



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

Agenda

Regular Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

January 6, 2025

5:00 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. It will be live-streamed on YouTube. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person or by emailing the Board of Education, prior to the meeting at boardmembers@hazelparkschools.org.

CALL TO ORDER

ACCEPTANCE AND OATH OF OFFICE

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

SPECIAL ORDER OF BUSINESS

A. Board of Education Organizational Meeting

1) Election of Officers (Action Item)

- a. President
- b. Vice-President
- c. Treasurer
- d. Secretary

B. Board of Education Committee Appointments (Informational Item)

1) Superintendent Committees

- a. Ruth Giese Fund
- b. Honoring HP Contributors

2) Local Appointments

- a. Designate and an Alternate to aid on the budget of Oakland Schools and to elect members to the Board of Oakland Schools
- b. Board Member to the Oakland County School Board Government Relations Committee

C. 2025 Business Organizational Items (Action Items)

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- 1) Designation of District Legal Counsel Representation
- 2) Establishment of Bank Accounts and Authorized Signers

- 3) People Authorized to Make Investments
- 4) People Authorized to Make Wire Transfers
- 5) Persons Authorized to Enter into Agreements with Financial Institutions for Commercial Card Agreements, Custodial Agreements, and Other Financial Transactions
- 6) People Authorized to Sign in the Name of Hazel Park Schools
- 7) Newspaper for Official Publications
- 8) Authorize Summer and Winter Tax Collection for Each Municipality
- 9) Designation of Person Responsible for Implementing Public Notice Requirement of the Open Meetings Act
- 10) Designation of Property/Liability & Workers Compensation Insurance Carriers
- 11) Designation of Auditors
- 12) Designation of Architect of Record
- 13) Position Titles Authorized to use District Credit/Debit Cards

D. Energy Bond Presentation

E. MTSS Presentation

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PUBLIC COMMENT

The Board of Education recognizes the value of public comment on education items and the importance of allowing members of the public to express themselves on District matters. During this portion of public comment, each statement made by a participant shall be limited to three (3) minutes and participants must identify themselves by name and address.

NEW BUSINESS

- | | |
|---|----|
| A. Suggested Calendar Dates - Draft Discussion (Informational Item) | 21 |
| B. Michigan Association of School Boards - School Board Recognition Month (Action Item) | 23 |
| C. Review Article I C Section 4 Board Ethics (Action Item) | 25 |
| D. Review Article VI - Finances Section 8 Credit Cards (Action Item) | 48 |
| E. Board Training (Action Item) | 50 |

PUBLIC COMMENT

During this portion of public comment, each statement made by a participant shall be limited to one (1) minute and participants must identify themselves by name and address.

BOARD MEMBER 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

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
2025 ORGANIZATIONAL ITEMS
January 6, 2025

1. Designation of District Legal Counsel Representation:

That the following firms be designated as district legal counsel:

Clark Hill, P.L.C.
Giarmarco, Mullins, & Horton, P.C.
McGraw Morris P.C.
Miller Canfield, P.C.

2. Establishment of Bank Accounts and Authorized Signers:

That the following bank accounts and authorized signers be established for Hazel Park Schools.

A. Authorized Signers:

Board of Education President
Board of Education Treasurer
Assistant Superintendent of Business and Operations
Director of Business

B. Bank Accounts:

Huntington Bank:

Common Cash
Common Debt
Sinking Fund

MILAF

Common Cash
Common Debt
Sinking Fund

Authorized Investment Banks:

J.P. Morgan – Chase Bank
Michigan Liquid Asset Fund Plus
Michigan Class
Michigan National Bank
Comerica Bank
U.S. Bank

Bank of America
Bank of New York Mellon
Harris Bank
First Merit Bank
Fifth Third Bank
Huntington Bank

Bond Debt Service Accounts

Bank of New York Mellon
US Bank
Huntington Bank

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
2025 ORGANIZATIONAL ITEMS
January 6, 2025

3. Persons Authorized to Make Investments:

That the following persons be authorized to make investments on behalf of Hazel Park Schools:

