



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

August 16, 2021

6:30 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. It will also be live-streamed on YouTube and available through Zoom video conferencing. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person, use Zoom "chat" during the Public Comment portions of the meeting or by emailing Board President, Laura Adkins, prior to the meeting at laura.adkins@hazelparkschools.org. To view the meeting via Zoom, please use the following link: <https://hazelparkschools.zoom.us/j/8579856462>. Meeting ID 857 9856 4621

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

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.

CONSENT AGENDA

4

The Board of Education shall use a consent agenda to keep routine matters within a reasonable time frame. A member of the Board may request any item to be removed from the consent agenda and defer it for more discussion and specific action.

A. <u>Approval of Minutes</u>	
1) Board Meetings	5
2) Committee Meetings	14
B. <u>Monthly Financial Reports</u>	18
C. <u>Personnel Recommendations</u>	
D. <u>Conference Requests</u>	26
E. <u>Freedom of Information Act (FOIA) Requests</u>	27

NEW BUSINESS

A. <u>Hazel Park Education Association (HPEA) 3-Year Tentative Agreement (Action Item)</u>	67
B. <u>Cases for Technology Devices (Action item)</u>	87
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D. <u>Ford Fencing (Action Item)</u>	89
E. <u>Jr. High Condensing Coil Replacement (Action Item)</u>	90
F. <u>Part Time Social Worker for Early On Program (Action Item)</u>	92
G. <u>.25 Advisory Class Credit (Action Item)</u>	94
H. <u>Jr. High and High School After School Tutoring (Action Item)</u>	95
I. <u>High School Credit Recovery (Action Item)</u>	96
J. <u>Grades 9-12 Online Course Software License Renewal (Action Item)</u>	97
K. <u>K12 Grades 6-8 Elective Course Fees (Action Item)</u>	98
L. <u>i-Ready Renewal (Action Item)</u>	99
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P. <u>Hanover Research Membership</u>	106
Q. <u>1.0 FTE Dean at Hazel Park High School (Action Item)</u>	118
R. <u>Additional Compensation for HPHS Principal & Jr. High Principal (Action Item)</u>	120
S. <u>2021-2022 Substitute Rates (Action Item)</u>	
T. <u>Oakland County School Boards Association (OCSBA) Proposed and Amended Resolutions (Action Item)</u>	122
U. <u>Oakland County School Boards Association (OCSBA) Proposed Bylaws Amendments (Action Item)</u>	128
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SUPERINTENDENT REPORT (INFORMATIONAL ITEMS)

A. <u>Chromebook Return / Loss Update</u>	
B. <u>Enrollment Update</u>	150
C. <u>Masks</u>	
D. <u>Breakfast/Lunch</u>	
E. <u>Latchkey</u>	

REQUESTS FOR FUTURE AGENDA ITEMS**CALENDAR DATES**

Sept. 7 - Special Meeting	6:30PM
Sept. 13 - Finance Committee	5:00PM
Buildings & Grounds	6:00PM

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.

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: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Consent Agenda
Date: August 16, 2021

The Hazel Park Board of Education uses a consent agenda to keep routine matters within a reasonable time frame. A member of the Board may request any item to be removed from the consent agenda and defer it to more discussion and specific action.

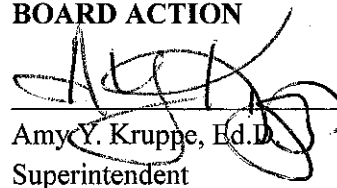
CONSENT AGENDA ITEMS:

- A. Approval of Minutes
 - 1. July 26, 2021 - Regular
 - 2. August 2, 2021 - Special
 - 3. August 4, 2021 - Special
 - 4. August 9, 2021 - Finance Committee
 - 5. August 9, 2021 - Buildings & Grounds Committee
- B. Monthly Financial Report
- C. Personnel Recommendations
- D. Conference Requests
- E. Freedom of Information Act (FOIA) Requests

Recommendation

That the Board of Education approve the consent agenda as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent





SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on July 26, 2021 and was called to order by President Adkins at 6:30p.m.

ROLL CALL

Members Present: Adkins, Noth (virtually from Hazel Park (Oakland County), Michigan), Hinton, Fortress, Baldwin, Schlak

Members Absent: Rice

Others Present: Kruppe, Zirnig, Dulmage, Miller, Nugent, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Ms Schlak, supported by Mrs. Baldwin, that the Agenda be approved as written.

Roll Call Vote:

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

PUBLIC COMMENT

Susan Tompkins, teacher at Webb Elementary and resident of Troy, MI spoke to the topic of staff and students wearing masks upon their return to school.

The Board of Education thanked her for her comments.

CONSENT AGENDA

Moved by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the consent agenda, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

UNFINISHED BUSINESS

A. Hazel Park Extended COVID-19 Preparedness and Response Plan Review (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the Hazel Park Extended COVID-19 Preparedness and Response Plan, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

NEW BUSINESS

A. Community School Grant Reward (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Hazel Park Board of Education approve the 2021-2022 Community Schools grant from United Way, as presented.

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

B. Community School Coordinator Position (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the Community School Coordinator to comply with the United Way grant, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

C. K-5 After School Tutoring (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the compensation for 12 tutors for after school tutoring at United Oaks, Hoover and Webb Elementary during the 2021-2022 school year, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins

Nays: None

Motion Carried: Unanimously

D. Fountas & Pinnell Professional Development Facilitation (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the purchase of 3rd party professional development services to support the use of the Phonics and Word Study resource, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins
Nays: None

Motion Carried: Unanimously

E. Emergency Connectivity Fund (Action Item)

_____ Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the filing of an application for technology purchases through the Emergency Connectivity Fund, as presented.

Roll Call Vote:

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins
Nays: None

Motion Carried: Unanimously

F. Welding Room Purchases (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the initial spend up \$25,000 to convert the metal shop into a welding classroom, as presented.

Roll Call Vote:

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins
Nays: None

Motion Carried: Unanimously

G. Manipulatives Disinfectant Machine (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education accept the Administration's recommendation and approve the quote from Zono Technologies in the amount not to exceed \$20,000.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins
Nays: None

Motion Carried: Unanimously

SUPERINTENDENT UPDATE

- Enrollment - Kindergarten enrollment is extremely low, a concern at this time. Virtual numbers are going down as parents are returning their students to in-person learning. Parents are calling and inquiring about masking. Two more enrollment nights, Aug. 5 & Aug. 19 from 5-8pm. Hope to see parents there to re-enroll students.
- Bathroom renovations at High School are moving along.
- September 1 is the first day of school. All schools have a PM start. Watch for newsletters from the principals.
- August 25 is the HPHS Viking Day. Students will pick up schedules and have their pictures taken. Look for the schedule on the website.

- Going to wait one more year to bring back the Hometown Huddle but thinking about some other possible fun things at football games.
- Hope everyone had a chance to see Mrs. Dimas become an ice cream sundae last Friday. This was the last day of the Springboard Collaborative. United Way supported the Springboard. This fall we have two programs happening with the collaboration of United Way and Ballmer Group. These will help support student, teacher and parent engagement, parent workshops to help their students with reading at home and students achieving better reading strategies. Ballmer Group also supports a college coach through the Promise Zone and United Way through their help with technology and Community Schools Grant.

REQUESTS FOR FUTURE AGENDA ITEMS

Board Secretary, Beverly Hinton, asked about the Health Clinic status and did they have to form a community committee of stakeholders. They are fully operational for behavioral help. On Monday and Tuesday the nurse is there and students are able to get physicals on those days. There has been some delay in getting their computers set up with lines to Ascension so they are not able to do prescriptions. They do not have a committee. Mrs. Hinton stated the committee was a large piece in the past and difficult to do and good to hear they did not have to struggle with that this time.

Board President Laura Adkins asked for a report on chromebooks return and loss.

CALENDAR DATES

- a. Aug. 2 Special Board of Education Meeting
- b. Aug. 4 Special Board of Education Meeting
- c. Aug. 5 Back to School Registration Event
- d. Aug. 9 Finance Committee Meeting
Buildings & Grounds Committee Meeting

PUBLIC COMMENT

None

BOARD MEMBERS AND ADMINISTRATION COMMENTS

All Board Members	Summer is moving quickly. Hope everyone enjoys the rest of their time off.
Beverly Hinton, Secretary	Hope people will come out to the enrollment nights and get students enrolled in our schools.
Melissa Baldwin, Trustee	Library event this Friday. So many free activities happening in our community. Take advantage of it.
Kristy Schlak, Trustee	Happy about all the items that were approved tonight. School supplies are out at Target.
Rachel Noth, Vice President	Things approved tonight are in the best interest of our students. Quote by C.S. Lewis <i>"You can't go back and change the beginning but you can start where you are and change the ending."</i>
Dr. Amy Kruppe, Superintendent	Enjoy the next couple weeks.
Laura Adkins, President	Our board will be hard at work next week setting board goals. Attending a couple classes at the MASB Summer Institute. OCSBA bylaws update. Take a look at them. They will be voted on at the August meeting.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 7:13PM
Unanimous Approval.

Respectfully submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on August 2, 2021 and was called to order by President Adkins at 5:32PM

Roll Call:

Members Present: Adkins, Noth (virtually from Hazel Park, Michigan Oakland County), Hinton, Fortress
Baldwin, Schlak
Members Absent: Rice (arrived at 6:07PM)
Others Present: Kruppe

APPROVAL OF THE AGENDA (Action Item)

Board Vice President, Rachel Noth, requested that Face Mask requirements be added to the agenda for discussion.

Moved by Mrs. Noth, supported by Ms Schlak, that the Agenda be approved with the addition of the face mask requirements discussion

Roll Call Vote:

Yeas: Noth, Schlak, Hinton, Fortress, Baldwin, Adkins
Nays: None

Motion Carried: Unanimously

PUBLIC COMMENT - None

NEW BUSINESS

A. Face Mask Requirements for start of school year (Informational Item)

Superintendent Dr. Amy Kruppe and Board of Education members held a discussion on requiring students and staff to wear face masks at the beginning of the school year due to COVID-19. Superintendent Kruppe discussed with them the conversation she had with both staff members and parents during recently held Zoom meetings to discuss this issue as well as any other concerns that people may have with the start of the school year. At the end of the discussion, it was a consensus of the Board that parents and staff would have a choice of wearing them, however, the Administration will continue to watch the data and metrics in our city and Oakland County for any surge in the number of COVID cases.

B. Board of Education Self Assessment Review

With MASB consultant Debbie Stair, Board Members and Superintendent Dr. Amy Kruppe reviewed the Board of Education Self Assessment survey recently completed by individual board members. They held a discussion on various items both of concern and where progress was being made. The discussion will continue on Wednesday, August 4, 2021 at the Special Board Meeting where they will begin working on Board Goals and Superintendent Goals.

PUBLIC COMMENT - None

BOARD MEMBERS AND ADMINISTRATION COMMENTS

- Band Camp started today
- Enjoy the posts from Chuck on the new kindergarteners in front of their signs welcoming them to Hazel Park.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 9:20PM.
Unanimous Approval.

Respectfully Submitted

Beverly Hinton, Secretary
Hazel Park Board of Education



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on August 4, 2021 and was called to order by President Adkins at 5:32PM

Roll Call:

Members Present: Adkins, Noth (virtually from Hazel Park, Michigan Oakland County), Hinton, Fortress
Baldwin, Rice, Schlak
Members Absent: None
Others Present: Kruppe

APPROVAL OF THE AGENDA (Action Item)

Moved by Mrs. Baldwin, supported by Ms Schlak, that the agenda be approved, as presented.

Roll Call Vote:

Yeas: Baldwin, Schlak, Noth, Hinton, Fortress, Rice, Adkins
Nays: None

Motion Carried: Unanimously

PUBLIC COMMENT - None

NEW BUSINESS

The Board of Education and Superintendent Dr. Amy Kruppe held discussion and reviewed goals for 2021-2022. The discussion was facilitated by Michigan Association of School Boards (MASB) consultants Debbie Stair and Greg Janicki. The group discussed creating “*norms*” to guide meetings; which will be voted on at a future meeting once completed, traits to be an effective school board and reviewing the Board Ethics policy as well as the Board of Education and Superintendent Operating Principles document.

A. Board Goals

MASB Consultant, Debbie Stair stated that board goals should be based on the self-assessment survey the board just completed and other items that can be used to develop success. After discussing possible areas, the Board Members came to a consensus of three areas: Learning more about data, creating protocols and community engagement.

B. Superintendent Goals

Board members agreed the Strategic Plan which includes the **Goal Statements** regarding *Curriculum and Instruction, Climate and Culture, Resources* and *Community Relations* is the measuring tool for the Superintendent goals and evaluation. Superintendent Dr. Amy Kruppe will update the Board with the Plan, as well as the objectives and timeline to meet the objectives no later than the September board meeting. At that time, the Board will discuss and decide how often they would like future updates on the Strategic Plan.

PUBLIC COMMENT - None

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Board members thanked Debbie Stair and Greg Janicki for their time in facilitating the two special meetings and reminded everyone of the back to school registration event being held on August 5, 2021 beginning at 5pm.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 9:18PM
Unanimous Approval.

Respectfully Submitted

Beverly Hinton, Secretary
Hazel Park Board of Education



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Finance Committee Meeting

August 9, 2021

5:00PM

Ford Administration Building

Board Members Present: Laura Adkins, Heidi Fortress, Beverly Hinton

Board Members Absent: None

Administrators Present: Dr. Amy Kruppe, Jason Zirniss

Meeting start time - 5:05 pm

No public Comment

- A. LOC and Borrowing - After the passing of the State School Aid Budget and review of our projected final numbers and cash flow projection through 2022, we are confident that the District for the first time in over 10 years will not have to borrow for cash flow purposes.
We are also beginning discussion with Baker Tilly to refinance the 2012 bonds and will have an update in the coming meetings regarding any potential savings that can be recognized for the residents within the District boundaries.
- B. Camp Hazelwood - Several individuals from the District were able to perform much needed renovation on the kitchen at Hazelwood (pictures are attached). We had our first event there this year, a graduation party. I hope everyone was able to see the social media posts with a lot of positive comments.
- C. Transportation Update - Mrs Brew has transitioned nicely into the role of Transportation Supervisor and has hit the ground running. New radios are up and running, and we are awaiting the arrival of our new used bus which Mrs. Brew picked out from the MISD. The transportation office at Webb is up and running and the staff are happy to be back.
- D. iPad/Chromebook Cases - We are still waiting to receive approval from USAC for the device funding through the ECF Program. If approved we are requesting approval for cases for the devices with a total cost of \$37,500. Committee recommended moving it to the Board for approval.
- E. i-Ready Quote - Reviewed the i-Ready quote for the 2021/22 school year. Committee recommended moving it to the Board for approval.





F. Pool Update - We are progressing through the repair of the pool. We have met with a tile company and a pool design company to provide options for retiling and modifications.

G. Check Register Review

Meeting end time - 5:42 pm

Minutes submitted by Jason Zirnis, Assistant Superintendent of Business and Operations



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Buildings & Grounds Committee Meeting

August 9, 2021

6:00PM

Board Members Present: Kristy Schlak, Heidi Fortress, Melissa Baldwin
Board Members Absent: None

Administrators Present: Dr. Amy Kruppe, Jason Zirniss

Public Comment - None

Meeting start time - 6:03 pm

Public Comment:

- A. Pool Update:** We are progressing through the repair of the pool. We have met with a tile company and a pool design company to provide options for retiling and modifications.
- B. Bathrooms Update:** Tile is finally in after a long delay, and we are on track to complete the upstairs and the athletic hall toilets. The staff bathrooms were significantly delayed due to delays at the State approving changes to the configuration of the gang style bathrooms to accommodate two single general restrooms.
- C. Camp Hazelwood Update:** Several individuals from the District were able to perform much needed renovation on the kitchen at Hazelwood (pictures are attached). We had our first event there this year, a graduation party. I hope everyone was able to see the social media posts with a lot of positive comments.
- D. Mat Replacement:** Discussed options to replace out front mats with a mat service and acquire logoed mats for all buildings to welcome students, staff and guests. Several options were discussed and more information was requested.
- E. HS Terrazzo Floor:** Discussed grinding and polishing the floor in the commons and cafeteria and repairing the cracks that exist. This would allow our staff to avoid stripping and rewaxing the floor which typically takes anywhere from 2-3 weeks depending on the staffing available. The Committee requested we look into other options to refresh the area and add a different color.
- F. Ford Fence:** Discussed removal of the fencing around the administrative buildings side property. It is experiencing some lifting of posts and is in need of some work. We recommended removing the fence to increase the attractiveness of the property and reducing the time it takes to maintain the area for a grounds crew. The Committee recommended it go to the Board for review.





**HAZEL PARK
SCHOOLS**

G. 5-Year Plan Review: We are waiting on the roof inspections to review and layer out the projects identified over the coming 5 years. We are going to have a detailed review during our next building and Grounds Meeting.

Meeting end time - 7:08 pm

Minutes submitted by Jason Zirnis, Assistant Superintendent of Business and Operations



Ford Administration
Matthew Miller, Business Office Manager
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5213 | F: 248-544-5443
www.hazelparkschools.org

TO: The School District of the City of Hazel Park
Board of Education

FROM: Jason Zirnis
Assistant Superintendent, Business & Operations

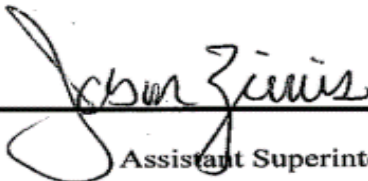
RE: Treasurer's Report July, 2021

DATE: August 5, 2021

Attached is the check register (including current period voids), a listing of ACH debits, wire transfers, and P-Card purchases made during the period

GENERAL FUND (11)		1,335,020.40	
	<i>Total - General Fund</i>	<u>\$ 1,335,020.40</u>	
CENTER PROGRAM (22)		2,488.23	
COMMUNITY SERVICE (23)		0.00	
FOOD SERVICE FUND (25)		63,517.82	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		75,780.20	
	<i>Total - Special Revenue Funds</i>	<u>\$ 141,786.25</u>	
INTERNAL ACCOUNT FUNDS (29)		0.00	
	<i>Total - Other Funds</i>	<u>\$ -</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 1,476,806.65</u></u>	\$ 1,476,806.65
ACH DEBITS			1,398,469.50
PAYROLL			1,490,424.75
OUTGOING WIRE TRANSFERS			2,407,296.44
P-CARD PURCHASES			<u>105,936.65</u>
			5,402,127.34
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 6,878,933.99</u></u>

I certify that the disbursements listed on the attached check registers and listing of ACH debits, wire transfers, and P-Card purchases were payments made for obligations of The School District of the City of Hazel Park and that all materials or services listed on the invoices have been received or performed.



