



Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
www.hazelparkschools.org

**Agenda**

**Special Board of Education Workshop**

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

August 5, 2024

5:00 PM

**LOCATION AND FORMAT:** The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

- A. Strategic Plan 2
- B. 2024-25 Hazel Park District Improvement Plan 8
- C. Bylaws 14
- D. Board Protocols 25
- E. Time Out & Physical Restraint 48
- F. Portrait of a Learner
- G. Allocation of Concession Dollars

PUBLIC COMMENT

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976



## Strategic Plan

### School Climate and Culture

*Hazel Park Schools will provide a unified system of support for all students, embracing diversity and fostering a positive school climate.*

#### Strategy 1: Foster Equitable and Inclusive Learning Environments

- **Establish a cohesive framework that integrates robust social-emotional learning (SEL) practices with fair and effective disciplinary measures**
  - Launch and implement restorative practices
  - Review and revise the district-wide discipline framework to ensure that it effectively incorporates research-based best practices for equitable discipline in all tiers of the school system.
  - Provide ongoing professional learning for teachers and school staff on effective strategies for non-exclusionary and culturally responsive disciplinary practices.
  - In collaboration with stakeholders, develop a comprehensive plan to reduce timeout and physical restraints throughout the district.
  
- **Create a bias-free curriculum and culturally responsive classrooms that value and celebrate the diverse backgrounds of our students.**
  - Revise curriculum and instructional frameworks to reduce bias and inequitable teaching and learning practices.
  - Collaborate with Midwest Equity to participate in training on evaluating bias in curriculum and standards.
  
- **Inclusive Learning Practices**
  - Ensure that learning materials, resources, and environments are accessible to all students, including those with disabilities or diverse learning needs.
  - Develop a 3-year plan to implement UDL (Universal Design for Learning), across all instructional settings, that includes professional development and job-embedded coaching.
  - Integrate Universal Design for Learning (UDL) principles in district curriculum and instructional frameworks.
  - Support the use of Augmentative Alternative Communication (AAC) and Assistive Technology (AT) to ensure that all students have access to grade level curriculum content.
  - Implementation of Peer-to-Peer and Unified Sports in all schools.



## Community Relations

*The Hazel Park Schools, through strong community relations and collaboration with all stakeholders, will develop high-achieving students.*

### Strategy 1: Provide Opportunities for Robust Stakeholder Engagement

- Enhance educational outcomes, student well-being, and community engagement by expanding the number of Community Schools across the district.
- Develop targeted parent/guardian education to support student success, family engagement, and community involvement.
- Engage district stakeholders in a collaborative process to develop a comprehensive district plan through the portrait of a learner and a multi-year strategic plan.

### Strategy 2: Prioritize Effective Communication

- Use a variety of tools and activities to provide open and accessible communications.
- Develop and expand outreach strategies to retain students.
- Increase stakeholder input for short and long-range planning.

## Resources

*Hazel Park Schools will maximize its resources to assure high-quality education by fostering financial stability, preserving and utilizing quality facilities, and integrating state-of-the-art technology.*

**Strategy 1: Ensure a balanced budget by evaluating the return on investment (ROI) of programs and services using student outcomes and performance metrics.**

- Implement zero-based budgeting.
- Utilize ECRA data analytics to review program costs, ensuring that programs and services optimize and maximize student outcomes.
- Align spending with strategic plan outcomes to ensure the 2025-2026 budget is balanced.
- Evaluate contracts and services purchased for cost savings and effectiveness.



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**Strategy 2: Enhance the safety and security of Hazel Park Schools through targeted facility improvements and effective use of current resources and grants.**

- Utilize the current resources & grants, as dollars allow, to make necessary improvements to doors/locks and other items per the safety audit.
- Utilize the state police protocols to update the Emergency Operations Plans (EOPs) and classroom maps.
- Collaborate with the Hazel Park/Ferndale Police and Fire Departments to review the current EOP and Safety Assessments.
- Review of building assessment reports, and implement agreed-upon changes by the district's safety committee.

**Curriculum & Instruction**

*Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.*

*Goals, strategies, and actions represent all students, general and special education.*

**Reading District Improvement Goals, Strategies, and Actions**

Hazel Park School District will implement research-based strategies to improve foundational reading and comprehension skills to increase the percentage of students in grades K-5 scoring mid/above grade level by 4%, with a minimum of 50% at Tier 1, and increase the percentage of students in grades 6-8 scoring mid/above grade level by 4%, with a minimum of 25% at Tier 1 from Spring 2024 to Spring 2025 on the i-Ready Reading diagnostic.

Hazel Park School District will implement research-based interventions to improve foundational reading and language comprehension skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025 on the iReady Reading Diagnostic.

Hazel Park School District will implement research-based strategies to improve language comprehension, academic vocabulary, and writing skills to increase the percentage of students meeting EBRW benchmarks by 5% for all student populations by June 2025 on the i-Ready reading diagnostic.



## **Strategies and Actions - Early Childhood - Grade 12**

### **Strategy 1: Explicit, direct instruction in language comprehension, word recognition, and writing.**

- Implement cycles of inquiry, using improvement science and the Plan-Do-Study-Act method, to improve foundational literacy skills.
- **Preschool:** Provide two professional learning sessions and five instructional coaching sessions to implement the Creative Curriculum literacy framework with fidelity.
- **Grades K-8** Provide a minimum of 4 professional learning sessions and ongoing job-embedded coaching to implement research/evidence-based instructional strategies and the literacy framework.
- **Grades 9-10** Provide a minimum of 6 professional learning sessions and ongoing job-embedded coaching to implement research-based instructional strategies, the literacy framework, and ARC Core.
- **Grades K-8 & 9** Provide professional learning to targeted groups including MTSS, resource teachers, and instructional coaches on effective implementation of the Tier 2 IRLA tool kits and ARC Accelerator.
- **Grades 5-9** Provide professional learning on the Vocabulary Workshop program and implement a progress monitoring plan for vocabulary development.
- Develop and implement a plan to assess new students and provide early and intentional, targeted interventions through high-dose tutoring and extended learning opportunities

### **Strategy 2: Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

- System-wide implementation of disciplinary literacy strategies to improve vocabulary and writing.
- Participate in the 2024-2025 disciplinary literacy cohort.
- Develop a 2024-2025 action plan to improve vocabulary and writing through standards-aligned disciplinary literacy.

## **Math District Improvement Goals, Strategies, and Actions**

Hazel Park School District will provide opportunities for teachers to build capacity in strategies to improve foundational math and algebra skills, to increase the percentage of students in grades K-5 scoring mid/above grade level by 3%, with a minimum of 36% at Tier 1, and increase the percentage of students in grades 6-8 scoring mid/above grade level by 3%, with a minimum of 20% at Tier 1 from Spring 2024 to Spring 2025.



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Hazel Park School District will implement research-based interventions to improve foundational math skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025.

Hazel Park School District will implement research-based strategies and interventions to improve foundational math and algebra skills to increase the percentage of students in grades 9-11 who have met the Math PSAT and SAT benchmarks by 5% for all student populations by June 2025.

### Strategies and Activities

#### **Strategy 1: Explicit, direct instruction in foundational math skills, mathematical reasoning and problem-solving, and algebraic thinking.**

- Implement cycles of inquiry, using improvement science and the Plan-Do-Study-Act method, to improve foundational math skills.
- Provide two professional learning sessions to develop foundational math skills using the math components of the Creative Curriculum.
- Professional learning and job-embedded coaching on research and evidence-based instructional strategies.
- Provide training on research/evidence-based practices through a book talk on Principles to Action.

#### **Strategy 2: Facilitate meaningful mathematical discourse to develop a connected and strong understanding of mathematical concepts.**

- Select and implement a common set of talk moves to frame effective discourse.
- Implement number talks, based on the priority standards and math progressions, to establish a discourse-rich learning community to develop foundational math skills, reasoning and problem-solving, and algebraic thinking.
- Provide training on effective mathematical discourse through a book talk (Building Thinking Classrooms in Mathematics), professional learning, and/or instructional coaching support.

#### **Strategy 3: Utilize formative assessment and acceleration to improve foundational math skills, mathematical reasoning and problem-solving, and algebraic thinking.**

- Provide job-embedded coaching on effective formative assessment and use the results to drive Tier 1 and 2 small group instruction.
- Use math priority standards and learning progressions to guide the development of formative assessment and instruction designed to accelerate learning (Acceleration).



**Universal Strategy: Implement a Comprehensive Multi-Tiered System of Student Support (MTSS)**

- Allocate resources to place MTSS teachers in buildings serving K-12 students.
- Revise and implement system-wide expectations, processes, and procedures to monitor student growth and achievement.
- Develop and utilize intervention-specific entry and exit criteria for students receiving Tier 2 and Tier 3 interventions.
- Provide high-dosage tutoring and expanded learning opportunities
- Develop a systematic plan to implement fidelity checks for Tier 3 interventions, and monitor the impact of a tiered system of student support.
- Utilize the Power School MTSS Solution to monitor student growth, and fidelity of implementation, and analyze outcome data on students participating in Tier 2 and 3 interventions.
- Implement a tiered response to chronic absenteeism that breaks down barriers and provides targeted support.
- Pilot Forefront Early Numeracy Screener and Spring Math.



