



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

Agenda
Special Board of Education Meeting
VIRTUAL VIA ZOOM
January 25, 2021
6:30 PM

Due to the COVID-19 Pandemic and in accordance with Public Act 254 of 2020, the Hazel Park Schools Board of Education will hold a Special Board of Education meeting January 25, 2021 at 6:30PM via Zoom video conference.

Join Zoom Meeting

<https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dzQT09> Meeting ID: 85798564621

Call into the meeting by phone (312) 626-6799 enter 85798564621 941343

You may email your questions or comments to Board

President: laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

BOARD ROUNDTABLE

NEW BUSINESS

A. Staff Release Time for Vaccination Day (Action Item)	3
B. Approval of Extension of 10-Day COVID-19 Leave (Action Item)	4
C. 2021 MASB Region 8 Board of Directors Candidates (Informational Item)	5
D. Board Meetings	
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G. Future Special Meeting Topics
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



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To: Dr. Amy Kruppe, Superintendent
From: Nick Nugent, Director of Human Resources
Subject: Vaccination day
Date: 1/22/2021

We are seeking approval of paid time off for all employees who choose to get the COVID 19 vaccine.

On January 11, 2021 it was announced by Governor Whitmer that Essential Employees were eligible to receive the COVID 19 vaccine. Many school employees have tried to sign up for the vaccine, but they have been turned away as there is currently a wait list to receive the vaccine.

We are seeking paid time off for employees to be vaccinated because employees must wait in lines to get the vaccine. We support our staff with scheduling time to receive the vaccine.

Staff should be able to take time from their respective positions and get the vaccine to help during this pandemic. However, if staff do not feel well after the inoculation, he/she should use a sick day to help recover from any after effects.

The cost of this would be zero dollars as we have already budgeted for each employee's salary for the 2020-21 school year.





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To: Dr. Amy Kruppe, Superintendent
From: Nick Nugent, Director of Human Resources
Subject: 10 day COVID 19 Leave
Date: 1/22/2021

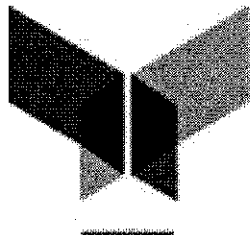
We are seeking approval of a 10 day COVID 19 Leave for all employees.

The EPSL leave was mandated by the Federal Cares Act and expired December 31st, of 2020. The 10 day leave for COVID 19 would allow employees who either contract the COVID 19 virus or are forced to quarantine to be paid for 10 days without use of sick days during the mandated quarantine period of 10 days. This leave could be used once from January 2021 through June 30th, 2021. To use this leave, a person would need to show verification of proof that they were ordered to quarantine.

This leave is necessary going forward as the vaccine for COVID 19 is not readily available and the CDC still requires a 10 day period for individuals to quarantine when they come in contact with an individual with COVID. This leave will help employees financially and will also ensure that staff do not report to work sick, as some may be out of sick time and forced to work.

The cost of this would be zero dollars as we have already budgeted the total salary for an employee for the year.





MASB

MICHIGAN ASSOCIATION OF SCHOOL BOARDS

All votes are confidential and counted one time.

Please cast your vote for one candidate to represent Region 8 for a three-year term on the MASB Board of Directors. To cast your vote, click the circle to the left of the candidate you wish to select. Once you've selected your candidate, click "next." All votes are confidential and counted one time.

NOTE: Voting is a two-step process. Once you submit your vote (Step 1), you'll receive an email asking you to validate your ballot (Step 2). **You must follow the link in this email to complete the voting process.**

disregard above I will submit the "one" vote based on Board action

2021 MASB Board of Directors Official Ballot

This is a Required Question.



Sandra Dukhie
District: Ferndale Public Schools
County: Oakland

Time served on this board: Four years
Offices held: Vice President

MASB Certification:

Election Statement:

Education is said to be the great equalizer but has struggled to level the playing field since the very beginning. I believe, as board members, we are in a position to set education on a path to excellence for all by way of equity and inclusion.

I am pleased to write to you today regarding my application to serve on the MASB Board of Directors. I believe my passion combined with my experience make me an exceptional candidate for the position.

