



Ford Administration
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www.hazelparkschools.org

Agenda

Board of Education Workshop

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

March 3, 2025

5:30 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. MASB Training

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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

Working as an Effective Governance Team

Hazel Park Schools

Monday, March 3, 2025

Presented by: Scott Morrell, MASB Adjunct

Before We Begin...

- Be Engaged
- Listen for Understanding
- Respect Others' Viewpoints
- PED's Silenced
- Respect Airtime
- Others?



Ground
rules

On this sheep-scale, how do you feel today?



A Team is ...

A group of people with different backgrounds, skills, personalities and styles with a *common purpose*, who are working together to achieve clearly identified goals.

"A Team is not a group of people that work together. A Team is a group of people that Trust each other."

Simon Sinek

Forming

- Group of individuals
- No clear view of purpose, no shared team goals, focused on individual tasks
- No clear understanding of contribution into value chain

Storming

- Power struggles / Conflict
- Seeking understanding of value of their contribution
- Seeking clarity on team goals and vision
- Seeking meaning and purpose

Norming

- Understand values and have reached agreement on “how we do things”
- Understand their roles in context of the team purpose
- Understand their individual responsibilities in context of the team whole

Performing

- Aligned to team vision and purpose
- Able to understand individual and team value in context of greater value chain
- Able to focus on getting things done in a way that aligns to team values and norms
- Healthy conflict allows for collaboration

Adapted from **Tuckman's five stages of group development**,

Four
Dimensions
of a
Governance
Framework

Unity of Purpose

Roles and Responsibilities

Positive Governing Body Culture
(Norms)

Supportive Structure and Process
(Protocols)

Unity of Purpose

Unity of Purpose is a common focus, super-ordinate goals, the values and beliefs governing body members share in common about children, the school district and public education that help them transcend their individual differences to fulfill a greater purpose.

Roles and Responsibilities

Effective teams value and respect their essential roles, come to common understanding on the roles of the board and superintendent, and strive to operate within them.

NSBA Identifies These Roles of the Board

1. Setting the direction
2. Ensuring accountability
3. Establishing structures
4. Demonstrating community leadership
5. Developing positive relationships



Vision & Values

Superintendent Role	Board Role
Supports and assists the Board in the process of developing the vision including recommending a process for vision-creation and gathering stakeholder input on community values and core beliefs; advises the Board on vision creation and testing; and ensures implementation of a communication plan.	Adopts and communicates a clear, shared vision of what the organization is trying to achieve that reflects high expectations for quality teaching and student learning while incorporating the values and core beliefs of the community.

Goal Setting

Superintendent Role	Board Role
Assists and advises the Board in creating long and short-term goals that are aligned to the vision; establishes a plan for district-wide implementation; periodically reports progress to the Board and community.	Ensures that district vision is translated into long and short-term goals; sees that resources and systems are aligned to goal-attainment; and holds the system accountable to goals.

Policy

Superintendent Role	Board Role
<p>Advises the Board on policy development, need and impact; supports the Board in implementation of policy review schedule and protocols; and is responsible for creating and implementing administrative procedures to carry out the requirements of each policy.</p>	<p>Develops and adopts policy for the district that is consistent with current law and aligned to the district vision; creates and implements a schedule and protocol for policy review; and ensures the Superintendent has developed administrative procedures that are aligned to board policies.</p>

Educational Program

Superintendent Role	Board Role
Establishes standards consistent with state law and district vision/goals; recommends courses of study, texts, assessments and instructional resources aligned to standards; develops systems to ensure effective delivery of the educational program; monitors system efficacy and provides student assessment data for board and community consideration.	Ensures the district has established standards consistent with state law and district vision/goals; approves recommended curriculum, texts, assessments, and instructional resources aligned to standards; reviews and evaluates performance of the system as it relates to education program delivery and student achievement.

Employment (CEO)

Superintendent Role	Board Role
<p>Acts as the Board's agent in implementing district vision; works toward meeting district and performance goals established by Board; manages and oversees all district operations; works collaboratively with the Board to ensure effective governance; engages in ongoing and meaningful professional growth opportunities.</p>	<p>Hires a qualified Superintendent; establishes clear performance expectations; works collaboratively with the Superintendent to ensure effective school district governance; and evaluates performance the Superintendent annually.</p>

Employment (Staff)

Superintendent Role	Board Role
<p>Proposes employment policies to the Board; recommends all personnel to be hired; is responsible either directly or indirectly for performance evaluations; ensures comprehensive professional development plans for staff are in place, consistent with laws and district goals/vision.</p>	<p>Adopts policies governing employment practices, salaries and salary schedules, merit pay, terms and conditions of employment, fringe benefits, leave, professional development and employee evaluations that are consistent with laws and district goals/vision.</p>

Budget

Superintendent Role	Board Role
<p>Recommends and administers policies related to budget development and management; creates and implements a process and calendar for budget preparation and monitoring; develops and proposes the budget to the Board; makes revisions to budget as requested by the Board; and administers the budget adopted by the Board.</p>	<p>Adopts policies related to budget creation and management; reviews the proposed budget submitted by the Superintendent; ensures alignment to district goals; and verifies reliability of assumptions upon which proposed budget is based.</p>

Facilities

Superintendent Role	Board Role
<p>Analyzes, interprets and communicates the needs of the school system to the board; develops and maintains a district facilities plan; recommends and supervises facility renovations and new construction projects; champions funding initiatives as directed by Board.</p>	<p>Ensures alignment of district facilities to district vision/goals; approves and monitors school facility improvements and related funding initiatives; and communicates proposed construction plans to the community.</p>

Community Relations

Superintendent Role	Board Role
Recommends and implements a program of school-community relations and keeps all stakeholder groups informed about district policies, programs and procedures.	Adopts policies governing school-community relations, advocates for the public school system and remains responsive to community ideas and needs.