Jason Zirnis
Assistant Superintendent, Business & Operations

Monthly Summary of EFT's from HP Bank Accounts

Jul-21

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
7/2/2021	\$95.70	Gen Funds	Latchkey Fees
7/20/2021	\$285.65	Gen Funds	AFLAC Payment July 2nd Payroll
7/22/2021	\$285.65	Gen Funds	AFLAC Payment July 16th Payroll
7/2/2021	\$3,693.66	Gen Funds	Health Equity Payment July 2nd Payroll
7/16/2021	\$3,878.66	Gen Funds	Health Equity Payment July 16th Payroll
7/30/2021	\$500.00	Gen Funds	Health Equity Payment July 30th Payroll
7/1/2021	\$141.60	Gen Funds	EduStaff Payment
7/29/2021	\$70.80	Gen Funds	EduStaff Payment
7/6/2021	\$17,546.69	Gen Funds	Penserv Payment July 2nd Payroll
7/21/2021	\$17,404.19	Gen Funds	Penserv Payment July 16th Payroll
7/2/2021	\$24,249.10	Tax W/H	Payroll State Tax Withholding July 2nd
7/16/2021	\$24,952.28	Tax W/H	Payroll State Tax Withholding July 16th
7/30/2021	\$26,725.84	Tax W/H	Payroll State Tax Withholding July 30th
7/2/2021	\$158,793.76	Tax W/H	Payroll Federal Tax Withholding July 2nd
7/16/2021	\$165,759.53	Tax W/H	Payroll Federal Tax Withholding July 16th
7/30/2021	\$178,015.00	Tax W/H	Payroll Federal Tax Withholding July 30th
7/8/2021	\$258,820.69	Ret W/H	Payroll Retirement Withholding June 18th
7/21/2021	\$129.94	Ret W/H	Payroll Retirement Withholding July 2nd
7/28/2021	\$265,124.36	Ret W/H	Payroll Retirement Withholding July 2nd
7/21/2021	\$251,996.40	UAAL	Payroll UAAL Payment July

\$1,398,469.50	Total ACH Debits
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<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
7/2/2021	\$487,663.85	General Payroll on July 2nd
7/16/2021	\$489,631.84	General Payroll on July 16th
7/30/2021	\$513,129.06	General Payroll on July 30th

\$1,490,424.75	Total Payroll
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<u>Date</u>	<u>Amount</u>	<u>Wires</u>
7/27/2021	\$2,407,296.44	MVCA Wire State Aid July

\$2,407,296.44	Total Wires
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<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
7/21/2021	\$105,936.65	General P-Card charges Huntington Bank

\$105,936.65	Total P-Card Purchases
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Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2021 TO 7/31/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
07/01/2021	EH 00000071	100319	G N E PAINT & SUPPLY		9.62
07/01/2021	EH 00000072	100292	INVEST CENTERS LLC		39,062.41
07/01/2021	HP 00500237	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
07/01/2021	HP 00500238	100011	CHAPTER 13 TRUSTEE		108.00
07/01/2021	HP 00500239	100322	CITY HAZEL PARK WATER		3,004.52
07/01/2021	HP 00500240	100609	DAVID RUSKIN		1,059.16
07/01/2021	HP 00500241	100375	FERNDALE PUBLIC SCHOOLS		21,210.16
07/01/2021	HP 00500242	100420	HERSCHS INC		440.00
07/01/2021	HP 00500243	100203	KENS TREE SERVICE		2,100.00
07/01/2021	HP 00500244	100387	MISDU		724.14
07/15/2021	EH 00000075	100409	FRONTLINE EDUCATION		19,421.05
07/15/2021	EH 00000076	100056	HINTON, BEVERLY	P2200007	25.00
07/15/2021	EH 00000077	100044	HP PROMISE ZONE	P2200012	25.00
07/15/2021	EH 00000078	100574	INSTITUTE FOR EXCELLENCE IN ED		2,500.00
07/15/2021	EH 00000079	100860	MELISSA BALDWIN	P2200005	25.00
07/15/2021	EH 00000080	100125	SCHLAK, KRISTY	P2200017	25.00
07/15/2021	EH 00000081	100397	SCHOOL SPECIALTY		3,750.00
07/15/2021	EH 00000082	100067	SCHOOLDUDE.COM		6,591.92
07/15/2021	EH 00000083	100504	SET INC.		51,567.19
07/15/2021	EH 00000084	100357	STAPLES BUSINESS ADVANTGE		287.40
07/15/2021	HP 00500245	100550	AMAZON CAPITAL SERVICES INC		945.37
07/15/2021	HP 00500246	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		210.00
07/15/2021	HP 00500247	100011	CHAPTER 13 TRUSTEE		108.00
07/15/2021	HP 00500248	100065	CITY OF FERNDALE		40.27
07/15/2021	HP 00500249	100321	CITY OF HAZEL PARK		33,000.00
07/15/2021	HP 00500250	100309	CONSUMERS ENERGY		2,053.20
07/15/2021	HP 00500251	100443	CTS COMPANIES		544.50
07/15/2021	HP 00500252	100609	DAVID RUSKIN		712.20
07/15/2021	HP 00500254	100523	DICK BLICK		28.94
07/15/2021	HP 00500255	100313	DTE ENERGY		13,968.78

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2021 TO 7/31/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
07/15/2021	HP 00500256	100314	DTE ENERGY		5,417.64
07/15/2021	HP 00500257	100640	FIBER LINK INC		48.75
07/15/2021	HP 00500258	100008	HAZEL PARK YOUTH ASSISTANCE	P2200006	25.00
07/15/2021	HP 00500259	100951	KELLY ROSSI		140.00
07/15/2021	HP 00500260	100952	MARGARET EDWARTOWSKI		70.00
07/15/2021	HP 00500261	100372	MASB-SEG		266,409.00
07/15/2021	HP 00500262	100159	MICHIGAN ASSOC OF SCHOOL BOARD		2,000.00
07/15/2021	HP 00500263	100327	MICHIGAN EDUCATION SPECIAL		366,625.22
07/15/2021	HP 00500264	100387	MISDU		724.14
07/15/2021	HP 00500265	100850	MRO BUILT		5,010.00
07/15/2021	HP 00500267	100463	WINDSTREAM		947.89
07/22/2021	EH 00000085	100045	A & I ENTERPRISES		128,556.46
07/22/2021	EH 00000086	100427	A SWEET SERVICES LLC		12,865.48
07/22/2021	EH 00000087	100292	INVEST CENTERS LLC		144,799.71
07/22/2021	HP 00500268	100314	DTE ENERGY		34,828.76
07/29/2021	EH 00000088	100431	CLARK HILL PLLC		19,510.50
07/29/2021	EH 00000089	100810	FOXBRIGHT		4,130.00
07/29/2021	EH 00000090	100574	INSTITUTE FOR EXCELLENCE IN ED		1,631.04
07/29/2021	EH 00000091	100292	INVEST CENTERS LLC		43,839.12
07/29/2021	EH 00000092	100548	SEG SELF INSURERS WORKERS DISABILITY		37,292.00
07/29/2021	EH 00000093	100087	TMP ARCHITECTURE INC		250.00
07/29/2021	EH 00000094	100897	TRANSPORTANT INC		20,300.00
07/29/2021	HP 00500269	100550	AMAZON CAPITAL SERVICES INC	P2200022	277.34
07/29/2021	HP 00500270	100350	ASCENSION MICHIGAN AT WORK		76.00
07/29/2021	HP 00500271	100544	ASCENSION MICHIGAN AT WORK		76.00
07/29/2021	HP 00500272	100485	BARNES AND NOBLE		238.00
07/29/2021	HP 00500274	100348	Bildon Parts and Services		97.40
07/29/2021	HP 00500275	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
07/29/2021	HP 00500276	100011	CHAPTER 13 TRUSTEE		108.00
07/29/2021	HP 00500277	100888	CONSTELLATION		879.00
07/29/2021	HP 00500278	100459	CONVERGENT TECH PARTNERS		190.00

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2021 TO 7/31/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
07/29/2021	HP 00500279	100609	DAVID RUSKIN		712.20
07/29/2021	HP 00500280	100839	K 12 MANAGEMENT DBA FuelEd		23,135.90
07/29/2021	HP 00500281	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	2,177.44
07/29/2021	HP 00500282	100387	MISDU		724.14
07/29/2021	HP 00500283	100535	NEOLA INC		1,295.00
07/29/2021	HP 00500286	100740	SPECTRUM WIRELESS USA INC		5,226.44
				Fund 110 Total:	1,335,020.40
Fund: 220					
07/15/2021	EH 00000073	100895	Advanced Medical Personnel Services LLC		640.00
07/15/2021	HP 00500266	100515	STAFF CONNECTIONS LLC		920.00
07/29/2021	HP 00500281	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	468.23
07/29/2021	HP 00500287	100515	STAFF CONNECTIONS LLC		460.00
				Fund 220 Total:	2,488.23
Fund: 250					
07/15/2021	EH 00000074	100118	CHARTWELLS DINING SERVICES		62,925.95
07/29/2021	HP 00500281	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	82.67
07/29/2021	HP 00500285	100954	RITEWAY SERVICE INC		509.20
				Fund 250 Total:	63,517.82
Fund: 420					
07/15/2021	HP 00500253	100038	DELTA NETWORK SERVICES LLC	P2200001	55,180.20
07/29/2021	HP 00500273	100955	BG CONTRACTORS INC		13,800.00
07/29/2021	HP 00500284	100257	QUALIFIED ABATEMENT SERVICES INC		6,800.00
				Fund 420 Total:	75,780.20
				Grand Total:	1,476,806.65

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End of Report

Huntington Bank
Commercial Card Summary (P-Card)
For Month Ending - July 2021

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
07/31/2021	JASON ZIRNIS	THE HOME DEPOT #2733	85.81
07/31/2021	GREG RICHARDSON	TONYS ACE HDWE	50.68
07/31/2021	JAMIE BUCZKO	STAPLS7336007295000001	18.07
07/31/2021	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	1,054.00
07/30/2021	CHRISTINE LUPTAK	DOWNRIVER REFRIGERATIO	1,176.60
07/30/2021	CHRISTINE LUPTAK	ORKIN LLC 002	123.00
07/30/2021	CHRISTINE LUPTAK	DECKER EQUIPMENT	86.29
07/30/2021	CHRISTINE LUPTAK	ELEVATOR TECHNOLOGY IN	380.00
07/30/2021	CHRISTINE LUPTAK	MCNAUGHTON MCKAY ELECT	484.01
07/30/2021	JASON ZIRNIS	RESTAURANT EQUIPPERS I	682.96
07/30/2021	GREG RICHARDSON	TONYS ACE HDWE	9.49
07/30/2021	CHRISTINE LUPTAK	SQ *MECHANICAL SYSTEM	650.00
07/30/2021	SHEILA OKANE	WALMART.COM AT	111.11
07/30/2021	TAMEKA SINGLETON	ACT*YMCAMETRODETROIT	1,053.50
07/30/2021	BRADLEY WILKINS	HP *HP.COM STORE	2,249.91
07/30/2021	CHRISTINE LUPTAK	RGP*TURF TENDERS	350.00
07/29/2021	CHRISTINE LUPTAK	AJAX TRAILERS LLC	13.90
07/29/2021	TAMEKA SINGLETON	STAFFORD SMITH, INC	(8,440.00)
07/29/2021	BRADLEY WILKINS	PRECISION ROLLER	106.11
07/29/2021	TAMEKA SINGLETON	CLEAR RATE COMMUNICATI	1,897.05
07/29/2021	DEBRA SCOTT	PANERA BREAD #600694 O	(7.48)
07/29/2021	CHRISTINE LUPTAK	BILLINGS LAWN EQUIPMEN	145.19
07/29/2021	TAMEKA SINGLETON	INTRADO INTERACTIVE SE	4,907.50
07/29/2021	JASON ZIRNIS	THE HOME DEPOT #2741	1,299.56
07/28/2021	TAMEKA SINGLETON	OVERDRIVE DIST	8.81
07/28/2021	DEBRA SCOTT	MICHIGANASS	180.00
07/28/2021	DEBRA SCOTT	PANERA BREAD #600694 O	148.64
07/28/2021	DEBRA SCOTT	IN *STUDENT ACHIEVEMEN	250.00
07/28/2021	TAMEKA SINGLETON	VOYAGER SOPRIS LEARN'G	32.50
07/28/2021	TAMEKA SINGLETON	GNE PAINT & SUPPLIES I	754.93
07/28/2021	MEGAN PAPASIAN-BROADWELL	ADOBE PRODUCTS	9.99
07/28/2021	TAMEKA SINGLETON	SONITROL GREAT LAKES M	1,271.32
07/28/2021	BRADLEY WILKINS	CDW GOVT #H391121	223.63
07/28/2021	TAMEKA SINGLETON	STAFFORD SMITH, INC	15,210.00
07/28/2021	JAMIE BUCZKO	OAKLAND SCHOOLS-RC INT	45.00
07/28/2021	GREG RICHARDSON	PHOENIX STONE COMPANY	512.00
07/28/2021	JASON ZIRNIS	ULINE *SHIP SUPPLIES	13,372.25
07/28/2021	TAMEKA SINGLETON	BULK BOOKSTORE	417.12
07/28/2021	TAMEKA SINGLETON	BULK BOOKSTORE	417.12
07/28/2021	TAMEKA SINGLETON	BULK BOOKSTORE	417.11
07/27/2021	BRADLEY WILKINS		0.03
07/27/2021	DAVID MUYLAERT	TARGET 00008193	250.00
07/27/2021	GREG RICHARDSON	TONYS ACE HDWE	4.00
07/27/2021	DAVID MUYLAERT	OFFICEMAX/DEPOT 6097	54.99
07/27/2021	BRADLEY WILKINS	CDW GOVT #H336846	1,139.05
07/27/2021	MEGAN PAPASIAN-BROADWELL	SAMSCLUB #6659	85.59
07/27/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2E5O34ULO	60.91
07/27/2021	BRADLEY WILKINS	VB AUDIO	4.92
07/26/2021	DEBRA SCOTT	ASCD	239.00
07/25/2021	GREG RICHARDSON	TONYS ACE HDWE	4.98
07/25/2021	GREG RICHARDSON	TONYS ACE HDWE	12.51
07/25/2021	GREG RICHARDSON	TONYS ACE HDWE	117.78
07/23/2021	GREG RICHARDSON	TONYS ACE HDWE	21.82
07/23/2021	BRADLEY WILKINS	DNH*GODADDY.COM	189.98
07/23/2021	GREG RICHARDSON	TONYS ACE HDWE	13.84

07/22/2021	GREG RICHARDSON	TONYS ACE HDWE	90.19
07/22/2021	CHRISTINE LUPTAK	SQ *MECHANICAL SYSTEM	3,225.00
07/22/2021	GREG RICHARDSON	TONYS ACE HDWE	10.98
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	250.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	250.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	240.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	365.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	240.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	250.00
07/22/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	250.00
07/22/2021	GREG RICHARDSON	TONYS ACE HDWE	82.62
07/22/2021	GINA BREW	BIGD LOCK & KEY	54.10
07/21/2021	MEGAN PAPASIAN-BROADWELL	KROGER #447	52.05
07/21/2021	GINA BREW	SULLIVANS FLEET SERVIC	1,870.15
07/21/2021	CHRISTINE LUPTAK	WEINGARTZ	1,320.61
07/21/2021	TAMMY SCHOLZ	AMZN MKTP US*2E01R6K71	175.29
07/21/2021	GREG RICHARDSON	TONYS ACE HDWE	58.88
07/21/2021	GREG RICHARDSON	TONYS ACE HDWE	37.98
07/21/2021	DEBRA DIMAS	AMAZON.COM*2E68V62K1	41.38
07/20/2021	GREG RICHARDSON	TONYS ACE HDWE	8.14
07/20/2021	BRADLEY WILKINS	IN *WYEBOT INC	10,100.00
07/20/2021	DEBRA SCOTT	MI ASSOC SCH ADM	1,466.68
07/20/2021	AMY KRUPPE	LESSONCAST.COM	149.99
07/19/2021	TAMEKA SINGLETON	TMOBILE*AUTO PAY	2,000.00
07/18/2021	GREG RICHARDSON	TONYS ACE HDWE	18.22
07/16/2021	MATTHEW MILLER	COUNCIL FOR EXCEPTIONA	130.00
07/16/2021	CHRISTINE LUPTAK	DOWNRIVER REFRIGERATIO	270.01
07/16/2021	CHRISTINE LUPTAK	SQ *MECHANICAL SYSTEM	768.58
07/16/2021	CHRISTINE LUPTAK	REPUBLIC SERVICES TRAS	3,190.20
07/16/2021	TAMEKA SINGLETON	CORRIGAN MOVING SYSTEM	450.00
07/16/2021	BRADLEY WILKINS	CDW GOVT #G911026	223.63
07/16/2021	TAMEKA SINGLETON	TMOBILE*AUTO PAY	353.60
07/16/2021	BRADLEY WILKINS	JUMPCLOUD INC	4,800.00
07/16/2021	TAMEKA SINGLETON	LEARNING FORWARD (LF)	124.00
07/16/2021	TAMEKA SINGLETON	REPUBLIC SERVICES TRAS	217.94
07/16/2021	TAMEKA SINGLETON	PROJECT LEAD THE WAY,	678.25
07/15/2021	MATTHEW MILLER	AMAZON.COM*2991O0UA2 A	33.99
07/15/2021	CHRISTINE LUPTAK	AIRGAS USA, LLC	150.67
07/15/2021	CHRISTINE LUPTAK	MCNAUGHTON MCKAY ELECT	488.20
07/15/2021	CHRISTINE LUPTAK	AUTOZONE #2254	29.97
07/15/2021	SHEILA OKANE	LIBIB.COM	11.00
07/15/2021	BRADLEY WILKINS	CDW GOVT #G835535	1,139.05
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	1,835.02
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	965.80
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	965.80
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	965.80
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	965.80
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	965.80
07/15/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	4,829.00
07/15/2021	TAMEKA SINGLETON	WIZER INC	8,640.00
07/15/2021	GREG RICHARDSON	TONYS ACE HDWE	61.70
07/15/2021	GREG RICHARDSON	TONYS ACE HDWE	9.00
07/15/2021	MATTHEW MILLER	BJ'S WHOLESALE CLUB	40.22
07/14/2021	JAMIE BUCZKO	STAPLS7334652300000001	21.38
07/14/2021	GREG RICHARDSON	TONYS ACE HDWE	9.49
07/14/2021	GREG RICHARDSON	TONYS ACE HDWE	57.35
07/14/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	194.20
07/14/2021	SHEILA OKANE	AMZN MKTP US*2909F4UG2	109.07
07/14/2021	SHEILA OKANE	AMAZON.COM*2986B8Y10	19.50
07/14/2021	SHEILA OKANE	AMZN MKTP US*296JM1WG0	10.99
07/14/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	140.50
07/13/2021	GREG RICHARDSON	TONYS ACE HDWE	14.24

07/13/2021	DEBRA SCOTT	MI ASSOC SCH ADM	400.00
07/13/2021	GREG RICHARDSON	GALCO INDUSTRIAL ELECT	404.47
07/13/2021	JAMIE BUCZKO	MI ASSOC SCH ADM	800.00
07/13/2021	MATTHEW MILLER	MSBO	150.00
07/12/2021	TAMMY SCHOLZ	AT HOME STORE 168	144.12
07/11/2021	CHARLES PLEINESS	ALLSTAR SERVICES OF MI	900.00
07/11/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	132.45
07/11/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	23.99
07/11/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	32.96
07/09/2021	CHARLES PLEINESS	ALLSTAR SERVICES OF MI	900.00
07/09/2021	JAMIE BUCZKO	DOLLAR TREE	17.00
07/09/2021	JAMIE BUCZKO	DOLLAR TREE	25.00
07/09/2021	TAMEKA SINGLETON	IN *KALPA PROFESSIONAL	4,563.00
07/08/2021	TAMEKA SINGLETON	PROCARE SOFTWARE	300.00
07/08/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	105.55
07/08/2021	TAMEKA SINGLETON	ACE TRANSPORTATION INC	396.00
07/08/2021	TAMEKA SINGLETON	D POOLE.	4,760.00
07/08/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	252.66
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	GREG RICHARDSON	TONYS ACE HDWE	22.78
07/07/2021	GINA BREW	OFFICEMAX/DEPOT 6026	308.05
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	MATTHEW MILLER	MSBO	150.00
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	25.62
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	138.46
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	158.39
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	115.99
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	203.93
07/07/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	19.90
07/07/2021	GINA BREW	TONYS ACE HDWE	64.58
07/04/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*299TO38G1	59.96
07/04/2021	TAMEKA SINGLETON	C & G PUBLISHING, INC.	9,346.10
07/02/2021	MEGAN PAPASIAN-BROADWELL	KROGER #447	52.26
07/02/2021	TAMEKA SINGLETON	BIDS SERVICE CENTER	60.93
07/02/2021	TAMEKA SINGLETON	APOC SALES INC.	1,367.86
07/02/2021	TAMEKA SINGLETON	MCNAUGHTON MCKAY ELECT	444.50
07/01/2021	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	1,124.00
07/01/2021	TAMEKA SINGLETON	MICHIGAN AUTOMATIC SPR	835.00
07/01/2021	TAMEKA SINGLETON	OTIS ELEVATOR	44.52
07/01/2021	TAMEKA SINGLETON	SQ *MECHANICAL SYSTEM	5,188.51
07/01/2021	TAMEKA SINGLETON	PROGRESSIVE PLUMBING S	252.34

134,519.17

NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
IN STATE				(Includes Sub)
Toby Gordon	Patterns of Power with Jeff Anderson	9/3/21	Virtual	\$100.00



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

August 9, 2021

Mrs. Beverly Hinton
[REDACTED]

Mrs. Hinton,

On August 6, 2021, the District received from you via USPS mail with a request under the Freedom of Information Act ("FOIA" or "the Act) asking for the following:

- Official Notification Eliminating The Individual Development Plan for 2020-2021

Please be advised that the District must deny your requests as no official notification or direct letter to Hazel Park Schools was received from the Michigan Department of Education.

You may appeal the District's denial of your request; see the information below regarding such appeals.

· Appeal of a Denial of a Public Record

If you believe that all or a portion of a public record has not been disclosed or has been improperly exempted from disclosure, you may file an appeal of the denial with HPS's Board of Education. The appeal must be in writing, specifically state the word "appeal," and identify the reason or reasons you are seeking a reversal of the denial.

Within 10 business days of receiving the appeal, as defined below, the Board will respond in writing by:

- reversing the disclosure denial;
- upholding the disclosure denial; or
- reverse the disclosure denial in part and uphold the disclosure denial in part.

The Board is not considered to have received an appeal until the Board's next regularly scheduled meeting after the appeal is submitted. The Board may designate the Board Chair or any Board member to hear and decide any appeal.





**HAZEL PARK
SCHOOLS**

Whether or not you submitted an appeal of a denial to the Board, you may file a civil action in Oakland County Circuit Court within 180 days after HPS's final determination to deny your request. Should you prevail in the civil action the court will award you reasonable attorneys' fees, costs and disbursements. If the court determines that HPS acted arbitrarily and capriciously in refusing to disclose or provide a public record, the court shall award you damages in the amount of \$1000.00.

If you have any questions, please feel free to contact our office.

Respectfully,



Amy Y. Kruppe, ED.D.
Superintendent
FOIA Coordinator

Cc: File

Sent By: E-mail



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

August 9, 2021

Mrs. Beverly Hinton



Mrs. Hinton,

On August 6, 2021, the District received from you via USPS mail several requests under the Freedom of Information Act ("FOIA" or "the Act) asking for the following:

- 2020-2021 Administrator feedback survey results including comments for Webb Principal, Corri Nastasi, Hoover Principal, Debbie Dimas, United Oaks Principal, Karla Graessley, High School Principal, Ken Milch, Hs Assistant Principal, Latoya Hall-King, Jr. High Principal, Tammy Scholz and Jr. High Assistant Principal, Jeremy Gold

Please be advised that the District must deny your requests. Section 13(1)(m) of the Freedom of Information Act (FOIA), MCL 15.243(1)(m), provides as follows:

(1) A public body may exempt from disclosure as a public record under this act any of the following:...

