To	Sandy Low	31797	2/22/2018 10:20	0:58
To			2/22/2018 8:51	0:17
To			2/22/2018 8:40	10:38
To	Jessie Houghton	33502	2/22/2018 8:34	0:22
To	Christine Thomas-Hill	31730	2/22/2018 8:33	1:12
To	Jill Vignski	26474	2/22/2018 8:32	0:22
Transferred	Jessie Houghton	33502	2/21/2018 13:57	0:00
Transferred	Brandi Reynolds	31908	2/21/2018 13:29	0:00
Message	Beth Still	37422	2/21/2018 12:22	0:00
Message	NW MI COLLEGE		2/21/2018 12:18	0:11
From	Cindy Berck	31716	2/21/2018 11:58	1:26
To	Jason Carmien	37781	2/21/2018 11:18	9:04
To	Katie Bonne	35802	2/21/2018 11:01	1:49
From	Christine Thomas-Hill	31730	2/21/2018 10:59	0:35
Missed	Katie Bonne	35802	2/21/2018 10:47	0:18
Missed	Christine Thomas-Hill	31730	2/21/2018 10:12	0:18
Missed	Jason Carmien	37781	2/21/2018 10:08	0:18
From	Joe Esper	37502	2/21/2018 9:58	1:12
To	Andy Wares	37708	2/21/2018 9:37	8:49
To	Jason Carmien	37781	2/21/2018 9:31	0:50
From	Christine Thomas-Hill	31730	2/20/2018 18:09	3:33
Missed	Beth Still	37422	2/20/2018 16:54	0:18
To	Cindy Berck	31716	2/20/2018 15:26	0:21
To	Colleen Smith	37304	2/20/2018 13:50	17:03
From	Joe Esper	37502	2/20/2018 12:48	4:13
To	Joe Esper	37502	2/20/2018 12:47	0:51
From	Lisa VanLoo	35607	2/20/2018 12:23	7:40
To	Colleen Smith	37304	2/19/2018 17:53	0:56
From	Thrun Law Firm		2/19/2018 16:57	2:04
From	Thrun Law Firm		2/19/2018 16:56	0:22
To			2/19/2018 16:33	15:42

Transferred	Thrun Law Firm		2/19/2018 16:27	0:00
Transferred	Joe Esper	37502	2/19/2018 10:39	0:00
Transferred	Jessie Houghton	33502	2/19/2018 10:36	0:00
Transferred	Jason Carmien	37781	2/19/2018 10:24	0:00
Missed	Heidi Skodack	33591	2/19/2018 10:09	0:14
To	Melissa Yeomans	33678	2/19/2018 9:31	27:38:00
To	Jessie Houghton	33502	2/19/2018 9:28	1:00
To	Joe Esper	37502	2/19/2018 9:27	1:03
To	Heidi Skodack	33591	2/19/2018 9:25	0:47
To	Brian McCall		2/18/2018 13:26	0:20
To	Colleen Smith	37304	2/16/2018 16:44	5:29
Transferred	DENNIS SANDRA A		2/16/2018 16:18	0:00
Transferred	Colleen Smith	37304	2/16/2018 15:21	0:00
Transferred	Colleen Smith	37304	2/16/2018 15:04	0:00
Transferred	Colleen Smith	37304	2/16/2018 15:03	0:00
Missed	Heidi Skodack	33591	2/16/2018 12:56	0:18
Missed	Colleen Smith	37304	2/16/2018 12:25	0:10
Missed	Traverse Bay Ar		2/16/2018 12:17	0:49
Missed	DENNIS SANDRA A		2/16/2018 12:17	0:18
From	Colleen Smith	37304	2/16/2018 12:05	2:54
To	Mindy Neuhardt	37300	2/16/2018 12:04	0:27
To	Rita Watts	37309	2/16/2018 12:03	0:03
To	Rose Gallagher	37346	2/16/2018 12:00	0:22
Missed	Cindy Berck	31716	2/15/2018 17:48	0:18
To	Biz Ruskowski	31662	2/15/2018 14:38	8:34
From	Jason Carmien	37781	2/15/2018 14:25	2:30
From	BENEFITSLINE		2/15/2018 14:12	0:16
To	Joe Esper	37502	2/15/2018 14:04	1:02
From	Joe Esper	37502	2/15/2018 12:37	0:51
To	Victoria Derks	38942	2/15/2018 11:58	4:46
Transferred	Beth Still	37422	2/15/2018 8:41	0:00
Transferred	Jamie McCall		2/14/2018 17:05	0:00
To	Anthony Quinn	37938	2/14/2018 16:57	0:46
To	Anthony Quinn	37938	2/14/2018 16:56	0:01
Transferred	Anthony Quinn	37938	2/14/2018 16:55	0:00
To	Jamie McCall		2/14/2018 16:53	0:38
To	BATTLE JOHN		2/14/2018 16:51	1:03
To	Beth Still	37422	2/14/2018 16:49	1:44
Transferred	Beth Still	37422	2/14/2018 15:36	0:00
Transferred	Beth Still	37422	2/14/2018 15:24	0:00
Transferred	Anthony Quinn	37938	2/14/2018 11:50	0:00
Transferred	Lisa VanLoo	35607	2/14/2018 9:46	0:00
Transferred	Jason Carmien	37781	2/14/2018 8:28	0:00
Transferred	REYNOLDS BRANDI		2/13/2018 16:15	0:00
Missed	TRAVERSE CTY MI		2/13/2018 16:02	0:10
Missed	SCHUH JAMIE		2/13/2018 15:50	0:18
Missed	Lisa VanLoo	35607	2/13/2018 14:28	0:16

Missed	Susan Schruppf	37333	2/13/2018 12:49	0:17
To	Jessie Houghton	33502	2/13/2018 11:55	14:45
Message	BATTLE JOHN		2/13/2018 10:24	0:00
To	Susan Schruppf	37333	2/12/2018 17:45	1:28
To	Colleen Smith	37304	2/12/2018 17:32	10:54
Message	Cindy Berck	31716	2/12/2018 15:13	0:00
Message	Susan Schruppf	37333	2/12/2018 14:41	0:00
Message	ADAMS AMANDALYN		2/12/2018 14:34	0:00
Missed	Jason Carmien	37781	2/12/2018 14:28	0:18
Missed	WIRELESS CALLER		2/12/2018 14:12	0:18
To	Sandy Low	31797	2/12/2018 14:07	3:11
To	Cindy Berck	31716	2/12/2018 14:05	1:10
To	Colleen Smith	37304	2/12/2018 14:00	0:47
To			2/12/2018 13:29	30:26:00
Message	Cindy Berck	31716	2/12/2018 10:22	0:12
Missed	SCHRUMPF SUSAN		2/11/2018 20:04	0:18
Missed	Terry Smith	38202	2/9/2018 15:09	0:18
Missed	Jessie Houghton	33502	2/9/2018 12:39	0:18
Missed	WIRELESS CALLER		2/9/2018 8:00	0:18
Missed	Colleen Smith	37304	2/9/2018 7:26	0:04
From	Cindy Berck	31716	2/8/2018 17:25	8:07
Transferred	Toby Tisdale	35602	2/8/2018 13:30	0:00
Transferred	Joe Esper	37502	2/8/2018 12:37	0:00
To	Toby Tisdale	35602	2/8/2018 12:31	2:52
Missed	MUSKEGON MI		2/8/2018 12:14	0:18
Missed	Benjamin Berger	33521	2/8/2018 12:09	0:04
Missed	Benjamin Berger	33521	2/8/2018 12:08	0:18
Missed	Joe Esper	37502	2/8/2018 12:02	0:18
To	Andy Wares	37708	2/8/2018 12:02	14:34
To	Benjamin Berger	33521	2/8/2018 12:01	1:16
To	Joe Esper	37502	2/8/2018 11:54	1:12
To	David Goodwin	35823	2/8/2018 11:39	4:27
To	Rita Watts	37309	2/8/2018 11:34	2:32
To	Colleen Smith	37304	2/8/2018 11:34	0:29
To	Sander Scott		2/8/2018 11:30	2:50
To	Kathy Johnston	38235	2/8/2018 11:25	4:06
Missed	Kelly Walter	31713	2/8/2018 8:14	0:18
Missed	Kathy Johnston	38235	2/8/2018 7:47	0:18
From	WIRELESS CALLER		2/7/2018 18:00	4:40
To	Christine Thomas-Hill	31730	2/7/2018 17:47	0:28
Missed	Christine Thomas-Hill	31730	2/7/2018 17:28	0:18
From	WIRELESS CALLER		2/7/2018 17:20	26:17:00
To	Stacey Hozak	31725	2/7/2018 16:11	0:28
Missed	WIRELESS CALLER		2/7/2018 16:00	0:18
Missed	Cindy Berck	31716	2/7/2018 14:46	0:18
From	GRND TRAVERSE A		2/7/2018 13:22	1:59
To	Brian McCall		2/7/2018 13:18	0:27