I believe diversity, equity and inclusion work is necessary and imperative. Serving my community as a school board member, challenges me to look at all decisions that cross our Board table through an equity lens which led to my co-authoring of our district's resolution declaring racism as a public health crisis. I take pride in educating while walking alongside others on their journey to our collective responsibility of ensuring equity for all. I am an active member and participant of the Oakland County Council for Diversity Equity and Inclusion. This past summer I hosted and facilitated a 30-Day Racial Equity Habit Building Challenge via social media, adapted from Eddie Moore Jr.'s 21-day challenge.

I am a natural leader. Not only have I worked in public education since 1999, I have been an active parent in the education of my five sons which led me to seek a board seat for my school district. I was appointed to the Ferndale School Board in March of 2017 and then elected for my current term in the November 2018 election. Community members selected me to chair the Ferndale Inclusion Network, an organization whose mission is intent on building a more diverse and inclusive community.

I would like to serve on the MASB Board of Directors because I believe I will bring a different perspective and a much needed lens on equity and inclusion.



Mary Hanser

District: Oxford Community Schools

County: Oakland

Time served on this board: Two years

Offices held:

MASB Certification:

Certified Boardmember Award
Award of Merit

Election Statement:

I wish to serve on the MASB Board to actively advocate for and support Region 8 districts, and work with other school board members to make Michigan a public school destination—because we have equitable funding and educational opportunities, well trained and knowledgeable school boards, and honor the value of every single student and staff member. I am relatively new in the school board world and bring a forward thinking perspective to the table.

I currently serve on the Oakland County School Board Association (OCSBA) Diversity, Equity & Inclusion Committee and the OCSBA Government Relations Committee. Within my first two years of board service I have earned my CBA Certification and Award of Merit and recently completed the coursework for the Advocacy Skills Specialty.

My previous service to the community includes high school robotics team mentor, FIRST Robotics Competition volunteer, and the Macomb County Commission on Women.

My background is in business, earning a Bachelor of Business Administration degree from Walsh College. I have worked in the non-profit sector as well as in the corporate world and small business.



Birgit McQuiston

District: Lake Orion Community Schools

County: Oakland

Time served on this board: Nine years

Offices held: Vice President and Secretary

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award

Election Statement:

I was first elected to the Lake Orion Board of Education in May of 2011. My passion for education was ignited as I volunteered in my children’s classroom. That passion grew as I worked on School Improvement Teams and the District Improvement Team. I ran for the board of education in order to preserve the integrity of the work of our board, and today that passion burns brighter than ever. My board work includes the policy, curriculum, board self-assessment, superintendent evaluation, and Lamp of Learning committees, and the Government Relations Committee and Diversity Equity and Inclusion Representative to our county association. I have served as president, vice president and secretary. I’ve traveled to Lansing to address the senate and house education committees to advocate for local control and against unfunded mandates. I was elected to my third term this past November and am honored to continue serving our students and community.

I became interested in the work of the Oakland County School Boards Association (OCSBA) by attending meetings and broadened my professional development (PD) while connecting with other trustees. I am currently serving in my third year on the OCSBA Board of Directors (BOD), have been the secretary for two years, and am on the meeting planning committee. My drive to be a part of the OCSBA BOD has been to help broaden the scope of our work with the 201 trustees of Oakland County. Even amidst a pandemic, we are increasing the opportunities to connect and to provide relevant PD.

My pursuit of excellence led me to earn my Master Diamond Award in 2019. I was appointed to the MASB Resolutions & Bylaws Committee in 2018. I am running for the MASB BOD to be a part of the on-going work of developing board leaders and in advocating for equitable and exceptional public education for ALL students. I want to help maintain the integrity of board work and am a strong proponent of local control. I seek to serve region 8 as a visible and accessible director who will collaborate with all trustees in our region.

I am a founding and current member of Blessings in a Backpack – Lake Orion, which provides weekend food for at-risk students facing food insecurity. I have also been active within our community since March in helping provide resources and delivering food to community members at risk of food insecurity.



Gina Walker
District: New Haven Community Schools
County: Macomb

Time served on this board: 10 years
Offices held: President

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award

Election Statement:

I have served in an elected position in public education for 10 years, four of which I served as President of New Haven Community Schools Board of Education. I am interested in helping provide opportunities for School Board Members on current challenges and obstacles facing public education. I have been active in my county association as well as in the MASB and have earned the Master Diamond Award for education credits. I am hoping to have a positive impact for both Region 8 and public education across the state. I welcome the opportunity to bring back and share information to Region 8, as well as share ideas from my region with other members of the Board of Directors. I have a Bachelor of Business Administration from Eastern Michigan University with a focus in Accounting and Internal Auditing. I look forward to the opportunity to represent and support my region as a member of the MASB Board of Directors.