(m) Communications and notes within a public body or between public bodies of an advisory nature to the extent that they cover other than purely factual materials and are preliminary to a final agency determination of policy or action. This exemption does not apply unless the public body shows that in the particular instance the public interest in encouraging frank communication between officials and employees of public bodies clearly outweighs the public interest in disclosure. This exemption does not constitute an exemption under state law for purposes of section 8(h) of the open meetings act, 1976 PA 267, MCL 15.268. As used in this subdivision, "determination of policy or action" includes a determination relating to collective bargaining, unless the public record is otherwise required to be made available under 1947 PA 336, MCL 423.201 to 423.217.

The District has determined that this exemption applies to your record requests.

You may appeal the District's denial of your request; see the information below regarding such appeals.





Appeal of a Denial of a Public Record

If you believe that all or a portion of a public record has not been disclosed or has been improperly exempted from disclosure, you may file an appeal of the denial with HPS's Board of Education. The appeal must be in writing, specifically state the word "appeal," and identify the reason or reasons you are seeking a reversal of the denial.

Within 10 business days of receiving the appeal, as defined below, the Board will respond in writing by:

- reversing the disclosure denial;
- upholding the disclosure denial; or
- reverse the disclosure denial in part and uphold the disclosure denial in part.

The Board is not considered to have received an appeal until the Board's next regularly scheduled meeting after the appeal is submitted. The Board may designate the Board Chair or any Board member to hear and decide any appeal.

Whether or not you submitted an appeal of a denial to the Board, you may file a civil action in Oakland County Circuit Court within 180 days after HPS's final determination to deny your request. Should you prevail in the civil action the court will award you reasonable attorneys' fees, costs and disbursements. If the court determines that HPS acted arbitrarily and capriciously in refusing to disclose or provide a public record, the court shall award you damages in the amount of \$1000.00.

If you have any questions, please feel free to contact our office.

Respectfully,

Amy Y. Kruppe, ED.D.
Superintendent
FOIA Coordinator

Cc: File

Sent By: E-mail



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

August 9, 2021

Mrs. Beverly Hinton
[REDACTED]

Dear Mrs. Hinton,

On August 6, the District received from you via USPS Mail a request under the Freedom of Information Act (FOIA) requesting the following:

- A copy of 2018-2019 Evaluation on Kenneth Milch

Your request is granted for the 2018-2019 Evaluation for Kenneth Milch and is included with this letter.

Please contact me at amy.kruppe@hazelparkschools.org or (248) 658-5220 if you would like to discuss the FOIA request further.

Respectfully,

Amy Y. Kruppe, Ed.D.
Superintendent
FOIA Coordinator

Attachment

Cc: File

Sent via: Email

Principal Summative Rubric

User Information

Name: Kenneth Milch
 Building: HAZEL PARK HIGH SCHOOL
 Grade: None
 Assigned Administrator: Kruppe, Amy
 Submitted By: Postell, Carla
 Acknowledged By: Milch, Kenneth
 Finalized By: N/A

Title:
 Department: ASSISTANT PRINCIPAL
 Evaluation Type: Principal
 Evaluation Cycle: 08/27/2018 - 06/21/2019
 Date Submitted: 06/18/2019 3:51 pm EDT
 Date Acknowledged: 06/18/2019 4:14 pm EDT
 Date Finalized: Unfinalized

Domain 1 - Results

SA 2013 Principal Sum Domain 1a: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Student Achievement: Based on student growth on academic measures		Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
Notes: Substantiated by SLO data, teachers for whose evaluations I am responsible have either met or exceeded the established goals for percentage of students who meet targets.				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1b: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Performance: Based on student growth targets		Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
Notes: Substantiated by SLO data, teachers for whose evaluations I am responsible have either met or exceeded the established goals for percentage of students who meet targets.				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1c: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction		Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1d: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Overall Progress on Building School Improvement Plan: Based on school improvement targets		Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***
Notes: I assisted in the completion of the Program Evaluation Tool, and actively participated in the Building Network, pursuant to the Blueprint.				
Rubric Score: 0/0				

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 1a: Results	0 of 1 0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1b: Results	0 of 1 0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1c: Results	0 of 1 0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1d: Results	0 of 1 0 of 1	0	0	0	0	N/A
TOTAL:		0	0	0	0	

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning		Maintains and communicates an	And advances his/her personal vision	And sets both an example and an

Characteristic 1: Personal	students	diversity and the worth of every individual	with civility, respect, and dignity
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Notes:
This is an area of strength for me, in responding to a variety of situations involving students, staff, and parents as well as members of the community.

Rubric Score: 4/4

SA 2013 Principal Sum Domain 2a2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 2: Shared		Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

Notes:
This includes attendance at Building Network (BN), Parent Roundtable, and meeting regularly with students in small and large groups.

Area of focus
How can you improve shared vision with all stakeholders?

Rubric Score: 3/4

SA 2013 Principal Sum Domain 2b1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 1: Informed		Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results

Notes:
This area includes examination of PSAT/SAT data, attendance/tardy data, and achievement data, either with staff or BN.

Rubric Score: 3/4

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 2: Strategic and Systemic		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals

Notes:
Building Network (BN) focus on improving student attendance; involvement in PBIS building wide

Rubric Score: 3/4

SA 2013 Principal Sum Domain 2b3: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 3: Fair, Legal, Honest, and Ethical and Professional		Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct

Notes:
Assurance of due process for students in disciplinary situations; reciprocal accountability for/with teaching staff. Introduction of Code of Conduct to students/staff at beginning of school year.

Rubric Score: 4/4

SA 2013 Principal Sum Domain 2b4: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 4: Resilient		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

Notes:
Establishing open communication with staff both in person and via email, building relationships with teachers; classroom visits, feedback, visibility in hallways and classrooms.

Rubric Score: 3/4

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 2a1: Leadership	0 of 1 0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 2a2: Leadership	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b1: Leadership	0 of 1 0 of 1	3	33 4	1	3	N/A
SA 2013 Principal Sum Domain 2b2: Leadership	0 of 1 0 of 1	3	4	1	3	N/A

SA 2013 Principal Sum Domain 2b4: Leadership	0 of 1	3	4	1	3	N/A
TOTAL:	0 of 1	20	24	6	3,333	

Domain 3 - Programs

SA 2013 Principal Sum Domain 3a1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 1: Curriculum		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Notes: Directing staff to materials related to curriculum (ex. ELA classes), including source materials from other mediums.				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 3a2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 2: Instruction		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Notes: Assisting staff with offering different resources (student services) for students; tiered interventions such as Read 180 and Math 180; reading strategies (I led PD on Teaching Reading in the Content Areas); PD on Small Group Instruction. Led May staff meeting, including follow up (professional learning on Student Centered classrooms, Social Emotional Learning, School culture).				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
Notes: Need to promote more deliberate and intentional use of data, including illuminate, PSAT/SAT, etc., as well as looking at available data coming from HPJH (such as NWEA). Area of focus How can help staff become assessment literate and analyze the data to use in order to drive instruction.				
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 3b1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 1: Policies, Laws, and Procedures		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
Notes: I am responsible for all school safety drills (lockdown, fire, tornado). All drills were completed according to schedule and/or adjusted when necessary due to extenuating circumstances. All drills are updated accordingly. At the beginning of the school year I was responsible for the rollout of new procedures/the student handbook.				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 2: Systems, Processes, and Procedures		Follows district and establishes school systems, processes, and procedures that guide the operation of the school 34	<i>And</i> ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	<i>And</i> works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Notes: I am responsible for all school safety drills (lockdown, fire, tornado). All drills were completed according to schedule and/or adjusted when necessary due to extenuating circumstances. All drills are updated accordingly.				

Rubric Score: 4/4

SA 2013 Principal Sum Domain 3b3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 3: Resource Allocation and Management		Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals

Notes:
Follow all processes in accordance with building an district policy with respect to procurement of materials and alignment of financial resources.

Rubric Score: 3/4

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 3a1: Programs	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 3a2: Programs	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 3a3: Programs	0 of 1 0 of 1	2	4	1	2	N/A
SA 2013 Principal Sum Domain 3b1: Programs	0 of 1 0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b2: Programs	0 of 1 0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b3: Programs	0 of 1 0 of 1	3	4	1	3	N/A
TOTAL:		19	24	6	3.167	

Domain 4 - Processes

SA 2013 Principal Sum Domain 4a1: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 1: Relationships		Forms relationships with staff, students, families and the broader school community	And is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school

Notes:
I schedule meetings with parents and students, involving counselors and teachers as appropriate. I have utilized community resources such as Hazel Park Youth Assistance in this regard, to foster an environment of support for students who struggle with a variety of school related behaviors.

I promote positive messages from HPHS through the responsible use of social media (Twitter).

Rubric Score: 3/4

SA 2013 Principal Sum Domain 4a2: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 2: Inclusion		Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community - involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued

Notes:
Scheduling meetings with Student Council (formerly BOD) and National Honor Society (NHS) as well as scheduling parent roundtables on a regular/consistent basis (bi-monthly).

Rubric Score: 3/4

SA 2013 Principal Sum Domain 4a3: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 3: Communications		Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education

Notes:
Communication via email, phone calls, social media, and in person communication, as well as letters to parents, newsletters, etc.

Area of focus
How will you allow for students to have a voice? 35
How will you increase two-way communications?

Rubric Score: 3/4

SA 2013 Principal Sum Domain 4b1: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 1: Collaborative Inquiry		Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Notes: Through professional learning (staff meetings), surveys, Building Network. Look for opportunities to have teachers lead professional learning at staff meetings and district sponsored PD. Area of focus How will you create a culture of reviewing instructional data?				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 4b2: Processes				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 2: Systematic Use of Multiple Data Sources		Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals.	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Notes: In coordination with Student Learning Objectives (SLOs) this data is mined in coordination with staff to determine appropriate effectiveness ratings, and look for opportunities for growth in specific curricular areas. Performance management: Need to continue to grow in this area with use of Illuminate, etc.				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 4b3: Processes				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 3: Data Systems		Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring
Notes: This includes Illuminate as well as efficient management of MiStar grading.				
Rubric Score: 3/4				

Domain 4 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
SA 2013 Principal Sum Domain 4a1: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
SA 2013 Principal Sum Domain 4a2: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
SA 2013 Principal Sum Domain 4a3: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
SA 2013 Principal Sum Domain 4b1: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
SA 2013 Principal Sum Domain 4b2: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
SA 2013 Principal Sum Domain 4b3: Processes	0 of 1 0 of 1	3	4	1	3	N/A	
TOTAL:		18	24	6	3		

Domain 5 - Systems

SA 2013 Principal Sum Domain 5a1: Systems				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 1: Personal Use of Technology		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Notes: In addition to the responsible and appropriate use of technology, I use technology in presenting information to teachers in professional development settings, and direct teachers to resources.				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 5a2: Systems				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 2: Leadership		Ensures that staff have the necessary training, support, direction, and motivation to	And assists staff in exploring new uses for instructional	And provides leadership, advocacy, and creative solutions for school and district technology

Technology	technology for communications and routine job responsibilities	school plans for improving curriculum management, instruction, and assessment	and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
<p>Notes: I have worked to provide staff with valuable and timely information relative to various technology resources, contacted parents to assist them in navigating the process of online gradebooks, and helped students gain access to online learning platforms.</p>			

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5a3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 3: Leadership for Technology		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
<p>Notes: I have worked to provide staff with valuable and timely information relative to various technology resources, contacted parents to assist them in navigating the process of online gradebooks, and helped students gain access to online learning platforms. Directing parents and students to MiStar, Google Classroom, etc.</p>				

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5b1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 1: Professional Development		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
<p>Notes: This is an ongoing process. I lead professional growth opportunities for staff as well as actively participating alongside staff in district provided professional development throughout the course of the school year.</p>				

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5b2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 2: Leadership Development		Involves staff in school decision making processes and recognizes staff leadership	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
<p>Notes: As a firm believe in the idea that culture drives achievement, I am focused on creating a welcoming and safe environment for students, and a professional and trusting environment for teachers and staff. I am deliberate, consistent, and personable in communication with parents, both electronically, via telephone, and in person.</p>				

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5b3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 3: Performance Evaluation		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
<p>Notes: All performance evaluations are completed in coordination with Blueprint specific HQI visits and informal observations based on the Danielson Framework. Teachers are also given informal feedback and are engaged in meaningful dialogue at various times during the school year.</p>				

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5b4: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 4: Productivity		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence-based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

Rubric Score: 3/4

Domain 5 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 5a1: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5a2: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5a3: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b1: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b2: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b3: Systems	0 of 1 0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b4: Systems	0 of 1 0 of 1	3	4	1	3	N/A
TOTAL:		21	28	7	3	

Growth Spot: 3.5
 Domain 2 Average: 3.33
 Domain 3 Average: 3.17
 Domain 4 Average: 3
 Domain 5 Average: 3

Rating

Score

Effective

3.219

Growth Spot Score (0.875/1)





Domain 2 Score (0.624/0.75)

Domain 3 Score (0.594/0.75)

Domain 4 Score (0.563/0.75)

Domain 5 Score (0.563/0.75)

Summative Rating

-  **Highly Effective**
3.6 - 4
-  **Effective**
2.9 - 3.59
-  **Minimally Effective**
2.4 - 2.89
-  **Ineffective**
0 - 2.39



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

July 28, 2021

Mrs. Beverly Hinton
[Redacted]

Dear Mrs. Hinton,

On July 22, 2021, the District received from you via USPS Mail a request under the Freedom of Information Act (FOIA) requesting the following:

- A copy of 2019-2020 and 2020-2021 Evaluations on Kenneth Milch
- A copy of the 2020-2021 Development Plan for Kenneth Milch
- Copies of the 2020-2021 Evaluations for Tammy Scholz and LaToya Hall-King

Your request is granted for the 2020-2021 evaluations for Kenneth Milch, Tammy Scholz and LaToya Hall-King and reports are included with this letter, however, the requests for school year 2019-2020 evaluation and 2020-2021 Development Plan for Kenneth Milch are denied as evaluations for 2019-2020 not required by the State of Michigan due to the COVID-19 Pandemic and a IDP not required for the 2020-2021 school year.

Please contact me at amy.kruppe@hazelparkschools.org or (248) 658-5220 if you would like to discuss the FOIA request further.

Respectfully,

Amy Y. Kruppe, Ed.D.
Superintendent
FOIA Coordinator

Attachments

Cc: File

Sent via: Email



Principal Summative Rubric

User Information

Name: TAMMY SCHOLZ (6892)	Title:
Building: HAZEL PARK HIGH SCHOOL	Department: Principal
Grade: None	Evaluation Type: Principal
Assigned Administrator: Kruppe, Amy	Evaluation Cycle: 08/27/2019 - 06/27/2020
Submitted By: Kruppe, Amy	Date Submitted: 06/17/2021 9:33 am EDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: SCHOLZ, TAMMY	Date Finalized : 06/17/2021 12:43 pm EDT

Domain 1 - Results

SA 2013 Principal Sum Domain 1a: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Student Achievement: Based on student growth on academic measures		Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1b: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Performance: Based on student growth targets		Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1c: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction		Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1d: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Overall Progress on Building School Improvement Plan: Based on school Improvement targets		Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***
Rubric Score: 0/0				

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 1a: Results	2 of 2	0	0	0	0	06/17/2021
SA 2013 Principal Sum Domain 1b: Results	2 of 2	0	0	0	0	06/17/2021
SA 2013 Principal Sum Domain 1c: Results	2 of 2	0	0	0	0	06/17/2021
SA 2013 Principal Sum Domain 1d: Results	2 of 2	0	0	0	0	06/17/2021
TOTAL:		0	0	0	0	

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective
Factor A: Vision for Learning and Achievement - Characteristic		41 Maintains and communicates an informed vision of success for all students
Notes: vision and mission statements included in email, letter and newsletter communications		

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 1: Personal		Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity
Enter Notes				
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px; border-bottom: 1px solid #ccc;"> Tahoma B I U A A </div> <p style="font-size: x-small; margin-top: 5px;">.vision and mission statements included in email, letter and newsletter communications advance my vision via participation in professional organizations and by reading various professional publications: MEMPSA, Edutopia, EdWeekly, AMLE.</p> <p style="font-size: x-small; margin-top: 5px;">Ms Scholtz includes examples in her weekly morning meetings to staff to help students honor others. Ms. Scholtz Ms. Scholtz should continue to work on supporting diversity, equity and inclusion growth both personally and professionally in the school.</p> </div>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2a2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 2: Shared		Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success
Enter Notes				
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px; border-bottom: 1px solid #ccc;"> Tahoma B I U A A </div> <p style="font-size: x-small; margin-top: 5px;">start each day with announcements that include student input, the pledge, PBIS expectations and focus behavior and once per week a short story to teach a lesson about behavior and kindness.</p> <p style="font-size: x-small; margin-top: 5px;">end each day with reminders about our expectations and growth mindset</p> <p style="font-size: x-small; margin-top: 5px;">Tammy shares with staff powerpoints to that she has created or morning meetings. She shares weekly meetings with staff , students and attempts to have monthly parents meetings.</p> </div>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 1: Informed		Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Enter Notes				
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px; border-bottom: 1px solid #ccc;"> Arial B I U A A </div> <ol style="list-style-type: none"> 2. Student data reviewed (state, district, and building data) and used to make changes as needed such as student schedules, or intervention placement. 3. Staff newsletter that include agenda/minutes of building network meetings. 4. Used district trainings and included SEL and Diversity information into advisory lessons 5. Altered student schedules based on Covid safety protocol 6. Met biweekly with BLT and utilized Problem solving protocol for academic and behavioral improvement. <p style="font-size: x-small; margin-top: 5px;">Wednesdays this year has allowed time to work with data and information available to staff from data available. Continue to review the data and develop an idea on how to use the data to evaluate the current programs and share the is in a plan on how to move forward. Also , how will this problem solving continue when five days are in session next year.</p> <p style="font-size: x-small; margin-top: 5px;">How will the team develop time in the schedule to continue this important work in the fall.</p> </div>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 2: Strategic and Systemic		42	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="background-color: #f0f0f0; padding: 2px; border-bottom: 1px solid #ccc;"> Arial B I U A A </div> <p style="font-size: x-small; margin-top: 5px;">And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals</p> </div>				

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 2: Strategic and Systemic		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
	<p>Enter Notes</p> <p>Tahoma</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. School improvement plans (goals and strategies reviewed yearly and discussed at various team meetings) 2. Student data reviewed (state, district, and building data) and used to make changes as needed such as student 3. Staff newsletter that include agenda/minutes of building network meetings. 4. Held multiple voluntary staff meeting, individual teacher/staff conversations and various committee meetings (Re 5. State written and oral communications that safety is of utmost importance and adhere to all district policies. 6. Updated the EOP in a timely and effective manner; eliciting assistance from multiple sources within the school an 7. ELA and Math data meetings held monthly with teachers to look at data and determine strategies for improve <p>How will the data collected move toward developing classroom achievement moving forward . How will the junior hig</p>			
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b3: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 3: Fair, Legal, Honest, and Ethical and Professional		Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
	<p>Notes:</p> <ol style="list-style-type: none"> 1. Professional growth plan completed in evaluation documents: growth goal Domain 4 Processes, Factor B Evidenced based Improvement, characteristic Collaborative Inquiry 2. All SLO documents reviewed, formal and informal observations completed on all staff for which I am completing Summative evaluations on. 3. productive and positive coaching conversations for growth and improvement with supervisors within and beyond regular school day 4. attend most board meetings and other community events at my school and other community events such as dance competition, visit students in hospital and funeral, when possible attend high school athletic events and graduation. 5. Financial contributions made to many student activities and families in need. 7. Parent surveys are positive about the administration at HPJH 8. Recognition programs in place for staff and students using PBIS tickets. <p>Ms. Scholz goal should focus on making sure that all staff hold students to equitable standards and all staff are held accountable to actions.</p>			
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b4: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 4: Resilient		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal
	<p>Notes:</p> <ol style="list-style-type: none"> 1. Professional growth plan completed in evaluation documents: growth goal 2. All SLO documents reviewed and submitted in a timely manner, some formal and informal observations completed already. 3. productive and positive coaching conversations for growth and improvement with supervisors within and beyond regular school day 4. attend most board meetings and other community events at my school and other community events such as Hometown Huddle, athletic competitions, and attended multiple high school athletic events. 5. Financial contributions made to many student activities and families in need. 7. Parent and staff surveys are positive about the administration at HPJH 8. Recognition programs in place for staff and students using PBIS tickets. <p>Ms. Scholz should be acknowledged for the positive atmosphere and support she has given to the Junior High students and her staff during the 2021-2022 school year. She handled this very difficult year with passion , care and dedication to her staff, students and families of Hazel Park.</p>			
Rubric Score: 4/4				

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 2a1: Leadership	43	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2a2: Leadership	1 of 2	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b1: Leadership	1 of 2	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b2: Leadership	1 of 2	3	4	1	3	N/A

SA 2013 Principal Sum Domain 2b2: Leadership	1 of 2	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b3: Leadership	1 of 2	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b4: Leadership	1 of 2	4	4	1	4	N/A
TOTAL:		19	24	6	3.167	