To	Jean DuCheney	35800	2/7/2018 10:44	0:31
To			2/7/2018 10:39	2:38
To			2/7/2018 10:37	1:33
To	Toby Tisdale	35602	2/7/2018 9:48	5:52
To			2/7/2018 9:46	1:24
To	Brandi Reynolds	31908	2/7/2018 9:43	2:21
Missed	VACANT	31792	2/7/2018 9:30	0:01
Missed	Heidi Skodack	33591	2/6/2018 16:30	0:18
To	David Goodwin	35823	2/6/2018 15:29	0:22
To	Kathy Zipser	36442	2/6/2018 15:29	0:02
To	Heidi Skodack	33591	2/6/2018 15:24	0:39
Transferred	WIRELESS CALLER		2/6/2018 15:03	0:00
Transferred	Heidi Skodack	33591	2/6/2018 14:02	0:00
Missed	Cindy Berck	31716	2/6/2018 13:57	0:03
To	Cindy Berck	31716	2/6/2018 13:50	2:21
Missed	Cindy Berck	31716	2/6/2018 12:53	0:18
From	Cindy Berck		2/6/2018 11:59	1:35
To	Cindy Berck	31716	2/6/2018 11:54	1:01
To	Christine Thomas-Hill	31730	2/6/2018 11:24	0:56
To	Heidi Skodack	33591	2/6/2018 11:14	0:33
To	Jessie Houghton	33502	2/6/2018 9:56	26:26:00
Missed	Pam Alfieri		2/6/2018 8:14	0:10
Missed	WIRELESS CALLER		2/6/2018 7:56	0:00
Message	TRAVERSE CITY C		2/5/2018 15:00	0:08
From	TRAVERSE CITY C		2/5/2018 14:19	1:43
From	Ryan Schrock	36502	2/5/2018 14:16	1:52
To	Joe Esper	37502	2/5/2018 14:05	0:21
From	WIRELESS CALLER		2/5/2018 13:54	1:54
To	Sandy Low	31797	2/5/2018 13:53	0:21
To	Ryan Schrock	36502	2/5/2018 13:50	1:07
To	Cindy Berck	31716	2/5/2018 13:42	0:21
To			2/5/2018 13:36	6:04
To	Erika Lahti	31719	2/5/2018 13:11	0:37
To	Erika Lahti	31719	2/5/2018 13:04	2:16
To	Pam Alfieri		2/5/2018 12:22	2:29
To			2/2/2018 17:32	0:56
From	WIRELESS CALLER		2/2/2018 16:49	0:55
To			2/2/2018 16:46	1:10
To			2/2/2018 16:45	0:19
Transferred	Biz Ruskowski	31662	2/2/2018 16:22	3:10
Transferred	Ryan Schrock	36502	2/2/2018 12:38	0:00
Missed	WIRELESS CALLER		2/2/2018 11:08	0:16
Missed	Ryan Schrock	36502	2/2/2018 11:06	0:06
To			2/2/2018 11:00	1:12
To	Ryan Schrock	36502	2/2/2018 10:55	0:42
From	Angela Sides-McKay	38542	2/2/2018 10:50	2:18
To	Christine Thomas-Hill	31730	2/2/2018 10:41	6:02

To	Joe Esper	37502	2/1/2018 16:04	18:17
Missed	Joe Esper	37502	2/1/2018 15:18	0:18
Missed	Jason Carmien	37781	2/1/2018 15:15	0:18
Missed	Biz Ruskowski	31662	2/1/2018 14:49	0:18
Missed	FRANKFORT MI		2/1/2018 14:46	0:18
Missed	Mark Mattson	38208	2/1/2018 14:01	0:18
Missed	Carol Greilick		2/1/2018 13:23	0:18
Missed	Kirsten Morgan	35702	2/1/2018 12:47	0:18
From	Angela Camp	35762	2/1/2018 12:25	7:05
To			2/1/2018 12:08	17:11
To	Christine Thomas-Hill	31730	2/1/2018 12:05	2:25
Missed	Christine Thomas-Hill	31730	2/1/2018 11:54	0:18
From	Jason Carmien	37781	2/1/2018 11:52	8:47
Missed	MEA-TRAVERSE		2/1/2018 11:48	0:18
From	Dan Tiesworth	37972	2/1/2018 11:46	5:51
To	Dan Tiesworth	37972	2/1/2018 11:45	0:38
From	Dan Tiesworth	37972	2/1/2018 11:17	2:00
To			2/1/2018 10:58	0:22
To	Mark Mattson	38208	2/1/2018 9:33	0:30
To	Jason Jeffrey	26280	2/1/2018 9:31	1:45
To	Joe Esper	37502	2/1/2018 8:50	26:13:00
Missed	RAINBOW		1/31/2018 16:23	0:18
From	Christine Thomas-Hill	31730	1/31/2018 15:52	1:02
To	Christine Thomas-Hill	31730	1/31/2018 15:47	1:03
To			1/31/2018 15:40	3:00
To			1/31/2018 14:49	9:04
From	WIRELESS CALLER		1/31/2018 14:28	1:08
From	WIRELESS CALLER		1/31/2018 14:27	0:28
To	Terry Smith	38202	1/31/2018 13:04	19:27
To			1/31/2018 12:50	0:38
From	Caroline Wacker		1/31/2018 12:23	27:02:00
To			1/31/2018 12:11	6:30
To	Jason Carmien	37781	1/31/2018 11:24	2:56
Missed	DENNIS SANDRA A		1/31/2018 11:15	0:18
From	TRAVERSE CTY MI		1/31/2018 11:09	8:14
To	Caroline Wacker	37330	1/31/2018 11:04	1:36
To			1/31/2018 11:03	0:54
To	Biz Ruskowski	31662	1/31/2018 10:53	3:10
Missed	Joe Esper	37502	1/31/2018 10:49	0:18
From	Paul Soma	31727	1/31/2018 10:46	0:12
To	Paul Soma	31727	1/31/2018 10:44	0:45
From	Stacey Hozak	31725	1/31/2018 10:44	0:41
To	Stacey Hozak	31725	1/31/2018 10:44	0:22
Missed	Biz Ruskowski	31662	1/31/2018 10:13	0:18
To	Katie Bonne	35802	1/31/2018 10:01	19:19
To	Angela Camp	35762	1/31/2018 9:55	5:49
To	Biz Ruskowski	31662	1/31/2018 9:50	0:36

Missed	LRP PUBLICATION		1/31/2018 9:29	0:08
To	Colleen Smith	37304	1/31/2018 9:11	13:40
To	Benjamin Berger	33521	1/31/2018 8:52	0:10
To			1/30/2018 17:26	1:21
From	Caroline Wacker		1/30/2018 15:26	8:44
To	Victoria Derks	38942	1/30/2018 15:11	0:21
To	Dan O'Berski	37591	1/30/2018 14:53	4:41
To	Caroline Wacker	37330	1/30/2018 14:52	0:37
To	Ryan Schrock	36502	1/30/2018 14:50	0:29
To	Lisa Dohm	31796	1/30/2018 14:14	5:51
Missed	Lisa Dohm	31796	1/30/2018 14:05	0:18
To	Lisa Dohm	31796	1/30/2018 12:51	0:36
To	Joe Esper	37502	1/30/2018 12:20	13:18
Missed	Colleen Smith	37304	1/30/2018 12:09	0:06
To	Colleen Smith	37304	1/30/2018 12:00	0:41
Missed	CHS H115	33516	1/30/2018 9:55	0:18
From	Carol Greilick		1/30/2018 7:51	2:39
Missed	RIVERSIDE CA		1/29/2018 16:29	0:18
Missed	WIRELESS CALLER		1/29/2018 16:19	0:11
To	Colleen Smith	37304	1/29/2018 15:37	13:34
Missed	Jason Carmien	37781	1/29/2018 14:28	0:18
To	Toby Tisdale	35602	1/29/2018 13:21	1:55
To			1/29/2018 11:57	17:20
Missed	DENNIS SANDRA A		1/26/2018 17:37	0:18
To			1/26/2018 16:27	16:14
Missed	FLETCHER LORI		1/26/2018 15:39	0:18
From	Dan O'Berski	37591	1/26/2018 15:23	4:18
To			1/26/2018 15:16	0:57
To	Charles Kolbusz	37504	1/26/2018 15:02	4:07
From	Dan O'Berski	37591	1/26/2018 14:57	4:52
To	Dan O'Berski	37591	1/26/2018 14:54	1:11
To	Charles Kolbusz	37504	1/26/2018 14:51	0:28
To	Terry Smith	38202	1/26/2018 14:32	9:00
Transferred	REYNOLDS BRANDI		1/26/2018 13:32	0:00
Transferred	Jason Carmien	37781	1/26/2018 12:58	0:00
Transferred	Terry Smith	38202	1/26/2018 9:17	0:00
From	Dan O'Berski	37591	1/26/2018 8:49	7:45
From	Terry Smith	38202	1/26/2018 8:39	5:48
To	Dan O'Berski	37591	1/26/2018 8:33	0:59
To	Terry Smith	38202	1/26/2018 8:18	1:04
Missed	Charles Kolbusz	37504	1/25/2018 13:29	0:18
To	Charles Kolbusz	37504	1/25/2018 13:22	4:56
Missed	Charles Kolbusz	37504	1/25/2018 13:22	0:18
To	Charles Kolbusz	37504	1/25/2018 12:30	1:03
From	HARDY MELANIE		1/25/2018 12:23	6:45
To	Terry Smith	38202	1/25/2018 12:11	11:47
To	Kate Burwinkel	37802	1/25/2018 12:06	1:24