Next >>



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2021 Board of Education Meeting Dates

*February 8, 2021	7:00PM	Regular Meeting
February 22, 2021	6:30 PM	Special Meeting
March 1, 2021	6:30 PM	Special Meeting
March 15, 2021	7:00PM	Regular Meeting
April 5, 2021 (Superintendent Goals Informal update)	6:30 PM	Special Meeting
April 19, 2021	7:00PM	Regular Meeting
May 3, 2021 (Superintendent Evaluation)	6:30 PM	Special Meeting
May 17, 2021	7:00PM	Regular Meeting
June 7th , 2021	6:30 PM	Special Meeting
June 21, 2021	**6:30PM	Regular Meeting/Budget
July 12, 2021 (Superintendent Goal)	6:30 PM	Special Meeting
*July 19, 2021 (26?)	**6:30PM	Regular Meeting (I will be gone)
August 2, 2021	6:30 PM	Special Meeting
August 16, 2021	**6:30PM	Regular Meeting
September 6th 2021	6:30 PM	Special Meeting





September 20, 2021	7:00PM	Regular Meeting
October 4th, 2021 (Superintendent Eval informal Update)	6:30 PM	Special Meeting
October 18, 2021	7:00PM	Regular Meeting
November 8, 2021	6:30 PM	Special Meeting
November 15, 2021	7:00PM	Regular Meeting
December 6th, 2021 (Superintendent Eval Formal Discussion /Progress on Goals)	6:30 PM	Special Meeting
*December 13, 2021	7:00PM	Regular Meeting
*January 10, 2022	7:00PM	Regular Meeting

*** Not the third Monday of the Month**

**** Meeting Time Changed**

Board of Education & Superintendent Operating Principles

1. The procedure/principles must be adopted by majority vote
2. A “new” board is created every time a new member joins the board. The operating principles must be reviewed to determine if there continues to be majority consensus for each procedure. The board and superintendent will conduct an orientation workshop as soon as possible following the election and/or appointment of a new board member and no later than 90 days after the new board member takes the oath of office.
3. Every board member has the right to request a review of any operating principle. If a member is uncomfortable with a given procedure the board member should contact the superintendent or board president. If no review is requested, it should be clearly understood that this is how the board functions.
4. Operating principles can clarify the board’s working relationship with the superintendent and staff. Therefore, the board and superintendent must find time to talk through the way they will work together and with the staff. All requests for information by one board member will be shared with the entire board.
5. The most effective way to operate and supervise a dynamic school district is through close cooperation between the school board, the superintendent, administrative teams, and staff. The manner in which the board and superintendent conduct their business becomes the model throughout the district for the administrative team, staff, parents and community on how issues and problems are solved.
6. Our approach is to work in an open, positive problem-solving atmosphere to achieve the goals of the organization. Cooperation, support and loyalty do not mean we will agree on every issue; dialogue, divergent thinking, and debate will encourage the best decisions.
7. In matters related to the governance of the district, the superintendent must be contacted first. Questions about operations, direction, etc., should be directed to the superintendent.
8. Board members are encouraged to offer praise for employees, but criticism must be channeled through the superintendent’s office.
9. Personal slurs and snide comments are counterproductive to good group process. The board agrees to have a workshop when it finds interpersonal issues are impeding pragmatic decision-making.
10. Information about employees, negotiations and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential.
11. Discussions at meeting and debate over issues should be open and honest without disclosing issues held to be confidential. Once a final decision is reached each member has the responsibility to support the decision and aid in its implementation. In this context, “support” means at a minimum, to accept the decision and to do

nothing that would undermine the board's action. A board member's right to dissent is always preserved.

12. Agendas must be open and on the table for meaningful dialogue to occur.

Information, upon which decisions are to be made with appropriate alternatives, will be given to the board in a timely manner. Surprises by board members and administrators at meetings are generally counterproductive. If a member needs more information, the superintendent or board president should be informed in advance. The intent of this item is to communicate to the superintendent, a need for additional information and/or options for the individual to consider. It is not intended as an avenue to impose total agreement on the issue; nor is it an attempt to discourage an individual's right to dissent.