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

4. Persons Authorized to Make Wire Transfers:

That the following persons be authorized to make wire transfers on behalf of Hazel Park Schools:

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

5. Persons Authorized to Enter into Agreements with Financial Institutions for Commercial Card Agreements, Custodial Agreements, and Other Financial Transactions:

That the following persons be authorized to enter into agreements with financial institutions for commercial card agreements, custodial agreements, and other financial transactions:

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

6. Persons Authorized to Sign in the Name of Hazel Park Schools:

That the following persons be authorized to sign for the listed purposes in the name of the School District of the City of Hazel Park:

A. Master Employee Contracts:

Board President
Superintendent of Schools

B. Individual Employee Contracts

Superintendent of Schools

C. Third Party Contracts for Substitutes and Administrators

Superintendent of Schools
Assistant Superintendent of Business and Operations

D. Third Party Contracts for Non-Instructional Supporting Services

Superintendent of Schools
Assistant Superintendent of Business and Operations

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
2025 ORGANIZATIONAL ITEMS
January 6, 2025

E. Third Party Contracts for Employee Benefit Programs and Services

Superintendent of Schools
Assistant Superintendent of Business and Operations

F. Titles, Deeds, Leases, and Easement Agreements

Board President
Superintendent of Schools
Assistant Superintendent of Business and Operations

G. Reports to the State Department of Education

Superintendent of Schools
Assistant Superintendent of Business and Operations
Executive Director of Student Services
Director of Business

H. Construction Contracts

Superintendent of Schools
Assistant Superintendent of Business and Operations

I. Federal Aid Agreements and Reports

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

J. Special Education Agreements

Superintendent of Schools
Assistant Superintendent of Business and Operations
Executive Director Student Services & Special Education
Director of Business

K. Purchase Orders

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

L. Grant Authorization

Superintendent of Schools
Assistant Superintendent of Business and Operations
Director of Business

7. Newspapers for Official Publications:

That C&G Newspapers be designated as the newspaper(s) for official publications for the Board of Education.

Oakland Press is alternate designee if publication times are not available with C&G Newspapers

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
2025 ORGANIZATIONAL ITEMS
January 6, 2025

- 8. Authorize Summer and Winter Tax Collection for Each Municipality:**
That the Assistant Superintendent of Business and Operations or Director of Business be authorized to request summer and winter tax collection from each municipality.
- 9. Designation of Person Responsible for Implementing Public Notice Requirements of the Open Meetings Act:**
That the Executive Assistant to the Superintendent be designated as the person responsible for implementing the public notice requirements of the Open Meetings Act, Section 5(1).
- 10. Designation of Property/Liability & Workers Compensation Insurance Carriers:**
That the following insurance carriers provide insurance coverage:

SET/SEG, for property, fleet, general, and other liability insurance coverage
SEG Worker Compensation Trust, worker's compensation insurance coverage
- 11. Designation of Auditors:**
UHY LLP has been the designated auditors for financial statements and federal awards. They are appointed annually.
- 12. Designation of Architect of Record:**
That the TMP Architects, Partners In Architecture and KingScott be designated as architect of record for the 2025 year.
- 13. Designation of General Contractor of Record:**
That the Clark Construction be designated as the general contractor for the purpose of bond work for the 2025 year.
- 14. Position Titles authorized to use District Credit/Debit Cards:**
- | | |
|---------------------------------------|---|
| Superintendent | Assistant Superintendent |
| Administrator | Building and Administrative Secretaries |
| Principal | Maintenance Staff |
| Supervisor/Coordinator | Business Office Staff |
| Other as designated by Superintendent | |

System of Student Support Hazel Park MTSS

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What is MTSS?

A Multi-Tiered System of Supports (MTSS) is a comprehensive, research-based framework designed to address the needs of the whole child by providing targeted support at all achievement levels. MTSS interconnects education, health, and human service systems to promote positive student outcomes and ensure equitable opportunities for all learners. The framework is designed for all students, encompassing general and special education, with intentional fluidity to meet individual needs effectively.