To			1/25/2018 12:05	0:48
Missed	Kate Burwinkel	37802	1/25/2018 12:05	0:18
Missed	Terry Smith	38202	1/25/2018 9:56	0:18
Missed	Terry Smith	38202	1/25/2018 9:18	0:01
Missed	Terry Smith	38202	1/25/2018 9:17	0:18
Missed	Courtney Spitzley	35826	1/24/2018 17:07	0:18
Missed	Terry Smith	38202	1/24/2018 16:47	0:18
Missed	BERGSMA, SARA D		1/24/2018 15:30	0:18
To			1/24/2018 15:27	0:32
Missed	Kate Burwinkel	37802	1/24/2018 14:04	0:10
To	Kirsten Morgan	35702	1/24/2018 13:53	1:01
From	Paul Soma	31727	1/24/2018 11:47	0:17
To	Keena Tibbetts	31725	1/24/2018 11:44	0:18
From	Keena Tibbetts	31725	1/24/2018 11:39	0:38
Missed	Beth Still	37422	1/24/2018 11:15	0:18
From	Katie Bonne	35802	1/24/2018 11:14	0:45
Missed	Katie Bonne	35802	1/24/2018 11:14	0:01
To	David Goodwin	35823	1/24/2018 11:12	0:41
To	Jean DuCheney	35800	1/24/2018 11:11	0:14
To	Katie Bonne	35802	1/24/2018 11:11	0:19
To	Keena Tibbetts	31725	1/24/2018 11:09	0:13
From	Cindy Berck	31716	1/23/2018 18:25	2:38
Missed	Brittanie Stevens-Baker	31710	1/23/2018 15:51	0:18
To	Rick Vandermolen		1/23/2018 13:10	6:21
Missed	Rick Vandermolen		1/23/2018 10:59	0:23
Missed	Jessie Houghton	33502	1/23/2018 10:59	0:18
Missed	TRAVERSE CITY R		1/22/2018 14:02	0:18
From	Beth Still		1/21/2018 14:27	9:44
To	Beth Still		1/21/2018 13:06	2:02
To	Beth Still		1/21/2018 13:05	0:13
To	Biz Ruskowski	31662	1/19/2018 15:25	0:26
Missed	Terry Smith	38202	1/19/2018 10:18	0:06
From	Thrun Law Firm		1/19/2018 10:13	2:25
Missed	FRANKFORT MI		1/19/2018 9:56	0:18
To	Nicole Maier	31759	1/18/2018 16:47	0:20
From	Nicole Maier	31759	1/18/2018 16:34	0:07
To	Nicole Maier	31759	1/18/2018 16:33	0:13
To	Ryan Schrock	36502	1/18/2018 16:28	1:05
From	Thrun Law Firm		1/18/2018 14:29	1:07
To	Sandy Low	31797	1/18/2018 14:27	0:33
To	Jason Carmien	37781	1/18/2018 13:24	0:25
Missed	Sandy Low	31797	1/18/2018 13:24	0:02
To	Paul Soma	31727	1/18/2018 13:23	0:10
From	Jason Carmien	37781	1/18/2018 12:34	5:51
To	Colleen Smith	37304	1/18/2018 12:10	1:09
Missed	Colleen Smith	37304	1/18/2018 11:57	0:18
To	Brandi Reynolds	31908	1/18/2018 11:50	11:21

To			1/18/2018 11:29	7:18
To	Keena Tibbetts	31725	1/18/2018 11:28	0:59
To	Ryan Schrock	36502	1/18/2018 11:11	0:58
To	Colleen Smith	37304	1/18/2018 11:09	1:34
To	Ryan Schrock	36502	1/17/2018 19:15	0:23
Missed	Cindy Berck	31716	1/17/2018 15:44	0:18
From	JIMMY JOHNS SAN		1/17/2018 13:05	0:46
To			1/17/2018 12:56	1:27
To			1/17/2018 10:21	1:09
To			1/17/2018 10:01	6:53
To	Christine Thomas-Hill	31730	1/17/2018 8:32	0:26
To			1/16/2018 18:09	0:39
To	Paul Soma	31727	1/16/2018 18:04	0:31
To	Keena Tibbetts	31725	1/16/2018 18:04	0:02
Missed	Colleen Smith	37304	1/16/2018 16:39	0:18
To	Colleen Smith	37304	1/16/2018 15:59	0:41
Missed	V11614594100144		1/16/2018 14:59	0:18
Missed	RAINBOW SEAMLES		1/16/2018 14:33	0:18
To	Colleen Smith	37304	1/16/2018 13:10	1:27
Missed	Rose Gallagher	37346	1/16/2018 10:14	0:14
From	Brandi Reynolds	31908	1/16/2018 8:08	14:18
Missed	Erin Ryan	37362	1/16/2018 7:24	0:17
Missed	Colleen Smith	37304	1/16/2018 5:50	0:18
To	Cindy Berck	31716	1/15/2018 17:45	0:25
Missed	Cindy Berck	31716	1/15/2018 17:23	0:07
Missed	Cindy Berck	31716	1/15/2018 17:11	0:17
To	Colleen Smith	37304	1/15/2018 16:18	1:31
To			1/14/2018 15:04	13:51
To	Nicole Maier	31759	1/12/2018 16:27	0:40
Missed	Nicole Maier	31759	1/12/2018 16:26	0:01
Missed	Nicole Maier	31759	1/12/2018 16:22	0:01
To	Cindy Berck	31716	1/12/2018 16:22	0:58
From	Christine Thomas-Hill, Cindy	31716	1/12/2018 16:04	8:27
Transferred	Cindy Berck	31716	1/12/2018 16:04	0:00
Transferred	Cindy Berck	31716	1/12/2018 16:04	0:00
Transferred	Cindy Berck	31716	1/12/2018 16:03	0:00
Transferred	Cindy Berck	31716	1/12/2018 16:03	0:00
Transferred	Cindy Berck	31716	1/12/2018 14:32	0:00
To	Ryan Schrock	36502	1/12/2018 14:27	8:23
Transferred	Ryan Schrock	36502	1/12/2018 14:18	0:00
Transferred	FRANKFORT MI		1/12/2018 12:38	0:00
Transferred	Jason Carmien	37781	1/12/2018 12:36	0:00
Transferred	Angela Sides-McKay	38542	1/12/2018 9:56	0:00
To			1/11/2018 18:29	39:28:00
To	Cindy Berck	31716	1/11/2018 18:28	1:09
Transferred	RAINBOW SEAMLES		1/11/2018 16:51	0:00
Transferred	RAINBOW SEAMLES		1/11/2018 16:29	0:00

Transferred	RAINBOW SEAMLES		1/11/2018 14:08	0:00
Transferred	RAINBOW SEAMLES		1/11/2018 13:06	0:00
Transferred	RAINBOW		1/11/2018 13:05	0:00
To			1/11/2018 13:04	14:16
To			1/11/2018 13:01	1:05
Transferred	WALTERS REBECCA		1/11/2018 10:34	0:00
Transferred	EMS Workroom-420	38997	1/11/2018 9:13	0:00
Transferred	Angela Sides-McKay	38542	1/11/2018 8:33	0:00
Transferred	Kate Burwinkel	37802	1/10/2018 17:47	0:00
Transferred	Kelly Walter	31713	1/10/2018 13:26	0:00
To	Shawn Stowe	31740	1/10/2018 12:33	1:06
To	Keena Tibbetts	31725	1/10/2018 12:32	0:49
To	Lance Morgan	35882	1/10/2018 12:31	0:48
Missed	Keena Tibbetts	31725	1/10/2018 9:45	0:13
Missed	Lance Morgan	35882	1/10/2018 9:39	0:18
To	Ryan Schrock	36502	1/10/2018 8:22	17:11
From	Ryan Schrock	36502	1/10/2018 8:20	0:14
Missed	Ryan Schrock	36502	1/10/2018 8:14	0:08
To	Ryan Schrock	36502	1/9/2018 18:03	1:41
To	Cindy Berck	31716	1/9/2018 17:59	1:22
To	Jessie Houghton	33502	1/9/2018 17:53	1:34
To	Joe Esper	37502	1/9/2018 17:51	1:31
From	Angela Sides-McKay	38542	1/9/2018 17:29	8:28
To	Paul Soma	31727	1/9/2018 17:17	0:46
To	Angela Sides-McKay	38542	1/9/2018 17:14	2:13
Missed	REYNOLDS BRANDI		1/9/2018 16:58	0:18
To			1/9/2018 16:50	17:53
Missed	KATIE GULASH		1/9/2018 15:57	0:08
Missed	Angela Sides-McKay	38542	1/9/2018 15:52	0:18
To	Caroline Wacker	37330	1/9/2018 15:50	20:32
To	Angela Sides-McKay	38542	1/9/2018 15:36	1:45
To			1/9/2018 15:34	1:24
Missed	KATIE GULASH		1/9/2018 14:18	0:18
To	Dan Tiesworth	37972	1/9/2018 12:39	2:04
To	Terry Smith	38202	1/9/2018 12:23	15:35
Missed	Terry Smith	38202	1/9/2018 11:38	0:08
Missed	Dan Tiesworth	37972	1/9/2018 10:26	0:18
From	MAIER WILLIAM		1/9/2018 7:41	0:35
Missed	PHOTOGRAPHIC IM		1/8/2018 15:20	0:18
From	Ryan Schrock	36502	1/8/2018 14:59	3:10
Missed	Ryan Schrock	36502	1/8/2018 14:59	0:04
To	Ryan Schrock	36502	1/8/2018 14:59	0:39
To	Brandi Reynolds	31908	1/8/2018 14:48	2:38
Missed	Sharon Dionne		1/8/2018 9:50	0:30
Missed	Kirsten Morgan	35702	1/8/2018 9:50	0:18
Missed	Keena Tibbetts	31725	1/5/2018 15:40	0:18
To			1/5/2018 10:51	12:28