Domain 3 - Programs

SA 2013 Principal Sum Domain 3a1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 1: Curriculum		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Notes: 1. facilitated staff training using various online resources for remote learning. Ex: Kahoot, Quizzes, GimKIT, Blooket) 2. made videos to train staff on use of curriculum shared drive and other shared drives as well as MISTar. Ms. Scholz supported staff during a very difficult time supporting them to learn new means of instructional technology. She supported learning and should be acknowledged for her proactive support of her staff. Ms. Scholz focused on the mental health during this time. Focus for the 2021-2022 school year should be on moving staff forward and supporting all students in curriculum.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3a2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 2: Instruction		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Notes: 1. biweekly math and ELA team meetings held during P&C looking at work completion data 2. attended all iReady trainings and shared videos with staff that did not attend 3. worked with all staff for goal setting using iReady This year the school was able to support data meetings. The junior high needs to work out a process to support this moving forward for the 2020-2021. How will you make this a process in the general education and special education teachers rooms while moving the scores of the students forward.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
Notes: Noes; 1. Creates and use slide show presentations using iReady and PBIS data with students and staff. 2. The BN has used the problem solving model to discussing curriculum assessment and iReady growth. 3. Students meet during advisory for PBIS goals and discuss goals for iReady, MStep and PSAT How would you building this process into next year in order to raise the achievement for all students and remove barriers.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations		Maintains current knowledge and acts in accordance with state and federal laws,	And informs and holds staff accountable for adherence to state and federal laws,	And monitors, evaluates, and improves school routines and processes to

SA 2013 Principal Sum Domain 3b1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 1: Policies, Laws, and Procedures		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
Notes: Notes: 1. Update EOP safety plan. 2. Plans, communicates and implements safety drills: tornado, fire and shelter drills. 3. Offered updates to the handbook. Created a communication flow chart and shared with handbook committee. 4. created videos and slideshow shared with parents, students and staff on Return to School (in person learning) Ms. Scholz building was prepared and ready to keep students safe during the pandemic. She had everything organized and managed so students and families were aware of the protocols to follow. Ms. Scholz has very positive relations with her staff and during the pandemic went above and beyond to make sure her staff felt safe and secure . Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 2: Systems, Processes, and Procedures		Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Notes: Notes: 1. setting up cohorts of students and social distancing staff and students 2. spacing of students and staff, signage and one way 3. prepared videos and presentation for parents and students, held parent virtual meeting and posted online. 4. shared safety protocols/ guidelines with staff, students, parents, community and colleagues 5. attended board meetings and spoke regarding jr high plan when asked 6. attended all the Moving Forward meetings 7. attended every DN meeting this school year Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 3: Resource Allocation and Management		Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals
Notes: share district newsletter, update weekly board updates document with information about what is happening at HPJH, work to save the district money by reusing materials as much as possible, using purchasing card only when appropriate and needed, contacting various businesses to support our school (Hungry Howies, McDonald's, 7-Eleven donations secured for PBIS) as well as securing cash donations to support end of year awards and other PBIS celebrations. Enter Notes				
Rubric Score: 3/4				

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 3a1: Programs	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3a2: Programs	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3a3: Programs	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b1: Programs	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b2: Programs	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b3: Programs	1 of 2	3	4	1	3	N/A
TOTAL:		23	24	6	3.833	

Domain 4 - Processes

SA 2013 Principal Sum Domain 4a1: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 1: Relationships		Forms relationships with staff, students, families and the broader school community	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that	And, works with the community to form partnerships, coordinate services, seek out resources

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 1: Relationships		Forms relationships with staff, students, families and the broader school community	<i>And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community</i>	<i>And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school</i>
Notes: Notes: 1. Sought support from outside resources for student activities: Gleaners Cooking Club virtually, donations from local businesses such as McDonald's and Hungry Howie's. Support local businesses by using local vendors (Dennis Duvall and Tom Davids) for fundraising events. 2. Attends and organizes activities within the school day and outside such as virtual cooking and painting events 3. Hold monthly parent round table meetings and PTSA meetings with agendas. 4. Numerous donations of food, clothing and money/gift cards to families in need PRIOR TO COVID AND WILL CONTINUE AFTER COVID 3. Goes to each elementary school to foster a relationship with the students coming to the junior high including a parent letter/invitation for 6th grade orientation. 4. Attends events of elementary schools: choir concert for Webb elementary as well as part of the Talent Show for United Oaks to make herself visible and build relationships with students that will eventually be attending HPJH. 5. Attend community events such as the Hometown Huddle, share newsletters about the community events in my weekly newsletter and during announcements and attend the HP Memorial Day parade every year to support all students and families in HP. 6. Share dates and times for the monthly board of education meetings in my weekly announcements. 7. How will you form community partnership for HPJHS and collaborate with the central office when these occur. Community partnerships today have been developed by central office. Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 4a2: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 2: Inclusion		Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And responds to concerns of students, parents, and the community--involving them in ways that are meaningful and relevant</i>	<i>And ensures all segments of the community are included, involved, respected, and valued</i>
Notes: 1. Organized Spaghetti Dinner and Free Book night with PTSA to increase the number of parents and students who come to after school events. 2. Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 4a3: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 3: Communications		Communicates regularly with internal and external stakeholders about student achievement	<i>And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school</i>	<i>And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education</i>
Notes: 1. Return emails and phone calls usually within the same day but always within 1 business day. 2. Send student and parent newsletter in addition to the staff newsletter each week. 3. Share pictures and videos for social media and website regularly. 4. Share events in Board Update bi-weekly. Ms. Scholz communicates on a regular basis with her families and staff. As her communication as be in the regular format might you consider some new changes to catch families attention, videos on the website ? What are your ideas? Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 4b1: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 1: Collaborative Inquiry		Creates school routines to examine and question student and school results	<i>And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans</i>	<i>And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work</i>
Notes: 1. Meet biweekly MTSS staff to track data and make changes to interventions as needed. 2. Meet monthly with my special education staff and attend most of the SE after school meetings. 3. Meet with BLT regularly. 4. Planned and presented staff development both at 46 day PD and on voluntary basis with staff after school. 5. Member of the Moving Forward and DEI committees. Ms. Scholz teachers often take leadership in pushing out ideas to the staff. How do you continue to grow this as they are a part of the district teams? 46				

	<p>3. Meet with BCL regularly.</p> <p>4. Planned and presented staff development both at 1/2 day PD and on voluntary basis with staff after school.</p> <p>5. Member of the Moving Forward and DEI committees.</p> <p>Ms. Scholz teachers often take leadership in pushing out ideas to the staff. How do you continue to grow this as they are a part of the district teams?</p> <p style="text-align: right;">Enter Notes</p>
Rubric Score: 4/4	

SA 2013 Principal Sum Domain 4b2: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 2: Systematic Use of Multiple Data Sources</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Meet with ELA and Math teachers monthly to analyze data and implement strategies for improvement. 2. Attend District Leadership Team biweekly with 2 staff members who are also on our BLT 3. Proficient in gathering data from BAA, College Board, iReady, SWIS, and MiStar. <p style="text-align: right;">Enter Notes</p>		<p>Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals</p>	<p>And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals</p>	<p>And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies</p>
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 4b3: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 3: Data Systems</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. shared Illuminate training directions with staff in staff notes as well as date due expectations, email individuals when data is not entered 2. assigned BLT members to each person on staff to reference when needed for assistance with MiStar and Illuminate data 3. Slide show shared at the beginning of the year with specific directions on how to use MiStar and Illuminate. 4. BN utilizes problem solving protocol document regularly using MAP, AimsWeb and behavior data from SWIS. 5. Monitor assessment on Illuminate monthly through ELA and math teacher meetings by grade level. <p style="text-align: right;">Enter Notes</p>		<p>Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems</p>	<p>And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring</p>	<p>And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring</p>
Rubric Score: 0/0				

Domain 4 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 4a1: Processes	1 of 2	3	4	1	3	N/A
SA 2013 Principal Sum Domain 4a2: Processes	1 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4a3: Processes	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 4b1: Processes	1 of 2	4	4	1	4	N/A
SA 2013 Principal Sum Domain 4b2: Processes	1 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4b3: Processes	1 of 2	0	0	0	0	N/A
TOTAL:		11	12	3	3.667	

Domain 5 - Systems

SA 2013 Principal Sum Domain 5a1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
<p>Factor A: Technology Integration and Competence - Characteristic 1: Personal Use of Technology</p> <p>Notes:</p> <p>Email sent weekly to staff, students, parents and community using Google email and School Messenger</p> <p>Social websites (Facebook)</p> <p>Web articles (shared in newsletters)</p> <p>Twitter account postings</p> <p>Electronic presentations (video tutorials made for students and staff accessing MiStar, Google classroom and using electronic hall passes)</p> <p>On-line courses (MiExcel leadership training videos, Simple K-12)</p> <p>Michigan Virtual trainings</p> <p style="text-align: right;">Enter Notes</p>		<p>Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications</p>	<p>And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities</p>	<p>And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology</p>
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5a2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 2: Learning and Teaching with Technology		Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Notes: 1. Demonstrate the use of technology during staff meetings and PD including videos, links and instructional strategies.				
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5a3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 3: Leadership for Technology		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
Notes: Notes: 1. Share links for technology resources in newsletter and email specific teachers as needed based on HQI and informal observation meetings. 2. Use of Google classroom school-wide, data collection of hall passes, Khan Academy, and NewsELA.				
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 1: Professional Development		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
Notes: Notes: Share online webinar opportunities such as Danielson and Google webinars as well as weekly articles in my newsletter under the heading of Professional Learning.				
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 2: Leadership Development		Involves staff in school decision making processes and recognizes staff leadership	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
Notes: Notes: 1. Staff that attend Building Leadership Team meetings regularly. 2. Every staff member is a part of a committee: Literacy, Math, Garden, Project Healthy Schools, and PTSA, 3. The staff drives monthly student of the month. Positive parrot, super students and PBIS rewards.				
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 3: Performance Evaluation		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding	And involves staff in collaborative processes to increase performance feedback, work on

Factor B: Human Capacity - Characteristic 3: Performance Evaluation		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
	Notes: Notes: 1. All SLO's were uploaded and shared with central office before due date. 2. Formal, informal and HQI visits done for all teaching staff 3. Met with hall monitors, lunch monitors and secretaries at mid year to address concerns and goals for the rest of the school year.			
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 5b4: Systems				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 4: Productivity		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity
	Notes: Notes: 1. Used MIExcel process for hiring new staff, included staff in process for ELA teacher replacement 2. Adjusted PLTW teacher's and student schedules when enrollment numbers were less than anticipated rather than having classes with fewer than 15.			
Enter Notes				
Rubric Score: 0/0				

Domain 5 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
SA 2013 Principal Sum Domain 5a1: Systems	1 of 2	0	0	0	0	N/A	
SA 2013 Principal Sum Domain 5a2: Systems	1 of 2	0	0	0	0	N/A	
SA 2013 Principal Sum Domain 5a3: Systems	1 of 2	0	0	0	0	N/A	
SA 2013 Principal Sum Domain 5b1: Systems	1 of 2	0	0	0	0	N/A	
SA 2013 Principal Sum Domain 5b2: Systems	1 of 2	0	0	0	0	N/A	
SA 2013 Principal Sum Domain 5b3: Systems	1 of 2	4	4	1	4	N/A	
SA 2013 Principal Sum Domain 5b4: Systems	1 of 2	0	0	0	0	N/A	
TOTAL:		4	4	1	4		

Growth Spot:	<input type="text" value="3.9"/>
Domain 2 Average:	<input type="text" value="3.17"/>
Domain 3 Average:	<input type="text" value="3.83"/>
Domain 4 Average:	<input type="text" value="3.67"/>
Domain 5 Average:	<input type="text" value="4"/>

Rating

Highly Effective

Score

3.761

Growth Spot Score (1.56/1.6)

Domain 2 Score (0.476/0.6)

Domain 3 Score (0.575/0.6)

Domain 4 Score (0.551/0.6)

Domain 5 Score (0.6/0.6)

Summative Rating

- Highly Effective
3.6 - 4
- Effective
2.9 - 3.59
- Minimally Effective
2.4 - 2.89
- Ineffective
0 - 2.39

Principal Summative Rubric

User Information

Name: Latoya Hall-King	Title: Assistant Principal
Building: HAZEL PARK JUNIOR HIGH	Department: Principal
Grade: None	Evaluation Type: Principal
Assigned Administrator: Hall-King, Latoya	Evaluation Cycle: 08/27/2020 - 06/27/2021
Saved By: Postell, Carla	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

Domain 1 - Results

SA 2013 Principal Sum Domain 1a: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Student Achievement: Based on student growth on academic measures		Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1b: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Performance: Based on student growth targets		Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1c: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction		Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1d: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Overall Progress on Building School Improvement Plan: Based on school Improvement targets		Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***
Enter Notes				
Rubric Score: 0/0				

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 1a: Results	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1b: Results	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1c: Results	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1d: Results	0 of 1	0	0	0	0	N/A
TOTAL:		0	0	0	0	

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and		Maintains and communicates an informed	And advances his/her personal vision in ways that	And sets both an example and an expectation for

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 1: Personal		Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity
Notes: Leader meets with students who were identified as part of the diversity student group to share ideas on how to celebrate ALL students. Leader also participates in the district DEI team, and incorporates DEI in decision-making regarding staff & students. Treats all school stakeholders with respect, and models this example daily in interactions with staff, students, parents, and supervisors.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 2a2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 2: Shared		Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success
Notes: Collaborates with staff relating to classroom environment, and student discipline. Coordinates with counselors regularly on a bi-weekly basis to ensure vision is being carried out, and current up-to-date information regarding students is shared for decision-making. Parent meetings discuss and review school/district vision, and how to support student success, and monitor their progress.				
Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 1: Informed		Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Notes: Leader is a member of the School Leadership/PBIS Team, that monitors data frequently to share with district admin, and building staff on progress in various areas related to student progress, program success, discipline issues, attendance, and social/emotional learning. Informational data is reviewed monthly to analyze necessary changes in implementation of strategies, resources, and support of practices. Information is shared with staff at staff meetings, for feedback and input on how to make efforts more successful.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 2: Strategic and Systemic		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
Notes: Individual student, class groups, and grade-level meetings are held to discuss priorities and strategies that are aligned with school and district guidelines, as it relates to the student handbook, policies, and procedures that are expectations of students, staff, and parents to practice to reach systemic goals.				
Central Office Goal How can you work to ensure that school priorities are in alignment with district goals?				
Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 2b3: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 3: Fair, Legal, Honest, and Ethical and Professional		Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Notes: Leader conducts all interactions with school personnel, students, and parents in a fair and honest manner. All parties are held accountable for expectations in their respective positions, and follow procedures that build a collaborative culture that is fair and ethical in practice.				
Enter Notes				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 2b4: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 4: Resilient		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	<i>And</i> models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	<i>And</i> establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal
Notes: Leader maintains reliable work habits that are consistent in nature and carrying out daily responsibilities. leader is reflective of personal habits, uses administrative feedback to make improvements, and seeks growth opportunities for effectiveness.				
Enter Notes				
Rubric Score: 3/4				

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 2a1: Leadership	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 2a2: Leadership	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b1: Leadership	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 2b2: Leadership	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 2b3: Leadership	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 2b4: Leadership	0 of 1	3	4	1	3	N/A
TOTAL:		21	24	6	3.5	

Domain 3 - Programs

SA 2013 Principal Sum Domain 3a1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 1: Curriculum		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Notes: Leader makes sure staff consistently plans and delivers instruction based on district curriculum guidelines, and shares the expectation information with students and parents through syllabi, and communication in Google Classroom. Instructional best practices are shared in observation feedback, and individual content area conversations with staff regarding instruction.				
Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 3a2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 2: Instruction		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Notes: Leader assists staff with instructional practices and resource support in individual meetings, PLC meetings, and professional development meetings. Feedback shared in pre/post observation meetings assist with dialogue regarding student intervention needs in the classroom, based on instructional data. School Leadership team tiered interventions shared with staff during staff meetings.				
Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
Notes:				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
	<p>Notes: Leader provides necessary training and support for staff to competent in the interpretation of assessment results, and using that data to drive the instructional practices carried out in the classroom to be most effective for student success. Data-driven decision making on lesson planning, instructional design, and appropriate student interventions to communicate progress is discussed with staff on a regular basis.</p> <p>Central Office Goal How can you implement the effective use of assessment and feedback amongst staff? Use of data protocol? Enter Notes</p>			
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 3b1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 1: Policies, Laws, and Procedures		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
	<p>Notes: Leader supports and uphold school/district guidelines, safety practices, and policies that pertain to staff & students. Leader monitors daily routines to provide support for operations, and holds staff and students accountable for following processes to ensure a safe and ethical school environment. Positive relationships are developed through modeling expectations of staff & students.</p> <p style="text-align: right;">Enter Notes</p>			
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 2: Systems, Processes, and Procedures		Follows district and establishes school systems, processes, and procedures that guide the operation of the school	<i>And</i> ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	<i>And</i> works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
	<p>Notes: Leader collaborates with staff and student leadership groups to get feedback on system processes, gathers new and innovative ideas to support various learning platforms, and evaluate the systems through district evaluations, surveys, and verbal dialogue on improvement needs. Makes sure staff and students understand and follow processes put in place through written communication, Advisory presentations with student service support staff, visual guidelines in hallways, and classrooms, and common areas, as well as shared in parent newsletters.</p> <p style="text-align: right;">Enter Notes</p>			
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 3b3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 3: Resource Allocation and Management		Establishes procedures for and regularly monitors the school's fiscal management and financial status	<i>And</i> communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	<i>And</i> communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals
	<p>Notes: Communicates with central office for appropriate financial status related to staffing and aligning necessary supports to carry out school goals as it relates to personnel, programming, and student activities.</p> <p style="text-align: right;">Enter Notes</p>			
Rubric Score: 3/4				

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 3a1: Programs	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 3a2: Programs	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 3a3: Programs	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 3b1: Programs	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b2: Programs	0 of 1	4	4	1	4	N/A

SA 2013 Principal Sum Domain 3b2: Programs	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 3b3: Programs	0 of 1	3	4	1	3	N/A
TOTAL:		20	24	6	3.333	

Domain 4 - Processes

SA 2013 Principal Sum Domain 4a1: Processes ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 1: Relationships		Forms relationships with staff, students, families and the broader school community	<i>And</i> , is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	<i>And</i> , works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
<p>Notes: Leader forms positive relationships with the entire school community, through an open-door policy, being an active listener, collaborating with staff and students on various leadership teams, partnership with the local library, Ascension Health Center, and local community business to support students, and serves as an advocate at the building/district level as a member of the district DEI team to ensure that the school responds to the needs of a diverse community.</p> <p style="text-align: right;">Enter Notes</p>				
Rubric Score: 4/4				

SA 2013 Principal Sum Domain 4a2: Processes ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 2: Inclusion		Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And</i> responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant	<i>And</i> ensures all segments of the community are included, involved, respected, and valued
<p>Notes: Leader adds information to the weekly parent newsletter shared with students, staff, and parents to keep all stakeholders informed and up-to-date on school events, activities, calendars, deadlines, and news. Leader completes Board Updates to communicate information about duties carried out and knowledgeable about administrative actions. Leader also uses two-way communication with parents regarding students (attendance, progress, behavior, etc.) on a regular basis.</p> <p style="text-align: right;">Enter Notes</p>				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 4a3: Processes ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 3: Communications		Communicates regularly with internal and external stakeholders about student achievement	<i>And</i> uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	<i>And</i> establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education
<p>Notes: Leader adds information to the weekly parent newsletter shared with students, staff, and parents to keep all stakeholders informed and up-to-date on school events, activities, calendars, deadlines, and news. Leader completes Board Updates to communicate information about duties carried out and knowledgeable about administrative actions. Leader also uses two-way communication with parents regarding students (attendance, progress, behavior, etc.) on a regular basis.</p> <p style="text-align: right;">Enter Notes</p>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 4b1: Processes ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 1: Collaborative Inquiry		Creates school routines to examine and question student and school results	<i>And</i> establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	<i>And</i> trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
<p>Notes: Meet with MTSS Team, and Specialized services staff to review multiple data sets create appropriate instructional plans for students in general education and special education settings that consists of collaboration of co-teachers, necessary support services, and professional development required to assist staff in areas identified for improvement.</p> <p>Central Office Goal How can you work with staff to develop evidence based goals to encourage improved student achievement?</p> <p style="text-align: right;">Enter Notes</p>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 4b2: Processes ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 2: Systematic Use of Multiple Data Sources		Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	<i>And</i> works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement	<i>And</i> works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and

SA 2013 Principal Sum Domain 4b2: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 2: Systematic Use of Multiple Data Sources		Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 4b3: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 3: Data Systems		Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring
Enter Notes				
Rubric Score: 0/0				

Domain 4 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 4a1: Processes	0 of 1	4	4	1	4	N/A
SA 2013 Principal Sum Domain 4a2: Processes	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4a3: Processes	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 4b1: Processes	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 4b2: Processes	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4b3: Processes	0 of 1	0	0	0	0	N/A
TOTAL:		10	12	3	3.333	

Domain 5 - Systems

SA 2013 Principal Sum Domain 5a1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 1: Personal Use of Technology		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Notes: Uses technology integration for meetings with students, parents, and teachers, as well as administrative community to accomplish job responsibilities. Personal use of technology for meetings with external partners, county RESA workshops, and professional development opportunities within, and outside of the district also occurs.				
Enter Notes				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 5a2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 2: Learning and Teaching with Technology		Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5a3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and		Builds a shared vision with staff and parents for using	And works with staff to identify evidence-based	And provides leadership for district policies and practices

SA 2013 Principal Sum Domain 5a3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 3: Leadership for Technology		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
Enter Notes				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 1: Professional Development		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
<p>Notes: Leader meets with staff regarding SLO's and personal growth goals. Collaboration and support with necessary professional development, mentoring support, coaching, or materials and resources that can assist in reaching personal goals is discussed and feedback shared in performance evaluation, as well as grade distribution meetings for card markings to review and refine growth plans.</p> <p>Central Office Goal How can you create a culture of professional learning that impacts student achievement?</p> <p style="text-align: center;">Enter Notes</p>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 5b2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 2: Leadership Development		Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
<p>Notes: Leader involves staff in decision-making process where they are able to contribute ideas for operations, and take ownership/responsibility for daily success of students through involvement in leadership roles, planning & preparation, professional development, and sharing that information with colleagues, students, parents, and school community members.</p> <p style="text-align: center;">Enter Notes</p>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 5b3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 3: Performance Evaluation		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	<i>And</i> works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	<i>And</i> involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
<p>Notes: Leader seeks collaborative assistance from colleagues, and supervisor to improve personal evaluation skills to better support staff performance and participation in their own evaluations. Feedback & collaborations sessions each semester with peer & supervisor.</p> <p style="text-align: center;">Enter Notes</p>				
Rubric Score: 3/4				

SA 2013 Principal Sum Domain 5b4: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 4: Productivity		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And</i> makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	<i>And</i> differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity
<p>Notes: Conducts meetings with staff to ensure roles and responsibilities are defined. Allow for clarity on expectations through</p>				

Notes:

Leader seeks collaborative assistance from colleagues, and supervisor to improve personal evaluation skills to better support staff performance and participation in their own evaluations. Feedback & collaborations sessions each semester with peer & supervisor.