MTSS operates on a tiered structure:

- Tier 1: Universal supports through high-quality, general education instruction for all students.
- Tier 2: Targeted interventions for approximately 15% of students needing additional support.
- Tier 3: Intensive, individualized interventions for roughly 5% of students requiring greater assistance.
- Tier 4: The most intensive support for 1-2% of students with significant needs.

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As described by Batsche et al. (2005), MTSS emphasizes high-quality instruction and interventions aligned to student needs, frequent progress monitoring to guide decisions, and data-driven adjustments to instruction and goals. A multidisciplinary team collaborates to assess growth in academic, behavioral, and social-emotional areas. ***When appropriate, Child Find procedures are initiated to evaluate potential eligibility for special education services.***

By providing a robust foundation of support and leveraging progress monitoring, MTSS ensures all students can achieve their full potential while maintaining a seamless transition between support tiers based on individual progress and needs.

MTSS Flowchart?

<p><i>Tier 1</i></p>	<ul style="list-style-type: none"> • All students receive high quality classroom instruction and supports. • Provide researched-based core instruction aligned to the standards and the district instructional framework. • Provide scaffolded, personalized instruction to meet the needs of all learners • Utilize a decision making process that is based on multiple sources of information when determine the need for additional support. • Universal screener and diagnostic assessment data guides instruction and decisions about intervention and student support
<p><i>Tier 2</i></p>	<ul style="list-style-type: none"> • All students continue to receive high-quality Tier I core instruction and supports. • Offer supplemental instruction that includes evidence-based skill building interventions for identified skills. • Utilize progress monitoring on a bi-weekly basis that is aligned to the supplemental interventions and the student goal (s). • Provide individual or small group targeted interventions and supplemental supports to meet academic or behavioral needs. • Utilize a decision-making process that is based on multiple data points when determining the need to maintain, exit, and/or enter an intervention
<p><i>Tier 3</i></p>	<ul style="list-style-type: none"> • All students continue to receive high-quality Tier I and Tier II core instruction and supports • Offer intensive intervention (increased frequency, minutes, or type of intervention) that includes evidence-based, targeted skill building interventions for identified skills • Utilize progress monitoring on a weekly basis that is aligned to the supplemental interventions and the student goal (s). • Utilize a decision-making process that is based on multiple data points when determining the impact of the intervention or the need for additional student supports. This may include: Continuing Tier III with the same intervention, with an additional intervention attempted, or change in intervention; returning to Tier II or Tier 1 or the decision to be referred for a comprehensive evaluation through the child-find process.
<p><i>Child Find</i></p>	<ul style="list-style-type: none"> • Students suspected of having a disability continue to receive high-quality classroom instruction and supports • MTSS Building Team recommends a comprehensive assessment and obtains written consent for the evaluation form the parent/guardian prior to the assessment • <u>Do not allow the MTSS process to delay nor deny the appropriate evaluation</u> • Parents may request an evaluation at anytime

Child Find

Child Find

Child Find is the federal requirement, established by the Individuals with Disabilities Education Act (IDEA), to identify, locate and evaluate all children with disabilities, from birth through 21 years of age, who are in need, or may be in need, of special education and related services.

Child Find Triggers?

Academic concerns in school including, but not limited to:

- A history of academic concerns
- Failing or declining grades
- Poor or declining progress on standardized testing
- Student has a Section 504 Plan and the accommodations are providing little benefit

Behavioral/social/emotional concerns including, but not limited to:

- Signs of depression, withdrawal, inattention/distraction, organizational issues, anxiety, mental illness or mental health issues
- Information the student has been hospitalized or 12 receiving medical treatment for mental health issues
- Increasing discipline referrals, suspensions, expulsions, patterns of removal, and or truancy
- Information the student is being or has been exposed to traumatic events
- Information from outside medical and service providers, including a medical diagnosis
- Student already has a Behavior Intervention Plan (BIP) and the accommodations are providing little benefit



Child Find Hazel Park Schools

Today's Learners,
Tomorrow's Leaders.

Do you have concerns about
your child's development?

