

Board of Education Special Meeting
July 28, 2025 4:00 PM
Wallace Central Office Building

Attendance Taken at : 4:00 PM

Present Board Members:

Mrs. Amanda Dunavent
Mrs. Rebecca Burgett
Mrs. Ashley McCord

Absent Board Members:

Mr. Hargis Davis
Mr. Jonathan Jones

1. Welcome/Roll Call
2. Approval of Agenda

Order #2025-2884 - Motion Passed: Motion made to approve Agenda passed with a motion by Mrs. Ashley McCord and a second by Mrs. Rebecca Burgett.

3 Yeas - 0 Nays

Mrs. Amanda Dunavent	Yes
Mrs. Rebecca Burgett	Yes
Mr. Hargis Davis	Absent
Mr. Jonathan Jones	Absent
Mrs. Ashley McCord	Yes

3. Public Comments

4. Board Comments

5. Executive Session: Enter into executive session per KRS 61.810 subsection (j) for the purpose of preliminary discussion of the superintendent's evaluation

a. Enter into Closed Session

Order #2025-2885 - Motion Passed: passed with a motion by Mrs. Rebecca Burgett and a second by Mrs. Ashley McCord.

3 Yeas - 0 Nays

Mrs. Amanda Dunavent	Yes
Mrs. Rebecca Burgett	Yes
Mr. Hargis Davis	Absent
Mr. Jonathan Jones	Absent
Mrs. Ashley McCord	Yes

b. Exit Closed Session

Order #2025-2886 - Motion Passed: passed with a motion by Mrs. Rebecca Burgett and a second by Mrs. Ashley McCord.

3 Yeas - 0 Nays

Mrs. Amanda Dunavent	Yes
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Mrs. Rebecca Burgett	Yes
Mr. Hargis Davis	Absent
Mr. Jonathan Jones	Absent
Mrs. Ashley McCord	Yes

c. Action Taken in Closed Session

Order #2025-2887 - Motion Passed: to approve David Arvin's summative evaluation, as presented, which shall be attached to these minutes passed with a motion by Mrs. Ashley McCord and a second by Mrs. Rebecca Burgett.

3 Yeas - 0 Nays

Mrs. Amanda Dunavent	Yes
Mrs. Rebecca Burgett	Yes
Mr. Hargis Davis	Absent
Mr. Jonathan Jones	Absent
Mrs. Ashley McCord	Yes

Motion to approve David Arvin's summative evaluation, as presented, which shall be attached to these minutes

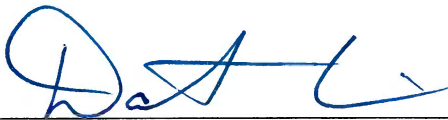
6. Recommended Action - NEW BUSINESS

7. Adjourn

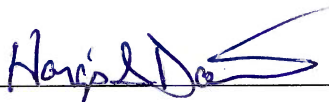
Order #2025-2888 - Motion Passed: Motion made to adjourn passed with a motion by Mrs. Rebecca Burgett and a second by Mrs. Ashley McCord.

3 Yeas - 0 Nays

Mrs. Amanda Dunavent	Yes
Mrs. Rebecca Burgett	Yes
Mr. Hargis Davis	Absent
Mr. Jonathan Jones	Absent
Mrs. Ashley McCord	Yes



Superintendent's Signature



Board Chair's Signature

2024-25 Formal Evaluation of David Arvin

STANDARD 1: STRATEGIC LEADERSHIP

The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 1.1 With direction from the Board, the Superintendent facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Empowers all stakeholders to reach high levels of performance and achieve the district's vision.
- 1.3 Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.
- 1.4 Develops, implements, promotes and monitors continuous improvement processes.
- 1.5 Assists the Board in developing, implementing, and monitoring district goals.
- 1.6 Understands and demonstrates that district and school improvement goals are connected to student learning goals.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☒ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Established a positive and trustworthy working relationship with the board.
- Assumed the role of instructional leader of the district at the onset.
- Improved communication with board and stakeholders.
- Engaging presence within school buildings and targeted interaction with staff.
- Prioritized increasing student opportunities (JROTC, Archery, Labs, Gateway).

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 2.1 Communicates student achievement expectations to staff and stakeholders.
- 2.2 Demonstrates the need to identify and remove barriers to student learning.
- 2.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.
- 2.4 Develops, implements, promotes and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction and assessment.
- 2.5 Encourages the use of technology in educational programming.
- 2.6 Using a variety of techniques, work with principals and administrators to formulate plans to assess and analyze the effectiveness of instruction through student progress. These may include monitoring, evaluating and reporting student achievement and performance gaps; observing teaching methods and classroom management; and research, assessments, feedback, and reflection.
- 2.7 Understands data analysis, including how it applies to school and district student achievement goals, how to address curricular gaps and how to use data to prioritize decisions and drive changes that will improve student learning.
- 2.8 Ensures school and district progress in the areas of: proficiency, growth, graduation rate, closing achievement gaps, transition readiness, opportunity and access.

The Superintendent's performance for this standard:

☐ **(4) Exemplary:** Exceeds the standard

☒ **(3) Accomplished:** Meets the standard

☐ **(2) Developing:** Making progress toward meeting the standard

☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Consistent focus on student learning by driving 30/60/90 day accountability.
- "Student first" decision making.
- Increasing instructional time and focus on College/Career Labs.