To			1/5/2018 10:37	2:57
Missed	Dan Tiesworth	37972	1/5/2018 10:29	0:07
Missed	FRANKFORT MI		1/5/2018 10:03	0:04
Missed	Angela Camp	35762	1/5/2018 9:11	0:11
From	Cindy Berck	31716	1/4/2018 15:46	0:13
To	Dan Tiesworth	37972	1/4/2018 15:23	1:38
To	Cindy Berck	31716	1/4/2018 15:22	0:22
To	Jessie Houghton	33502	1/4/2018 13:22	0:31
To	Tyson Burch	31930	1/4/2018 13:15	0:30
To	Christine Thomas-Hill	31730	1/4/2018 13:07	0:26
From	Jessie Houghton	33502	1/4/2018 13:06	0:50
To	Caroline Wacker	37330	1/4/2018 11:40	9:47
Missed	Caroline Wacker	37330	1/4/2018 11:37	0:18
Missed	Keena Tibbetts	31725	1/4/2018 10:27	0:18
Missed	Cindy Berck	31716	1/4/2018 10:22	0:18
Missed	Christine Thomas-Hill	31730	1/3/2018 17:21	0:15
To	Christine Thomas-Hill	31730	1/3/2018 16:22	1:17
Transferred	WIRELESS CALLER		1/3/2018 12:44	6:30
To	Cindy Berck	31716	1/3/2018 12:22	0:21
To	Toby Tisdale	35602	1/3/2018 12:09	8:33
To	Colleen Smith	37304	1/3/2018 11:58	9:43
Missed	Keena Tibbetts	31725	1/3/2018 10:45	0:00
Missed	Carol Greilick		1/3/2018 10:25	0:18
Missed	Toby Tisdale	35602	1/3/2018 8:30	0:18
Missed	WIRELESS CALLER		1/3/2018 7:44	0:18
Missed	Colleen Smith	37304	1/3/2018 6:23	0:18
To	Colleen Smith	37304	1/2/2018 18:18	1:01
From	Keena Tibbetts	31725	1/2/2018 16:47	0:19
From	Katie Bonne	35802	1/2/2018 15:52	11:20
To	Keena Tibbetts	31725	1/2/2018 15:37	2:25
From	Cindy Berck	31716	1/2/2018 15:09	1:36
To	Colleen Smith	37304	1/2/2018 14:21	0:47
From	Cindy Berck	31716	1/2/2018 13:43	3:01
To	Tyson Burch	31930	1/2/2018 11:46	1:16
From	US GOVT		12/28/2017 13:06	0:46
To	Jessie Houghton	33502	12/28/2017 11:25	0:37
To	Shawn Stowe	31740	12/28/2017 10:00	2:33
To	Shawn Stowe	31740	12/28/2017 9:55	4:07
To	Keena Tibbetts	31725	12/27/2017 9:51	0:22
To	Colleen Smith	37304	12/26/2017 14:56	0:44
To			12/26/2017 14:17	9:29
To			12/26/2017 14:16	0:40
To			12/26/2017 14:00	7:36
To	Colleen Smith	37304	12/26/2017 13:58	0:58
To			12/26/2017 12:05	10:12
Missed	WIRELESS CALLER		12/21/2017 17:11	0:18
Missed	WIRELESS CALLER		12/21/2017 17:09	0:18

To			12/21/2017 14:58	16:07
From	Beth Still	37422	12/21/2017 14:54	2:44
From	Ryan Schrock	36502	12/21/2017 14:48	4:51
To			12/21/2017 14:05	6:57
Missed	WIRELESS CALLER		12/21/2017 13:40	0:18
To	Caroline Wacker	37330	12/21/2017 13:09	23:11
To	Beth Still	37422	12/21/2017 13:08	0:54
Missed	Carol Greilick		12/21/2017 11:34	0:18
Missed	Caroline Wacker	37330	12/21/2017 10:53	0:18
Missed	Katie Bonne	35802	12/21/2017 10:12	0:18
Missed	Beth Still	37422	12/21/2017 9:52	0:18
Missed	Cindy Berck	31716	12/21/2017 9:11	0:18
To	Joe Esper	37502	12/20/2017 18:36	1:14
Transferred	Colleen Smith	37304	12/20/2017 15:43	13:11
Missed	Terry Smith	38202	12/20/2017 15:04	0:18
Missed	Lisa VanLoo	35607	12/20/2017 14:21	0:09
Missed	Jill Vigeniski	26474	12/20/2017 12:01	0:18
Missed	Lisa VanLoo	35607	12/20/2017 10:53	0:18
Message	Traverse Bay Ar		12/20/2017 9:39	0:52
Missed	Abigail Jordan	38991	12/20/2017 9:39	0:18
From	WIRELESS CALLER		12/19/2017 17:14	38:16:00
To	Colleen Smith	37304	12/19/2017 17:14	0:18
To	Christine Thomas-Hill	31730	12/19/2017 17:09	0:20
To			12/19/2017 16:54	0:57
To	Colleen Smith	37304	12/19/2017 16:53	0:42
Message	Cathy Meyer-Looze		12/19/2017 16:15	0:27
Missed	Colleen Smith	37304	12/19/2017 16:15	0:18
To	Jessie Houghton	33502	12/19/2017 13:58	0:19
To	Colleen Smith	37304	12/19/2017 13:48	1:18
To	Ryan Schrock	36502	12/19/2017 13:38	6:51
Transferred	Ryan Schrock	36502	12/19/2017 13:06	0:00
Transferred	BORG WARNER CAD		12/19/2017 11:47	0:00
Missed	BORG WARNER CAD		12/19/2017 11:21	0:11
To	Emily Quinn	26466	12/19/2017 10:57	0:21
From	Chris Parker	31776	12/19/2017 10:50	0:35
To	Christine Matthews	31746	12/19/2017 10:45	2:18
To	Terry Smith	38202	12/19/2017 10:33	11:41
To	Christine Thomas-Hill	31730	12/19/2017 10:28	4:19
Missed	Christine Thomas-Hill	31730	12/19/2017 9:25	0:18
Missed	Terry Smith	38202	12/19/2017 9:12	0:18
Missed	Ryan Schrock	36502	12/18/2017 16:24	0:18
Missed	Terry Smith	38202	12/18/2017 16:06	0:11
To	Ryan Schrock	36502	12/18/2017 15:30	1:40
Missed	Rose Gallagher	37346	12/18/2017 15:18	0:16
To	Terry Smith	38202	12/18/2017 15:07	1:12
To	Ryan Schrock	36502	12/18/2017 15:02	1:25
To	Ryan Schrock	36502	12/18/2017 14:01	0:13

To	Rose Gallagher	37346	12/18/2017 13:22	5:35
To	Colleen Smith	37304	12/18/2017 13:21	0:21
Missed	Traverse Bay Ar		12/18/2017 11:18	0:20
Missed	Christine Thomas-Hill	31730	12/18/2017 11:17	0:18
To	Keena Tibbetts	31725	12/18/2017 7:50	0:17
Missed	SAN ANTONIO TX		12/15/2017 17:53	0:18
Missed	WIRELESS CALLER		12/15/2017 16:22	0:14
Missed	Cindy Berck	31716	12/15/2017 13:47	0:18
To	Cindy Berck	31716	12/15/2017 13:01	4:56
Missed	Cindy Berck	31716	12/15/2017 10:23	0:18
Missed	Christine Thomas-Hill	31730	12/15/2017 10:17	0:18
Missed	Colleen Smith	37304	12/15/2017 9:23	0:18
Missed	WIRELESS CALLER		12/14/2017 16:22	0:18
To	Colleen Smith	37304	12/14/2017 16:14	19:28
From	Angela Sides-McKay	38542	12/14/2017 16:05	0:38
To	Colleen Smith	37304	12/14/2017 15:56	0:22
To	Cindy Berck	31716	12/14/2017 15:09	2:49
To	Colleen Smith	37304	12/14/2017 15:05	0:57
From	Colleen Smith	37304	12/14/2017 12:52	1:20
From	Terry Smith	38202	12/14/2017 12:50	2:08
To			12/14/2017 10:26	1:15
To			12/14/2017 10:24	1:23
To			12/14/2017 10:21	1:01
To			12/14/2017 10:18	0:38
To			12/14/2017 9:56	2:23
To			12/14/2017 9:55	0:09
From	ST OF MI DEPT O		12/13/2017 17:25	6:51
Missed	ST OF MI DEPT O		12/13/2017 17:25	0:00
To	ST OF MI DEPT O		12/13/2017 17:24	0:42
Missed	ST OF MI DEPT O		12/13/2017 17:08	0:18
Missed	WIRELESS CALLER		12/13/2017 16:04	0:18
Missed			12/13/2017 14:28	0:18
Missed	Brandi Reynolds	31908	12/13/2017 12:03	0:18
Missed	Ryan Schrock	36502	12/13/2017 9:40	0:18
From	ST OF MI DMB IT		12/13/2017 8:31	27:51:00
To	Ryan Schrock	36502	12/13/2017 8:20	1:27
Missed	Joseph Soffredine	33599	12/12/2017 14:15	0:18
To	Ryan Schrock	36502	12/12/2017 14:12	1:46
Missed	Ryan Schrock	36502	12/12/2017 11:55	0:18
From	Heidi Skodack	33591	12/11/2017 16:04	1:03
To	Heidi Skodack	33591	12/11/2017 16:03	0:21
To	Jessie Houghton	33502	12/11/2017 16:02	0:23
Transferred	WIRELESS CALLER		12/11/2017 14:54	5:11
Missed			12/9/2017 13:53	0:18
Missed	Christine Thomas-Hill	31730	12/8/2017 16:25	0:18
Missed	.		12/8/2017 15:40	0:18
From	Cindy Berck	31716	12/8/2017 14:44	2:41