Speech

Learning

Behavior



Child Find is the federal requirement, established by the Individuals with Disabilities Education Act (IDEA), to identify, locate, and evaluate all children with disabilities, from **birth through 26 years of age**, who are in need, or may be in need, of special education and related services. Do you have any concerns about your child's development?

**Contact Hazel Park's
Child Find Coordinator:**
childfind@myhpsd.org

Webster Early Childhood Center
431 W Jarvis
Hazel Park, MI 48030

When To Consider a Child Find Evaluation?

If your child is missing any of the
milestones below:

By 24 months, it is expected that children...

- Use at least 50 words
- Follow directions with a gesture and words
- Stack at least two objects
- Use their fingers to feed themselves food
- Use two-word phrases

By 3 years, it is expected that children...

- Use 3-4 word sentences
- Play make believe and pretend
- Name household objects
- Dress themselves

By 4 years, it is expected that children...

- Follow two-part directions
- Comfort others who are hurt or sad
- Answer simple questions
- Draw a person with 3 or more body parts
- Hold a crayon/pencil between fingers

By 5 years, it is expected that children...

- State their first and last name
- Follow simple two-step directions
- Take turns when playing games
- Count to 10
- Pay attention for 5-10 minutes at a time



Child Find Hazel Park Schools

Do you have concerns about
your child's development?

Speech

Learning

Behavior

If Your Child is Found Eligible, You Can Expect To Be Offered:

Walk-in services

OR

Special Education Programming -
Inclusive Braided Preschool Program
at Webster Early Childhood Center



The Braided Preschool Program is an innovative and inclusive classroom program for children ages three to five. The classroom environment is a general education preschool classroom with push-in and pull-out services from special education staff that are available for all students.

Hazel Park Schools Offers

FREE Evaluations! 13

Hazel Park's Child Find team provides a comprehensive evaluation to identify the needs of young children (3-5).



Our team is comprised of the following disciplines:

- School Psychologist
- School Social Worker
- Physical Therapist
- Occupational Therapist
- Speech Language Pathologist
- Early Childhood Special Education Teacher
- Board Certified Behavior Analyst (BCBA)
- Autism Spectrum Disorder Coach

Child Find Components?

- Public Awareness: Public agencies providing education are federally obligated to post annual notice of outreach efforts to identify, locate, and evaluate all children who are suspected to have a disability.
- Referral (ages birth to three): School districts and service areas must accept referrals from any source, including a doctor.
- Request for Initial Evaluation (ages 3-25 years): A parent or school district can request an ¹⁴ initial evaluation.
- Notice: Before your child can be evaluated, the district must give you written information about the evaluation.
- Consent to Evaluate: The district must have your written signature of parental consent before they can begin to evaluate your child.
- Evaluation: If the district receives your written parental consent to evaluate, the district will complete an evaluation following the IDEA and the MARSE.

HPS Parent Request for Special Education/504 Plan Evaluation



Essential Components of a Multi-Tiered System of Student Support

Five essential components have been identified through the MDE (Michigan Department of Education) practice profile (2020, p.14). These components include the following:

- **Team-Based Leadership**
 - Leadership Teams (district, building, grade-level) that collaborate and communicate to contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams creates sustainable, scalable and engaging school climates to support successful implementation of MTSS with fidelity.
 - District MTSS Team meets on a regular basis to ensure systemic implementation and coordination of supports and services students and monitor the implementation of MTSS
 - Building MTSS Team meets on a weekly basis to review students and identify Tier 2 and/or Tier 3 interventions, or next steps in the problems solving process
- **Tiered Delivery System**
 - A responsive framework that provides instruction, interventions, and supports to meet the needs and assets of the whole child. Tiers are intended to be layered with intensification of supports as matched by learner need.
 - Tier 1 - Core Instruction
 - Tier 2 and 3 - Targeted, Researched-Based Interventions
 - Special Education
- **Selection and Implementation of Instruction, Interventions and Supports**
 - Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need.
 - Approved academic or behavior interventions are implemented, based on the identified student need (s), and progress monitored on a weekly or bi-weekly basis.