Items of Agreement – Communication & Complaint Process

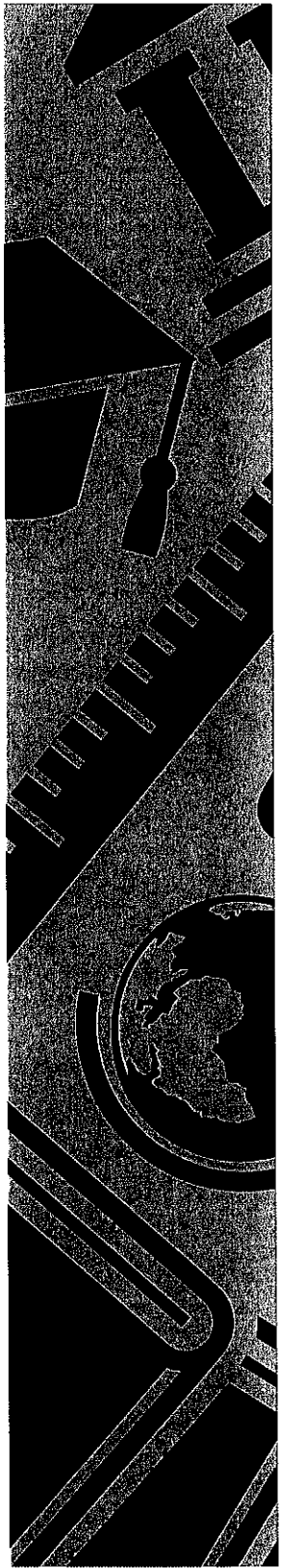
Communications

The superintendent and the board will make deliberate attempts to share information and data with all members.

Processing Complaints/Concerns for Staff and Community

When an individual board member is contact by a staff or community member, each member has agreed to the following procedures:

1. Listen to the concern
2. Offer to assist by having the appropriate school official contact the person.
3. Inform the individual of the appropriate policies and channels regarding complaints if appropriate.
4. Assist by informing the complainant of the correct procedures in resolving the issue. (Example: Teacher, complaint by parent: refer parent to principal and teacher.)
5. Continue to channel the individual to the next immediate local level if the issue is unresolved.
6. Contact the superintendent to inform him of the situation and what direction has been provided to the complainant.
7. The superintendent will then issue a directive for follow-up as necessary.



What principles should affect school board decisionmaking? What are the behaviors of school boards—as well as individual school board members—that contribute to positive outcomes for students? The Board of Education Governance Standards were developed by school board members for school board members to provide a shared framework for effective school district governance.

Endorsed by the Michigan State
Board of Education

For more, visit:
miboardstandards.com

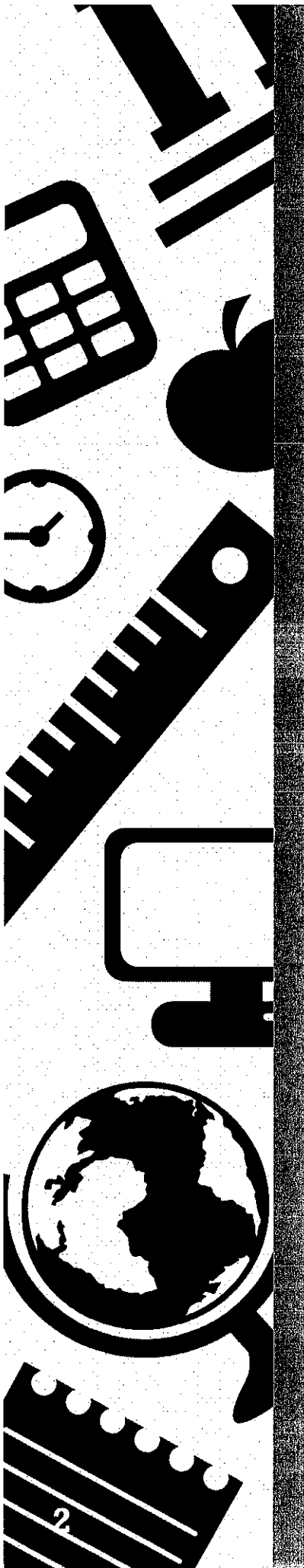


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OF SCHOOL BOARDS

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Note: *Shared understanding of terms and practices is essential for effective school district governance. Key terms are defined within the Glossary at the back of this document. To alert the reader, these terms are underlined throughout the text.*