[Enter Notes](#)

Rubric Score: 3/4

SA 2013 Principal Sum Domain 5b4: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 4: Productivity		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

Notes:

Conducts meetings with staff to ensure roles and responsibilities are defined. Allow for clarity on expectations through question/answer meetings; Providing written documentation of guidelines and expectations of responsibilities of staff; Being flexible and making adjustments where needed to adapt roles where needed for maximum results to achieve set goal; Frequently monitoring progress of implementation and reviewing needs or deficiencies to improve overall productivity.

[Enter Notes](#)

Rubric Score: 4/4

Domain 5 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 5a1: Systems	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5a2: Systems	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5a3: Systems	0 of 1	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5b1: Systems	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b2: Systems	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b3: Systems	0 of 1	3	4	1	3	N/A
SA 2013 Principal Sum Domain 5b4: Systems	0 of 1	4	4	1	4	N/A
TOTAL:		16	20	5	3.2	

Growth Spot:

Domain 2 Average:

Domain 3 Average:

Domain 4 Average:

Domain 5 Average:

Rating

Highly Effective

Score

3.604

Growth Spot Score (1.6/1.6)

Domain 2 Score (0.525/0.6)

Domain 3 Score (0.5/0.6)

Domain 4 Score (0.5/0.6)

Domain 5 Score (0.48/0.6)

Summative Rating

- **Highly Effective**
3.6 - 4
- **Effective**
2.9 - 3.59
- **Minimally Effective**
2.4 - 2.89
- **Ineffective**
0 - 2.39

Principal Summative Rubric

User Information

Name: Kenneth Milch	Title:
Building: HAZEL PARK HIGH SCHOOL	Department: ASSISTANT PRINCIPAL
Grade: None	Evaluation Type: Principal
Assigned Administrator: Kruppe, Amy	Evaluation Cycle: 08/27/2020 - 06/27/2021
Submitted By: Kruppe, Amy	Date Submitted: 07/01/2021 3:23 pm EDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

Domain 1 - Results

SA 2013 Principal Sum Domain 1a: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Student Achievement: Based on student growth on academic measures		Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1b: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Performance: Based on student growth targets		Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1c: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction		Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 1d: Results

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Overall Progress on Building School Improvement Plan: Based on school Improvement targets		Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***
Rubric Score: 0/0				

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 1a: Results	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1b: Results	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1c: Results	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 1d: Results	0 of 2	0	0	0	0	N/A
TOTAL:		0	0	0	0	

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 1: Personal		Maintains and communicate 58 informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity

TOTAL:

0 0 0 0

Domain 2 - Leadership

SA 2013 Principal Sum Domain 2a1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 1: Personal		Maintains and communicates an informed vision of success for all students	<i>And</i> advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	<i>And</i> sets both an example and an expectation for treating all persons with civility, respect, and dignity
<p>Notes:</p> <p>Hazel Park High School is a place where teachers and students are respected and honored for their unique contributions to the school community. Teachers are empowered to bring concerns to administration through multiple avenues, including weekly surveys and bi-weekly Building Leadership Team meetings (Building Network). The building network serves as an important conduit between staff and administration and includes teachers and a representative of the student services department.</p> <p>Ken does a fantastic job communicating with his staff on a weekly basis and this year sends information to them checking on them. He does a weekly check in ticket. An area of focus would be setting the same example of communication with his central office administration through communication with his staff , students and administrative central office peers. Often through meetings it is communicated that tasks are handed to him from central office and at a last minute. Additionally, Ken supports his teachers with out listening to the needs of the students checking to see if there might be merit to the requests and needs to the parents or students. However, while you share a relationship with your staff, you do not building a relationship with your central office, you also do not share leadership as a team with your administrative team nor do you build a team with your office.</p> <p>Goals :</p> <ol style="list-style-type: none"> 1. Improve communication with central office 2. Honor and respect all individuals including ones not in your buildings. 3. Limit Sarcasm 4. Make sure graduation certificate, fliers and information that is celebrating information is spelled correctly. 				
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 2a2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Vision for Learning and Achievement - Characteristic 2: Shared		Works with staff, students, parents, and community to build a shared vision of learning for all students	<i>And</i> enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	<i>And</i> monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success
<p>Notes:</p> <p>Teachers are empowered to bring concerns to administration through multiple avenues, including weekly surveys and bi-weekly Building Leadership Team meetings (Building Network). The building network serves as an important conduit between staff and administration and includes teachers and a representative of the student services department. Ample relevant information is shared on a weekly basis with students and parents which impacts not only our school building but our community as well.</p> <p>Central office: Mr. Milch should work to bring a path for learning and moving the high school forward academically. For example recently a College Spring program was brought in the fall and it was not brought forward properly a teacher was not scheduled and the program not developed at the high school. It is expected that educational decisions are done collaboratively with central office through proactive decisions from the leadership building staff.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Hold standards High by holding staff accountable for actions instead of overlooking on going concerns. 2. Speaking about and sending the same newsletter over and over with old information that is outdate or wrong . 3. Foster innovation by collaborating with the system. 4. Collaborate with parents, students and central office by working together. 5. Collaborate with your administrative team 6. Make sure phones are answered and parents are welcomed into the building and welcomes 				
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 2b1: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 1: Informed		Uses valid data, information, and research to inform goals, strategies, and practices	<i>And</i> guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	<i>And</i> works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
<p>Notes:</p> <p>Staff use not only performance indicators but also utilize PBIS data to inform decisions about students and programs, most specifically in our student services department. We implemented an advisory period four (4) days per week in response to the social emotional needs of our students in this crisis learning environment. Performance indicators include the use of Illuminate information in MISstar, as well as numerous types of formative assessment strategies in classrooms.</p> <p>Problem solving data for the 2020-2021 has not been shared with the central office staff.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Utilize the problem solving model with goals for the high school. 2. Develop strategies for moving forward and make the high school the flag ship . 				
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective

SA 2013 Principal Sum Domain 2b2: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 2: Strategic and Systemic		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
	<p>Notes:</p> <p>We have established a school culture at Hazel Park in which teachers and students are empowered to bring forth ideas and concerns and speak without fear of retribution to leadership. This includes staff leading student groups and events, as well as taking the lead on building improvements and culture builders, including being sure traditionally underrepresented students and families are uplifted.</p> <p>Students brought information to the teachers and to the principal and did not feel heard two years in a row. In fact they were dismissed in classrooms for doing so. Data has not been shared showing long and short term goals aligned to school and district goals. This goal addresses the principals taking leadership . Mr. Milch often has to be reminded to complete activities such as prom, graduation , other decisions . The reports to central office come back that approval for decisions are awaiting central office approval.. The building principals job is to run the buildings and to reach out and positively communicate with central office establishing a positive and effective relationship that aligns with the district systems.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Set high expectations for staff and students listening to the needs and carrying out change. 2. Relationships are important however, when goals for learning are not set and carried out students and families will not attend the school. 3. Involve parents and families and central office instead of making it a negative to have central office involved. 			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 2b3: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 3: Fair, Legal, Honest, and Ethical and Professional		Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
	<p>Notes:</p> <p>Staff at Hazel Park High School receive timely and relevant information pursuant to any and all legal and professional obligations, including (but not limited to) yearly required training for school related matters (such as mandated reporting, etc.) and student data management/confidentiality. There is consistent follow up and follow through in all aspects of this.</p> <p>The central office shares all yearly required training. It is the building principals responsibility to make sure that all staff are held accountable for attendance, respectful interaction with the public, communication with parents, appropriate grading. Mr. Milch after several communication has failed to hold his staff accountable for mistakes with communication with parents on covid issues, attendance, entering the building after being ill, following covid protocol, completion of grades . This is at the very least the responsibility of the principal in running a safe school environment.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Be honest and professional regarding communication . 2. Hold staff accountable for attendance, relationships in the office, completion of grades. 3. Know the processes and procedures and follow through. 4. Do not let building issues such as reimbursements be sent to the central office, take care of issues at the building level , sending questions to the central office yourself. Do not blame the central offices for practices that are through policy. Follow the policy and make suggestions to change. 			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 2b4: Leadership

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Leadership Behavior - Characteristic 4: Resilient		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal
	<p>Notes:</p> <p>This includes opportunities for teachers to share their voice via weekly surveys, on which there is always follow up and sharing of specific items staff-wide. Teachers are actively encouraged to examine their own practice through reflective questions.</p> <p>Mr. Milch sends weekly reflection questions , however, has failed to hold his staff responsible in his main office as well as teachers to complete their work. This is the third year as an administrator and changes has not been made. Reminders to complete tasks are sent from central office and when reminded responses are not reflective and focused on self growth.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. hold staff accountable to attendance and work habits 2. develop staff assignments and work collaboratively with district when you have questions 3. Do not spread falsehoods about other people especially your superiors. 4. Make sure people are doing their jobs not standing around, set a good example so the community sees the dollars our district invests at our flagship building is put to good use. 			
Rubric Score: 2/4				

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 2a1: Leadership	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 2a2: Leadership	0 of 2	2	4	1	2	N/A

SA 2013 Principal Sum Domain 2b1: Leadership	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 2b2: Leadership	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 2b3: Leadership	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 2b4: Leadership	0 of 2	2	4	1	2	N/A
TOTAL:		12	24	6	2	

Domain 3 - Programs

SA 2013 Principal Sum Domain 3a1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 1: Curriculum		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
<p>Notes: The challenge of the pandemic was met by our HPHS teachers who participated in both an online open house event in the fall, but also two (2) online parent teacher conferences. Teachers share syllabi with students and parents, and access to documents are accessible to students in Google Classroom as well as in MISTar (student data system). In lesson plans, teachers substantiate lessons with alignment to specific standards.</p> <p>Many students did not connect with teachers and graduation rates have dropped due to the lack of leadership to develop a philosophy needed during a time of covid. Communication was continued requested to increase to parents regarding activities that were occurring in school and requested to change. Student were not clear about final exams or projects up until the very end of the school year even though central office had communicated to the building before the second semester started.</p> <p>Goals: 1. Support the current curriculum and participate with the central office on developing and expanding the need for growth and suggestions through curriculum development and data. 2. Increase teachers understanding by setting expectations during covid and outside of covid that are consistent .</p> <p style="text-align: center;">Rubric Score: 2/4</p>				

SA 2013 Principal Sum Domain 3a2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 2: Instruction		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
<p>Notes: This is achieved through teacher observations, both formal and informal; teacher conversations with student support services team; teacher receipt of specific student accommodations from special education staff; interventions based on PBIS implementation.</p> <p>Evaluations were completed. A large number of student were sent to the alternative school and a large number of students failed. Data has not been presented showing classroom accommodations from the principal . Graduation rates are at 80% and a large number of freshman , sophomore and juniors are failing.</p> <p style="text-align: center;">Rubric Score: 2/4</p>				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
<p>Notes: Limited assessment results in spring 2020 and the 2020-21 school year present a challenge with respect to analyzable data for student performance; however, teachers were also offered professional development and follow up in specific online platforms and strategies (PearDeck, JamBoard, etc.). Teachers in specific programs such as Read 180 use specific data points to show student growth; all staff use Student Learning Objectives to show growth in a specific area class-wide.</p> <p>Data above shows the training that the central office gave in the school year.</p> <p>Goals: 1. Work with the staff to use classrooms assessments and understand how to use high school assessment to move forward learning</p>				

SA 2013 Principal Sum Domain 3a3: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: High Quality/Fidelity/Reliability Instructional Program - Characteristic 3: Assessment		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
	<p>Notes: Limited assessment results in spring 2020 and the 2020-21 school year present a challenge with respect to analyzable data for student performance; however, teachers were also offered professional development and follow up in specific online platforms and strategies (PearDeck, JamBoard, etc.). Teachers in specific programs such as Read 180 use specific data points to show student growth; all staff use Student Learning Objectives to show growth in a specific area class-wide.</p> <p>Data above shows the training that the central office gave in the school year.</p> <p>Goals: 1. Work with the staff to use classrooms assessments and understand how to use high school assessment to move forward learning 2. Work with curriculum office and promise zone to implement the collegespring to increase students success.</p>			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 3b1: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 1: Policies, Laws, and Procedures		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
	<p>Notes: All staff are informed of state and federal laws, school safety procedures where applicable, access to appropriate district documents in hard copy or electronic form, etc. This includes drills, school security measures, and teaching students proper safety measures. During the 2020-21 school year, the further implementation of school safety measures was based on Covid related restrictions, including one way hallways, hand sanitizing stations, hand washing instructions, mask wearing, quarantine procedures, etc. I participated actively in isolation room training for students who displayed Covid symptoms and personally participated in at least three (3) occasions involving students in this situation which required wearing appropriate personal protective equipment (PPE) in coordination with a member of our security team.</p> <p>During the start of the school year. The nurses, Director of Secondary , Assistant Superintendent and Superintendent had to have additional staff go over and support the opening since the building was not prepared properly by the administrator. The district had to go back and do the ordering for the building to be in line with the rules. People in the building staff and students reached out for clarification on the building structure.</p> <p>Goals: 1. When participating in committees be prepared to follow through in your buildings with the outcomes. 2. know district policies and carry them out in your building : attendance, graduation , safety, staff contracts, attendance. 3. Know when your staff are in the building every day and if they are working and doing their job. 4.</p>			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 3b2: Programs

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 2: Systems, Processes, and Procedures		Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
	<p>Notes: Weekly surveys via Google Forms to staff include ample opportunities for teacher feedback with actionable steps. All survey data is either shared with staff as a whole or addressed to the specific individuals as needed. The building network (building leadership team) meets on a bi-weekly basis and is an important conduit for communication between teaching staff and building administration, as well as conversation with and between district network. During the 2020-21 school year, the further implementation of school safety measures was based on Covid related restrictions, including one way hallways, hand sanitizing stations, hand washing instructions, mask wearing, quarantine procedures, etc. I participated actively in isolation room training for students who displayed Covid symptoms and personally participated in at least three (3) occasions involving students in this situation which required wearing appropriate personal protective equipment (PPE) in coordination with a member of our security team. We consistently monitored and evaluated our processes and systems and eagerly accepted constructive feedback in working with our county nurses.</p> <p>This agains follows prepping the school for safety which the polices were not followed. Central office had to pull together at the last minute.</p> <p>Goals: 1, Know what work is being done on your school when and how it is being completed. Your role is the entire school. 2. Know who is in your building and who is not, Make sure that forms are sent over completed correctly. time sheets .</p>			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 3b3: Programs

SA 2013 Principal Sum Domain 3b3: Programs				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Safe, Effective, Efficient School Operations - Characteristic 3: Resource Allocation and Management		Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals
	Notes: Resources are allocated appropriately for programs and curriculum based expenditures, professional development, etc. School resources are never allocated to items which are not directly related to curriculum, instruction, and assessment, or professional learning. Individualized accounts are accessible to staff who advised a specific student group. district : Please look at accounts and work with staff to support activities.			
Rubric Score: 3/4				

Domain 3 Rubric Score Report							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
SA 2013 Principal Sum Domain 3a1: Programs	0 of 2	2	4	1	2	N/A	
SA 2013 Principal Sum Domain 3a2: Programs	0 of 2	2	4	1	2	N/A	
SA 2013 Principal Sum Domain 3a3: Programs	0 of 2	2	4	1	2	N/A	
SA 2013 Principal Sum Domain 3b1: Programs	0 of 2	2	4	1	2	N/A	
SA 2013 Principal Sum Domain 3b2: Programs	0 of 2	2	4	1	2	N/A	
SA 2013 Principal Sum Domain 3b3: Programs	0 of 2	3	4	1	3	N/A	
TOTAL:		13	24	6	2.167		

Domain 4 - Processes

SA 2013 Principal Sum Domain 4a1: Processes				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 1: Relationships		Forms relationships with staff, students, families and the broader school community	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
	Notes: Working extensively with the Promise Zone and our college adviser as well as our postsecondary coach to support students in the journey to college and beyond; supporting students in off campus programs; participating in events such as food distribution to families. Mr. Milch has work with the promise zone however, needs to improve on follow up on communication in a timely manner to the parents and other agencies to keep a positive relationship with them. Often these organizations have to reach out to others to get answers . Those who are concerned in doing are worried that as they do so they will have a negative effect on the relationship with the principal. Mr. Milch should also improve on his communication to the central office.			
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 4a2: Processes				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 2: Inclusion		Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community--involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued
	Notes: Communication with parents is regular and ongoing via email, newsletter, and phone calls. Concerns are addressed respectfully and in a timely manner, with appropriate and timely follow up as necessary.			
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 4a3: Processes				
Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Community Building - Characteristic 3: Communications		Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education
	Notes: Communication includes weekly newsletters which represent not only building events, but events in the community (including resources for parents and students outside the building) and opportunities to extend learning. Information is communicated on the district website, as well as through automated calls. Social media is used but is also identified as a growth area. Communication is only done through newsletter. Other venues need to be increased.			
Rubric Score: 2/4				

Communication is only done through newsletter. Other venues need to be increased.

Rubric Score: 2/4

SA 2013 Principal Sum Domain 4b1: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 1: Collaborative Inquiry		Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work

Notes:

Although the 2020-21 school year presents with a lack of data due to only limited numbers of students taking standardized tests (PSAT/SAT), there is valuable data in Illuminate for staff which informs instruction, as well as anecdotal data such as attendance and assignment completion; staff were also provided with follow up professional development on specific online teaching elements (such as Peardeck and Jamboard) by their own colleagues. Staff utilized numerous online instructional and formative assessment tools this year to create more opportunities for student engagement.

No data was shared .

Rubric Score: 2/4

SA 2013 Principal Sum Domain 4b2: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 2: Systematic Use of Multiple Data Sources		Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies

Notes:

Although the use of Illuminate is present among staff and teachers were provided information on its effective use, the lack of information due to the loss of standardized test data (PSAT/SAT) presented a challenge for the analysis of multiple data sources, especially over a long term.

Rubric Score: 0/0

SA 2013 Principal Sum Domain 4b3: Processes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Evidenced Based and Data Informed Decision Making - Characteristic 3: Data Systems		Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

Notes:

During the 2020-21 school year, data collection presented as a challenge with respect to items such as standardized test scores without requirements for all students to test. However, teachers used and analyzed information in MStar (student data system) through Illuminate. We amplified this through sharing information with and among the entire teaching staff on the use of Illuminate for specific item analysis. This information was shared in a full staff meeting and in writing.