Essential Components of a Multi-Tiered System of Student Support

- Comprehensive Screening & Assessment System
 - A coordinated system of multiple assessments and measures - each of which is valid and reliable for its specified purpose and for the populations with which it will be used - designed to help educators make informed instructional decisions and programmatic decisions. The system provides information about the needs and assets of each and every learner from a whole child perspective. The comprehensive assessment system includes all of the following:
 - Formative, Benchmark/Interim, Summative Assessments
 - Universal Screening
 - Progress Monitoring
 - Diagnostic Assessment

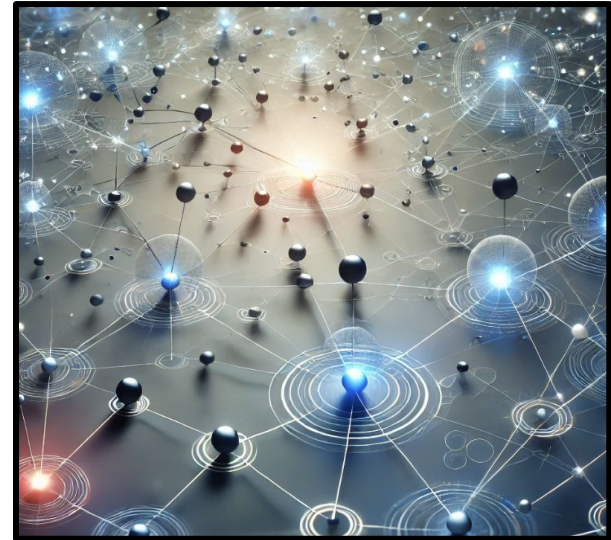
- Continuous Data-Based Decision Making
 - Building teams utilize a district-approved problem solving model that emphasizes collaboration of teacher and instructional support specialists who work together to plan for the academic, behavioral and social needs of students.
 - Building MTSS Teams meets on a weekly basis to review student progress and/or problem-solve for students not responding to interventions or those who may qualify/need to exit an intervention.

District Leadership Team

- Superintendent
- Asst. Superintendent of Teaching and Learning
- Exec. Director of Student Services
- Student Services Supervisor
- Psychologists
- School Resource Officer
- Nurse and Director of Community Schools

Building Leadership Team

- Building Administrator
- School Social Worker
- General, Special Ed, and MTTs Teachers
- Instructional Coach and Teacher Consultant



*A single solution allowing educators to identify and track student needs, communicate with stakeholders, and monitor progress from one location. **Implementation of this tool will start in January across all schools and the district.***

Analytics and Insights: data-driven platform designed to provide actionable insights for educators. It consolidates data from various sources, enabling educators to identify trends, predict outcomes, and make informed decisions. Key features include:

- **Real-Time Dashboards:** Tracks student performance, attendance, behavior, and other metrics in real-time.
- **Predictive Analytics:** Uses historical data to forecast student outcomes, such as graduation risks or academic challenges.
- **Customizable Reports:** Allows for tailored reporting to meet the needs of specific schools, districts, or programs.
- **Equity and Access Monitoring:** Helps evaluate disparities and ensure equitable resource allocation.
- Comprehensive Student Profile that integrates information from the Student Information System, Behavior Support, and other Powerschool solutions ¹⁹

MTSS (Multi-Tiered System of Supports) Student Plans:

PowerSchool MTSS streamlines the creation and management of individualized student support plans. Features include:

- **Plan Templates:** Prebuilt templates aligned with MTSS frameworks for quick setup.
- **Goal Setting and Progress Monitoring:** Educators can set specific, measurable goals and track progress over time.
- **Team Collaboration:** Facilitates communication and collaboration among teachers, specialists, and families.
- **Intervention Tracking:** Logs specific interventions, their duration, and effectiveness for individual students.
- **Data-Driven Decisions:** Integrates assessment and behavior data to inform and adjust plans dynamically.