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## *Hazel Park 2024-2025 District Improvement Goals*

### **Reading - Goals, Strategies, and Activities**

#### **Goals**

Hazel Park School District will implement research-based strategies to improve foundational reading and comprehension skills to increase the percentage of students in grades K-5 scoring mid/above grade level by 4%, with a minimum of 50% at Tier 1, and increase the percentage of students in grades 6-8 scoring mid/above grade level by 4%, with a minimum of 25% at Tier 1 from Spring 2024 to Spring 2025 on the i-Ready Reading diagnostic.

Hazel Park School District will implement research-based interventions to improve foundational reading and language comprehension skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025 on the iReady Reading Diagnostic.

Hazel Park School District will implement research-based strategies to improve language comprehension, academic vocabulary, and writing skills to increase the percentage of students meeting EBRW benchmarks by 5% for all student populations by June 2025 on the i-Ready reading diagnostic.

#### **Reading Projections ECRISS Data:**

- Advanced data analytics, using the ECRISS platform will be available in September, once the 2024 state assessment data is available for public release. At that time, the district will update the plan with additional goals using the Projections Report. This report utilizes multiple sources of data, including historical performance, to create district-specific projections. These projections will allow us to set realistic goals and monitor progress throughout the school year.

#### **Strategies and Activities - Early Childhood - Grade 12**

**Strategy 1: Explicit, direct instruction in language comprehension (vocabulary and morphology, knowledge, syntax, and higher-level language skills), word recognition (phonological awareness, phonics, decoding, automatic sight word recognition), and writing.**



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- **Activities:**

- Implement cycles of inquiry, using improvement science and the Plan-Do-Study-Act method, to improve foundational literacy skills.
- **Preschool:** Provide two professional learning sessions and five instructional coaching sessions to implement the Creative Curriculum literacy framework with fidelity.
- **Grades K-8** Provide a minimum of 4 professional learning sessions and ongoing job-embedded coaching to implement research/evidence-based instructional strategies and the literacy framework. Professional learning and job-embedded coaching will prioritize the following:
  - Foundational Skills, Vocabulary, and Writing
  - Complex Texts and Tasks
  - Scaffolding and Acceleration of Learning
- **Grades 9-10** Provide a minimum of 6 professional learning sessions and ongoing job-embedded coaching to implement research-based instructional strategies, the literacy framework, and ARC Core. Professional learning and job-embedded coaching will prioritize the following:
  - Vocabulary, and Writing
  - Scaffolding and Acceleration of Learning
  - ARC Core Implementation and Equitable Conference Schedule
- **Grades K-8 & 9** Provide professional learning to targeted groups including MTSS, resource teachers, and instructional coaches on effective implementation of the Tier 2 IRLA tool kits and ARC Accelerator.
- **Grades 5-9** Provide professional learning on the Vocabulary Workshop program and implement a progress monitoring plan for vocabulary development.
- Develop and implement a plan to assess new students and provide early and intentional, targeted interventions through high-dosage tutoring and extended learning opportunities.

## **Strategy 2: Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms**

- **Activities:**

- System-wide implementation of disciplinary literacy strategies to improve vocabulary and writing.
- Participate in the 2024-2025 disciplinary literacy cohort.



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- Develop a 2024-2025 action plan to improve vocabulary and writing through standards-aligned disciplinary literacy. The plan will prioritize the following:
  - Implement intentional efforts to expand vocabulary and conceptual knowledge.
  - Implement intentional standards-aligned instruction in disciplinary writing.
  - Monitor implementation through classroom observations using the instructional framework and disciplinary literacy “Look Fors” in identified areas.

### **Strategy 3: Comprehensive Multi-Tiered System of Student Support (MTSS)**

● **Activities:**

- Allocate resources to place multiple MTSS teachers in buildings serving K-12 students.
- Revise and implement system-wide expectations, processes, and procedures to monitor student growth and achievement.
- Develop and utilize intervention-specific entry and exit criteria for students receiving Tier 2 and Tier 3 interventions.
- Provide [high-dosage tutoring](#) and expanded learning opportunities.
- Develop a systemic plan to implement fidelity checks for Tier 3 interventions (Corrective Reading, Reading Mastery, and Orton Gillingham), and monitor the impact of a tiered system of student support.
- Utilize the Power School MTSS Solution to monitor student growth, and fidelity of implementation, and analyze outcome data on students participating in Tier 2 and 3 interventions.
- Implement a tiered response to chronic absenteeism that breaks down barriers and provides targeted support.

### **Math - Goals, Strategies, and Activities**

**Goals:**

Hazel Park School District will provide opportunities for teachers to build capacity in strategies to improve foundational math and algebra skills, to increase the percentage of students in grades K-5 scoring mid/above grade level by 3%, with a minimum of 36% at Tier 1, and increase the



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percentage of students in grades 6-8 scoring mid/above grade level by 3%, with a minimum of 20% at Tier 1 from Spring 2024 to Spring 2025.

Hazel Park School District will implement research-based interventions to improve foundational math skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025.

Hazel Park School District will implement research-based strategies and interventions to improve foundational math and algebra skills to increase the percentage of students in grades 9-11 who have met the Math PSAT and SAT benchmarks by 5% for all student populations by June 2025.

### Math Projections ECRISS Data:

- Advanced data analytics, using the ECRISS platform will be available in September, once the 2024 state assessment data is available for public release. At that time, the district will update the plan with additional goals using the Projections report. This report utilizes multiple sources of data, including historical performance, to create district-specific projections. These projections will allow us to set realistic goals and monitor progress throughout the school year.

### Strategies and Activities

**Strategy 1: Explicit, direct instruction in foundational math skills (number concepts, computational skills, & procedural fluency), mathematical reasoning and problem-solving, and algebraic thinking.**

- **Activities:**
  - Implement cycles of inquiry, using improvement science and the Plan-Do-Study-Act method, to improve foundational math skills.
  - Provide two professional learning sessions to develop foundational math skills using the math components of the Creative Curriculum.
  - Professional learning and job-embedded coaching on research and evidence-based instructional strategies. Professional learning and job-embedded coaching will focus on the following:
    - Number and Operations
    - Algebra and Algebraic Thinking
    - Mathematical Reasoning and Problem-Solving



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- Provide training on research/evidence-based practices through a book talk on Principles to Action.

**Strategy 2: Facilitate meaningful mathematical discourse to develop a connected and strong understanding of mathematical concepts.**

● **Activities:**

- Select and implement a common set of talk moves to frame effective discourse.
- Implement number talks, based on the priority standards and math progressions, to establish a discourse-rich learning community to develop foundational math skills, reasoning and problem-solving, and algebraic thinking.
- Provide training on effective mathematical discourse through a book talk (Building Thinking Classrooms in Mathematics), professional learning, and/or instructional coaching support.

**Strategy 3: Utilize formative assessment and acceleration to improve foundational math skills (number concepts, computational skills, & procedural fluency), mathematical reasoning and problem-solving, and algebraic thinking.**

● **Activities:**

- Provide job-embedded coaching on effective formative assessment and use the results to drive Tier 1 and 2 small group instruction.
- Use math priority standards and learning progressions to guide the development of formative assessment and instruction designed to [accelerate learning \(Acceleration\)](#).

**Strategy 4: Comprehensive Multi-Tiered System of Student Support (MTSS)**

● **Activities:**

- Allocate resources to place multiple MTSS teachers in buildings serving K-12 students.
- Revise and implement system-wide expectations, processes, and procedures to monitor student growth and achievement.



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- Develop and utilize intervention-specific entry and exit criteria for students receiving Tier 2 and Tier 3 interventions.
  - Develop a systemic plan to implement fidelity checks for Tier 3 interventions (Corrective Math, Connecting Math Concepts, and Math Recovery), and monitor the impact of a tiered system of student support.
- Provide [high-dosage tutoring](#) and expanded learning opportunities.
- Utilize the Power School MTSS Solution to monitor student growth, and fidelity of implementation, and analyze outcome data on students participating in Tier 2 and 3 interventions.
- Implement a tiered response to chronic absenteeism that breaks down barriers and provides targeted support.
- Pilot Forefront Early Numeracy Screener and Spring Math.

## **ARTICLE I. BYLAWS**

### **A. GENERAL.**

#### **Section 1. Name and Legal Status.**

The legal name of the school district is Hazel Park Community Schools. The District is a Michigan general powers school district as provided in the Michigan Revised School Code (“RSC”), MCL §380.1, *et seq.*

#### **Section 2. Authority.**

The District is governed by the Board of Education (“the Board”). The Board shall have all powers and authority granted to districts by the RSC, state law generally, and, where applicable, federal law.

#### **Section 3. Bylaws.**

These bylaws set forth the internal rules which govern the operations and business of the Board. To the extent these bylaws may be inconsistent with applicable federal and state law, the applicable federal or state law shall govern.

#### **Section 4. Board Policies.**

In addition to these bylaws, the Board shall adopt policies to govern the administration of the District.

#### **Section 5. Amendment of Bylaws or Policies.**

The Board may amend these bylaws or the policies of the Board by a majority vote. Any such amendment shall take effect on the date specified by the Board, but not sooner than the next regular meeting of the Board.

#### **Section 6. Suspension of Bylaws or Policies.**

Bylaws or policies may be suspended during a Board meeting by a two-thirds vote of the Board members present at such meeting. Unless amended by the Board, the suspended bylaw or policy

shall resume full force and effect upon the adjournment of the Board meeting at which the suspension occurs.