Introduction

Why do citizens serve on boards of education? School board members consistently report coming to service on a school board because they care deeply about doing the right things for children.¹ In serving, school board members give countless hours to the governance of public schools and open themselves up to the scrutiny and, sometimes, acrimony of their fellow citizens. While school board service is most certainly not for the timid or uninformed, it is an excellent means of impacting the lives of children in one's community. There is, after all, a correlation between the work of school boards and student achievement.² But, for the school board's impact on student achievement to be positive, the service must be guided by principles that support excellent outcomes for students and are reflective of research-based practices of effective school boards.³

The Board of Education Governance Standards are intended for use by local and intermediate school boards as well as individual school board members. They were developed by school board members *for school board members* to provide a shared framework for effective school district governance. By design, the Governance Standards are in simple terms so as to be easily understood and promote understanding across the board table and throughout communities.

Developing the Governance Standards was relatively straightforward work—research has benchmarked the practices of effective school boards, and MASB has access to the perspective and experiences of literally thousands of school board members and superintendents. The more complex work related to the Governance Standards must occur at school board tables across the state—in *living* the Standards—in holding ourselves and fellow board members accountable to the Standards. We must be disciplined in *our own* governance behaviors. We must respect our board colleagues enough to expect them to be disciplined in their governance behaviors. And we must have the courage to speak up when the performance of individuals or the board is not in alignment with the Standards. This is the challenge we must overcome if we are to do the right things for children.

¹ Bartusek, L. (Ed.) *IASB's Lighthouse Study: School Boards and Student Achievement*. Iowa Association of School Boards, 2000.

² Dervarics, C. and O'Brien, E. *Back to school: How parent involvement affects student achievement*. Center for Public Education, 2011.

Board of Education Governance Standards

Guiding Principles of the Board of Education:

***Accountability | Commitment to Learning | Inclusivity
Stewardship | Transparency | Vision-Driven***

❶ *The Board of Education, in cooperation with the superintendent and stakeholders, establishes and commits to a vision for the school district that emphasizes high expectations for achievement of all students and quality instruction.*

Questions to evaluate or prompt successful adoption of this standard include:

- 1.a. Has the Board of Education formally adopted a district plan that includes a concise vision statement?
- 1.b. Were stakeholders engaged in the district planning process?
- 1.c. Does the district plan include nonnegotiable goals related to student achievement and quality instruction?
- 1.d. Are school improvement or related turnaround efforts aligned to the district plan?
- 1.e. Has the Board of Education adopted a system to monitor progress toward goals?
- 1.f. Are resources aligned to the district plan?
- 1.g. Does the Board of Education proactively address barriers to implementing the vision even when doing so may be unpopular? (Such as with budget cuts, building closures, etc.)
- 1.h. Does the Board of Education establish goals for its performance based upon the district plan?
- 1.i. Are decisions of the Board of Education guided by the district plan and related goals?

❷ *The Board of Education governs in a manner that is dignified and worthy of trust.*

Questions to evaluate or prompt successful adoption of this standard include:

- 2.a. Does the Board of Education demonstrate a unity of purpose and articulate a common vision for the district?
- 2.b. Is school district business conducted in an ethical, civil and responsible manner?
- 2.c. Does the Board of Education demonstrate knowledge of school district governance, research-based practices in education and school finance, as well as school and labor law?
- 2.d. Does the Board of Education govern with board-adopted policies and procedures?
- 2.e. Has the Board of Education adopted a budget based on realistic projections reflecting expenses that are less than income?
- 2.f. Do the interactions and decisions of the Board of Education serve as examples of effective and responsible leadership for the district's students?

③ The Board of Education is accountable to the school district community.