Boards

- Big Picture – 30K ft. view
- Oversee the district organization and how parts relate to the whole
- Focus on representing the community's needs and interests
- Look at the long term, 3-5 years
- Provide overall structure through district goals
- Set clear targets for improvement

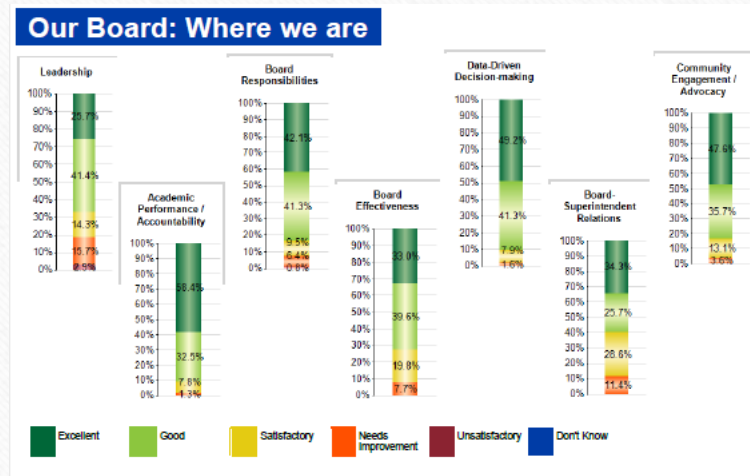
Administration

- Whole Picture – 10K ft. view
- Oversee schools and departments; coordinate component parts of the organization
- Focus working with constituent groups
- Look 1-3 years ahead
- Provide structure at district/school levels
- Create and deploy plans that lead to improvement

Teachers

- Localized view – point of impact with children
- Oversee classroom, department, teaching team; coordinate specific parts of the organization
- Focus on students
- Looks at days, weeks, months ahead – 1 year
- Provide classroom structure
- Refine, adjust plans for improvement

Checking in on our R&R



A *board self-assessment* serves many purposes, including:

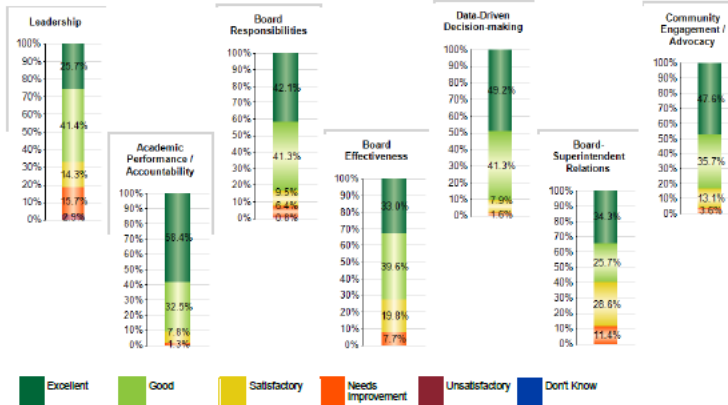
- Fostering healthy dialogue
- Improving the board's understanding of its roles and responsibilities
- Gathering the perceptions of all board members
- Identifying next steps for board development
- Demonstrating continuous improvement

Our Board: Where we are

Cluster Analysis



Our Board: Where we are



Does our Board		Leadership
Q1	Clearly articulate vision and mission statements for the district?	5 2
Q2	Consider community perspectives of all stakeholder groups in determining district priorities?	5 2
Q3	Create an environment that ensures that commitments and directives are in the best interest of all students?	1 1 5
Q4	Value differences of opinion and does not let differences degenerate into personality conflicts?	1 2 1 2 1
Q5	Seek to build consensus and an environment of trust?	3 3 1
Q6	Respect the rights of individuals to disagree and handle disagreements without damaging relationships?	1 2 2 1 1
Q7	Deal successfully with controversial items?	3 3 1

Positive Governing Body Culture (Norms)

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, or written, agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Sample Norms

- We will treat each other with respect.
- We will be present at all meetings, both physically and mentally.
- We will listen to learn.
- We will refrain from side conversations.
- We will use our time wisely, starting and ending our meetings on time.
- We will address challenge ideas, not people.
- We will ask questions when in doubt.
- We will interpret silence as agreement.
- NO surprises!



Supportive Structure and Process (Protocols)

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team. Protocols are the processes followed by the board and superintendent as they work together to govern the district.

Protocol Considerations

Board orientation
and development

Communication

Information
requests

Handling
complaints or
concerns from the
community/staff

Public comment

Confidentiality

Next Steps?

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