MTSS Interventions in PowerSchool

Intervention Management:

The MTSS module in PowerSchool supports the systematic implementation and tracking of interventions. Key features include:

- **Tiered Support:** Organizes interventions into Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels.
- **Intervention Libraries:** Offers a repository of evidence-based interventions for academic, behavioral, and social-emotional needs.
- **Progress Monitoring Tools:** Tracks the effectiveness of interventions with visual reports and alerts for underperformance.
- **Student History:** Maintains a comprehensive record of past and current interventions, ensuring continuity of support. 20
- **Compliance Support:** Aligns with federal and state requirements for MTSS and RTI (Response to Intervention).

PowerSchool integration of Analytics, MTSS Student Plans, and MTSS Interventions creates a cohesive ecosystem for data-driven, student-centered education. This ensures timely, effective support to meet the diverse needs of all learners.



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Board of Education Meeting Dates 2025 School Year

Mon. 1/6/25	Board of Education Regular Meeting	5:00pm
Mon. 1/13/25	Board of Education: Committee of the Whole	5:00pm
Mon. 1/27/25	Board of Education Regular Meeting	5:30pm
Mon. 2/3/25	Board of Education Workshop	5:00pm
Mon. 2/10/25	Board of Education: Committee of the Whole	5:00pm
Mon. 2/24/25	Board of Education Regular Meeting	5:30pm
Mon. 3/3/25	Board of Education Workshop	5:00pm
Mon. 3/10/25	Board of Education: Committee of the Whole	5:00pm
Mon. 3/17/25	Board of Education Regular Meeting	5:30pm
Mon. 4/7/25	Board of Education Workshop	5:00pm
Mon. 4/14/25	Board of Education: Committee of the Whole	5:00pm
Mon. 4/21/25	Board of Education Regular Meeting	5:30pm
or		
Mon. 4/28/25	Board of Education Regular Meeting	5:30pm
Mon. 5/5/25	Board of Education Workshop	5:00pm
Mon. 5/12/25	Board of Education: Committee of the Whole	5:00pm
Mon. 5/19/25	Board of Education Regular Meeting	5:30pm
Mon. 6/2/25	Board of Education Workshop	5:00pm
Mon. 6/9/25	Board of Education: Committee of the Whole	5:00pm
Mon. 6/16/25	Board of Education Regular Meeting	5:30pm



Mon.	7/28/25	Board of Education Regular Meeting	5:30pm
Mon.	8/4/25	Board of Education Workshop	5:00pm
Mon.	8/18/25	Board of Education: Committee of the Whole	5:00pm
Mon.	8/25/25	Board of Education Regular Meeting	5:30pm
Mon	9/8/25	Board of Education Workshop	5:00pm
Mon.	9/15/25	Board of Education: Committee of the Whole	5:00pm
Mon.	9/22/25	Board of Education Regular Meeting	5:30pm
Mon.	10/6/25	Board of Education Workshop	5:00pm
Mon.	10/13/25	Board of Education: Committee of the Whole	5:00pm
Mon.	10/20/25	Board of Education Regular Meeting	5:30pm
Mon.	11/3/25	Board of Education Workshop	5:00pm
Mon.	11/10/25	Board of Education: Committee of the Whole	5:00pm
Mon.	11/17/25	Board of Education Regular Meeting	5:30pm
Mon.	12/1/25	Board of Education Workshop	5:00pm
Mon.	12/8/25	Board of Education: Committee of the Whole	5:00pm
Mon.	12/15/25	Board of Education Regular Meeting	5:30pm



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**State of Michigan
State Board of Education
Resolution
Local School Board Member Recognition Month
January 2025**

WHEREAS, providing for the education of Michigan's school-aged children is a fundamental duty of state government, as stated in Article VIII section 2, of the Michigan Constitution of 1963; and

WHEREAS, the education of our youth is the foundation upon which the economic, social, and intellectual capital of our state is built; and

WHEREAS, Hazel Park School Board plays an important and vital role in a representative democracy, and decisions made by local boards of education directly influence instruction in Michigan's public schools; and

WHEREAS, Hazel Park Board Members contribute hundreds of hours each year leading their districts - whether it is by deliberating important decision about curriculum; adopting policies; hiring top notch personnel and administrators; listening to staff, parent, and student concerns; or recognizing outstanding programs - board members always keep their eyes on the goal of student achievement; and