Rubric Score: 0/0

Domain 4 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 4a1: Processes	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 4a2: Processes	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4a3: Processes	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 4b1: Processes	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 4b2: Processes	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 4b3: Processes	0 of 2	0	0	0	0	N/A
TOTAL:		6	12	3	2	

Domain 5 - Systems

SA 2013 Principal Sum Domain 5a1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 1: Personal Use of Technology		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology

Rubric Score: 0/0

		communications	and accomplishment of job responsibilities	
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5a2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 2: Learning and Teaching with Technology		Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And</i> assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	<i>And</i> provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5a3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor A: Technology Integration and Competence - Characteristic 3: Leadership for Technology		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
<p>Notes: Our staff is empowered to take risks and initiative, bring ideas to administration, and lead discussions at staff meetings and in follow up to professional development. An example of this is several teacher led sessions at staff meetings using various online engagement platforms, as well as social workers and counselors leading student sessions throughout the year. Our building is very much about collaborative leadership and shared responsibility.</p>				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b1: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 1: Professional Development		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
<p>Notes: In addition to the requirements for teacher personal and professional growth, teachers are also observed informally (with documentation) and frequently visited in their classroom(s), including via Zoom meetings in 2020-21. A plan to amplify teacher professional growth was also forwarded which would offer teachers the opportunity to observe and coach with their peers.</p>				
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b2: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 2: Leadership Development		Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
<p>Notes: Our staff is empowered to take risks and initiative, bring ideas to administration, and lead discussions at staff meetings and in follow up to professional development. An example of this is several teacher led sessions at staff meetings using various online engagement platforms, as well as social workers and counselors leading student sessions throughout the year. Our building is very much about collaborative leadership and shared responsibility.</p> <p>Central office: Mr. Milch needs to take leadership the develops a collaborative district approach. This allows a building that works together as a whole with the system. This includes his leadership team and the central office. It includes making decisions and communicating proactively to the central office. Holding himself and the staff accountable and being respectful to central office staff. This will develop a system of support for the high school and break down the us versus them instead of empowering the divide.</p> <p>Goals: 1. Teacher evaluations need to reflect concerns that have happened during the year. If we never hold teachers accountable then we will never see change.</p>				
Rubric Score: 2/4				

SA 2013 Principal Sum Domain 5b3: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 3: Performance Evaluation		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
	<p>Notes: In addition to the above, I submitted a proposal for a staff peer to peer observation/peer coaching process, with the goal of involving staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process.</p> <p>Central :</p>			
Rubric Score: 0/0				

SA 2013 Principal Sum Domain 5b4: Systems

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Factor B: Human Capacity - Characteristic 4: Productivity		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity
	<p>Notes: In addition to the above, we also adopted the suggestion of a parent regarding conferences (using the Meet The Teacher platform) which was extremely successful. Numerous teachers took on additional responsibilities for leading student groups online.</p>			
Rubric Score: 0/0				

Domain 5 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
SA 2013 Principal Sum Domain 5a1: Systems	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5a2: Systems	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5a3: Systems	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5b1: Systems	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5b2: Systems	0 of 2	2	4	1	2	N/A
SA 2013 Principal Sum Domain 5b3: Systems	0 of 2	0	0	0	0	N/A
SA 2013 Principal Sum Domain 5b4: Systems	0 of 2	0	0	0	0	N/A
TOTAL:		2	4	1	2	

Growth Spot:	4
Domain 2 Average:	2
Domain 3 Average:	2.17
Domain 4 Average:	2
Domain 5 Average:	2

Rating

Minimally Effective

Score

2.826

Growth Spot Score (1.6/1.6)

Domain 2 Score (0.3/0.6)

Domain 3 Score (0.326/0.6)

Domain 4 Score (0.3/0.6)

Domain 5 Score (0.3/0.6)

Summative Rating

- Highly Effective
3.6 - 4
- Effective
2.9 - 3.59
- Minimally Effective
2.4 - 2.89
- Ineffective
0 - 2.39



Ford Administration
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www.hazelparkschools.org

To: Board of Education
From: Amy Kruppe, Superintendent
Subject: HPEA Contract 2021-2024
Date: 8/11/2021

We are seeking approval for the ratification of the Tentative Agreement for the Hazel Park Education Association (HPEA). We are pleased of the continued positive relationship with the HPEA . While the negotiations took longer than anticipated , there were many productive discussions and changes made in the contract to support positive labor relations. We look forward to approval of this three year contract with the staff.

The Tentative Agreement does the following in regards to wages:



2021-22 (Three-year contract)

1. Step 11 increased .47% across all lanes
2. New Step 12 at 2.47% higher than current Step 11 (will be 2% higher than new Step 11)
3. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2020-21 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step) (MOU for one teacher on workers' compensation spring-2021).
4. Those teachers/ancillary frozen for 2.5 and 2 steps shall be given 1 full additional step (after above step movement described in #3).
5. Those teachers/ancillary frozen for 1.5 steps shall be given .5 additional step (after above step movement described in #3).
6. Professional development \$27/hour provision removed
7. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and not on the top step of the salary schedule, a one-time off-schedule signing/retention bonus of \$1 500, to be paid as follows: \$750 by second pay period in November; \$750 in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus
8. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and on the top step of the salary schedule, a one-time off-schedule signing/retention bonus of 1% (One Percent) of base annual salary, subject to proration for less than full time staff, to be paid as follows: .5% by second pay period in November; and .5% in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus
9. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and on the top step of the salary schedule, and who received an annual overall performance evaluation rating higher than Ineffective for the 2020-21 school year, a one-time merit stipend payment in the amount of \$1 500, to be paid as follows: \$750 by second pay period in November; \$750 in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus; further, it is understood and agreed that the District is obligated to make MPSERS retirement contributions on such amounts.
10. Eliminate step 1.5 after all existing teachers/ancillary have been moved a step under Section 3 above; thus will only impact teachers/ancillary newly hired beginning the 2021-22 school year, who will be hired at Step 2



2022-23

1. New Step 13 at 2% higher than Step 12
2. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2021-22 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step), with the exception of teachers at Step 12 being permitted to move to Step 13.
- 3 Those teachers/ancillary frozen for 2.5 and 2 steps prior to the 2020-21 school year shall be given 1 full additional step (after above step movement described in #2).
4. Those teachers/ancillary frozen for 1.5 steps prior to the 2020-21 school year shall be given .5 additional step (after above step movement described in #2).
5. Eliminate step 2 after all existing teachers/ancillary have been moved a step under Section 2 above; thus will only impact teachers/ancillary newly hired beginning the 2022-23 school year, who will be hired at Step 2.5

2023-24

1. New Step 14 at 2.5% higher than Step 13
2. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2022-23 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step), with the exception of teachers at Step 12 being permitted to move to Step 13, and teachers/ancillary at Step 13 being permitted to move to Step 14.
3. Those teachers/ancillary who steps were frozen prior to the 2020-21 school year, and have not had all of the steps frozen before the 2020-21 school year made up, will be given .5 additional step (after above step movement described in #2).

Goal Statement: 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 ratification of the 2021-2024 HPEA Contract.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
69 Superintendent

The School District of the City of Hazel Park and the Hazel Park Education Association (HPEA)

Tentative Agreement 7-19-21

Article 4 add text in bold

... secretarial, custodial or **administrative** help except in case of emergency assignment.

Article 8.A add text in bold

A single salary schedule shall be maintained **(with the Center program 4% higher for increased length of work day)** and no differential in salary shall be allowed because of sex, marriage, or dependents.

Article 8.B change text in bold

Applicants with previous Hazel Park experience seeking reemployment after termination shall be credited with full previous Hazel Park experience but not to exceed **eight (8)**-years.

Article 8.C, change text in bold

Teaching experience at charter and private schools as well as experience recognized by the Michigan Retirement Act shall be credited not to exceed **eight (8) years, may be recommended to the Board by the Superintendent for credit on the salary schedule, when hired.** All teachers/ancillary staff now employed or previously employed by the Board shall have their total service in the Armed Forces credited with one regular annual salary increment for each year provided they have served a minimum of one (1) year with an honorable discharge. New teachers/ancillary staff employed shall be given one (1) regular salary increment for service, provided they have served a minimum of one (1) year in the Armed Forces with an honorable discharge.

Article 8.E add text in bold

Application for placement on a higher tract of the salary schedule shall be made by September 15 for the first semester, or February 15 for the second semester, of the school year. All credits toward a higher tract on the salary schedule shall be graduate semester hours or their equivalent in quarter hours. Any credit recognized by the university as credit toward a graduate degree shall also be accepted by the Board. **Submit letter of request for graduate credit lane change with official transcripts to the Human Resource Director.**

Article 8.E.1. Remove

Only applicable to teachers/ancillary staff hired on or before November 22, 2010

Article 8.E.3.a. Remove

Only applicable to teachers/ancillary staff hired on or before November 22, 2010

Article 8.E.3.b. Remove

Only applicable to teachers/ancillary staff hired on or before November 22, 2010

Article 8.F

A teacher/ancillary staff who does not possess a Provisional Certificate or a Permanent Certificate issued by the Michigan State Board of Education, shall be placed at the BA bottom step as defined by the Schedule A Salary Scale regardless of education level attained. It will be the responsibility of the teacher to attain a substitute permit at his/her own expense in order to continue employment.

Article 8 - New Item

All Viking Virtual Academy teachers will follow the salary schedule as outlined in the current CBA (i.e. VVA teachers will not be capped at Step 5.)

Article 8 - New Item

Teacher/Ancillary hourly salary rate shall be calculated by the following formula: Salary listed in Schedule A (step and lane) divided by 180 days and divided by 7 hours= hourly rate, for example: $\$70,560 \div 180 \text{ days} = \$392 \text{ daily rate} \div 7 \text{ hours} = \56 hourly rate

Article 9.New Item

With the mutual agreement of the counselor(s) and Superintendent, one or more school counselors may work five (5) days prior to the beginning of the school year and/or an additional five (5) days after the end of the school year. All days will be paid at the daily rate.

Article 9.New Item

With the mutual agreement of the nurse(s) and Superintendent, one or more school nurses may work five (5) days prior to the beginning of the school year and/or an additional five (5) days after the end of the school year. All days will be paid at the daily rate.

Article 9.B.5 change text in bold

It is further agreed that teachers will be required to attend an annual open-house type meeting, but that attendance at all PTA meetings shall be at the option of the teacher/ancillary staff. Sick leave for not attending the open-house type meeting will result in a **2.5** hour deduction from the member's sick bank.

Article 9.C change text in bold

All teachers and ancillary staff shall have a duty-free lunch period between the hours of **10:45 a.m. and 1 :45 p.m.** for a minimum of thirty-five (35) minutes.

Article 9.C New Item

Missed Prep Pay for Required Meetings: Both the Board and the Association recognize the value of teacher attendance at student related, curriculum, and/or committee meetings. However, such meetings that occur during the school day should not have an excessive impact on teacher planning time. If a teacher loses more than three (3) planning periods during A month in the school year for IEPs AND 504s, the teacher shall be compensated at the extra hourly rate, excluding special education teachers and ancillary staff.

Article 9.C. New Item

If required by the state for purposes of receiving full state aid under pupil accounting rules, the number of parent contacts required by the state will be documented and turned in via the district's chosen platform. All State-required information (such as date, and time, etc.) will be recorded by the teacher.

Article 9.C.5 change text in bold

The Board agrees to provide a minimum of one **hundred seventy five (175) minutes** per week planning and conference time for elementary teachers/ancillary staff for a full, five-day week of instruction; less than a full five-days of instruction shall be prorated. The time shall be scheduled on full days of instruction (i.e., excluding half days) to include thirty five (35) minute blocks of time no less than 1 per day. Time will be provided to the extent possible by the utilization of special subject teachers.

Article 9.F.3.A Add bolded text

Evening parent-teacher conferences are considered a half day of work. If a member calls in sick on a day that includes evening parent-teacher conferences, the personal sick bank of that person will be charged 1.5 days - which includes the full day of work and the evening conferences, **unless the member is able to attend conferences in the evening.** If a member has a conflict (college courses, personal business) and can be present for the school day and is not present for evening conferences, the personal sick bank will be charged 0.5 sick days and this will not count as personal business. School events, such as sporting events, are not subject to sick bank deduction. Teachers are not asked to make-up conferences in person, but do agree to follow up with parents who sign a sheet placed on the absent teacher's table.

Article 9.G.3. Professional Development:

The District shall provide a list of the scheduled Professional Development topics for the school year by the first day of school and **elective/special subject** areas may be allowed additional Teacher Choice PD day(s) if the scheduled Professional Development does not relate to the content area and are approved by the Curriculum Office. If HPEA members are creating the PD, they shall be paid the extra hourly rate to prepare (up to 5 hours) and approved by the Director of Curriculum. If there is a new curriculum, the District will endeavor to train on the curriculum during the school year on schedule PD days.

There shall be three (3) teacher choice days for the 2021-2022, 2022-2023 and 2023- 2024 school years, with the understanding that MLK teacher choice PD will be DEI based provided by the district OR from the approved curriculum list and shall be submitted to the curriculum director by December 1 for approval so it is aligned with the District DEI plan. Members shall be notified within 5 days and may submit another request if not approved. The request is considered approved if no response is received within 6 business days. Teacher choice PD days shall be determined in advance and scheduled on the calendar (Schedule C). Teachers must complete the required hours by the scheduled day and must have the PD approved by the Director of Curriculum in advance if not from the approved list. Approved curriculum: HP summer PD or PD offered after school, MEA, Michigan Virtual, Oakland Schools, and Professional organization conferences. All PD must have SCECH's and be logged into KALPA. Members that do not complete the PD by the day listed shall be docked a day's wages, unless medically unable to complete then they shall be docked a sick day.

Article 9.C.7. Emergency Substitute new text in bold

Teachers/ancillary staff shall not be asked to substitute for absent teachers except: 1) in the case of an emergency, 2) where needed to accommodate professional development for bargaining unit members, provided that the professional development was scheduled and entered at least fourteen (14) days in advance. An emergency shall be defined as a period of time when a teacher is unable to be at his/her teaching station and the administration has attempted and is unable to provide a substitute teacher. Insofar as is practical, substitution shall be rotated. Those teachers/ancillary staff required to substitute shall be paid at the extra hourly rate for each class period. **MTSS teachers shall be limited to emergency substitute no more than three (3) times or 15 hours per month and thereafter shall be paid the extra hourly rate for each hour.**

Article 10.A strike and replace with text in bold

The parties recognize that the availability of optimum school facilities for both student and **all employees teachers** is desirable to insure the high quality of education that is the goal of both the Association and the Board. They recognize further that facilities should be designed to meet the needs of the education program

Article 10.B.1 strike and replace with text in bold

An appropriately furnished room for the ~~exclusive~~ use of **all employees the staff.**

Article 10.B.2 Strike and remove from contract

~~A cot should be provided for the exclusive use of the teachers/ancillary staff: one (1) cot, elementary schools; two (2) cots, junior and senior high schools:~~

Article 11.New

Special Education class sizes shall not exceed guidelines set in place by the State of Michigan.

Article 11.C.New

Viking Virtual Academy class size:

- a) K-2: Enrollment roster maximum of 45 students; whenever enrollment exceeds 45 students, the teacher/ancillary staff shall be paid, at the end of each semester, \$200 per student in excess of 45
- b) 3-5: Enrollment roster maximum of 50 students; whenever enrollment exceeds 50 students, the teacher/ancillary staff shall be paid, at the end of each semester, \$200 per student in excess of 50
- c) 6-8: Enrollment roster maximum of 60 students; whenever enrollment exceeds 60 students, the teacher/ancillary staff shall be paid, at the end of each semester, \$100 per student in excess of 60
- d) 9-12: Enrollment roster maximum of 150 students; whenever enrollment exceeds 150 students, the teacher/ancillary staff shall be paid, at the end of each semester, \$50 per student in excess of 150
- e) It is further understood and agreed that ten school days will be allowed at the beginning of each semester to allow student enrollment to stabilize before a teacher qualifies for such payment for K-5, and at the end of the 10th week of the semester to allow student enrollment to stabilize before a teacher qualifies for such payment for grades 6-12.

Article 13.E.4 Change from \$27

Extra hourly rate: **\$35** per hour

Article 13.H.1 additional sentence added

Upon request, a list of tenured teachers shall be provided to the Union at the end of each school year, with their projected assignment for the following year if known.

Article 13.H.2 additional sentence added

Upon request, a list of probationary teachers shall be provided to the Union at the end of each school year, with their projected assignment for the following year, if known.

Article 22.B change to text in bold

Pay back criteria is **four (4)** ~~five (5)~~ days per year, per loan, if borrowed .

Article 23.A add text in bold

A one-time payment of \$500 will be made to members who provide written notice of their resignation/**retirement** for the following school year by April 1st, and for resignations/**retirement** occurring after the first month of a new school year, with ninety (90) days written notice of their separation date.

Article 23.D add text in bold

Payments for Terminal Leave payments under Paragraph B of this Article shall be made to a 403(b) OR 457 defined plan in the name of the bargaining unit member.

Article 27.F add text in bold

...staff members who do not otherwise retire under MSPERS during the months of June, July, August, September or **last work day** of October

Article 27.B change to text in bold

Long Term Disability: ~~480~~**120** calendar days -- modified fill

Article 27.B Change in Vision carrier

The parties agree that MESSA Preferred shall be offered in place of VSP-3 Gold for vision insurance for the 2021-22 school year (or as soon as such change in insurance can reasonably be accomplished) with the understanding that the District shall have the right to return such insurance coverage to VSP-3 Gold in years following 2021-22 in the event that MESSA Preferred becomes more expensive than VSP-3 Gold.

Article 28.E add text in bold

Teachers/Ancillary staff working in the extended school year program shall be paid at their daily rate on a per day basis **for a total of twenty (20) days.**

Items to refer to subcommittee / Professional Studies Committee

The District and HPEA will meet as a sub committee (Professional Studies Committee) to review Viking Virtual, as it relates to the educational program.

MEDIATOR'S ECONOMIC PROPOSAL 7-19-21

2021-22 (Three-year contract)

1. Step 11 increased .4 7% across all lanes
2. New Step 12 at 2.4 7% higher than current Step 11 (will be 2% higher than new Step 11)
3. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2020-21 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step) (MOU workers' compensation).
4. Those teachers/ancillary frozen for 2.5 and 2 steps shall be given 1 full additional step (after above step movement described in #3).
5. Those teachers/ancillary frozen for 1.5 steps shall be given .5 additional step (after above step movement described in #3).
6. Professional development \$27/hour provision removed
7. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and not on the top step of the salary schedule, a one-time off-schedule signing/retention bonus of \$1 500, to be paid as follows: \$750 by second pay period in November; \$750 in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus
8. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and on the top step of the salary schedule, a one-time off-schedule signing/retention bonus of 1 % (One Percent) of base annual salary, subject to proration for less than full time staff, to be paid as follows: .5% by second pay period in November; and .5% in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus
9. Pay all HPEA bargaining unit members employed prior to the second semester of the 2020-21 school year and on the top step of the salary schedule, and who received an annual overall performance evaluation rating higher than Ineffective for the 2020-21 school year, a one-time merit stipend payment in the amount of \$1 500, to be paid as follows: \$750 by second pay period in November; \$750 in second pay period in June; members must be employed by the District on the date of payment to be eligible to receive the bonus; further, it is understood and agreed that the District is obligated to make MPSERS retirement contributions on such amounts.
10. Eliminate step 1.5 after all existing teachers/ancillary have been moved a step under Section 3 above; thus will only impact teachers/ancillary newly hired beginning the 2021-22 school year, who will be hired at Step 2

2022-23

1. New Step 13 at 2% higher than Step 12
2. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2021-22 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step), with the exception of teachers at Step 12 being permitted to move to Step 13.
3. Those teachers/ancillary frozen for 2.5 and 2 steps prior to the 2020-21 school year shall be given 1 full additional step (after above step movement described in #2).
4. Those teachers/ancillary frozen for 1.5 steps prior to the 2020-21 school year shall be given .5 additional step (after above step movement described in #2).
5. Eliminate step 2 after all existing teachers/ancillary have been moved a step under Section 2 above; thus will only impact teachers/ancillary newly hired beginning the 2022-23 school year, who will be hired at Step 2.5

2023-24

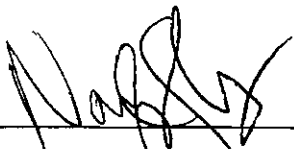
1. New Step 14 at 2.5% higher than Step 13
2. Permit teachers/ancillary who have been actively employed by the District since the beginning of the second semester of the 2022-23 school year to move one step (i.e., teachers/ancillary hired since the start of the second semester would remain on their current step), with the exception of teachers at Step 12 being permitted to move to Step 13, and teachers/ancillary at Step 13 being permitted to move to Step 14.
3. Those teachers/ancillary who steps were frozen prior to the 2020-21 school year, and have not had all of the steps frozen before the 2020-21 school year made up, will be given .5 additional step (after above step movement described in #2).

Additional items included:


- Schedule A - Salary Schedule
- Schedule B - Supplemental Pay
- Schedule C - Calendars: 2021-2022, 2022-2023 and 2023-2024
- MOU: two (2) additional staff meetings, scheduled on calendars CBA 2021-2024
- MOU: term "actively employed" CBA 2021-2024

All other terms in the collective bargaining agreement not addressed above will remain unchanged.

It is understood and agreed that this tentative agreement is contingent upon ratification by both parties.