### **Section 7. Superintendent.**

The Board shall at all times employ a Superintendent in conformity with the RSC. The Superintendent shall enforce Board policies, as well as applicable state and federal law, within the District. The Superintendent shall, as necessary, adopt administrative guidelines for the implementation of Board policies. Administrative guidelines do not require formal approval by the Board, but shall be provided to the Board at the time or before they become effective. In cases in which the Board has not adopted policies, the Superintendent may act, and shall thereafter notify the Board of such action. References in these bylaws and the Board policies to “the Superintendent” shall also mean the Superintendent’s designee except if action solely by the Superintendent is expressly required.

## **B. ORGANIZATION OF THE BOARD.**

### **Section 1. Composition of the Board.**

The Board is composed of seven members, elected or appointed as provided by the RSC and Michigan law. Board members shall be elected on a staggered basis on the November general election date in even-numbered years.

### **Section 2. Term of Office.**

Board members are elected for four-year terms. Terms of elected Board members shall commence on January 1 of the year following their election.

### **Section 3. Board Vacancies.**

If a Board position becomes vacant, the Board shall appoint a qualified person to fill the position within 30 days after the vacancy occurs. The appointee shall hold office until the next regular school election. Board positions may become vacant for any of the reasons provided by Michigan law. Resignations of Board members are effective without acceptance or approval by the Board.

### **Section 4. Acceptance and Oath of Office.**

Elected, re-elected or appointed Board members shall file an acceptance of office and affidavit of eligibility as required by state law, and, before taking office, shall take the oath of office required by Article XI, Section 1 of the Michigan Constitution of 1963.

**Section 5. Board Officers.**

Members of the Board shall elect by majority vote a President, Vice-President, Secretary and Treasurer at the Board's annual organizational meeting. Officers shall hold office for one year, or until their successors are elected and take office. Officers are eligible for re-election to their offices.

**Section 6. Vacancies in Board Offices.**

A Board office shall become vacant if the holder of the office ceases to be a Board member, resigns from the Board office, or is removed from the Board office by a majority vote of the Board. A vacancy in a Board office shall be filled by a majority vote of the Board.

**Section 7. Compensation and Reimbursement.**

Board members shall receive wages of \$40 per month.

Board members shall be reimbursed for actual and necessary expenses incurred in the discharge of their official duties. Board members will not be reimbursed for entertainment expenses, or for the purchase of alcoholic beverages. The Board will ordinarily not approve expenditures of District funds for members to attend meetings outside Michigan, and any and all attendance to conferences must first be approved in advance by the Board. The Board may establish policies for the reimbursement of expenses of Board members. All receipts must be turned in after the conference and approved **at a meeting** before final reimbursement. **All expense reimbursement will be processed through payroll and paid through Direct Deposit. Reimbursements will not be made unless proper business office paperwork is completed, which includes the submission of a current W-2 and direct deposit form.**

**Section 8. Committees.**

The Board may create standing or *ad hoc* committees to gather information for and make recommendations to the Board. The President shall appoint the members of committees. No committee may consist of more than three Board members.

**C. FUNCTIONING OF THE BOARD.**

**Section 1. Duties of Board Officers.**

A. President.

The Board President shall preside at all meetings of the Board, and shall conduct meetings in the manner prescribed by these bylaws and state law. The President is the official spokesperson for the Board. The President, in cooperation with the Superintendent, shall prepare agendas for Board meetings. In the absence of the Secretary at a meeting of the Board, the President shall appoint an Acting Secretary, who shall sign the minutes of that meeting. The President shall perform such other duties as authorized by the Board, or as otherwise required by law and appropriate to the office. The President may consult with the Superintendent and/or legal counsel prior to bringing an issue before the Board.

B. Vice-President.

The Vice-President shall preside at Board meetings when the President is not in attendance, and shall have the duties and responsibilities of the President in the absence of the President. The Vice-President shall perform such other duties as authorized by the Board.

C. Secretary.

The Secretary shall take and keep the minutes of meetings of the Board in conformity with the Open Meetings Act and other state law, and shall perform all other duties as may be authorized by the Board.

D. Treasurer.

The Treasurer, working with the Superintendent or other District staff designated by the Superintendent, shall perform such duties as may be authorized by the Board or state law.

## **Section 2. Duties and Role of Individual Board Members.**

The Board acts as a whole, and only at properly convened and noticed Board meetings. Individual Board members do not possess the powers that reside in the Board, and may not act or purport to act for the Board unless the Board has specifically delegated the authority of an individual member to act. Individual members of the Board may not speak for the Board. A Board member who speaks to or otherwise communicates with the media, the public or other officials on District matters shall make clear to the audience that the Board member is expressing only that Board member's views, and that those views do not necessarily reflect the views of the Board as a whole or any other Board member.

## **Section 3. Confidentiality.**

Board members will on occasion receive information that is not available to the general public, including information about students or employees, information subject to the attorney-client or another privilege, and information disseminated during a closed session of the Board. An individual Board member shall not disclose or share confidential information without the authorization of the Board or as may be required by law.

## **Section 4. Board Ethics.**

The Board by majority vote shall prescribe a Code of Ethics applicable to the conduct of individual Board members, and each Board member shall be asked to acknowledge and sign the Code of Ethics at the commencement of his or her term.

## **Section 5. Conflict of Interest.**

Board members shall perform their official duties in a manner free from conflict of interest, and shall refrain from actions that create the appearance of a conflict of interest prohibited by law. Board members shall familiarize themselves with and at all times comply with the requirements and prohibitions of state law relative to conflicts of interest. The Board by policy may prohibit the hiring by the District of immediate family or other relatives of Board members during their terms on the Board.

**Section 6. Indemnification.**

The District shall indemnify the Board and individual Board members to the fullest extent permitted by law. The District will purchase and maintain in effect insurance policies for the indemnification and defense of the Board and individual Board members.

**Section 7. Professional and Consulting Services.**

The Board shall employ an independent auditor to examine the books and records of the District, to render an opinion on the financial statements of the District prepared at the close of the fiscal year, and to perform such other services as may be requested by the Board. The Board may appoint qualified individuals or firms to provide legal, architectural, insurance and other professional services for the District, and may appoint other consultants as it deems appropriate.

**Section 8. Discipline of Board Members.**

By majority vote, the Board may censure a Board member for violating these bylaws, the policies of the Board, or state or federal law, or otherwise acting in a manner inconsistent with the duties and responsibilities of a Board member. By majority vote, the Board may petition the Governor to remove a Board member from office in accordance with MCL §380.1107.

**D. MEETINGS OF THE BOARD.**

**Section 1. Organizational Meeting.**

The Board shall conduct an organizational meeting annually during the month of January. During the annual organizational meeting, the Board shall elect its officers for the coming year, shall establish a schedule of regular Board meetings for the coming year, and may conduct any other business it elects to address.

**Section 2. Regular Meetings.**

Regular meetings of the Board shall be held in accordance with the schedule established by the Board at its organizational meeting. The schedule of regular meetings may be amended by the Board.

**Section 3. Special Meetings.**

Special meetings of the Board may be called by the President, or by any two members of the Board, upon not less than 24 hours' notice to each Board member. Notice to Board members of a special meeting may be provided by personally delivering a notice to the Board member, by delivering the notice to the Board member's household and leaving it with a responsible member of the household, or by sending the notice to the Board member on his or her District-provided email account.

#### **Section 4. Emergency Meetings.**

In the event of a severe and imminent threat to the health, safety or welfare of the District, its students or employees, the Board President may call an emergency meeting, and the Board may meet and take action without complying with public notice requirements, provided that two-thirds of the members of the Board determine that delay would detrimentally affect the ability of the Board to respond to the threat. Actual notice to all Board members of an emergency meeting shall be attempted, but is not required.

#### **Section 5. Meetings Open to the Public.**

All meetings of the Board in which a quorum is present for the purpose of deliberating toward or rendering a decision on public policy shall be open to the public.

#### **Section 6. Open Meetings Act.**

Meetings of the Board are subject to and shall comply with applicable provisions of Michigan's Open Meetings Act ("OMA"), MCL §15.261, *et seq.* Depending upon its function, a Board committee may be a public body whose meetings are subject to the OMA.

#### **Section 7. Public Notice of Meetings.**

Public notice of Board organizational, regular and special meetings shall be given as provided in OMA.

## **Section 8. Closed Sessions of the Board.**

In accordance with the Open Meetings Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of a majority of the Board members voting:

1. To consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a Board member, employee, staff member or individual agent of the District, if such person requests a closed hearing.
2. To consider the dismissal, suspension, or disciplining of a student, if the student or the student's parent or guardian requests a closed hearing.
3. For strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement, if either negotiating party requests a closed session.

In accordance with the Open Meeting Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of not less than two-thirds of the members of the Board then elected or appointed and serving (*i.e.*, not less than five members of the Board if all seven Board positions are then filled):

1. To consider the purchase or lease of real property, up to the time an option to purchase or lease that property has been obtained.
2. To consult with its attorney(s) regarding trial or settlement strategy in connection with specific pending litigation, but only if an open meeting would have a detrimental financial effect on the litigation or settlement position of the Board.
3. To consider the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential. Interviews of candidates must take place in open session.

4. To consider material exempt from disclosure or discussion by state or federal statute (including, without limitation, written opinions of legal counsel).
5. To consider security planning to address existing threats or prevent potential threats to the safety of the students and staff.