STANDARD 3: CULTURAL LEADERSHIP

The Superintendent understands the history, tradition and multicultural differences of the district. S/he empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 3.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 3.2 Promotes understanding and celebrating of school/community cultures.
- 3.3 Promotes and expects a school-based climate of tolerance, acceptance and civility.
- 3.4 Advocates, nurtures and sustains school culture and instructional programming conducive to student learning.
- 3.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.
- 3.6 Encourages instructional strategies that include cultural diversity and differences in learning styles.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☒ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Understands the foundational need to build relationships with staff and stakeholders.
- Proactive communication with staff to express appreciation and provide support.
- Middle School Holiday fine dining event well planned and executed.
- Expanded opportunities for students: Middle School Holiday Luncheon & LE/UE student visit to Cincinnati to see a play.

STANDARD 4: HUMAN RESOURCE LEADERSHIP

Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. S/he assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. If applicable, the Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 4.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.
- 4.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
- 4.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.
- 4.4 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.
- 4.5 Mentors and coaches' administrators throughout the district.

If applicable:

- 4.6 Develops bargaining strategies based upon collective bargaining laws and processes.
- 4.7 Identifies contract language issues and proposes modifications.
- 4.8 Participates in the collective bargaining processes as determined by the Board, establishing productive relationships with bargaining groups while effectively managing contracts.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☒ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Exceptional administrative staff recruitment who bring a targeted skillset to decrease identified barriers and raise the bar of expectations district wide.
- Realignment of job descriptions to ensure cohesiveness.
- District HR position and Frontline Badging system very positive.

STANDARD 5: MANAGERIAL LEADERSHIP

The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all district stakeholders.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

5.1 Demonstrates understanding and comprehends the importance of managing the district budget, including financial forecasting, planning, cash-flow management, account auditing and monitoring that results in the following:

- A balanced operational budget for school programs and activities.
- Utilization of district resources to attain the highest and most efficient use to improve student learning, while maintaining compliance with legal, ethical and policy standards.
- Effective communication of the district's budget and resource allocation to the Board and constituents.
- Meeting reporting deadlines as required by statute, regulatory agency, local policy or Board action.

5.2 Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

5.3 Secures and uses a variety of appropriate school and community resources to support learning.

5.4 Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.

5.5 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.

5.6 Establishes procedures and practices to assist all stakeholders in implementing and monitoring emergency plans for district safety and security practices for weather, threats, violence and trauma in collaboration with local, state, and federal agencies.

The Superintendent's performance for this standard:

☐ **(4) Exemplary:** Exceeds the standard

☒ **(3) Accomplished:** Meets the standard

☐ **(2) Developing:** Making progress toward meeting the standard

☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Exceptional attention to staffing needs.
- Holds administrators accountable on budgets, funding and time management.
- Building sanitation continues to be a challenge.

STANDARD 6: COLLABORATIVE LEADERSHIP

The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 6.1 Understands and articulates the system of public-school governance and differentiates between policy-making and administrative roles.
- 6.2 Develops effective Superintendent/Board interpersonal and working relationships.
- 6.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools.
- 6.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.
- 6.5 Collaboratively develops, implements and monitors processes to improve student learning and teaching.
- 6.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.
- 6.7 Demonstrates effective communication skills (written, verbal and non-verbal), in formal and informal settings, large and small group and one-on-one environments.
- 6.8 Establishes effective school/community relations, school/business partnerships and a positive working relationship with the media; and promotes involvement of all stakeholders to fully participate in the process of education.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☒ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Drawing attention to staff expertise by driving nominations of Golden Apple Awards, building morale and mutual respect among staff.
- Building partnerships within the community (Three Rivers, Sheriff's Office, Judge Executive) positive, and provides future opportunities.

STANDARD 7: INFLUENTIAL LEADERSHIP

The Superintendent uses his/her position in the district and community to work with local, state and federal officials to influence policies affecting the political, social, economic, legal, cultural and ethical governance of public education.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 7.1 Understands and interprets the role of federal, state and regional governments; policies; and politics and their relationships to local districts and schools.
- 7.2 Provides input on critical education issues at the local, state and federal levels.
- 7.3 Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 7.4 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 7.5 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.

The Superintendent's performance for this standard:

☐ **(4) Exemplary:** Exceeds the standard

☒ **(3) Accomplished:** Meets the standard

☐ **(2) Developing:** Making progress toward meeting the standard

☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

- Prioritizes legislative collaboration to promote what is best for Gallatin County Schools.
- The availability of Gateway Community College for student attendance is very positive.
- Local Chamber of Commerce attendance positive and presents future opportunities to engage and inform community.

SUMMARY

Mr. Arvin started strong and was highly productive in his first year of Superintendency at Gallatin County. By prioritizing relationships with staff members, he has gained respect and increased district morale. The Board appreciates the progress made in improving communication, improving instruction, providing additional student opportunities and significant process improvements across the district. Without question, Mr. Arvin's intentional recruitment of exceptional staff members over the last year has increased the district's capacity to address our challenges. The board also recognizes his efforts in staff recognition and finding ways to inspire continued improvements in district performance overall. The Board sees evidence of empowered principals who are forward thinking and motivated to lead their buildings. Ideas for future consideration include encouraging and inspiring organized parent/family groups within the schools and organizing a Community Business Roundtable among local businesses to create dialogue centered on advancing student achievement. We look forward to your continued leadership to further build a unified school system in Gallatin County.

Acknowledged and discussed at Special Board Meeting on 7/28/25.



David Arvin, Superintendent

7-28-25

Date



~~Hargis David, Board Chair~~

7.28.25

Date

Note – Next step is to identify 2 – 3 goals for the 2025-26 school year that are specific, measurable, achievable, relevant and time-bound for board discussion and alignment.