WHEREAS, these decisions affect the present and future lives of children, and also set direction to prepare all students to be competitive in a local, state, national, and global knowledge economy; and

WHEREAS, local school board members are exceptional people who tackle the enormous job of governing school districts, and demonstrate to the students they serve the high character of civic duty and responsibility that all citizens should engage; and

WHEREAS, Hazel Park School Board Member Recognition Month provides an opportunity to build stronger relationships between the thousands of women and men who champion the cause of public education as board members, their schools, and the communities they serve; now, therefore, be it



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RESOLVED, that the Hazel Park community recognizes contributions of the Hazel Park Board of Education to the academic behavior and mental health of public school students, and express its sincerest appreciation to our board members for their focus on the well-being and achievement of children throughout our district; and be it finally

RESOLVED, that the Hazel Park School Board of Education declares January 2025 as Local School Board Member Recognition Month, and encourages Hazel Park staff to appropriately recognize our dedicated local school board members.

President, Board of Education

Superintendent, Hazel Park Schools



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To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Article I C Section 4 Board Ethics
Date: January 6, 2025

We are presenting the Board of Education Article I C Section 4 Board Ethics for your approval. Please review the attached documents.

Goal Statement - Resources

The Hazel Park School District 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.

Recommendation

That the Board of Education approve the Code of Ethics, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





**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.

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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. Packets are released via BoardBooks to the Board Trustees for review on the Wednesday prior to the Monday regular 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. Items will not be added to the agenda by staff after Friday of the week before the regular board meeting unless in an emergency situation.
- D. Board members will be communicated when board packets change before the meeting by emails.
- E. 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 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.

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 (under \$500)
- 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
 - Pledge of Allegiance
 - Approval of Agenda
 - Special Order of Business
 - Conference requests over \$500
 - Public Comment

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- Consent Agenda
- Unfinished Business
- New Business
- Superintendent Report
- Board request for future agenda Items
- Future Meetings
- Public Comment
- Board comment/statement
- Adjournment

1.1.4 Annual Board Meeting Agenda Items

2024-2025 YEARLY BOARD AGENDA CALENDAR

Revised 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 Approve Protocols of the Board Summer School proposal Strategic plan update Approve committee dates / special meetings Review Policy - Use of Debit/Credit Cards
February	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 I-Ready/Data Presentation: ECRA presentation LEO Written Report
March	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. Superintendent Evaluation Check In: written (2025-2026)
April	Non-renewal for certified staff for next school year Renew Administrative Contracts Museum contract Resolution for Teacher Appreciation Strategic Plan update School Year Calendar

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<p>May</p>	<p>Staff Appreciation Retiree Celebration Resolution to Approve/Disapprove Oakland ISD Budget Final LEO report to the board PBIS Update Board Self-Evaluation shared 2025-2026 Debt levy to Board for Approval (L-4029) Student Handbook/ Athletic Handbook /EL Handbook/ technology / band (all handbooks) Course Handbook Update</p>
<p>June</p>	<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 Superintendent Self-Evaluation at special meeting 2025-2026 Board Evaluation approval @ regular meeting Annual School Bond Loan Activity Resolution (due 8/1)</p>
<p>July</p>	
<p>August</p>	<p>Board Goals Approval of DIP Superintendent Evaluation Goal Setting for 2025-2026 Approval of Alternative Ed waiver applications Strategic Plan update /refresh Vote on OCSBA Bylaws/Resolutions when applicable Integrated Pest Management</p>
<p>September</p>	<p>Summer School Update Teacher Tenure list Course Handbook Update New Staff Introduction Superintendent Check In : Letter 2025-2026</p>
<p>October</p>	<p>Review Sinking fund Plan National Principals Month I-Ready/Data Presentation: ECRA presentation LEO presentation (10 minutes)</p>

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November	Audit Presentation and Approval National Principals Month Strategic plan update Superintendent Check in LEO Quarterly Report : written report
December	Superintendent Evaluation Formal Check In 2025-2026 PBIS/discipline data School of Choice Resolution AP Testing Students Celebrating/CTE Completers Approve Sinking fund projects for BID

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 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

- 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

1.8 Selection and Operation of Board Committees

- 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. A committee may meet in closed session to review the specific contents of an employment application provided when the applicant for

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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.
- 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, shall not be used to conduct any form of Board business. 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

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Board member's responsibilities, applicable District policies, and legal obligations.