**Section 9. Minutes of Meetings.**

- A. Open Meetings: Minutes of open meetings of the Board shall be kept, made available and approved as provided by OMA. Minutes shall, at a minimum, include the date, time and place of the meeting; Board members present and absent; decisions made by the Board; roll call votes; a record of other votes; the purpose(s) of a closed session; and corrections to the minutes of a previous meeting.
- B. Closed Sessions: A separate set of minutes of a closed session shall be maintained. Closed session minutes shall be provided to Board members confidentially, shall be retained by the Secretary or the Superintendent, and may be destroyed one year and one day after their approval of the Board.
- C. Committee Meetings: Minutes of meetings of committees whose function renders them subject to OMA shall be kept, made available and approved in the same manner as for open meetings of the Board.

**Section 10. Meeting Procedures.**

- A. Location. All meetings of the Board or Board Committees shall be held in District facilities.
- B. Agenda. The President, in consultation with the Superintendent, shall prepare and publish a written agenda prior to each regular meeting and each special meeting unless otherwise directed by the Board. Individual Board members may include items on the agenda upon the concurrence of the President. The Board shall adopt or amend the agenda at the start of the meeting.
- C. Quorum. A majority of the serving members of the Board shall constitute a quorum. A meeting of the Board may not be called to order in the absence of a quorum.

D. Remote Participation.

(1) If a member of the Board is required to miss one or more meetings due to military duty, the Board shall make arrangements, if feasible, to allow such member to participate by conference telephone connection or other electronic voice communication that allows persons participating in the meeting to communicate with each other and persons attending the meeting to hear the comments, including the votes, of the member attending remotely. The notice of a Board meeting at which a member will be participating remotely due to military duty shall include notice of such member's remote participation, and shall provide information about how to contact that member sufficiently in advance of a meeting to provide input on any business that may come before the Board.

(2) Pursuant to state law, between March 31, 2001 and December 31, 2021, a Board member may participate remotely in a Board meeting under the procedures identified in the paragraph above in the following additional instances:

a. When the Board member is unable to attend the meeting due to a medical condition, including any illness, disease, disability or other health-related condition; or

b. When the member is unable to attend the meeting, or the Board is unable to meet in public, due to a statewide or local state of emergency or disaster called by the governor or a local official, governing body, or chief administrative officer, that would risk the health or safety of members of the public or Board if the member were to attend or the Board were to meet in person.

(3) After December 31, 2021, and absent a change in state law, remote Board meetings shall not be permitted, and remote participation will be permitted only for the reason identified in subsection (1).

E. Procedure for Board Action. The Board shall take action by way of motions duly offered and approved. No motion shall be acted upon until it has been supported by a second member of the Board.

F. Voting. The vote on motions shall be "yes" or "no," and will be taken by voice vote or, if required by law or requested by a Board member, by roll call vote.

Unless otherwise required by law or these bylaws, the affirmative vote of a majority of the serving Board members is required to exercise the Board's authority. Following the vote, the President shall announce that the motion either passed or failed, and, if not a unanimous vote, shall announce the number voting "yes" and the number voting "no." No Board member shall abstain from a vote of the Board absent an identified conflict of interest.

G. Public Attendance at Board Meetings. Any member of the public may attend an open Board meeting. A person shall not be excluded from an open meeting except for a breach of the peace committed at the meeting. Closed sessions of the Board may be attended by members of the Board and any necessary resource persons, such as administrators or legal counsel, designated by the Board. Members of the public may not attend closed sessions unless specifically authorized by the Board.

H. Public Participation at Open Board Meetings. Members of the public may address the Board at open meetings, subject to guidelines to be published by the Board.

I. Rules of Order. To the extent not addressed by these bylaws or the Board's policies, issues of procedure shall be governed by the current edition of *Robert's Rules of Order*. The President, or Vice-President in the absence of the President, shall decide all procedural issues, but may be overruled by majority vote of the Board.



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

**Vision Statement**

Inspire and Empower All Learners

**Mission Statement**

The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

**Beliefs**

- The school district supports the social, emotional, physical and academic needs of each child in a caring, healthy and safe environment
- A culture that celebrates diversity and promotes equity
- Student achievement and social emotional learning are the core of every decision
- All students have the ability to learn
- Students are successful when staff, families and community are engaged and support learning
- Research based curriculum, aligned with state standards is the foundation for high quality instruction
- Student driven learning environments foster self-efficacy and individual ownership learning
- Student success is fostered and supported through multiple pathways toward graduation

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## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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In effective school systems, the Superintendent and the Board function as a “Board Team.” A structured approach to first developing a vision for the district and setting goals is enhanced by first developing a system of standard operating procedures. The School Board is the corporate policy making body for the district and the Superintendent and staff provide the leadership to cause Board policies to be implemented. Therefore, the Hazel Park Board of Education and Superintendent function as a “Board Team” to provide open communication to the staff and patrons of the district.

The Hazel Park Board of Trustees adopts these guidelines as Standard Operating Procedures to effectively communicate among trustees and with staff and members of the district.

### Code of Ethics

As members of the Hazel Park Board of Education, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention, **in a professional manner**. Should that occur, we pledge to accept the feedback without anger or retribution, and to renew our efforts to follow this Code of Conduct and Board Operating Procedures **with Hazel Park students needs in the center of our discussions**. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

- I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and district policies and procedures.
- I will make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, religion, creed, sex, sexual orientation, national origin, disability or social standing.
- I will recognize that the Board must make decisions as a whole, as a body corporate, and make no personal promise or take private action that may compromise the role and integrity of the Board.
- I will focus Board action on policy making, goal setting, planning and evaluation as outlined in Board policy and state law.
- I will vote to appoint the best qualified personnel available after due consideration of the recommendation by the Superintendent. I will insist on regular and impartial evaluation of all staff by the Superintendent.
- I recognize that the role of the Board is to govern and oversee the management of the District. I will delegate authority to the Superintendent for the day to day operations of the district.
- I will not step outside my role to govern and oversee the management of the district by seeking to participate in the administration of the day to day operations of the District.

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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- I will hold confidential all matters that if disclosed may have a negative impact on the District. I will respect the confidentiality of information that is privileged under applicable law, including closed session discussions.
- To the extent possible, I will attend all regularly scheduled and specially set Board meetings, arrive on time, and I will be informed of the issues to be considered at the meetings.
- I will assist in making policy decisions only after full discussion at publicly held Board meetings, and I will render all decisions based on available facts, and I refuse to surrender judgment to individuals or special groups.
- I will refrain from using my Board position for personal or partisan gain.
- I will disagree in an agreeable manner. I will not hold grudges or question other Board member's ethics or motives as to their vote or views on issues.
- I will be firm, fair, just and impartial in all decisions and actions.
- I will respect the majority decision as the decision of the Board.
- I will encourage the free expression of opinion by all Board members. I will make a good faith effort to understand and accommodate the views of others.
- I recognize the appropriate channels to refer complaints to the Superintendent and will do so.
- I will seek communication between the Board, students, staff, and the community at Board meetings as required, to conduct Board business.
- I will communicate to fellow Board members and the Superintendent at appropriate times, expression of public concerns.
- I will become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national Board associations.
- I will disseminate pertinent information gathered at training workshops and conventions with the Superintendent and fellow Board members.
- I will share school district information with other Board members.

### As Board President...

- I will make sure that persons addressing the Board follow established Board Policy guidelines as outlined in Board Policy.
- I will make sure that persons addressing the Board do so in a professional manner and not allow inappropriate communication to be directed to the Board **or** the Superintendent during Board meetings.
- I will ensure that all Board members are given an opportunity to reflect their views. I will work toward building consensus among all Board members.

## 1.0 **MEETINGS**

### 1.1 **Developing the Board Meeting Agenda**

#### 1.1.1. **Who Can Place Items on Agenda and the Guidelines**

- A. Agendas are created by the Superintendent and Board President. ~~and~~ **Packets are released via board books** to the Board **Trustees** for review on the ~~Thursday~~ **Wednesday** prior to the Monday ~~meeting~~.
- B. Board members must request in writing or verbally to the Superintendent or Board President any item they desire to have placed on the agenda.
- C. In accordance with the Michigan Open Meetings Act, no item can be placed on the agenda less than 72 hours in advance of the meeting, except in an emergency as defined by law.
- D. Board members may vote at the meeting to add an agenda item.**

#### 1.1.2 **Use of Consent Agenda**

- A. When the agenda is prepared, the Superintendent and the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature such as, but not limited to **field trips**, meeting minutes, personnel, recurring reports and bill payments grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

**HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES**

Consent items typically include but not limited to:

1. All routine items
2. Shared Service Agreements
3. Budget amendments
4. Insurance contracts
5. Association memberships
6. Routine expenditures
7. Updates of Board policy
8. Routine personnel items
9. Routine bid considerations
10. **Conference requests**
11. Items recommended by the Superintendent

**1.1.3 Regular Board Meeting Agenda Outline**

A. Shall be aligned with the district strategic plan and include but not be limited to:

- Call to order
- Invocation **(do we want to bring this back)**
- Pledge of Allegiance
- Approval of Agenda
- Special Order of Business
- Public Comment
- Consent Agenda
- Unfinished Business
- New Business
- Superintendent Report
- **Board request for future agenda Items (do we want to do this when we have a process up above)**
- Future Meetings
- Public Comment
- ~~Board Opportunity to make a comment/statement~~
- Adjournment