For the Hazel Park Education Association



For the Hazel Park Schools

The School District of the City of Hazel Park HPEA
Non Center Program Salary Schedule
2021/2022

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
2	\$40,265	\$42,596	\$45,183	\$46,535	\$47,851	\$49,247	\$50,668	\$57,955
2.5	\$41,868	\$44,358	\$47,168	\$48,519	\$49,874	\$51,232	\$52,592	\$59,361
3	\$43,471	\$46,114	\$49,150	\$50,505	\$51,865	\$53,245	\$54,657	\$60,815
3.5	\$45,073	\$47,887	\$51,138	\$52,489	\$53,847	\$55,198	\$56,554	\$62,264
4	\$46,673	\$49,637	\$53,123	\$54,474	\$55,832	\$57,182	\$58,538	\$63,704
4.5	\$48,271	\$51,403	\$55,105	\$56,458	\$57,814	\$59,167	\$60,523	\$65,148
5	\$49,874	\$53,159	\$57,090	\$58,446	\$59,796	\$61,163	\$62,505	\$66,591
5.5	\$51,477	\$54,924	\$59,075	\$60,430	\$61,782	\$63,137	\$64,491	\$68,035
6	\$53,081	\$56,682	\$61,057	\$62,406	\$63,765	\$65,125	\$66,481	\$70,473
6.5	\$54,680	\$58,446	\$63,041	\$64,385	\$65,751	\$67,105	\$68,464	\$72,916
7	\$56,281	\$60,202	\$65,028	\$66,389	\$67,736	\$69,092	\$70,445	\$75,362
7.5	\$57,879	\$61,959	\$67,011	\$68,364	\$69,719	\$71,074	\$72,425	\$76,800
8	\$59,488	\$63,723	\$68,995	\$70,353	\$71,705	\$73,062	\$74,412	\$78,244
8.5	\$61,087	\$65,489	\$70,964	\$72,337	\$73,682	\$75,048	\$76,398	\$80,681
9	\$62,688	\$67,246	\$72,968	\$74,319	\$75,614	\$77,025	\$78,383	\$82,125
9.5	\$64,284	\$69,001	\$74,946	\$76,180	\$77,472	\$78,845	\$79,181	\$83,569
10	\$65,882	\$70,750	\$76,968	\$78,132	\$79,472	\$80,801	\$81,137	\$85,017
11	\$67,481	\$72,500	\$78,991	\$80,184	\$81,519	\$82,859	\$83,195	\$86,469
12	\$69,081	\$74,250	\$81,014	\$82,248	\$83,584	\$84,914	\$85,250	\$87,915

2022/2023

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
13	\$69,896	\$73,988	\$80,443	\$81,853	\$83,275	\$84,696	\$86,103	\$87,788

Adding a step 13 at 2% more than 12 and the elimination of step 2

2023/2024

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
14	\$70,274	\$75,467	\$82,052	\$83,490	\$84,940	\$86,379	\$87,825	\$89,261

Adding a step 14 at 2.5% more than 13

The School District of the City of Hazel Park HPEA
Center Program Salary Schedule
2021/2022

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
2	\$41,876	\$44,300	\$46,990	\$48,396	\$49,807	\$51,217	\$52,622	\$59,452
2.5	\$43,543	\$46,132	\$49,055	\$50,460	\$51,869	\$53,281	\$54,685	\$60,956
3	\$45,210	\$47,959	\$51,116	\$52,525	\$53,940	\$55,344	\$56,750	\$62,448
3.5	\$46,876	\$49,802	\$53,184	\$54,589	\$56,001	\$57,406	\$58,816	\$63,955
4	\$48,540	\$51,622	\$55,246	\$56,653	\$58,065	\$59,469	\$60,877	\$65,452
4.5	\$50,202	\$53,459	\$57,309	\$58,717	\$60,127	\$61,534	\$62,944	\$66,954
5	\$51,869	\$55,285	\$59,374	\$60,784	\$62,188	\$63,599	\$65,005	\$68,455
5.5	\$53,536	\$57,121	\$61,438	\$62,847	\$64,253	\$65,662	\$67,071	\$70,955
6	\$55,204	\$58,949	\$63,499	\$64,902	\$66,316	\$67,730	\$69,140	\$72,452
6.5	\$56,867	\$60,784	\$65,563	\$66,971	\$68,381	\$69,789	\$71,203	\$73,953
7	\$58,532	\$62,610	\$67,629	\$69,045	\$70,445	\$71,856	\$73,263	\$75,458
7.5	\$60,194	\$64,437	\$69,691	\$71,099	\$72,508	\$73,917	\$75,322	\$77,952
8	\$61,868	\$66,272	\$71,755	\$73,167	\$74,573	\$75,984	\$77,388	\$80,454
8.5	\$63,530	\$68,109	\$73,823	\$75,230	\$76,640	\$78,050	\$79,454	\$82,959
9	\$65,197	\$69,936	\$75,888	\$77,292	\$78,701	\$80,110	\$81,518	\$84,450
9.5	\$66,878	\$71,711	\$77,900	\$79,361	\$80,775	\$82,348	\$83,711	\$86,958
10	\$68,519	\$73,509	\$79,936	\$81,027	\$82,611	\$84,199	\$85,562	\$88,462
11	\$70,169	\$75,329	\$81,977	\$82,700	\$84,113	\$85,563	\$86,970	\$90,962
12	\$71,824	\$77,158	\$83,932	\$84,788	\$86,008	\$87,346	\$88,792	\$92,462

2022/2023

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
13	\$71,652	\$76,947	\$83,661	\$85,127	\$86,605	\$88,073	\$89,547	\$91,337

Adding a step 13 at 2% more than 12 and the elimination of step 2

2023/2024

Degree:	B.A.	B.A.-18	M.A.	M.A.-15	M.A.-30	M.A.-45	DR.	Non Degree
14	\$73,085	\$78,486	\$85,334	\$86,850	\$88,338	\$89,834	\$91,338	\$93,864

Adding a step 14 at 2.5% more than 13

**School District of the City of Hazel Park
Schedule B
Supplemental Pay**

Sixty (60) days before the start of all future seasons, any HPEA member interested in a Schedule B coaching position currently held by a non-HPEA member, must notify the Athletic Director and Association President in writing of their interest in the specific coaching position. Once notification is received by the Athletic Director, the position will be posted immediately (seven calendar days). All potential candidates will then be interviewed and the person who is most qualified will be awarded the position.

If an HPEA member retires, and that member has held a coaching position within the district, that position must be posted immediately (seven school calendar days). In the event that the qualifications of coaching candidates are deemed equal between an HPEA member and nonmember, the position will be awarded to the HPEA member.

Coaching Salary Schedule

<u>*YEARS EXP.</u>	<u>COACHING POSITION CATEGORY</u>				
	1	2	3	4	5
YEARS 1 - 3	\$1870	\$2420	\$3388	\$4235	\$5203
YEARS 4 - 6	\$2530	\$3080	\$4114	\$5203	\$6171
7 YEARS & UP	\$3190	\$3850	\$5082	\$6050	\$7139

*Years of experience would be based on coaching experience in general and not teaching years of experience. Coaching experience outside of the Hazel Park School District will be considered.

Coaching positions reflect regularly scheduled practice sessions after school and competitions for the entire season.

If the season is extended into play-offs league, regional, district or state then additional compensation will be awarded of \$100. for each level.

If the season is extended and earns a league, regional, district or state championship title then a \$500. bonus will be awarded for each title.

If the season is shortened due to unforeseeable circumstances a prorated amount will be given, based on the percentage completed and shall be no lower than 25% of the stipend amount

All Schedule B coaching positions will have an annual evaluation. Positions will be posted annually, beginning January 2022.

The coaching positions reflect a 10% increase in each category in the 2021-2024 CBA.

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Senior High Coaches**Fall Season**

Head Football	5
Assistant Varsity Football	4
JV Football	4
Head Soccer	4
JV Soccer	3
Head Swimming	4
Head Volleyball	4
JV Volleyball	3
Freshman Volleyball	3
Head Cross Country	3
Head Tennis	3
Head Golf	3
Head Cheerleading	4
JV Cheerleading	3

Winter Season

Head Basketball	5
JV Basketball	4
Freshman Basketball	3
Head Wrestling	5
Assistant Wrestling	4
Head Swimming	4
Head Cheerleading	4
JV Cheerleading	3
Head Bowling	3

Spring Season

Head Baseball	4
JV Baseball	3
Head Softball	4
JV Softball	3
Head Soccer	4
JV Soccer	3
Head Track	4
Assistant Track	3
Head Tennis	3
Head Golf	3

Junior High Coaches**Fall Season**

Football	2
Basketball	1
Cross Country	1

Winter Season I

Basketball	1
Volleyball	1
Cheerleading	1

Winter Season II

Swimming	1
Wrestling	1

Spring Season

Baseball	1
Softball	1
Track	1

Non-Coaching

Sixty (60) days before the start of the school year, any HPEA member interested in a Schedule B non coaching position currently held by a non-HPEA member, must notify the Human Resource Director and Association President in writing of their interest in the specific position. Once notification is received by the HR Director, the position will be posted immediately (seven calendar days). All potential candidates will then be interviewed and the person who is most qualified will be awarded the position.

If an HPEA member retires, and that member has held a non-coaching position within the district, that position must be posted immediately (seven school calendar days). In the event that the qualifications of candidates are deemed equal between an HPEA member and non-member, the position will be awarded to the HPEA member.

All Schedule B non-coaching positions will have an annual evaluation. Positions will be posted annually, beginning January 2022.

Non-Coaching Salary Schedule

Names will be submitted to Payroll by September 30th or when position is filled and pay will be prorated thereafter.

Senior High Band Director	\$5,000.
Junior High Band Director	\$3,000.
Drama Coach	\$5,500
Senior High Vocal Director	\$1,700 (or \$3,500 with musical/competitions)
Junior High Vocal Director	\$1,700.
Board of Directors Advisor	\$2,100.
Student Council Advisor Jr. High (1)	\$1,500. (or \$500 per grade)
NHS Advisor	\$1,500.
Senior Class Advisor	\$1000
Junior Class Advisor	\$1000
Sophomore Class Advisor	\$450.
Freshman Class Advisor	\$450.
Elementary Safety Patrol	\$1,000.
Elementary Service Squad	\$1,000.
Elementary Vocal (per school)	\$500.
STEAM HS/JHS	\$1,500. per semester (per club)
STEAM Elementary	\$750. per semester (per club)
HS Newspaper (when not held as a course)	\$1,500.
JHS Yearbook	\$750.
Yearbook Elementary	\$750.
BN High School	\$800. each (6 or divided equally)
BN Junior High	\$800. each (6 or divided equally)
BN Elementary School	\$800. each (6 or divided equally)
Mentor to new hires (or new subject/grade)	\$300. per mentee
Jardon Camp (entire trip)	\$240. + Friday off after camp
5th grade Camp coordinator (all 3 schools)	\$300.
5th grade Camp food coordinator	\$300.
5th grade Camp (entire trip)	\$240. + Friday off after camp
Curriculum Writers	\$2,000.
Head Social Worker	\$2,000.
CTE Leads (3):	\$1,000.
Curriculum Council	\$1,000.
New Club's	\$200.

Use of Personal Vehicle

The IRS rate shall be reimbursed for use of personal vehicle.

Positions added to the non-coaching schedule in 2021-2024 CBA include: School store, Curriculum Writers, Head Social Worker, CTE Leads, Curriculum Council and New Clubs.

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Addendum: Schedule B- Non Coaching

Stipends are for work outside of the Schedule C work days and hours.

Senior Band Director: Practice sessions before or after school, competitions and performances and Instrument maintenance and inventory.

Junior High Band Director: Marching Band practice sessions before or after school, competitions, performances after school and instrument maintenance and inventory.

Drama Coach: fall play and spring musical, practice sessions and performances

Senior High Vocal Director: Full stipend if includes musical and competitions otherwise for performances after school

Junior High Vocal Director: for performances after school

Board of Directors: Meetings before school and planning of, Homecoming, spirit activities and Freshman orientation (spring)

Student Council Advisor Junior High Meetings before or after school and planning of spirit activities

NHS advisor meetings and volunteer activities before or after school

Senior Class Advisor meetings and activities before or after school, required: senior banquet, and car parade and assist principal with class day and graduation

Junior Class Advisor meetings and spirit activities before or after school, required: prom

Sophomore Class Advisor: meetings and spirit activities before or after school

Freshman Class Advisor: meetings and spirit activities before or after school

Elementary Safety Patrol coordinates safeties before and after school

Elementary Service Squad coordinates students to help teachers before or after school

Elementary Vocal: two performances after school for their assigned building

STEAM HS/JHS: competitions and events after school/Robotics

STEAM Elementary: sponsors after school STEAM club/First Robotics

HS Newspaper (when not held as a course) before or after school meetings to create 3 newspapers per year

JHS Yearbook: creates a yearbook

Yearbook Elementary: creates a yearbook

BN High School Bi-weekly meetings before / after school regarding building specific issues

BN Junior High School Bi-weekly meetings before / after school regarding building specific issues

BN Elementary School Bi-weekly meetings before / after school regarding building specific issues

Mentor to new hires (or new subject/grade) meet twice a month

Jardon Camp (entire trip) staying and working camp

5th grade Camp coordinator (all 3 schools): Coordinates camp for all 3 elementary schools

5th grade Camp food coordinator: Purchases food and plans meals for all 3 elementary schools

5th grade Camp (entire trip): staying and working camp

School store (where applicable): work performed for stocking and operating the store before or after school hours

Curriculum Writers: Assess curriculum monthly during school year and revise as needed and summer work.

Head Social Worker: That one (1) day of release time will be placed into the head social Worker's schedule that is developed by the District. This time of release is meant to attend to the needs of other Social Workers, Families, Students, and Administration throughout Hazel Park Schools. The stipend is meant for meetings and work that occur outside of the contractual hours. It is understood that the head social worker will not work in an evaluation capacity for his/her peers.

CTE Leads (3) K-5, 6-8, 9-22 : Helps facilitate the CTE plan for the district, including Career Day

Curriculum Council: Staff from each level will apply to participate annually on the guiding curriculum council that will discuss curriculum work and instructional practices in the district. This also may include but not be limited to professional development and resources needed within the schools. Meetings will happen at a minimum on a monthly basis 12 months of the year.

New Clubs: Through approval of the principal and HR Director, new clubs will be considered and current clubs not sponsored may also be included.

**School District of the City of Hazel Park
Schedule C
School Calendar 2021-2022**

Monday	August 30, 2021	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD, building staff meeting 2-3pm
Tuesday	August 31	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD
Wednesday	September 1	Half day first day of school - All schools begin p.m. with teacher prep a.m.
Friday	September 3-6	Labor Day Holiday - No School
Wednesday	September 29	All schools Half Day a.m.- *Records p.m. - first quarter ends October 1
Thursday	October 7	Half Day High School conferences a.m. & p.m.
Thursday	October 28	All schools Half Day a.m.- *Records p.m. - mid semester, 10 week marking period ends October 29
Tuesday	November 2	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD *building staff meeting 2-3 MOU
Thursday	November 4	Half Day Junior High School Conferences
Thursday	November 11	Half Day Elementary + Center Program - Conferences
Wednesday	November 24	<u>Teacher choice PD</u> approved by Curriculum Director in advance 5 hrs***
Thursday-Friday	Nov 25 -28	Thanksgiving Holiday Break - No School
Friday	December 17	Half Day a.m. - Holiday recess begins p.m.
Monday	January 3, 2022	Classes resume
Monday	January 17	<u>Teacher choice PD</u> provided by District <u>OR from approved list of PD in advance 5 hrs* DEI based****</u>
Friday	January 21	All schools Half Day a.m.- *Records p.m. End of first semester
Monday	January 24	All schools Half Day a.m.- *Records p.m.- Begin 2nd semester
Friday	February 18	All schools Half Day a.m. - Winter Recess begins p.m.
Monday	February 28	Classes resume
Wednesday	March 2	All schools Half Day a.m.- *Records p.m. - first quarter ends March 4
Thursday	March 10	High School full day- plus p.m. (only) Conferences
Thursday	March 24	Elementary and Center Program Half Day students in a.m. + *Records in p.m.
Friday	March 25	Half Day a.m. - Spring Recess begins p.m. 10 week marking period ends
Monday	April 4	Classes resume
Thursday	April 7	Junior High - Half Day Conferences a.m. & p.m.
Wednesday	April 13	High School SAT testing Half Day (Juniors until 12:45 p.m.)
Wednesday	April 13	Elementary & Center Half Day students and Conferences a.m. & p.m.
Friday	April 15	<u>***Teacher choice PD</u> approved by Curriculum Director in advance 5 hrs***
Tuesday	May 24	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD*building staff meeting 2-3 MOU
Friday	May 27	Half Day a.m. - Holiday recess begins p.m.
Tuesday	May 31	School resumes
Thursday	June 9	All schools Half Day a.m.- *Records p.m.
Friday	June 10	All schools Half Day a.m.- *Records p.m. - End 2 nd semester

* Teacher / Ancillary staff may work from home on all records days

****Elementary Schools****

Full Day 8:10 a.m. - 3:10 p.m.
Half Day 8:10 a.m. - 11:20 a.m.
Elementary conference: 12:30-3:00 p.m. & 5:00-7:30 p.m.

****Junior High****

7:55 a.m. - 2:55 p.m.
7:55 a.m. - 11:05 a.m.
12:30-3:00pm & 4:30-7:00 p.m.

****High School****

7:40 a.m. - 2:40 p.m.
7:40 a.m. - 10:50 a.m.
12:30-3:00 pm & 4:30-7:00 p.m.

****Staff reports 10 minutes prior to and after student dismissal times.**

****All Teacher Choice PD must be completed by the day assigned.**

******MLK Day Teacher Choice PD must be DEI based and aligned with District DEI plan**

Center Program

Full 7:40 a.m. - 3:10 p.m.
Half Day 7:40 a.m. - 11:10 a.m.
Center Conferences: 1:00-3:00pm & 4:00-6:00 p.m.

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**School District of the City of Hazel Park
Schedule C
School Calendar 2022-2023**

Monday	August 29, 2022	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD, building staff meeting 2-3pm
Tuesday	August 30	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD
Wednesday	August 31	Half day first day of school - All schools begin p.m. with teacher prep a.m.
Friday-Monday	September 2-5	Labor Day Holiday - No School
Thursday	September 29	All schools Half Day a.m.- *Records p.m - first quarter marking period ends September 30
Thursday	October 13	Half day High school - conferences a.m. and p.m.
Monday	October 31	All schools Half Day a.m.- *Records p.m - midway through semester 10th week ends Nov 4
Tuesday	November 8	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD building staff meeting 2-3 MOU
Thursday	November 10	Half Day Junior High School Conferences
Thursday	November 17	Half Day Elementary + Center Program - Conferences
Wednesday	November 23	***PD-teacher choice PD approved by Curriculum Director in advance 5 hrs**
Thursday-Friday	Nov 24 -25	Thanksgiving Holiday Break - No School
Friday	December 23	Half day a.m. - Holiday recess begins p.m.
Monday	January 9, 2023	Classes resume
Monday	January 16	****MLK DAY PD teacher choice PD approved by Curriculum Director in advance 5 hours
Friday	January 20	All schools Half day a.m.*Records p.m, end of 1st semester
Monday	January 23	Begin 2nd semester All schools Half Day a.m.- *Records p.m
Friday	February 17	Half day a.m. - Winter Recess begins p.m.
Monday	February 27	Classes resume
Friday	March 3	All schools Half Day a.m.- *Records p.m. - first quarter marking period ends
Thursday	March 9	High School Conferences - full day - conferences p.m. only
Friday	March 24	Half day a.m. - Spring Recess begins p.m
Monday	April 3	Classes resume -
Friday	April 7	*** PD teacher choice PD approved by Curriculum Director in advance 5 hours
Tuesday	April 11	All schools half day *Records p.m. High School SAT testing--10 week marking period ends 4/14
Thursday	April 20	Junior High full day - conferences- p.m. only
Thursday	April 27	Half Day Elementary + Center conference a.m. and p.m.
Thursday	May 4	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD building staff meeting 2-3 MOU
Friday	May 26	Half day a.m. - Holiday recess begins p.m.
Tuesday	May 30	School resumes
Thursday	June 8	All Schools - Students Half day a.m. - *Records p.m.
Friday	June 9	All schools - Students Half day a.m. - End 2 nd semester- *Records p.m. * Teacher / Ancillary staff may work from home on all records days

****Elementary Schools**

Full Day 8:10 a.m. - 3:10 p.m.
Half Day 8:10 a.m. - 11:20 a.m.
Elementary conference: 12:30-3:00 p.m. & 5:00-7:30 p.m

****Junior High**

7:55 a.m. - 2:55 p.m.
7:55 a.m. - 11:05 a.m.
12:30-3:00pm & 4:30-7:00pm

****High School**

7:40 a.m. - 2:40 p.m.
7:40 a.m. - 10:50 a.m.
12:30-3:00 pm & 4:30-7:00pm

****These buildings staff report for 10 minutes prior to and after student dismissal times.**

***** All Teacher Choice PD (TCPD) must be completed prior to the TCPD day listed.**

******TCPD on MLK day must be aligned with the District DEI plan**

Center Program

Full 7:40 a.m.- 3:10 p.m.
Half Day 7:40 a.m. - 11:10 a.m.
Center Conferences: 1:00-3:00pm & 4:00-6:00 p.m.