Missed	Michelle Baggett		12/8/2017 13:22	0:18
Missed	Traverse Bay Ar		12/8/2017 11:52	0:35
Missed	WIRELESS CALLER		12/8/2017 11:50	1:23
Missed	INSURANCEMARK		12/8/2017 11:06	0:17
To			12/8/2017 10:56	7:52
To			12/8/2017 10:49	6:48
Transferred	Traverse Bay Ar		12/8/2017 10:36	7:15
Missed	Sorenson VRS		12/8/2017 10:36	0:18
From	QUINN NAUSADIS		12/8/2017 10:33	2:54
Transferred	GRAND RAPIDS MI		12/8/2017 10:28	2:01
To			12/8/2017 10:23	1:19
To			12/8/2017 10:19	2:51
To			12/8/2017 10:01	1:17
To	Paul Soma	31727	12/8/2017 9:53	1:20
To	Emily Quinn	26466	12/8/2017 9:51	0:37
To	Angela Sides-McKay	38542	12/8/2017 9:29	1:18
Missed	Angela Sides-McKay	38542	12/8/2017 9:29	0:01
Missed	Marie Dituri	37470	12/8/2017 6:46	0:18
Missed	Marie Dituri	37470	12/8/2017 6:44	0:18
To	Benjamin Berger	33521	12/7/2017 17:15	1:29
To	Cindy Berck	31716	12/7/2017 17:01	0:49
To	Benjamin Berger	33521	12/7/2017 16:36	0:33
To	Ryan Schrock	36502	12/7/2017 16:06	2:08
To	Toby Tisdale	35602	12/7/2017 16:04	1:49
To	Kirsten Morgan	35702	12/7/2017 15:58	6:13
To	Carol Greilick	26231	12/7/2017 14:05	5:36
From	ST OF MI DEPT O		12/7/2017 13:48	12:01
To	Jessie Houghton	33502	12/7/2017 13:45	0:21
To	Brian McCall		12/7/2017 13:08	3:49
From	Jessie Houghton	33502	12/7/2017 12:58	8:24
To	Carol Greilick	26231	12/7/2017 12:40	11:29
From	Julie Gorter	31777	12/7/2017 9:34	0:28
To			12/7/2017 9:10	8:29
Missed	SFS LENDING		12/6/2017 16:32	0:18
From	Toby Tisdale	35602	12/6/2017 13:54	4:00
Missed	Toby Tisdale	35602	12/6/2017 13:54	0:15
To	Toby Tisdale	35602	12/6/2017 13:42	0:57
To	Colleen Cheever	36537	12/6/2017 9:51	4:51
To	Toby Tisdale	35602	12/6/2017 9:48	0:56
Missed	ST OF MI DEPT O		12/6/2017 9:20	0:18
Missed	Toby Tisdale	35602	12/5/2017 17:20	0:05
To	Ryan Schrock	36502	12/5/2017 16:30	0:45
To	Toby Tisdale	35602	12/5/2017 16:27	0:47
Missed	WIRELESS CALLER		12/4/2017 15:24	0:18
To	Keena Tibbetts	31725	12/4/2017 13:52	0:50
Missed	LRP PUBLICATION		12/4/2017 12:20	0:18
To	Ryan Schrock	36502	12/4/2017 11:45	0:21

To	Susan Schruppf	37333	12/4/2017 11:45	0:01
Missed	Caller ID blocked		12/4/2017 8:22	0:18
Missed	Joe Esper	37502	12/1/2017 15:37	0:18
Missed	WIRELESS CALLER		11/30/2017 17:10	0:18
Missed	Beth Still	37422	11/30/2017 15:38	0:18
Missed	Joe Esper	37502	11/30/2017 13:44	0:18
To	Charles Kolbusz	37504	11/30/2017 13:22	1:07
To	Dan O'Berski	37591	11/30/2017 13:22	0:15
To	Joe Esper	37502	11/30/2017 13:20	1:08
To	Heidi Skodack	33591	11/30/2017 12:57	10:59
From	Angela Camp	35762	11/30/2017 12:03	8:46
To	Colleen Smith	37304	11/30/2017 10:49	0:55
Missed	Ryan Schrock	36502	11/28/2017 16:01	0:18
Missed	Joe Esper	37502	11/28/2017 15:44	0:18
To	Angela Camp	35762	11/28/2017 14:40	1:00
To	Beth Still	37422	11/28/2017 13:52	3:11
To	Victoria Derks	38942	11/28/2017 13:51	0:30
To	Kirsten Morgan	35702	11/28/2017 13:50	0:04
To	Dan O'Berski	37591	11/28/2017 13:48	0:16
To	Joe Esper	37502	11/28/2017 13:46	0:47
Missed	Colleen Smith	37304	11/28/2017 13:08	0:18
To	Ryan Cormier	35778	11/28/2017 13:05	27:46:00
To	Colleen Smith	37304	11/28/2017 12:57	0:44
Missed	USABIZLOANCORP		11/28/2017 11:34	0:18
Missed	PIGEON MI		11/28/2017 10:04	0:18
Missed	Chris Davis		11/27/2017 17:35	0:18
Missed	Cindy Berck	31716	11/27/2017 17:28	0:18
To			11/27/2017 16:50	2:49
Missed	Cindy Berck	31716	11/27/2017 15:55	0:18
Missed	Chris Davis		11/27/2017 15:47	0:18
From	WIRELESS CALLER		11/27/2017 15:23	0:22
Missed	Chris Davis		11/27/2017 15:02	0:18
Missed	USABIZLOANCORP		11/27/2017 14:50	0:06
Missed	Jill Vignski	26474	11/27/2017 12:52	0:18
To	Carol Greilick		11/27/2017 12:44	13:35
Missed	Carol Greilick		11/27/2017 12:42	0:18
Missed	WIRELESS CALLER		11/27/2017 12:34	0:18
From	Jill Vignski	26474	11/27/2017 12:34	9:58
To	Colleen Smith	37304	11/27/2017 11:43	4:26
From	Jessica Harrand	26376	11/22/2017 15:46	22:54
To	Jessica Harrand	26376	11/22/2017 15:15	0:55
To	Jessie Houghton	33502	11/22/2017 11:47	1:24
To	Colleen Smith	37304	11/22/2017 11:37	1:03
To			11/22/2017 11:32	1:22
Missed	LRP PUBLICATION		11/22/2017 10:43	0:18
From	Cindy Berck	31716	11/21/2017 17:14	5:36
Missed	Traverse Bay Ar		11/21/2017 14:26	0:18

Missed	WIRELESS CALLER		11/21/2017 13:38	0:08
Missed	WIRELESS CALLER		11/21/2017 11:34	0:18
Missed	Kelly Walter	31710	11/21/2017 8:10	0:18
Missed	Rachel McKian	35639	11/21/2017 8:09	1:24
Missed	TISDALE TOBY		11/21/2017 8:00	0:18
To	Ryan Schrock	36502	11/20/2017 17:24	0:21
Missed	Cindy Berck	31716	11/20/2017 15:47	0:18
Missed	Ryan Schrock	36502	11/20/2017 15:16	0:18
From	Joe Esper	37502	11/20/2017 15:01	24:17:00
To	Ryan Schrock	36502	11/20/2017 14:54	0:42
To	Angela Camp	35762	11/20/2017 12:57	0:41
To	Brian McCall		11/20/2017 12:49	2:53
To			11/20/2017 12:49	0:00
To	Ryan Schrock	36502	11/20/2017 12:42	0:45
Missed	Ryan Schrock	36502	11/20/2017 11:54	0:18
To	Jessie Houghton	33502	11/20/2017 9:26	0:58

Date	Name	To	From	Duration
11/15/2017		X		1:22
			x	4:32
		X		:47
		X		:43
		X		:22
		X		:58
		X		:45
		X		:41
		X		:42
			X	24:17:00
		X		:21

			X		17:57
10/31/2017			X		:52
11/1/2017			X		29:44:00
			X		:37
11/2/2017			X		:35
			X		:22
			X		:40
				X	8:06
			X		14:08
11/6/2017			X		:22
11/7/2017			X		12:50
				X	11:54
				X	8:54
			X		1:25
			X		2:29
			X		4:32
11/8/2017				X	11:52
			X		1:28
			X		15:26
			X		:18
11/9/2017			X		1:35
11/13/2017				X	5:43
11/14/2017			X		:41
				X	7:51
			X		:47

Date	Name	To	From	Duration
10/6/2017		X		:48
		X		19:29
			X	2:44
10/16/2017		X		:58
		X		:58
		X		2:25
10/19/2017		X		2:53
		X		3:16
		X		:43
		X		:49
10/20/2017			X	18:10
10/23/2017		X		1:16
10/24/2017		X		:22
		X		1:03
10/25/2017		X		7:21
10/26/2017		X		:41
			X	27:58:00
		X		:51
10/27/2017		X		1:20
		X		9:34
		X		3:11
10/30/2017		X		:37
		X		:38
			X	8:50

Shoretel Log
Calls to & From
Desk phone

Date	Name	To	From	Duration
9/25/2017		X		1:24
		X		:45
		X		:52
		X		10:58
9/26/2017		X		:52
		X		:43
			X	8:08
9/27/2017		X		13:49
9/28/2017		X		2:48
		X		1:24
9/29/2017		X		7:43
			X	1:54
10/2/2017		X		:57
		X		1:08
10/3/2017			X	7:23
10/4/2017		X		:49
		X		2:43
10/5/2017		X		:20
		X		:18
		X		6:50
		X		:22
		X		:14

Exhibit 21

MEMORANDUM

Dr. Cindy J. Berck
Executive Director, Human Resources

Kelly Walter
Executive Assistant

TO: All Principals

FROM: Dr. Cindy J. Berck, Executive Director
Human Resources

DATE: January 26, 2018

SUBJECT: PRINCIPAL TRANSFER/ASSIGNMENT CHANGE

The following general procedures will be followed in regard to principal transfer/assignment changes when requested by a Traverse City Area Public Schools principal.

1. Principals wishing to request a specific transfer/assignment change for 2018/19 should complete the Principal Transfer/Assignment Change Request Google Form by February 9, 2018.
2. When a principal requests a regular transfer it is understood that the principal is willing to commit a minimum of two years or more to the new position.
3. Discussions in regard to the requested transfer/assignment change will initially be confined to the Associate Superintendent, Executive Director of Human Resources, and the principal making the request. Individuals involved will be requested to keep discussions confidential.
4. While a specific interview may not be required (with an interview committee, etc.) in regard to transfer/assignment changes, the individual who is investigating the possibility of a transfer/assignment change will be expected to discuss transfer/assignment change possibilities with the Associate Superintendent (or with a middle or high school principal in those cases where the transfer or assignment change may fall under the supervision of a middle or high school principal) and the Executive Director of Human Resources.
5. Announcements of principal transfer/assignment changes shall be made by the Executive Director of Human Resources.

Best wishes for a great rest of the school year!

/el

cc: Jame McCall
Kelly Walter

Principal Transfer/Assignment Change Request for the 2018/19 School Year

Please submit this form by February 9, 2018.

NOTE: The information provided below will assist us in discussing possibilities in regard to Transfers/Assignment changes and applies only to the 2018/19 school year.