**1.1.4 Annual Board Meeting Agenda Items**

~~2023-24~~ **2024-2025** YEARLY BOARD AGENDA CALENDAR

**Revised-6/11/2023**

**8/2024**

January	Board of Education Organizational Meeting School Board Appreciation Month New Board Member Training (when applicable) Review Board of Education Code of Ethics Conduct and Operating Principles
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**HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES**

	<p>Approve Protocols of the Board                  Summer School proposal                  Strategic plan update                  Approve committee dates / special meetings                  Review Policy <del>6423</del> Use of Debit/Credit Cards</p>
February	<p>Review three year plans ( technology, Facilities, financial project, Food, Communication, Curriculum)                  Review count day enrollment                  Oakland Schools Outstanding Teacher of the Year                  1st Semester Attendance Presentation  <b>I-Ready/Data Presentation: ECRA presentation</b>                  LEO Written Report</p>
March	<p>Present staffing approval for next school year                  Renew Food Service Contract                  Support Person of the Year                  Budget Amendment/tentative / review budget for next school year.  <b>Superintendent Evaluation Check In: written (2025-2026)</b></p>
April	<p><b>Non-renewal for certified</b> staff for next school year                  Renew Administrative Contracts                  Museum contract                  Resolution for Teacher Appreciation                  Strategic Plan update                  School Year Calendar</p>
May	<p>Staff Appreciation                  Retiree Celebration                  Resolution to Approve/Disapprove Oakland ISD Budget                  Final LEO report to the board                  PBIS Update  <b>Board Self-Evaluation shared 2025-2026</b>                  Debt levy to Board for Approval (L-4029)                  Student Handbook/ Athletic Handbook /EL Handbook/                  technology / band <b>(all handbooks)</b>                  Course Handbook Update</p>
June	<p>Budget Presentation                  Approval of Budgets                  Approval of Tax Rate Requests                  Approval of Resolution authorizing State Aid Notes                  MHSAA Resolution                  Review Board Self assessment                  2nd Semester Attendance Presentation  <b>Superintendent Self-Evaluation at special meeting</b></p>

**HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES**

	<p><b>2025-2026</b>                  Board Evaluation approval @ regular meeting  <b>Annual School Bond Loan Activity Resolution (due 8/1)</b></p>
July	
August	<p>Board Goals                  Approval of-SIP DIP  <b>Superintendent Evaluation Goal Setting for 2025-2026</b>  <b>Approval of Alternative Ed waiver applications</b>  <b>Strategic Plan update /refresh</b>                  Vote on OCSBA Bylaws/Resolutions when applicable                  Integrated Pest Management</p>
September	<p>Summer School Update                  Teacher Tenure list                  Course Handbook Update                  New Staff Introduction                  AP Testing Students Celebrating <b>(CTE Completers?)</b>                  District Improvement Plan  <b>Superintendent Check In : Letter 2025-2026</b></p>
October	<p><del>Audit Presentation and Approval</del>                  Review Sinking fund Plan                  National Principals Month                  Strategic plan update                  Superintendent Check in  <b>I-Ready/Data Presentation: ECRA presentation</b>                  LEO presentation (10 minutes) <b>(Move to October)</b></p>
November	<p><del>Audit Presentation and Approval</del>  <del>Review Sinking fund Plan</del>                  National Principals Month                  Strategic plan update                  Superintendent Check in                  LEO Quarterly Report : written report</p>
December	<p><b>Superintendent Evaluation Formal Check In 2025-2026</b>  <del>Choose Additional Factors for new evaluation period</del>                  PBIS/discipline data                  School of Choice Resolution                  Approve Sinking fund projects for BID</p>

## 1.2 Board Member Preparation for Meetings

- A. Board members will come to Board Meetings prepared to discuss and take action on all agenda items.
  1. Study the material in the Board Packet sent to them prior to the meeting.
  2. Whenever possible, requests for additional information should be addressed through the Superintendent prior to each Board meeting.

## 1.3 Board Member Participation/Conduct during Meetings

### 1.3.1. Board Meeting Protocol

- A. Board members will maintain professional and courteous behavior throughout the meeting.
- B. Board members will demonstrate respect to fellow Board members, district staff and public participants through the following behavior:
  - Listen and treat each other respectfully
  - Be cordial when disagreeing
  - Say what needs to be said as briefly and clearly as possible
  - Direct comments solely to the business under deliberation
  - Address each staff, and public by title and last name
  - Only speak after acknowledgement from the Board President, yield to other board members and only speak during appropriate times
  - Support hearing the voice of all Board members on each agenda item that is being discussed and refrain from dominating the conversation
  - Refrain from condescending or critical comments to members of the staff, public or Board
  - Focus on issues, not people or personalities
  - Courteously accept other viewpoints and Board votes, which were not supported by self
  - Seek solutions and reasonable compromises or consensus when there are differences of opinions
  - Make decisions in the context of what is best for all students in the District
  - Avoid immediate decisions and votes and possible shorter-term solutions when the issues calls for more discussion, understanding, and a more in-depth approach or solution to the issue (except in emergency situations)
  - Be willing to publicly apologize to staff, patrons or Board members if behavior is inappropriate or disruptive to the progress of the meeting
  - Promote dialogue from multiple perspectives to increase understanding on agenda items.

- As a courtesy to others, electronic devices will be set in a non-audible mode during Board meetings. Emergency situations warrant exceptions.

### 1.3.2 Persons Addressing the Board

- A. Audience participation at Board meetings is limited to the portions of the meeting designated as Public Comments. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer.
- B. A person may address the Board on an agenda or non-agenda item by registering their intention to participate in the public portion of the meeting upon their arrival at the meeting. Each person shall be limited to three (3) minutes at the beginning of the meeting and one (1) minute at the public comment session at the end of the meeting.
- C. At regular meetings the Board shall allot a total of 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in the Citizen Comments shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.
- D. Delegations of more than five persons are encouraged to appoint one person to present their views before the board.
- E. The President or presiding officer will:
  1. Prohibit public comments which are frivolous, repetitive or harassing;
  2. Interrupt, warn, or terminate a participant's statement when the statement is to lengthy, personally directed, abusive, obscene or irrelevant;
  3. Request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
  4. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly process of the meeting;
  5. Call or a recess or an adjournment to another time when the lack of public or board decorum so interferes with the orderly conduct of the meeting as to warrant such action;
  6. Waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business

### 1.3.3 Board Response to Persons Addressing The Board

- A. Board members shall listen intently.
- B. Board President may direct administration to investigate item(s) and report back to the Board.
- C. Board members shall refrain from responding to or entering into discussion with the audience during the meeting as:

1. Items on the agenda will be discussed as appropriate and scheduled on the agenda;
2. Items not on the agenda do not permit Board members to respond or discuss except to make factual statements or refer to Board policy.
3. Board president may exercise discretion in allowing patron comments to exceed 5 minutes or to extend the 30 minute time allotted for Open Forum.
4. Board members may request that the Board President extend the Open Forum times set out in this policy.

### **1.3.4 Discussion of Employee/Student Issues**

- A. The Board will not encourage or actively participate with negative comments on individual employees or students in public sessions.
- B. The presiding officer will request persons addressing the Board refrain from sharing personally identifiable information on employees, individuals or students in public session.

### **1.3.5 Hearings, Grievances, Student/Employee Discipline**

- A. The Board will conduct all hearings or discipline due process, in accordance with the applicable Board policies
- B. During hearings, Board members will seek legal counsel as deemed necessary.
- C. The Board shall not use an employees or student's name in any public discussion.
- D. Student due process hearings will be held in a closed special meeting if requested.

### **1.3.6 Discussion of Motions**

- A. All discussions shall be directed solely to the business currently under deliberation.
- B. The Board President or designated chair has the responsibility to keep the discussion to the motion at hand shall halt discussions that do not apply to the business currently before the Board.
- C. A Board member prior to giving their comments shall ask for and receive recognition by the presiding officer.

## **1.4 Board Member Participation in Discussion, Debate and Voting**

- A. All Board members shall vote on all action items unless a conflict of interest applies.
- B. All Board members may make motions, second motions and enter into discussion on all agenda items.
- C. In case of a tie, the action item fails. The item may be brought back to the Board on a subsequent agenda.

- D. In case of a less than unanimous vote, the Board will support the majority decision and go forward in harmony.
- E. Once a final decision is reached, each member has the responsibility to support the decision and aid in its implementation.
- F. A majority of the entire Board is needed to pass an action item.

**1.5 Board Members Responses to Inquiries about Closed Sessions**

- A. Board members are to refer any inquiries about closed sessions to the Superintendent or the Board President.
- B. Any confidential information from a closed session shall not be discussed outside of the closed session.

**1.6 Participation by People other than Board Members in Closed Session**

Participants are limited to:

- A. The person requesting the closed session, their council, a union representative (an employee issue), a student and their parent(s) or guardian(s) where applicable.
- B. Representatives of the administration that have pertinent information.
- C. Additional persons that the Board approves.

**1.7 Board Organization**

**1.7.1 Officers (~~Article I Bylaw~~)**

- A. The Board shall elect a President and Vice-President as well as a Secretary and Treasurer.
- B. Election of officers shall be by a majority of the full Board. Where no such majority exists on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.
- C. Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy.