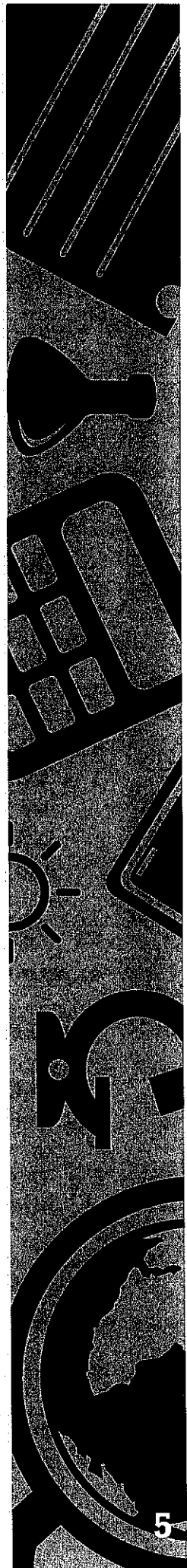
Questions to evaluate or prompt successful adoption of this standard include:

- 3.a. Is the Board of Education knowledgeable of the students, families and community it serves including factors such as conditions that impact learning and desired outcomes?
- 3.b. Does the Board of Education operate in an open and transparent manner?
- 3.c. Prior to deliberating, does the Board of Education inform itself by listening to a diverse range of views from around the board table as well as across the community it serves?
- 3.d. Is progress toward goals and student performance regularly reported to the community?
- 3.e. Is the Board of Education's performance evaluated on a regular basis with the use of a valid and reliable assessment (internally, externally or both) and reported to the community?
- 3.f. Has the Board of Education put policies in place that support successful implementation of the district plan?
- 3.g. Does the Board of Education's governance of the school district demonstrate due concern with regard to financial and legal matters?

④ The Board of Education holds the superintendent accountable for creating the outcomes identified in the school district plan.

Questions to evaluate or prompt successful adoption of this standard include:

- 4.a. Does the Board of Education provide policies and systems for oversight of district resources, infrastructure and compliance?
- 4.b. Does the Board of Education receive regular reports regarding progress toward district goals?
- 4.c. Does the Board of Education monitor student academic progress based on assessments that are valid and reliable?
- 4.d. Has the Board of Education established clear expectations for the superintendent, as well as the means and timeline on which the superintendent is to be evaluated?
- 4.e. Does the Board of Education actively participate in the support, development and evaluation of the superintendent?
- 4.f. Does the Board of Education place an emphasis on continuous improvement despite challenging circumstances?
- 4.g. Has the Board of Education established quality instruction and the development of master teachers as critical district priorities to guide the superintendent's work?
- 4.h. Does the board spend more time on policies to improve student achievement and monitoring progress and less time on operational issues?



Individual Board Member Governance Standards

Guiding Principles of the Individual School Board Member:

Advocacy | *Civility* | *Courage* | *Empathy* | *Inquiry*
Integrity | *Regard for Authority of the Board* | *Selflessness*

1 *The individual school board member is motivated by and focuses on what is in the best interest of all students.*

Questions to evaluate or prompt successful adoption of this standard include:

- 1.a. Does the board member primarily concern him/herself with the goals that have been identified in the district plan?
- 1.b. Does the board member demonstrate concern for all students in action, deed and decisions?
- 1.c. Is the board member able to set aside personal issues and participate as a member of a board?
- 1.d. Does the board member maintain confidentiality when expected to do so?
- 1.e. Does the board member advocate for viable and effective PK-12 public education? (Such as by contacting legislators about PK-12 issues, legislation, state education funding, etc.; talking with parents and community members about how they can positively advocate for and participate in their district, etc.)

2 *The individual school board member believes in the importance of and actively engages in lifelong learning.*

Questions to evaluate or prompt successful adoption of this standard include:

- 2.a. Is the board member actively engaged in learning new concepts, skills or best practices?
- 2.b. Is the board member willing and able to develop competency in matters related to school governance such as school finance and policy, as well as school and labor law?
- 2.c. Does the board member seek out and engage in learning opportunities to improve his/her ability to serve effectively on a Board of Education?

3 *The individual school board member understands and respects both the authority and responsibilities of the Board of Education.*

Questions to evaluate or prompt successful adoption of this standard include:

- 3.a. Does the board member act in accordance with Michigan law, which does not vest individual board members with any type of independent legal authority?