- B. 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.
- C. If a Board Trustee develops a site or a blog that mentions the District, as a courtesy, please inform fellow Board Trustees.
- D. 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.
- E. Board Trustees must not use District logos and trademarks. Use of logos, and trademarks imply that a board Trustee is speaking for the District.
- F. Speak respectfully about the District and current and potential employees, students, and parents.
- G. Do not engage in name calling or behavior that will reflect negatively on a board Trustees' reputation.
- H. 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.
- I. 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.
- J. 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.
- K. Board Trustees should be very careful about selling any product or service in a blog about the District.
- L. 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 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

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- 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:
“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.

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- 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 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.

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- 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.
 - 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.

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- 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 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.

HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

- 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.
- 5.3 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

HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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 consecutive 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

- 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: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Article VI - Finances Section 8 Credit Cards
Date: June 10, 2024

We are presenting the Board of Education with Article VI - Finances Section 8 Credit Cards.

Goal Statement - Resources

The Hazel Park School District 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.

Recommendation

That the Board of Education approve Article VI Finances Section 8 Credit Cards, as written.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





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

Article VI - Finances

Section 8. District Credit Cards.

The right to accept a bid other than the lowest bid. District Credit Cards. The Board of Education recognizes that bank credit cards offer a convenient, efficient method of purchasing goods and services for the District. The Superintendent shall designate District employees authorized to use District credit cards for official District related purposes only. The Board authorizes a limit of \$5,000.00 for each credit card. The Superintendent shall oversee the use of District credit cards.

All purchases using a District card must be made by the individual to whom the card is issued, and a detailed report with the receipt(s) of the purchase must be submitted to the business office within five (5) business days of the purchase(s). The card may only be used for the purchase of goods or services for the official business of the District, and may not be used for purchases for personal purposes or cash advances. Under no circumstances shall the card be used to purchase alcohol, personal items or services, or personal entertainment. All invoices/statements must be approved by the Superintendent prior to payment. The balance, including any applicable interest, shall be paid within not more than sixty (60) days of the initial invoice/statement date. Card holders shall immediately surrender their card upon request of the Board or the Superintendent, or upon separation from employment with the District. A lost or stolen card must be immediately reported to the Superintendent.

Any unauthorized use or misuse of the credit card by a District employee may result in disciplinary action, to and including termination.



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www.hazelparkschools.org

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Board Member Training
Date: January 6, 2025

Attached, you will find a spreadsheet detailing the training requests that have been submitted by our board members. These training sessions are highly encouraged as they will assist our members in navigating their roles more effectively and contribute to the overall governance and leadership of our district.

Funding Source: General Fund

Goal Statement-Resources:

Resources: The Hazel Park School District 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.

Recommendation

That the Board of Education approves the Board Member Training requests, as presented..

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Attendee/Title	Event	Dates of Event	Location	Cost	Mileage	Notes
Heidi Fortress	CBA 341: Data Foundations	Virtual	Online	\$99.00	No	
Heidi Fortress	CBA 343: Teacher Effectiveness and Student Achievement	Virtual	Online	\$99.00	No	
Heidi Fortress	CBA 344: High School and Beyond	Virtual	Online	\$99.00	No	
Heidi Fortress	CBA 345: Data Dashboards	Virtual	Online	\$99.00	No	
Heidi Fortress	OCSBA Dinner	1/29/2025	Oakland Schools	\$45.00	No	
Heidi Fortress	OCSBA Dinner	4/2/2025	Oakland Schools	\$45.00	No	
Heidi Fortress	OCSBA Dinner	6/28/2025	Oakland Schools	\$45.00	No	