**1.7.2 Role and Authority of Officers**

- A. No Board member or officer has authority outside the Board meeting.
- B. No Board member can direct employees in regard to performance of their duties.
- C. Duties of officers

● ~~Please refer to Policy Bylaws 0171.1, 0171.2, 0171.3 and 0171.4~~

**1.8 Selection and Operation of Board Committees (~~Bylaw 0155~~)**

- A. Committees of Board members shall perform the duties as assigned by the Board, which may include deliberating, making decisions/recommendations or taking other actions specifically authorized by the Board.
- B. All committees shall comply with the Open Meetings Act in accordance with the applicable laws. ~~requirements set forth in 0160 Bylaws.~~ A committee may meet in closed session to review the specific contents of an employment application provided when the applicant for employment requests that the information remains confidential. It may not, however, meet in closed session to protect an applicant's identity.
- C. The President is authorized to appoint, as soon after the organizational meeting as practicable, members of the Board to the standing committees where they shall serve a term of one (1) year.
- D. Ad hoc committees may be created and changed at any time by the President or the Superintendent with the approval of the Board. Members of Ad hoc committees shall serve until the committee is discharged.
- E. The Superintendent shall service as an ex-officio member of each committee.
- F. A member may request (or refuse) appointment to a committee. Refusal to serve on any one committee shall not be grounds for failure to appoint a member to another committee.
- G. Each Board committee shall be convened by a chairperson who shall report for the committee and shall be appointed by the President.

**2.0 COMMUNICATION**

**2.1 Board member communication with each other**

- A. Board members shall not deliberate issues outside the board meetings.
- B. Electronic communications:
  - 1. Shall abide by the spirit and letter of the Open Meetings Act
  - 2. Restrict to 1 on 1 communications, informal inquiries, historical perspectives
  - 3. General information may be provided to the board with no reply to all as a response.

**2.2 Board member's responses to community or employee contacts**

The Board recognizes that as elected officials there will be requests and contacts from the Public and/or employees; therefore, strict adherence to this procedure is required.

- A. The Board member shall refer the citizen to the appropriate person/chain of command. ~~as appropriate~~
- B. The Board member should not become involved personally or individually in the issue.
- C. The Board member will notify the Superintendent of all concerns.

**2.3 Board member communication with the media**

- A. The Superintendent shall be the official spokesperson for the district.
- B. The Board President shall be the official spokesperson for the entire Board to the media/press.
- C. All Board members who receive calls from the media should direct them to the Board's President or designee.

**2.3.1 Board members Social Media posting expectations:**

- A. Social Media, ~~as defined in Bylaw 0100~~, shall not be used to conduct any form of Board business. ~~(Bylaw 0167.6)~~
- B. A Board member's personal or private use of social media may have unintended, negative consequences to the Board member and/or the District, including possible violations of the Open Meetings Act and issues relating to creation of a public record. Postings to social media should be done in a manner sensitive to the Board member's responsibilities, applicable District policies, and legal obligations ~~(Bylaw 0143.1)~~
- C. If a Board Trustee develops a website, blog or podcast that will mention the District, employees, students, etc., the Board Trustee would identify who they are and that the views expressed on the blog or website, podcast belong to that Board Trustee.
- D. If a Board Trustee develops a site or a blog that mentions the District, as a courtesy, please inform fellow Board Trustees.
- E. Board Trustees may not share information that is confidential. Board Trustees must be careful not to blog about things learned in closed session or in private conversation with fellow Board Trustees, staff, or administration. Board Trustees could be held personally liable for any such disclosures.
- F. Board Trustees must not use District logos and trademarks. Use of logos, and trademarks imply that a board Trustee is speaking for the District.
- G. Speak respectfully about the District and current and potential employees, students, and parents.
- H. Do not engage in name calling or behavior that will reflect negatively on a board Trustees' reputation.
- I. Note that the use of copyrighted materials, unfounded or derogatory statements, or misrepresentation is not viewed favorably by your community and can result in legal entanglements.
- J. Write knowledgeably, accurately, and using appropriate professionalism. Despite any disclaimers, board Trustee's Web interaction can result in members of the public forming opinions about board Trustees, the District, staff and the community.
- K. Honor the privacy rights of fellow Board Trustees, staff and parents by asking permission before writing about or displaying internal happenings that might be considered a breach of their privacy and confidentiality.
- L. Board Trustees should be very careful about selling any product or service in a blog about the District.
- M. Recognize that Board Trustees may be legally liable for anything written or presented online. Board Trustees can be sued by **all** District employees, parents, students, or any individual who view the commentary, content, or images as

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

### **2.4 Board member communication with the community**

- A. The Board will communicate with the community through public hearings, regular Board meetings and regular publications.
- B. Individual Board members cannot speak in an official capacity outside the Board room.

### **2.5 Administration communications with Board members**

- A. The Superintendent will exercise his/her best judgment and discretion to determine when information should be shared with board members based on the specific situation.
- B. Three types of communication with board members:
  1. Not urgent or not in the media - Board Packet
  2. Very important but not crisis - Email/text to each board member
  3. Crisis/Emergency situation - Phone/text call to each board member
    - a. In the case of an emergency or crisis, the superintendent or designee will provide  
The following six pieces of information:
      - What, Where, When, Who. Action taken and a public statement for the Board members.
    - b. Phone calls will be placed in the following order:
      - President, VP, Secretary, Treasurer and Trustees
    - c. The Superintendent or designee will provide updates as practicable.

### **2.6 Community electronic communications with the Board**

- A. The Board will have a contact link on the District website to allow community members to email their questions to the entire board.
  1. The website and/or form will state in a conspicuous place the following:

“The School Board members are trustees primarily charged with the vision, budget, goals and policy for all children in the district. Any operational or staffing issues should go through the building principal first, then to the administration”.
  2. An automated email response will acknowledge the receipt of the citizen’s inquiry containing the text:
  3. “Thank you for your inquiry to the Hazel Park Board of Education. It will be shared with all the Board members. The President or a School Administrator will get back to you shortly.”
- B. The Board President or designee shall determine the appropriate response and who responds to the inquiry. Any response shall go to all Board members.

**2.7 Community communication directly to a Board member**

- A. This does not apply to casual conversation with community members. If applicable, the Board member should contact the Board President about the issue:
1. To determine if other Board members and/or the administration received the communication.
  2. To confirm the relative facts.
  3. To discuss the individual Board member's potential response.
  4. Any response should be shared with other members.

**2.8 Community member request for privacy in communications**

- A. The Board encourages openness in all community communications.  
B. Any community member who requests privacy in communications should not expect a response.  
C. Any response may be subject to public disclosure in the future.

**3.0 BOARD DEVELOPMENT**

**3.1 New member orientation**

- A. Orientation to the Board/Board Responsibilities: The following items shall be provided or made available to the new Board member by the Board President or a Board trustee designated by the Board President as a "mentor" with the assistance of the superintendent or the superintendent's designee.

A personal copy or link of the written Board policy manual and explanation of its use, development, review, etc., including the following:

- A copy or link and explanation of the district's mission, vision, values and beliefs, and/or educational philosophy.
- A copy or link and explanation of the district's latest short-and long-range goals, along with related needs assessment results.
- An explanation or link of any policies governing board member conduct and activities (i.e., Board Code of Ethics, travel expenses, conflict of interest, professional development, etc.)
- An explanation of how board meetings are conducted, including parliamentary procedures used, Open Meetings Act requirements, placing items on the agenda, superintendent's Board packets, etc.
- A discussion about the Board's speaking with one voice, the authority of the board vs. the authority of any individual board member, the chain of command, etc.
- An explanation of Board processes: gathering community input, monitoring district progress, self-evaluation, communication with the media, etc.
- A historical perspective of the Board's current work, including minutes from the past year's board meetings;
- An explanation of the superintendent's informational packets.
  
- An explanation and list of Board and Board member development

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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opportunities available throughout the year including MASB's CBA course offerings, and workshops, Certification process and annual conferences.

- B. Orientation to Board/Superintendent Roles and Relationship: The following items are generally shared areas of expertise between the Board and superintendent, and therefore, should be a joint responsibility in the orientation process.
- Clarification of roles and responsibilities including discussion about "Who decides" particular types of issues.
  - Explanation of how authority is delegated to the superintendent.
  - Explanation of the District's administrative procedures manual.
  - A copy / Link of the superintendent's job description and contract and discussion of how it evolved.
  - A copy/ link of any superintendent evaluation materials and discussion of how and when they are used.
  - An explanation of how communication flows between Board members and superintendent and how to use the chain of command.
  - A review of written board policies governing the Board/Superintendent Relationship.
- C. Orientation to the District: The following items are generally within the superintendent's areas of expertise and responsibility in the orientation process.
1. School Finance
    - A copy/ link of the district's budget. Explanation of how, when and by whom it is prepared; how the district's mission and goals are translated into a dollars-and cents plan; where the money comes from, where it goes and how it is spent.
    - An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial reports are provided and how to interpret them, etc.
    - An explanation of the state's school finance plan and what it means in terms of local district budget.
    - Data on district per pupil cost and expenditures.
    - An explanation of the assessed valuation and tax structure of the district.
    - An explanation of the funding process for the school district.
    - A description of the district's student enrollment trends and projections.
    - Data on the existing bond indebtedness of the district and when various building debts will expire.
    - Information on federal and state aid to your district's education program.
  2. School District Facilities
    - A list showing the number, location, and condition of schools and other buildings owned/operated by the district.
    - An explanation of construction projects contemplated and in process.