* Required

1. Principal's Name (First and Last): *

2. I am most interested in discussing/investigating: (check all that apply) *

Check all that apply.

- ☐ A transfer from administration to a classroom assignment
- ☐ Administrative Transfer to a different building.
- ☐ Other:

3. Please indicate which grade levels you are interested in a transfer to:

4. Please provide any additional information that may assist us in our discussion and exploration of possibilities (preferences in regard to schools, specific assignment, etc):

Powered by
 Google Forms

TCAPS Request for Transfer Consideration/ FTE Change for the 2018/19 School Year

Please answer the questions below.

NOTE: THIS REQUEST IS EFFECTIVE FOR THE 2018/19 SCHOOL YEAR ONLY.

Your email address (lahtier@tcapsstudent.net) will be recorded when you submit this form. Not [lahtier?](#)

[Sign out](#)

* Required

1. Name of Teacher (first and last): *

2. Current Primary Building: *

Mark only one oval.

- ☐ Blair Elementary School
- ☐ Central Grade School
- ☐ Cherry Knoll Elementary School
- ☐ Courtade Elementary School
- ☐ Eastern Elementary School
- ☐ Long Lake Elementary School
- ☐ Montessori at Glenn Loomis
- ☐ Oak Park Campus
- ☐ Old Mission Peninsula School
- ☐ Silver Lake Elementary School
- ☐ Traverse Heights Elementary School
- ☐ Westwoods Elementary School
- ☐ Willow Hill Elementary School
- ☐ East Middle School
- ☐ West Middle School
- ☐ Central High School
- ☐ West Senior High School
- ☐ Traverse City High School
- ☐ Holy Angels
- ☐ Immaculate Conception
- ☐ St. Elizabeth Ann Seton
- ☐ St. Francis High School
- ☐ TC Christian
- ☐ Trinity Lutheran
- ☐ Boardman Administration
- ☐ TCAPS Warehouse

3. Work Phone Number:

4. Home Phone Number:

5. Cell/Mobile Phone:

6. Reason for Transfer Request:

7. Please identify the Grade Level(s) and Curriculum Area(s) (e.g. Self-Contained, Team-Teaching, Interdisciplinary, or specific grade or departmental assignments acceptable to you):

8. Position(s) and/or School(s) to which you wish to consider a transfer or exchange (in order of priority):

9. I am currently: **Mark only one oval.*

- ☐ A full-time (1.0 FTE) employee
- ☐ A part-time (less than 1.0 FTE) employee *Skip to question 12.*

Full-Time (1.0 FTE) employee**10. I am currently a full-time certified employee who would like to request the following in regard to my full-time status for the 2018/19 school year: ****Mark only one oval.*

- ☐ Remain at my current FTE *After the last question in this section, stop filling out this form.*
- ☐ Decrease my FTE *After the last question in this section, stop filling out this form.*

11. If you would like to decrease your FTE for the 2017/18 school year, please indicate what you would prefer your FTE to be:

Stop filling out this form.

Part-Time (less than 1.0 FTE) employee

12. I am currently a part-time certified employee who would like to request the following in regard to my part-time status for the 2018/19 school year: *

Mark only one oval.

- ☐ Remain at current part-time FTE
- ☐ Decrease my FTE
- ☐ Increase my FTE

13. If Interested in a change in FTE, please indicate what FTE you would like to increase/decrease to:

Powered by
 Google Forms

Exhibit 22

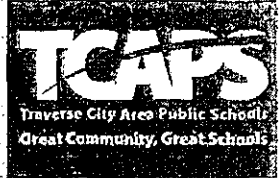
MINUTES - Traverse City Area Public Schools

Meeting of the Board of Education

Monday, September 25, 2017 @ 6:00 PM

Tompkins Boardman Administration Center, Conference Room C - 2nd Floor

412 Webster Street, Traverse City, MI 49686



Approved October 23, 2017.

A Study Session of the Board of Education of the Traverse City Area Public Schools, Counties of Grand Traverse, Leelanau and Benzie, Michigan, was held at the Tompkins Boardman Administration Center, 412 Webster Street, Traverse City, Michigan, on Monday, September 25, 2017. Board President Falconer called the meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT: Clark (remote participation), Ellery, Falconer, Geht, Hardy, Kelly, Klegman

BOARD MEMBERS ABSENT: None

ADMINISTRATORS PRESENT: Berck, Guitar, McCall, Parker, Soma, Thomas-Hill

PLEDGE OF ALLEGIANCE

Board President Falconer invited those in attendance to rise and join him in reciting the Pledge of Allegiance.

NOTES

President Falconer pointed out that board member Kelly Clark would be participating remotely this evening and as a result all votes would be taken as Roll Call votes.

Mr. Falconer also clarified that the main topic of discussion this evening would be consideration of a letter received by the board from the Traverse City Administrators Association (TCAA) alleging a violation of board policy. He expressed that what is important to remember is that this is a personnel matter and that all parties involved have legal rights. Until a proper investigation has been conducted it is not appropriate for us as a board to comment on details. This evening the board will consider the applicability of our policies and procedures and discuss the appropriate ways for the board to discharge their duties as a board in a fair and objective way as promptly as possible. The board acknowledges the balance of making sure the investigations are handled properly and appropriately as well as understanding the disruption that a discussion of this nature has on a school system.

President Falconer concluded with a message to the TCAPS community and the broader community. He indicated TCAPS is filled with people that have dedicated their lives to taking care of children, to the idea of public education and specifically to the children in our community. It is an honor and a privilege to work with all of these people to serve our community and to serve the students of TCAPS. He thanked everyone ahead of time for continuing to do their jobs during this time, for putting their focus in the classrooms with our kids and for helping us as we move forward regardless of the outcome to continue to make TCAPS the best district it can be.

REVIEW/APPROVAL OF AGENDA

The Board reviewed the agenda and Board President Falconer requested the following changes:

- Remove Superintendent's Report (Item F);
- Consent then becomes the new Item F;
- Closed Session (Item H) becomes Item G;
- The purpose of the Closed Session changes to be Discussion of Legal Advice as allowed by the Open Meetings Act, P.A. 267 of 1976, Section 8(h).
- Addition of new Item H - Discussion/Motion - Consideration of a resolution to engage with a special counsel to investigate allegations in the TCAA complaint.

MOVED BY GEHT SUPPORTED BY ELLERY to approve the agenda as amended and without discussion.

MOVED BY GEHT SUPPORTED BY KELLY that the Board of Education adopt the following resolution:

WHEREAS, the Board shall objectively and thoroughly investigate the Traverse City Administration Association's complaint alleging a violation of one or more Board Policies.

WHEREAS, the Board has determined to appoint special counsel to work with the Board President to ensure that the complaints are objectively and thoroughly investigated.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board of Education hereby authorizes the Board President to enter into a retainer agreement subject to approval as to substance by Board President, with Attorney David Revore of the law firm of Bauckham, Sparks, Thall, Seeber & Kaufman, P.C., to serve as Special Counsel to investigate all allegations raised in the Traverse City Administrator Association's complaint, and any related matters, with a term that if the total costs and fees to be billed for the investigation exceed Twenty Thousand Dollars (\$20,000.00), special counsel shall first obtain Board approval for those additional costs and fees before they are authorized.
2. The steps include, but are not limited to the following:
 - A. The Special Counsel initially identify the parameters of complaints and complainants.
 - B. The Special Counsel investigate the underlying facts of the recent disciplinary actions imposed against the West Senior High School administrators, including individual interviews of the complainant and the Executive Team Members.
 - C. The Special Counsel obtain consent from the Executive Team and Association that the fifteen (15) day time limit for whistleblower be waived.
 - D. The Special Counsel issue a report with factual findings so the Board may act.
3. The Board of Education directs that all School District employees cooperate fully with the Board President and Bauckham, Sparks, Thall, Seeber & Kaufman, P.C., in carrying out the investigation. Further, the Board directs that no one is to take any action to interfere with the investigation, including, but not limited to, destruction of any records or retaliation against any employee working with the Board or involved in the complaint in this matter.
4. The Board of Education authorizes its President to explain to the parties the investigatory process, and to execute a retainer agreement within 48 hours of the Board passing this resolution.
5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

President Falconer solicited further discussion --

Mr. Falconer clarified the purpose of this resolution is for the board to engage with a special counsel to do an independent investigation, with a not-to-exceed amount of \$20,000. The specific points outlined under Paragraph 1 will also be included. They are from the attorney letter which outlined the procedure referencing the objectives of this special counsel, including identifying parameters of the complaints and complainants, incorporating the recent incidents and subsequent discipline of two administrators at West Sr. High into this investigation, and obtaining the waiver of 15 day limit of doing the investigation which falls under the guideline of the Whistleblower Policy. The report of fact will be presented to the board for action. Mr. Falconer will not sign the contract for 48 hours and provide the TCAA time to provide comments. The counsel the board is retaining is the board's counsel. Others may retain their own counsel.

President Falconer solicited Public Comment -- None was volunteered.

The following Roll Call vote was held:

YES: Clark (remote), Ellery, Falconer, Gehl, Hardy, Kelly, Klegman

NO: None

MOTION PASSED.

The following Roll Call vote was held:

YES: Clark, Ellery, Falconer, Geht, Hardy, Kelly, Klegman

NO: None

MOTION PASSED.

PUBLIC COMMENT (Agenda Items Only)

Board President Falconer solicited public comment and the following was volunteered:

- Ryan Schrock, TCAA – Agenda Item "G"
- Tak Ready, 4956 Pinespar Trail – West Sr. High School

BOARD MISCELLANEOUS DISCUSSION

Board members discussed miscellaneous topics.

Miscellaneous Discussion:

Coffee Conversation – September 21, 2017 @ 6:00 p.m. - Topic: *Miscellaneous*; Report Out: *Ellery/Falconer*

Coffee Conversation – October 26, 2017 @ 6:00pm – Topic: *Miscellaneous*; Attending: *Hardy*

CONSENT

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

Approval of Minutes

The Board will be asked to approve the minutes of their meeting held September 11, 2017.