Glossary

Accountability	Accountability is accepting responsibility for ensuring the conditions are in place for positive student outcomes and learning to occur.
Advocacy	Advocacy is actively supporting that which is in the best interest of Michigan's public school students.
Civility	Civility is about more than just politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreements. It is political in the sense that it is a necessary prerequisite for civic action. But it is political too in the sense that it is about negotiating interpersonal power such that everyone's voice is heard, and nobody's is ignored. ³
Commitment to Learning	Commitment to learning describes a dedication to the belief that everyone can learn and that lifelong learning is key to an individual's ability to create positive outcomes.
Confidential	School board members become aware of information of which unauthorized disclosure could be prejudicial to the interest of the district and/or illegal.
Courage	Courage is the mental or moral strength to venture, persevere and withstand danger, fear or difficulty. ⁴
District Plan	At minimum, a district plan lays out the objectives a district intends to accomplish including the steps it will take to accomplish those objectives as well as the timeframe and metrics that will be used to evaluate progress. See Strategic Plan for the optimal alternative.
Empathy	Empathy is the capacity to understand, be aware of, be sensitive to and vicariously experience the feelings, thoughts and experience of another. ⁵
Inclusivity	Inclusivity is the policy of including people who might otherwise be excluded or marginalized. ⁶ This includes board members, stakeholders and students.
Integrity	Integrity is the concept of consistency of one's actions, values, methods, measures, principles, expectations and outcomes. ⁷
Inquiry	Inquiry is an approach to understanding that is constructed in the process of people working and conversing together as they pose and solve problems, making discoveries and testing new knowledge in the course of shared activity. ⁸

³ *The Institute for Civility in Government, 2017.*

⁴ *Merriam-Webster, 2017.*

⁵ *Merriam-Webster, 2017.*

⁶ *The Oxford Pocket Dictionary of Current English, 2011.*

⁷ *Goree, 2007.*

⁸ *Galileo Educational Network, 2016.*

Respect for Authority of the Board	Regard for the authority of the board is the ability of an individual board member to respect and support the vote of the board of education even if his/her position was contrary to the decision.
Reliability	The extent to which a measurement gives results that are very consistent. ⁹
Selflessness	Selflessness is putting the needs and concerns of others ahead of one's self.
Stakeholder	Individuals and groups who have an interest in the welfare of a community's children and public school district including but not limited to district residents, students, business owners/operators, district staff members, union leadership, etc.
Stewardship	Stewardship is the careful and responsible management of the school district's resources including finances, facilities, human resources, etc.
Strategic Plan	<p>A strategic plan is a document that empowers school districts to plan for continuous change and is used to communicate with the entire school community the Board of Education's vision for the district, goals related to making that vision a reality and the actions needed to achieve those goals, as well as related support materials such as timelines and measurements.¹⁰</p> <p>It is established via a process that engages stakeholders in assessing the internal and external environments, analyzes the implications or relevant trends, and identifies effective strategies for achieving the desired future state of the school district.¹¹</p>
Transparency	Transparency describes a board's obligation to share information with citizens. Information on how officials conduct the public business and spend taxpayers' money must be readily available and easily understood. ¹²
Validity	Validity of an assessment is the degree to which it measures what it is supposed to measure. ¹³
Vision	A vision describes in detail the desired future state of a school district. It announces to staff members, parents and students where a district is heading and why they should take the trip with you. ¹⁴
Vision-Driven	Vision-driven describes a board that, in partnership with the superintendent and stakeholders, establishes a shared vision and plans for the school district to attain that vision. ¹⁵

⁹ Wikipedia, 2017.

¹⁰ Balanced Scorecard Institute, 2017.

¹¹ National School Board Association, 2006.

¹² The Encyclopedia of American Politics, 2017.

¹³ Wikipedia, 2017.

¹⁴ Farmer, P. & Gabriel, J., n.d.

¹⁵ Iowa School Boards Association, n.d.

Task Force

Jay Bennett
Brenda Carter
Joe Childs
Chris Coady
Danielle Funderburg
Cindy Gansen
Diane Hockett
Tony Johnson
Deb Macon
Ted Maier
Scott Morrell
Nancy Philippart
Michael Rochholz
Tom White

MASB Board of Directors



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS



Book	Policy Manual
Section	0000 Bylaws
Title	BOARD MEMBER ETHICS
Code	po0144.2
Status	Active
Adopted	May 15, 2017

0144.2 - **BOARD MEMBER ETHICS**

As members of the Board of Education, Board members will strive to improve public education and to that end they will:

- A. attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- B. recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- C. render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- D. encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- E. work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent;
- F. communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- G. inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the State and National School Boards Associations;
- H. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- I. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
- J. take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law;
- K. remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

Source: Board of Directors, National School Boards Association.

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