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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- A description of the district's building maintenance program.
3. School Curriculum and Instruction
- An explanation of curriculum standards required by state law and implemented by the State Board of Education.
  - Copies of recent state and/or accrediting agency evaluations.
  - An explanation of the district's overall curriculum program.
  - An explanation of local school improvement initiatives (what, why, who, how, etc).
  - An explanation of the educational organization of the district, including student groupings, departmentalization, team-teaching, shared pupils/teachers, etc.
  - An explanation of how elementary, middle school and secondary curricula are coordinated.
  - Student dropout statistics.
  - Information on MSTEP tests, other applicable standardized testing, recent test results, and the utilization of test results.
  - Data on the percentages of students who go on to college or other post high school programs.
  - An explanation of the ISD, the District's involvement with the Oakland ISD and, and other collaborative educational facilities/programs.
  - The district's special education program, programs/courses offered for students with impaired sight or hearing, and emotional, neurological and other problems.
  - Data on age and condition of textbooks and other school equipment
  - A description of libraries, technological tools and other instructional materials in use now or planned for the future.
  - A listing of extra-and co-curricular activities in the district.
4. Administration and Staff
- A copy/link of the job description of the superintendent, Board secretary and top administrators.
  - An organizational chart of the school district's management structure.
  - An explanation of personnel recruitment and hiring procedures.
  - A copy link of staff salary schedules and fringe benefit programs, including data on average and median salaries of teachers and administrators.
  - Data on staff-administrator ratios.
  - A copy/link of the district's collective bargaining agreement(s), and a brief history of the recent collective bargaining activities in the district.
  - An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
  - An explanation of the district's orientation program for new teachers.
  - An explanation of the district's staff development program.

5. School-Community Relations

- An explanation of programs, activities, and interests of education-oriented groups and associations (i.e., PTA's, booster clubs, the Promise Zone, advisory committees, etc.
- An explanation of the District's public relations program, the District "Brand", how it is coordinated, and what activities regularly take place.

**3.2 Board officer transition process**

- A. Present officers to relate duties and responsibilities of the position to their replacements.
- B. New officers to review written description of position before taking office.

**3.3 Selecting of timing and activity for annual team building session and assessment of Board continuing education needs.**

**3.4 Annual board or team (board and supt.) self-evaluation and establishment of goals**

- A. Evaluations are done annually in May.
- B. Evaluations are conducted in executive session by consensus.
- C. Evaluations are done as a team (board and superintendent).

**3.5 Board member concerns about another board members performance**

- A. If a board member has a concern about another board member's performance they should first discuss it with the offending member.
- B. If still unsatisfied with the results of the first meeting, then they should discuss it with the board president or other board officer.

**3.6 Procedures for board travel and training opportunities**

- A. Board members are encouraged to further their professional training and take advantage of available training or conferences within or outside of the district.
- B. Board members should arrange travel, accommodations and classes through the superintendent's office.
- C. All board members are to comply with the Board policy on travel expenditures and submitting travel/training expenses.
- D. Board members should report on their conference attendance at the next board meeting.

**4.0 BOARD DISTRICT OVERSIGHT**

**4.1 Establishment of the districts vision, mission and annual goals**

- A. The board shall develop district vision and mission statements, as needed.

**4.2 Boards approval of district goals**

- A. The superintendent shall examine district goals and if necessary develop or revise them at least on an annual basis.
- B. District goals shall be presented to the Board by the superintendent and approved by the Board at the August meeting.

**4.3 Boards approval of district and building performance objectives**

- A. The superintendent shall develop performance objectives for District and campus performance from time to time and at least on an annual basis.
- B. District and campus performance objectives shall be presented to the board by the Superintendent and approved by the board.

**4.4 Boards approval of District and Building**

- A. The Superintendent shall develop District Improvement Plans from time to time and at least on an annual basis.
- B. District Improvement Plans shall be presented to the board by the Superintendent and approved by the board.

**4.5 Boards review of the districts progress toward goals accomplishments**

- A. Board members will be continually guided by what is best for all students in the district.
- B. The Board will annually review the district goals.
- C. Each Board member will be given by the administration a copy/ link of the district's progress towards goals prior to the review meeting.

**4.6 Boards review of the instructional program**

- A. Board members will be continually guided by what is best for all students in the district.
- B. The Board will annually review the instructional program for each subject category.
- C. Each Board member will be given a copy of the instructional program prior to the meeting.

**4.7 Boards review of programs other than instructional programs**

- A. Each Board member will be continuously guided by what is best for all students of the district.
- B. The Board will review annually non instructional programs (i.e. Athletics)

**4.8 Development and adoption of the district budget (full cycle)**

- A. The Board president shall appoint three (3) members of the Board to be on the Finance Committee.
- B. The Finance committee shall meet with the administration as needed during the year to review the school budget and make changes as necessary to meet the district goals within the expected revenues and expenses.
- C. Board members will not individually undertake to observe the performance of employees, including classroom teachers, for the purposes of "evaluating" a teacher's performance.

**5.0 POLICY / PROCEDURES**

**5.1 Review of Board policy**

- A. Board Policies are reviewed and updated annually as needed by the Board policy committee.
- B. Revised Board policies are approved by the Board.

**5.2 Development of Board policy**

- A. New board policies are developed in response to requested district or administration needs to the Board policy committee.
- B. New board policies are approved by the Board.

**5.4 Development of administrative procedures**

- A. New administrative procedures are developed in response to district or administration by the Superintendent and presented to the Board policy committee.
- B. New administrative procedures are presented to the Board as informational.

**6.0 PERSONNEL**

**6.1 Evaluation of the superintendent (full cycle)**

An annual evaluation of the Superintendent shall be made a part of the Board's annual calendar.

Each Board Member shall complete an evaluation, to be compiled by the Board President who will then share the results with Board Members.

- A. The Board will use a state-approved evaluation tool.
- B. Training on the evaluation tool must be provided to all evaluators, which include Board Members.
- C. The Board shall evaluate the Superintendent's performance annually unless he/she has received three ~~Highly Effective Evaluations~~ **Effective Evaluations**.
- D. The Superintendent may give the Board a self-evaluation including supporting Documentation.
- E. The Superintendent may choose to have his/her review during a closed or open Session of the Board.
- F. The Board will recommend and approve the Superintendent evaluation in open Session.
- G. The Board will review and recommend contract provisions for the Superintendent.

**6.2 Board member's concerns about the superintendent's professional performance**

- A. We value the superintendent role in the community and how the district is represented. If this representation is less than favorable and witnessed by a Board member the Board member shall:
  - 1. Communicate their concerns directly to the superintendent
  - 2. Communicate with the Board President to address questions and/or concerns.

**6.3 Hiring of personnel other than the superintendent**

- A. The Board does not directly hire any personnel other than the superintendent.
- B. The personnel changes shall be presented to the Board monthly by the administration and approved by the Board.

### Code of Ethics

As members of the Hazel Park Board of Education, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention, in a professional manner. Should that occur, we pledge to accept the feedback without anger or retribution, and to renew our efforts to follow this Code of Conduct and Board Operating Procedures with Hazel Park Students needs in the center of our discussions. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

- I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and district policies and procedures.
- I will make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, religion, creed, sex, sexual orientation, national origin, disability or social standing.
- I will recognize that the Board must make decisions as a whole, as a body corporate, and make no personal promise or take private action that may compromise the role and integrity of the Board.
- I will focus Board action on policy making, goal setting, planning and evaluation as outlined in Board policy and state law.
- I will vote to appoint the best qualified personnel available after due consideration of the recommendation by the Superintendent. I will insist on regular and impartial evaluation of all staff by the Superintendent.
- I recognize that the role of the Board is to govern and oversee the management of the District. I will delegate authority to the Superintendent for the day to day operations of the district.
- I will not step outside my role to govern and oversee the management of the district by seeking to participate in the administration of the day to day operations of the District.
- I will hold confidential all matters that if disclosed may have a negative impact on the District. I will respect the confidentiality of information that is privileged under applicable law, including closed session discussions.
- To the extent possible, I will attend all regularly scheduled and specially set Board meetings, arrive on time, and I will be informed of the issues to be considered at the meetings.
- I will assist in making policy decisions only after full discussion at publicly held Board meetings, and I will render all decisions based on available facts, and I refuse to surrender judgment to individuals or special groups.
- I will refrain from using my Board position for personal or partisan gain.
- I will disagree in an agreeable manner. I will not hold grudges or question other Board member's ethics or motives as to their vote or views on issues.
- I will be firm, fair, just and impartial in all decisions and actions.

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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- I will respect the majority decision as the decision of the Board.
- I will encourage the free expression of opinion by all Board members. I will make a good faith effort to understand and accommodate the views of others.
- I recognize the appropriate channels to refer complaints to the Superintendent and will do so.
- I will seek communication between the Board, students, staff, and the community at Board meetings as required, to conduct Board business.
- I will communicate to fellow Board members and the Superintendent at appropriate times, expression of public concerns.
- I will become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national Board associations.
- I will disseminate pertinent information gathered at training workshops and conventions with the Superintendent and fellow Board members.
- I will share school district information with other Board members.

As Board President...

- I will make sure that persons addressing the Board follow established Board Policy guidelines as outlined in Board Policy.
- I will make sure that persons addressing the Board do so in a professional manner and not allow inappropriate communication to be directed to the Board or the Superintendent during Board meetings.
- I will ensure that all Board members are given an opportunity to reflect their views. I will work toward building consensus among all Board members.