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

The following Roll Call vote was taken:

YES: Clark (Remote), Ellery, Falconer, Hardy, Geht, Kelly, Klegman

NO: None

MOTION PASSED.

CLOSED SESSION

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

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

The following Roll Call vote was taken:

YES: Clark (Remote), Ellery, Falconer, Geht, Hardy, Kelly, Klegman

NO: None

MOTION PASSED.

The Board went into Closed Session at 6:16 p.m. and returned to Open Session at 7:00 p.m.

DISCUSSION/MOTION

Adoption of Resolution to Appoint Special Counsel

The Board discussed and considered adoption of a resolution to appoint a special counsel to investigate allegations in the TCAA complaint.

PUBLIC COMMENT

President Falconer solicited Public Comment and none was volunteered.

ADJOURNMENT

MOVED BY GEHT SUPPORTED BY ELLERY to adjourn the meeting.

The following Roll Call vote was taken:

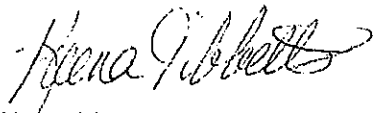
YES: Clark (Remote), Ellery, Falconer, Geht, Hardy, Kelly, Klegman

NO: None

MOTION PASSED

Meeting adjourned at 7:17 p.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Keena Tibbetts".

Keena Tibbetts
Board Recording Secretary

Exhibit 23

SMITH & JOHNSON, ATTORNEYS

PROFESSIONAL CORPORATION
SIX HUNDRED THREE BAY STREET
POST OFFICE BOX 705

TRAVERSE CITY, MICHIGAN 49685-0705
TELEPHONE: (231) 946-0700
FACSIMILE: (231) 946-1735

LOUIS A. SMITH*
H. WENDELL JOHNSON
ALLEN G. ANDERSON**
TIMOTHY P. SMITH
KENNETH M. PETTERSON
L. PAGE GRAVES
ANDREW K. SHOTWELL
BRADLEY D. WIERDA

*ADMITTED DISTRICT OF COLUMBIA
*ADMITTED STATE OF MINNESOTA
*ADMITTED STATE OF WISCONSIN

INTERNET
www.Smith-Johnson.com

E-MAIL ADDRESS
kpetters@smith-johnson.com

December 22, 2017

Writer's Direct Fax:
231/946-9441

Raymond Davis, Esq.
THRUN LAW FIRM PC
2900 West Road, Ste. 400
PO Box 2575
East Lansing, MI 48826-2575

Re: Traverse City Area Public Schools (TCAPS)/Board of Education
TCAA Investigations

Dear Mr. Davis:

You have asked for specific examples of retaliation by the current TCAPS Executive Team toward members of the TCAA. Enclosed please find a Memorandum of Retaliation concerning instances of retaliation since September 26, 2017, when the Board of Education issued its Resolution admonishing all parties to refrain from retaliation (although, it is still unclear to me how the TCAA could possibly retaliate against any member of the Executive Team). We reserve the right to supplement the Memorandum as documentation is forthcoming relative to our recent FOIA requests.

In addition, as your assertion that TCAA has "unclean hands" as to the expense of the investigation, it is categorically denied as the Association repeatedly, beginning in early October, attempted to provide Attorney Revore with specific examples and statements. Further, there is still no reasonable explanation for why Attorney Revore, has been only able to investigation only two, possibly three, matters in over two months.

The TCAA members stand ready to give both written and oral statements regarding these very important matter.

Sincerely,

SMITH & JOHNSON, ATTORNEYS, P.C.

Kenneth M. Petterson

Xc: TCAA

Smith & Johnson, Attorneys, P.C.
603 Bay Street P.O. Box 705 Traverse City, MI 49686-0705
(231) 946-0700

MEMORANDUM

TO: Raymond Davis
FROM: Kenneth Petterson/Andrew Shotwell
DATE: 12/22/17
RE: Retaliation

Executive Team's ("ET") behavior and communication towards the principals made a drastic, negative change after September 25th, and then changed again after the TCAA's letter alleging retaliation on November 21st. these concerns have been raised on at least three occasions prior to the November 21st letter: [REDACTED] raised retaliation concerns to Attorney Revore on Oct 18th and Nov 10th and [REDACTED] raised retaliation concerns to Attorney Revore on November 15th. The concerns center around three specific behaviors: 1) increased and inconsistent investigations of administrators, 2) a void of leadership and direction in the district, and 3) a lack of response and decision making.

1. **Increased and Inconsistent Investigations of Administrators.** Inception of an unprecedented number of investigations of multiple principals across TCAPS. These investigations have each followed differing, inconsistent processes and in nearly all cases that process differs from the investigative directives made by President Falconer to [REDACTED] that was communicated to TCAA on October 4th. The investigative directives from the Board of Education ("BOE") were:
 - a. [REDACTED] will assist with investigations of TCAA/Principals
 - b. Fact findings will be brought to the attention of the BOE
 - c. When claim against principal is unsubstantiated, we will move on
 - d. When claim is against principal is substantiated, BOE takes consideration and makes decision
 - e. [REDACTED] (TCAPS Business Office) will participate as an impartial witness and to learn the process

Even when items were not formally called 'investigations', ET continued a pattern of purporting there was a crisis caused by principals' actions. Then they did not follow the investigation directives as outlined by the Board of Education. An outline of some of the investigations which occurred during this time period:

Date	TCAA Involved	ET Involved	Concerns	Status
10/4/17			DHS complaint regarding staff at [REDACTED]. [REDACTED] arrives but informs [REDACTED] "no one sent me here". Parker and [REDACTED] interview staff. No specific details are looped back to [REDACTED]	Case dropped without explanation
10/4/17			Teacher alleges bullying by [REDACTED] and [REDACTED] admin team.	Revolved - claim against principals was investigated and was unsubstantiated
10/2/17			[REDACTED] leaves [REDACTED] a voicemail stating that TCAA lack of 'overture' indicated that [REDACTED] did not want to go forward with mediation. [REDACTED] responded in writing that TCAA was still interested in mediation (as stated previously) and that had been asked to put on hold while the BOE investigated TCAA's claim against ET. It seems evident that ET would have been aware of this arrangement.	Mediation still on hold
11/6/17			Former [REDACTED] employee cites September media article from [REDACTED] calling [REDACTED] liars. Former employee uses article as basis to claim: 1) investigation of her claim 2 years ago was done dishonestly by [REDACTED] 2) [REDACTED] retaliated against her by investigating her for inappropriate contact with students 3) [REDACTED] staff brought alcohol to work and principals knew and ignored it. S [REDACTED] receive the complaint (dated 9/26/17) but contracted Dan Martin from Thrun to conduct the review at an unknown cost to the district. [REDACTED] [REDACTED] chose not to hear this appeal or investigate themselves.	Revolved - claim against principals was investigated and was unsubstantiated
Oct-Dec 2017			1. Mid-October: Improper seclusion and restraint accusations reported against male staff member and building surveillance video referenced. 2. Late November: [REDACTED] (assistant to [REDACTED]) relays a message from [REDACTED] that an anonymous TBAISD employee reported improper treatment of students in an early childhood classroom against the same staff member mentioned above. Alleged staff member was subbing in 4th grade all day. [REDACTED] demanded written complaint, email was forwarded and did not state the same claim. 3. Late November: Two staff members at TH filed complaints against each other. Case handled by [REDACTED], but taken over by [REDACTED] stating that she will solve the problem by having lunch with the two staff members. 4. Early December: [REDACTED] has a family emergency and follows advice of Service Area Director to designate TBAISD to offer FAPE at New Campus IEP. The director checked with [REDACTED] and cited past practice. [REDACTED] later communicates directly to [REDACTED] that she has violated TCAPS procedures.	1. Required a documented conversation and training records. 2. Email forwarded without any specific details, [REDACTED] determined unsubstantiated. 3. Ongoing 4. Reminder to [REDACTED] verbal warning to [REDACTED]
Sept-			A family transitioning to [REDACTED] from [REDACTED] complains that their	[REDACTED] still paying for

Nov. 2017		student doesn't make 'drumline'. Ongoing conversation transitions into complaints that the students IEP accommodations and supports are not being followed. [REDACTED] intervene and counter the [REDACTED] team's perspective on the issue. [REDACTED] identifies that she has known this family for some time. Also identifies transition from [REDACTED] as a problem as promises were made. [REDACTED] is brought to meetings by [REDACTED] but she is just there to 'support', not investigate. [REDACTED] sends [REDACTED] to drop in unannounced on long term sub band teacher, Pomaville fails to follow building procedures, sign in, etc. Generous compensatory education plan is offered to the family at [REDACTED] expense. [REDACTED] uses Compensatory Education Plan ("Comp Ed") as justification to lower [REDACTED] Marzano Evaluation rating on unrelated items. [REDACTED] was never informed this was discipline or that he was being investigated. Transition and Comp Ed are district responsibilities.	implementing the Comp Ed. [REDACTED] maintains a relationship with the family.
11/9/17		[REDACTED] requests a meeting to discuss a two year old DOE OCR complaint that the district just recently became aware of since the inception of the BOE investigation. [REDACTED] is hesitant to have a TCAA rep [REDACTED] in the room due to confidentiality reasons.	DOE Complaint ongoing
11/11/17		[REDACTED] notifies [REDACTED] that he is investigating her due to staff complaints. Only vague information is given. TCAA representation is not offered and she is later scorned for bringing a TCAA rep. TCEA president [REDACTED] is involved in the situation. [REDACTED] travels around the district asking for teacher input about ELA and [REDACTED] without looping [REDACTED] into the interviews. [REDACTED] are copied on communications. At [REDACTED] request a meeting is set-up. During this meeting [REDACTED] asks [REDACTED] about what is happening. [REDACTED] issues 'findings' to [REDACTED] directs her to stay away from many ELA teachers, and does an ELA teacher survey without consulting her or ELA teacher leadership.	Ongoing. Status unclear.
11/13/17		Former [REDACTED] Employee who received a minimally effective rating raises concerns of the evaluation. This former employee had already reached exhausted the highest level of grievance levels and no evidence was found to substantiate her claim. [REDACTED] informs both principals that they will be contacted by Thrun for the investigation. [REDACTED] chose not to deny this concern, hear this appeal or investigate the item through normal internal channels. On 11/15 [REDACTED] were informed the case was assigned to Dan Martin from Thrun. On 11/28 they were notified that Dan Martin planned to talk to past employee this week and will speak with them the following week. No contact has been made to principals by Thrun. And no contact has been made by [REDACTED] since 11/28 regarding this investigation.	Ongoing.
11/16/17		[REDACTED] and [REDACTED] are notified of a lawsuit against TCAPS for an accident that occurred two years ago on [REDACTED] property. [REDACTED] takes 5 days to respond to questions about if this investigation could lead to discipline and if	Principals met with lawyers. Lawsuit is ongoing.