**I acknowledge that I have read and understand the above Hazel Park Board of Education Protocols, as written.**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent  
From: Dr. Megan Papasian-Broadwell, Executive Director of Student Services  
Subject: UKERU  
Date: 7-29-2024

**Purpose:** To provide Hazel Park Schools employees with the training and tools necessary to reduce the use of restraint, seclusion and injury, while lowering workers' compensation costs and employee turnover.  
(<https://www.ukerusystems.com/> Retrieved 7/20/2024)

**Supporting Data:**

Trauma changes the brain and causes involuntary reactions—such as fight, flight, or freeze—when the body perceives a threat. The prevalence of trauma is significant; in fact, the majority of adults and children with special needs have a history of past trauma. For individuals who have experienced traumatic events, the impact of re-experiencing that trauma through the use of restraints and seclusions can be devastating, reinforcing aggression and perpetuating a cycle of violence.

A trauma-informed approach ensures a thorough understanding of the neurological, biological, psychological, and social effects of trauma and violence on an individual. Training is just the starting point; creating an environment of Comfort vs. Control requires a true cultural shift within a school, organization, or other behavioral health setting.

**UKERU includes:**

- Verbal and nonverbal communication to convert/divert an aggressive individual
- Physical release techniques that keep both client and caregiver safe
- Physical redirection to avoid injury and self-harm
- Safe Blocking®—the only trauma-informed, restraint-free blocking technique

**Provide a historical perspective on this topic:**

The increase in seclusion and restraint incidents at Edison Center Program during the 2023-2024 school year suggests that the current strategies and training may not be fully addressing the complexities of students' needs. This increase could indicate gaps in the existing support framework or challenges in implementing effective behavioral interventions.

**Research:**

Craig, Jason & Sanders, Kimberly. (2018). Evaluation of a Program Model for Minimizing Restraint and Seclusion. *Advances in Neurodevelopmental Disorders*. 2. 1-9. 10.1007/s41252-018-0076-2.

Sanders, Kim. (2009). The Effects of an Action Plan, Staff Training, Management Support and Monitoring on Restraint Use and Costs of Work-Related Injuries. *Journal of Applied Research in Intellectual Disabilities*. 22. 216 - 220. 10.1111/j.1468-3148.2008.00491.x.





**HAZEL PARK  
SCHOOLS**

**Funding Source:**


Business Office please complete

**Strategic Goal Alignment:**

**Climate and Culture:** The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

**Recommendation:** The Board of Education approve the purchase of materials and training to implement UKERU.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

  
\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent



Proposed Ukeru Systems Engagement With:    
Hazel Park Schools (MI)

Total Estimated Cost      \$12,610.00

Item	Description	Cost	Qty	Amount	Notes
Initial Training	New Trainer	\$950.00	10	\$9,500.00	
	New User	\$425.00		\$0.00	
Recertification Training	Trainer	\$495.00		\$0.00	
	User	\$200.00		\$0.00	
Additional Services	Assessment/Observation	\$0.00		\$0.00	
Transportation	Flights	\$800.00	2	\$1,600.00	
	Car Rental	\$350.00		\$350.00	
Hotel	Hotel	\$800.00		\$800.00	Cost represents 2 nights per trainer
Meals	\$60 per day/trainer	\$180.00	2	\$360.00	Cost represents 3 days of meals
<b>SUBTOTAL Cost of Services</b>				<b>\$9,500.00</b>	
<b>Total Estimated Cost of Travel Expenses</b>				<b>\$3,110.00</b>	
<b>Total Estimated Cost (Includes Services and Travel Expenses)</b>				<b>\$12,610.00</b>	

This is NOT an invoice. Please do not pay based on this quote.

Prepared By:

Layna Lamons/Experience Planner

7/9/2024



# UKERU® EQUIPMENT AVAILABLE FOR PURCHASE



TRAINING SET

**BUNDLE PRICE:**  
**\$1,300**

\*Cost if purchased separately: \$1,400

### SET INCLUDES:

- 2 Body Shields
- 1 Large Body Shield
- 1 Medium Curved Shield
- 2 Flex Shields
- 1 Arm Shield (half sleeve)

### BENEFITS:

Recommended to provide a comprehensive experience to trainees by offering exposure to the different types of blocking pads.

CONTACT US TO START YOUR SAFE, COMFORTING, AND RESTRAINT-FREE APPROACH TO CRISIS MANAGEMENT TODAY.

540-542-0200 EXT 6412

info@ukersystems.com www.ukersystems.com



**\$280** Dimensions: 1" x 25" x 36 7.4 lbs

### SMALL CURVED SHIELD

**Product Description:** Smaller and lightweight for flexible use. Foam and flexible molded plastic sheet protect all involved. Antimicrobial and fire retardant vinyl cover.

**Materials:** PVC panel encased in open-cell foam and covered in antimicrobial and washable vinyl.

**Benefits:** Lightweight protection, portable, safe for all involved.

### MEDIUM CURVED SHIELD

**Product Description:** Smaller and lightweight for flexible use. Foam and flexible molded plastic sheet protect all involved. Antimicrobial and fire retardant vinyl cover.

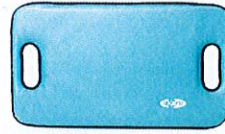
**Materials:** PVC panel encased in open-cell foam and covered in antimicrobial and washable vinyl.

**Benefits:** The "medium" version of the Curved Shield allows the same wrap-around protection of the previous versions but allows for greater protection when dealing with both upper and lower-body strikes.



**\$325** Dimensions: 30" x 33 3/4" x 1 3/8" 10 lbs.

### LARGE CURVED SHIELD



**\$155** Dimensions: 1.5" x 15" X 27" 1.6 lbs

### FLEX SHIELD

**Product Description:** Multi-use Flex Shield with cut-out handles on both ends used primarily to protect against self-injurious behavior. Antimicrobial and fire retardant vinyl cover.

**Materials:** Multi-layered foam for strength and impact protection.

**Benefits:** Portable and extremely light weight at under 2 lbs that can be used in multiple situations. Handle design made for safety and maneuverability in small areas.

### BODY SHIELD

**Product Description:** Protective body shield made from high quality layered foams to disperse impact while protecting both parties with durable handles and overall construction. Antimicrobial and fire retardant vinyl cover.

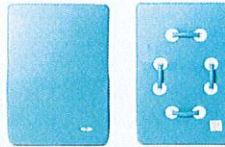
**Materials:** Layered foam wrapped in washable and antimicrobial vinyl with hidden zippers.

**Benefits:** Lightweight, in high-intensity impact protection.



**\$190** Dimensions: 3" x 26" x 28" 4.2 lbs

### LARGE BODY SHIELD



**\$285** Dimensions: 3" x 40" x 27" 7.1 lbs

**Product Description:** Larger-sized protective body shield made from the same high quality layered foams as our regular body shield to disperse impact while protecting both parties. Antimicrobial and fire retardant vinyl cover.

**Materials:** Layered foam wrapped in washable and antimicrobial vinyl with hidden zippers.

**Benefits:** Lightweight-large size, in high-intensity impact protection.

### ARM SHIELD (HALF SLEEVE)

**Product Description:** Slip on pad with sturdy handle for quick and low-profile protection. Lightweight and durable with stretchy strip for secure holding, yet slides off quickly if it is pulled. Antimicrobial and fire retardant vinyl cover.

**Materials:** Layered foams for impact resistance and to disperse energy while remaining soft enough to not cause injury.

**Benefits:** Quick to grab protection, easy on and off, deflects impact, soft for individual punching.



**\$100** Dimensions: 2" x 16" x 8" 1.2 lbs

### ARM SHIELD (FULL SLEEVE)



**\$100** Dimensions: 2" x 16" x 8" 1.2 lbs

**Product Description:** Slip on pad with sturdy handle inside sleeve for quick and low-profile protection. Lightweight and durable with full stretch material for secure holding and scratch protection. Antimicrobial and fire retardant vinyl cover.

**Materials:** Layered foams for impact resistance and to disperse energy while remaining soft enough to not cause injury. Spandex sleeve for scratch protection.

**Benefits:** Lightweight protection, portable, protective sleeve for scratch protection.

Proposed Ukeru Systems Engagement With:



Hazel Park Schools (MI)

Total Estimated Cost \$12,610.00

Item	Description	Cost	Qty	Amount	Notes
Initial Training	New Trainer	\$950.00	10	\$9,500.00	
	New User	\$425.00		\$0.00	
Recertification Training	Trainer	\$495.00		\$0.00	
	User	\$200.00		\$0.00	
Additional Services	Assessment/Observation	\$0.00		\$0.00	
Transportation	Flights	\$800.00	2	\$1,600.00	
	Car Rental	\$350.00		\$350.00	
Hotel	Hotel	\$800.00		\$800.00	Cost represents 2 nights per trainer
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<b>SUBTOTAL Cost of Services</b>				<b>\$9,500.00</b>	
<b>Total Estimated Cost of Travel Expenses</b>				<b>\$3,110.00</b>	
<b>Total Estimated Cost (Includes Services and Travel Expenses)</b>				<b>\$12,610.00</b>	

This is NOT an invoice. Please do not pay based on this quote.

Prepared By:

Layna Lamons/Experience Planner

7/9/2024