			principals could bring representation.	
11/15/17			██████████ is sent a congratulatory letter (by ██████████ to notify her she was being put on evaluation the day after meeting with Special Counsel. ██████████ initiated contact with the Special Counsel after the TCAA complaint. ██████████ appealed to ██████████ and the evaluation meeting was canceled. TCAA had named the former executive director of human resources in their September complaint to the BOE.	Unknown

2. **Void of Leadership and Direction in the District.** Retaliation has also included dozens of canceled meetings with principals. Canceling district meetings or excluding principals from meetings started soon after the September BOE meeting in which they called for an investigation into the TCAA's concerns. Meetings ceased being canceled almost immediately after TCAA's November 21st letter alleging retaliation was published. ██████████ told the Record-Eagle (11/30/17), "I don't think their statement is accurate. In the normal course of business, meetings are canceled all the time. To suggest differently is inaccurate."

Date	TCAA Involved	ET Involved	Concerns	Status
11/8/17			District 'Family' Administrative meeting canceled (only happens 2-3x per year). No explanation for canceling family meeting; no conflict was apparent.	
10/11/17 11/8/17 11/15/17 11/16/17 12/18/17			Principal and Curriculum Leader meetings canceled. Principals left without information to support their teachers.	Curriculum leaders never met from Sept - Nov.
10/9/17			██████████ were asked to present at Board Curriculum regarding NWEA. Three days later, after preparing materials, ██████████ assistant communicates that ██████████ will do a presentation instead and the principals should not attend the meeting.	██████████ takes credit for NWEA work in the district. ██████████ does not follow up with principals regarding BCC content
11/7/17			After canceling the September and October sessions of the TCAPS Administrative Intern program at the last minute, Interns are notified the entire program will be canceled for the year due to "unforeseen circumstances". Principals help recommend staff for the program and are brought in to help with sessions.	Program canceled. Principals were never notified.
10/13, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15			After cancelling many individual District Acceleration Meetings (DAN), ██████████ cancels all remaining DAN meetings for 2017. ██████████ has called the weekly DAN the most important meeting we regularly hold in TCAPS as it drives all of our Blueprint for Rapid Acceleration Work. DAN is so important that the DAN also meets over the summer to continue to drive systems in the district.	No district communication and decisions on Blueprint have occurred since early October.

Numero us		1 on 1, performance management, blueprint partnership, site visits and other meetings canceled across the district.	1 or 1 meetings with [REDACTED] occurred monthly and/or biweekly. All were placed onto calendars and canceled after the letter written on 9/25/17
Numero us		Executive team members made a drastic change and ceased nearly all attendance at student events and recognitions following the Sept BOE meeting launching the investigation. This includes missing honors ceremonies at [REDACTED] and not attend high school football games (our most visible community events) including the first district championship football game in over 25 years. Immediately after the November 21st retaliation letter was published, [REDACTED] and [REDACTED] began publicly attending student events again. [REDACTED] did attend events during this window.	Perception that [REDACTED] are not supportive of student activities and the community.

3. **Lack of Response and Decision Making.** Lack of response and decision making from executive team members while at the same time providing directives to principals on menial items. Misrepresented work done by principals and have given misleading and conflicting statements.

Date	TCAA Involved	ET Involved	Concerns	Status
Ongoing			[REDACTED] Principals provide 'innovating' level evidence for evaluation but are rated a step lower by [REDACTED] with no explanation or coaching. This differs greatly from previous year's evaluations for most principals. [REDACTED] Put on off schedule evaluation by [REDACTED] was slow to reply to confirm and by the time she did [REDACTED] 1st self-observation was due and was immediately marked as 'ineffective' by [REDACTED] Not able to find a TCAA principal that has learned about above applying ratings so far this school year despite most principals carrying district level work in addition to their school level responsibilities. [REDACTED] was not able to produce a principal evaluation timeline upon request from [REDACTED]	Ongoing
10/3/17			25% of Teacher Evaluation rating is based on Student Growth. [REDACTED] had rubrics updated in early Sept (same process as previous two years) and presented them to [REDACTED] in an "ACT" e-mail on Oct. 3 after no definitive approval in response to verbal notification. In early December, [REDACTED] begins blaming [REDACTED] for trying to change rubrics mid-year. [REDACTED] is unaware of [REDACTED] comments to principals that he was taking the rubrics to ET for approval and they had not actually been approved yet. World Language and Science staff continue to ask if their	Evaluation Metrics rubrics still not approved by ET as of 12/20. Teachers have no approved rubrics and we are nearing January mid-term evaluations.

			new rubrics are approved.	
10/12/17			█████ cancels Curriculum Leaders meeting. Curriculum Leaders met anyways in October because there are pressing items from the schools. Curriculum Leaders send following up questions to █████ in writing for his action.	After 20 days and multiple prompts, █████ answers some (not all) of the questions in memos directly to teachers. He doesn't communicate with Curriculum Leaders
10/26/17		ll	AD's given conflicting information about hosting a MHSAA semi-final and having Lacrosse open gym at Thirby Field. █████ were in direct disagreement in their statements to principals. █████ was notably angry with █████ for scheduling a MHSAA semi-final with █████ approval as they had done in previous years.	Decision was based around closing Thirby on a randomly selected date. The district had already promised to host MHSAA finals (standard with past practice).
11/8/17			█████ asks █████ and █████ for their research and work on 'Scholarship GPA'. █████ tells them not to attend the Board Curriculum Meeting, where he presents the item instead of █████ or █████ doesn't mention █████ and accurately describes some content. █████ comments on Scholarship GPA were also not completely accurate.	Scholarship GPA are approved by the BOE but sites lack the details to roll out plans with students and families.
9/15/17			Structural change in Professional Learning Community meeting time, format and location without consulting principals or curriculum leaders.	Direct communication to teachers without communicating to principals first. PLCs have been disorganized and less effective for teachers
10/16/17			Lack of response to AD e-mails on Tiered Athletic Structure taking 5-7 business days, issue was not resolved as of 10/31/17	Addition of Lacrosse program was released before release of info on tiered system and athletic review that established priorities for adding and removing sports from tiers.
11/2/17			█████ Admin follow up on June discussion to explore changing main entries to a 'buzz in' system during the school day. Entry type has always been a site based decision for TCAPS secondary buildings. █████ chose to go to buzz in a few years ago. When █████ notifies █████ of the plan and completed research on Nov. 2, █████ halts the project and states that ET must discuss and decide how █████ locks their doors. █████ appears to restart the research process with █████ takes over and issues directive to do the project at Main Entry but to leave Athletic Entrance locked and not install the equipment. █████ decline █████ request for them to meet with █████ about how this would impact daily operations at the school. Decision about █████ daily procedures and security made without including █████ staff in the discussion.	After multiple prompts, ET is in support of some elements, but the project is still not scheduled as of 12/18. Project will not be done for Semester 2 as planned.
12/11			HR/Business error leads to over payment of employees.	Ongoing

12/17		Schools are asked to pay the district the amount needed to cover the error or HR will make the hourly employee reimburse the district.	
12/14/17		Next 3 years calendars were adjusted and work days were changed without previous notification to or consultation from any TCAA leadership. TCAA President was given a copy at roundtable meeting.	Ongoing

Exhibit 24

September 20, 2017

Dear President Erik Falconer and TCAPS School Board,

On behalf of the Administration Team at TCAPS, we are aware that recent mistakes were made by current administrators and this letter is not intended to excuse or justify those mistakes. We are writing to bring to light concerns over the pattern and practice of harassment and intimidation by the Executive Team onto the Administration Team. These patterns of behavior create an environment which instills fear, therefore limiting us in care for staff and students.

It is our belief that effective educational leadership

- demonstrates and values healthy and professional relationships
- inspires practices that best support and grow the entire team
- emphasizes a high standard for respectful communication to all stakeholders
- is grounded in collegiality and professionalism
- establishes trust through praise and open, honest feedback and dialog

This has not been the leadership of our current Executive Team for the past three years. The two most recent situations regarding [REDACTED] staff are so egregious that we can no longer be silent. This incident comes on the heels of another contentious situation involving the release/reassignment of an [REDACTED]. All of these follow a pattern of concerns including past treatment of administration including: [REDACTED]

[REDACTED]. There are also concerns regarding the treatment of currently employed Administration Team members.

TCAPS has enjoyed a long history of successful Administration Team and Executive Team relationships which have declined significantly under our current leadership. We believe in our work. We believe in the care of others. We believe that district and community relationships set the example for all teaching and learning across the district. The treatment of current and former Administration Team members in no way reflects the standard of excellence we expect from one another.

We are requesting you work directly with TCAA board members to conduct an open and independent investigation to address our concerns. Respectfully, we also ask you to provide us with retaliation protection throughout the investigation process.

Thank you for your continued support and service to our community.

Sincerely,

Traverse City Administrators Association