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**School District of the City of Hazel Park
Schedule C
School Calendar 2023-2024**

Monday	August 28, 2023	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD, building staff meeting 2-3pm
Tuesday	August 29	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD
Wednesday	August 30	Half day first day of school - All schools begin p.m. with teacher prep a.m.
Friday-Monday	September 1-4	Labor Day Holiday - No School
Monday	September 25	**PD -teacher choice PD approved by Curriculum Director in advance 5 hrs
Thurs.	Sept. 28	All schools Half Day a.m.- *Records p.m. - first quarter marking period ends September 29th
Thursday	October 12	Half day High school - conferences a.m. and p.m.
Tuesday	October 31	All schools Half Day a.m.- *Records p.m. - midway through semester 10th week ends Nov 3
Tuesday	November 7	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD building staff meeting 2-3 MOU
Thursday	November 9	Half Day Junior High School Conferences
Thursday	November 16	Half Day Elementary + Center Program - Conferences
Wednesday	November 22	**PD -teacher choice PD approved by Curriculum Director in advance 5 hrs
Thursday-Friday	Nov 23 -24	Thanksgiving Holiday Break - No School
Friday	December 22	Half day a.m. - Holiday recess begins p.m.
Monday	January 8, 2024	Classes resume
Monday	January 15	***PD teacher choice PD approved by Curriculum Director in advance 5 hours, DEI
Friday	January 19	All schools Half Day a.m.- *Records p.m. - end of 1st semester
Monday	January 22	All schools Half Day a.m.- *Records p.m. - Begin 2nd semester
Friday	February 16	Half day a.m. - Winter Recess begins p.m.
Monday	February 26	Classes resume
Friday	March 8	All schools Half Day a.m.- *Records p.m. - first quarter marking period ends March 8
Thursday	March 14	High School Conferences - full day p.m. only conferences
Friday	March 22	Half day a.m. - Spring Recess begins p.m.
Monday	April 1	Classes resume -
Tuesday	April 9	All schools Half Day a.m.- *Records p.m. High School SAT testing-10 week marking period 4/12
Thursday	April 18	Junior High full day - conferences- p.m. only
Thursday	April 25	Half Day Elementary + Center conference a.m. and p.m.
Thursday	May 16	Professional Development Day 5 hrs, 8-11 PD, 11-12 lunch, 12-2 PD building staff meeting 2-3 MOU
Friday	May 24	Half day a.m. - Holiday recess begins p.m.
Tuesday	May 28	School resumes
Thursday	June 6	All Schools - Students Half day a.m. - *Records p.m.
Friday	June 7	All schools - Students Half day a.m. *Records p.m.- End 2 nd semester

* Teacher / Ancillary staff may work from home on all records days

****Elementary Schools.**

Full Day 8:10 a.m. - 3:10 p.m.
Half Day 8:10 a.m. - 11:20 a.m.
Elementary conference: 12:30-3:00 p.m. & 5:00-7:30 p.m

****Junior High**

7:55 a.m. - 2:55 p.m.
7:55 a.m. - 11:05 a.m.
12:30-3:00pm & 4:30-7:00 p.m.

****High School**

7:40 a.m. - 2:40 p.m.
7:40 a.m. - 10:50 a.m.
12:30-3:00 pm & 4:30-7:00 p.m.

****Staff reports for 10 minutes prior to and after student dismissal times.**

*****All teacher choice PD must be completed by the TCPD day listed.**

****** MLK Day TCPD must be aligned with the District DEI plan.**

Center Program

Full 7:40 a.m.- 3:10 p.m.
Half Day 7:40 a.m. - 11:10 a.m.
Center Conferences: 1:00-3:00pm & 4:00-6:00 p.m.

15/17

The School District of the City of Hazel Park
and Hazel Park Education Association
Memorandum of Understanding
July 19, 2021

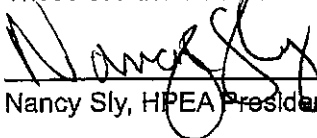
Re: 2021-2024 CBA Financial

This Memorandum of Agreement between The School District of the City of Hazel Park (School District) and the Hazel Park Education Association (HPEA) shall serve as the mutually agreed upon terms for financial items in relation to the term "actively employed":

For the duration of the Collective Bargaining Agreement 2021-2024, the term "actively employed" shall include any member on worker's compensation leave.

The parties further agree that this is a non-precedent setting agreement which automatically expires June 30th, 2024.

These are the terms that have been mutually agreed upon by the HPEA and the School District.



Nancy Sly, HPEA President



Amy Kruppe, Superintendent

16/17

The School District of the City of Hazel Park
and Hazel Park Education Association
Memorandum of Understanding

July 19, 2021

Re: Article 9 Teaching Hours, Work Day and Week

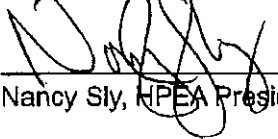
This Memorandum of Agreement between The School District of the City of Hazel Park (School District) and the Hazel Park Education Association (HPEA) shall serve as the mutually agreed upon terms relative to Article 9. B. 1 staff meetings:

The Administration may determine to have as many as eight (8) regularly scheduled full staff meetings to deal with curriculum and programs on a periodic basis.

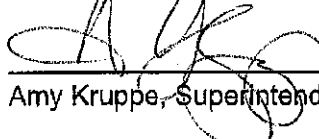
For the term of the Collective Bargaining Agreement 2021-2024 the District may have an additional two (2) staff meetings that have been added to Schedule C- Calendar for the 2021-2022, 2022-2023 and 2023-2024 agreed upon calendars, with three scheduled full staff meetings listed, to total ten (10) meetings each year. The District has a remaining seven full staff meetings to schedule for calendars 2021-2022, 2022-2023 and 2023-2024.

The parties further agree that this is a non-precedent setting agreement which automatically expires June 30th, 2024.

These are the terms that have been mutually agreed upon by the HPEA and the School District.



Nancy Sly, HPEA President



Amy Kruppe, Superintendent

17/17



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: Bradley Wilkins, Director of Technology
Subject: Technology Chromebook/iPad Cases for Devices
Date: August 11, 2021

We are seeking approval for the purchase of 1200 Chromebook Always On Cases and 600 iPad Cases should our Emergency Connectivity Fund application be approved.

With us trying to take advantage of the Federal funds for devices we need to have cases for the new equipment. We would only move forward with the purchase of these cases if our ECF application gets approved, otherwise we will not purchase the additional cases at this time. Previous iPad case purchase price was \$28/case, current price is \$26.79. Previous Chromebook case price was \$15.95, current price is \$15.95, with a shipping cost of \$785.66.

Funding Source: Sinking fund if ESSERS isn't available.

600 iPad Cases = \$16,074.00
1200 Chromebook Cases = \$19,925.66
Total = \$35,999.66

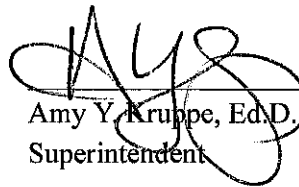
Goal Statement -

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 purchase of these cases, should our ECF application be approved.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent





Ford Administration

Jason Zirnis, Assistant Superintendent of Business and Operations
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5217 | F: 248-544-5443
www.hazelparkschools.org

To: Hazel Park Board of Education
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Longfellow Parking Lot
Date: August 12, 2021

During the spring and summer rains it was identified that the newly constructed parking lot was functioning too well at moving the water away from our building. Several of our neighbors along Mapledale were experiencing some flooding in their backyards as they were significantly lower grade than our lot. We are recommending to the Board that we remove the 5 foot grass ribbon along the parking lot with an extension of the parking lot and add an asphalt curb to move the water away from our neighbors. We received one quote to complete the work for \$23,510 and will receive additional to ensure the pricing is competitive before proceeding.

Funding Sources:


General Fund Impact: General Fund not to exceed \$23,510

Strategic Plan: Goal Statement - Resources

Goal Statement: 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 accept the Administration's recommendation and approve the removal of the grass ribbon up to the fence and install an asphalt curb not to exceed \$23,510.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent





Ford Administration

Jason Zirnis, Assistant Superintendent of Business and Operations
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5217 | F: 248-544-5443
www.hazelparkschools.org

To: Hazel Park Board of Education
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Ford Fence
Date: August 12, 2021

The fence surrounding the side property of the administrative building is in several stages of decline. The fence needs work in several areas due to posts popping and general wear and tear. We are recommending to the Board to remove the fence and open up the area to residents without an old rusted fence surrounding them. We received one quote for \$5,800 for total removal of the fence and backfilling the holes. If approved we will acquire additional quotes to ensure the cost is reasonable to proceed.

This solution to the aging fence will also reduce the time it takes our staff to maintain the property and keep them in the buildings for a longer duration. Currently the staff need to trim the entire fence line and it takes significant time and energy away from the building interior. If in the future we utilize the field for youth sports we may consider putting a new fence up.

Funding Sources:

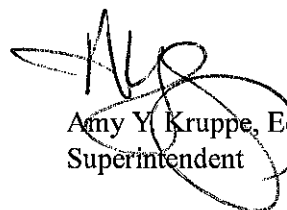
General Fund Impact: General Fund not to exceed \$5,800

Strategic Plan: Goal Statement - Resources

Goal Statement: 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 accept the Administration's recommendation and approve the removal of the Ford Fence not to exceed \$5,800.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**


Amy Y. Kruppe, Ed.D.
Superintendent





Ford Administration

Jason Zirnis, Assistant Superintendent of Business and Operations
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5217 | F: 248-544-5443
www.hazelparkschools.org

To: Hazel Park Board of Education
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Jr High Air Handling Unit Coil Replacement
Date: August 12, 2021

Our maintenance staff in troubleshooting the Jr. High air conditioning units identified the condensing unit on a 20 ton trane unit to be leaking refrigerant. The assessment by three companies is to replace the unit. The following are the costs to replace only the unit. It does not include labor, crane, refrigeration, hole cutting, concrete coring, fire stopping, BMS integration, ACM handling and or remediation, removal of old equipment, lead remediation, electrical wiring for furnaces or condensers.

Mechanical System Services	\$8,560
US Refrigeration	\$9,200
Arrow Heating and Cooling	\$8,975

We are recommending the low bid based on the cost of the unit and the fact that we have a very good relationship with Mechanical System Services.

Funding Sources:

General Fund Impact: ESSER Funding \$8,560 for materials. Additional charges will be brought back for Board information after the work is completed. Due to the nature of the project the costs are currently unknown.

Strategic Plan: Goal Statement - Resources

Goal Statement: 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.





**HAZEL PARK
SCHOOLS**

Recommendation

That the Board of Education accept the Administration's recommendation and approve the Jr High Air Handling Unit Coil Replacement with equipment costs of \$8,560 and other materials and services as needed.

**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

To: Hazel Park Board of Education

From: Tamaran Dillard, Director of Student Services

Subject: Hiring 0.5 Social Worker for Early On Part C

Date: August 16, 2021

I am writing to seek the approval of a 0.5 position that will be added to the Early On team's staffing in efforts to equate the workload of staff and add additional support in the coordination of efforts and services for students in this program. This professional will assume various responsibilities such as, but not limited to, coordination of referrals, supporting families with resources, coordination of assessments in conjunction with team members schedules, and other tasks as assigned by leadership.

Part C of the Individuals with Disabilities Education Improvement Act of 2004 provides funding to states to assist in developing and maintaining a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families. In 2018, the State of Michigan awarded State School Aid Section 54d allocations to ISDs for Early On, to increase the frequency, intensity, and/or array of early intervention services to Part C only children. Oakland Schools disseminates the SSA Section 54d funds to LEAs who agree to determine eligibility and provide services to children referred to as "Part C Only". These are the children who meet the federal definition of an infant or toddler with a disability but do not meet the definition of a student with a disability under MARSE, and are not otherwise the responsibility of the LEA. The funds support the salary/benefit costs of a qualified special educator (Speech Language Pathologist, Early Childhood Special Education teacher, Social Worker, Psychologist, Occupational Therapist, and/or Physical Therapist). Section 54d funds are disseminated through the State School Aid payment system and distributed to LEAs through contractual agreements with Oakland Schools.

Districts must set up a stand alone budget and submit monthly invoices for reimbursement of costs incurred. The portion of the FTE that is funded is determined by current Part C Only caseloads and service trends over the last three years. It is anticipated that Hazel Park will need a .3 FTE to meet the workload requirements. However, it is recognized that an unanticipated increase in referrals has created a workload that exceeds our staffing availability. Therefore, our allocation is increased to .5 FTE, and the surplus can be used to absorb any early intervention related tasks. However, per the legislature, SSA Section 54d funds cannot supplant the LEA's current investment in early intervention.



**HAZEL PARK
SCHOOLS**

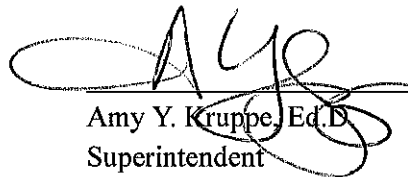
Funding Source: SSA Section 54d funds will reimburse Hazel Park on a scheduled basis. Upfront costs will be generated from the general education budget, along with reimbursement through special education funding. Hazel Park will generate revenue from this partnership.

Goal Statement - Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.

Recommendation

That the Board of Education approve the addition of a 0.5 FTE position to the Early On team.

**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

To: Hazel Park Board of Education
From: Dr. Carla Postell, Director of Curriculum Instruction and Integration
Subject: .25 Advisory Class Credit
Date: August 13, 2021

Advisory will be on the schedule of each high school student. The high school principal and the advisor planning committee would like to propose a .25 credit. The .25 credit will be pass/fail grade only. This will allow an extra elective credit without affecting graduation requirements. We are providing SEL and career/college instruction. The advisory committee all agree that in order for students to understand and "buy into" the importance of this time together, the credit with pass/fail is necessary and it's actually helpful for students who need elective credits to graduate.

Funding Source: N/A

Strategic Goal Alignment:

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

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

Recommendation

That the Board of Education approve .25 Advisory Class Credit for high school students that successfully complete the course.

**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

To: Hazel Park Board of Education
From: Dr. Carla Postell
Subject: Junior High School and High School After-School Tutoring
Date: August 12, 2021

In an effort to support our Junior High School and High School students, we would like to propose an after-school virtual and face-to face tutoring program. This tutoring program is being designed to meet the needs of students and their families by making sessions available virtual and face-to-face. Tutoring sessions will take place Monday-Thursday for an hour after school and an hour in the evening. We believe that by providing options to receive tutoring if needed, parents and students will have more flexibility to receive assistance.

Funding Source: The funding will come from the CARES Act / general fund.

Strategic Goal Alignment -

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

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

Recommendation

That the Board of Education approve Junior High and High School after school virtual and face-to-face tutoring.

**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

To: Hazel Park Board of Education
From: Dr. Carla Postell, Director of Curriculum Integration & Instruction
Subject: Credit Recovery
Date: August 12, 2021

Credit Recovery is an opportunity for students to earn credits in courses they did not pass the first time around or to take courses to accelerate the completion of courses needed for high school graduation. The HPHS Credit Recovery Program will consist of offering Credit Recovery courses via our Edgenuity Platform. This program will allow students to earn credit in high school courses for the purpose of remediation or acceleration. Credit Recovery courses will be taken after school and/or during the school day. High School counselors will help to determine the best course of action for when the credit recovery course should be taken by the student.

The Supervisor of Alternative Programs will oversee the program for students enrolled during the school day and after school. The Supervisor of Alternative Programs will identify up to two staff members to staff the after school program.

Funding Source: The funding will come from the CARES Act / general fund.

Strategic Goal Alignment -

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

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

Recommendation

We are asking that the Board of Education approve the HP Credit Recovery program for the purpose of allowing students to earn credit in high school courses for the purpose of remediation or acceleration.

**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

To: Hazel Park Board of Education
From: Stephanie Dulmage, Director of 21st Century Learning
Subject: Renewal of Edgenuity Licenses
Date: August 16, 2021

We are seeking approval from the Board of Education to renew licenses for Edgenuity, the district-wide online course provider for students in grades 9-12. The renewal will run from 9/1/2021 - 8/31/2022 and cover the following schools:

- INVEST
- Michigan Cyber Academy and Access
- Viking Virtual Academy
- Hazel Park High School
- Advantage

All licenses are housed under the Hazel Park School District portal. This allows us to streamline the management tasks and to minimize the number of needed licenses. A portion of the total license fees will be charged to INVEST, Michigan Cyber Academy, and Access based on their yearly usage rates. The district is proposing a purchase of 130 licenses for \$55,162.90.

Funding Sources:

- General Fund \$55,162.90

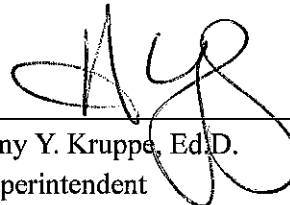
Strategic Plan Alignment

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

Recommendation

That the Board of Education approve the renewal of the Edgenuity licenses in the amount of \$55,162.90

**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

To: Hazel Park Board of Education
From: Stephanie Dulmage, Director of 21st Century Learning
Subject: K12 Grades 6-8 Elective Course Fees
Date: August 16, 2021

The K12 course content for students in grades 6-8 is primarily digital. However, some of the elective courses, including art, music, and physical education, require physical materials for the full student experience. In June, the Board of education approved the fee structure for access to the K12 courses but this line item was not included. The per course elective material fee, if required, is 100.00.

The district has the option of purchasing the materials and then distributing them to families. We are in the process of investigating the associated costs. If the district can effectively purchase and distribute these materials for a significantly lower cost, we will move forward with this approach.

Recommendation

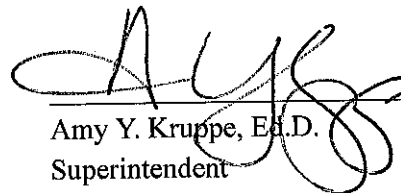
That the Board of Education approve the K12 materials fee of 100.00 per course as needed for the 2021-2022 school year.

Funding Source: General Fund

Strategic Plan Goal Alignment

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

**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

To: Hazel Park Board of Education
From: Stephanie Dulmage, Director of 21st Century Learning
Subject: 2021-2022 i-Ready Renewal
Date: August 16, 2021

We successfully launched and utilized the i-Ready assessment suite, personalized instruction, and teacher tool box during the 2020-2021 school year. Feedback from teachers, administrators, students, and parents was positive. Our building administrators and teachers found the suite of assessments and resulting reports very helpful to guide and inform instructional decisions in the classroom and in MTSS settings. Our students had high usage of personalized instruction for a year one implementation, providing them with an additional tool to develop knowledge, skills, and understandings in the areas of reading and math.

Based on a careful analysis of student enrollment and usage of personalized instruction and the teacher toolbox, the 2021-2022 renewal for the i-Ready contract is \$78,482.50 (bulk discount applied to total of \$92,950).

Building	Assessment & Instruction	Teacher ToolBox	Professional Learning	Sub-Total
District	NA	NA	\$9,000	\$9,000
Hoover, United Oaks, and Webb	\$35,625	\$11,220	NA	\$46,845
Hazel Park Junior High	\$16,862.50	NA	NA	\$16,862.50
Advantage	\$855.00	NA	NA	\$855.00
Edison	\$ 3,420	NA	NA	\$ 3,420
*INVEST	\$1,500	NA	NA	\$1,500
			Total Cost	\$78,482.50

*Will be paid out of the general fund but charged back to INVEST

Funding Source:

- General Fund: \$75,062.50
- Center Fund: \$3,420

Strategic Plan Goal Alignment

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



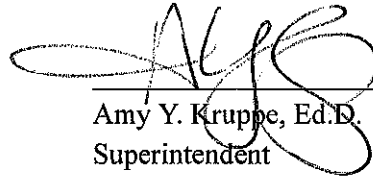


**HAZEL PARK
SCHOOLS**

Recommendation

That the Board of Education approve the renewal of the i-Ready contract in the amount of \$78,482.50 for the 2021-2022 school year.

**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

To: Hazel Park Board of Education
From: Stephanie Dulmage, Director of 21st Century
Subject: K-5 ELA Resource Pilot
Date: August 16, 2021

The ELA New Resource Pilot Committee has completed Phase 1 of the Resource Adoption Cycle and with the Board's approval, will be moving into Phase 2, Pilot and Purchase. Phase 1 included a needs assessment, based on student performance data, teacher, and administrator feedback, and the development of goals to support the review and selection of a new resource. Through a comprehensive analysis using the IMET (Instructional Materials Evaluation Tool), the committee has decided to move forward with the piloting of Fountas and Pinnell Classroom and the MyView Literacy Program. Both of these resources are aligned to the Hazel Park Instructional Framework, the Essential Literacy Practices, and the needs/goals outlined by the committee.

The selection of a new resource to support literacy in Hazel Park is an important decision. The final decision will be based on a variety of factors including student growth data, evaluation and implementation in the classroom, and alignment to our goals and best practices related to literacy. Another key component to this pilot is a broad and varied piloting team. To accomplish this goal, we will be expanding our pilot team to include 16-18 teachers across the three elementary buildings. The specifics of who and where each program will be piloted are in progress. This may impact the final piloting amount. Therefore, we are requesting approval of materials in an amount not to exceed 50,000.

It is important to note that the majority of piloting materials we will be purchasing includes non-consumable, high quality literacy materials. No matter which decision we make, the literacy resources purchased for the pilot will expand our classroom libraries, giving our students and teachers increased access to high quality reading materials.

Funding Source: General Fund

Strategic Plan Goal Alignment

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

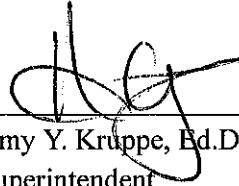
Resources: The Hazel Park School District will maximize its resources to assure high quality education by fostering financial stability, preserving and utilizing quality facilities, and integrating state-of-the-art technology.



Recommendation

That the Board of Education approve the purchase of materials to pilot Fountas and Pinnell Classroom and MyView Literacy Program in an amount not to exceed \$50,000.

**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

To: Hazel Park Board of Education
From: Stephanie Dulmage, Director of 21st Century Learning
Subject: Direct Instruction Professional Learning - Corrective Reading and Connected Math
Date: 8/16/21

In alignment with our goal of accelerating learning, we have expanded the number of MTSS teachers in each building. To effectively support students, our teachers need to engage in ongoing high-quality professional learning. Direct instruction, through the Corrective Reading and Connected Math programs, is one of the main MTSS interventions. Due to the expanded MTSS team, only a portion of our teachers have been trained. In order to maximize the use of direct instruction, we are requesting the approval of \$7,000 to fund two full days of professional development.

Funding Source:

- General Fund - \$7,000

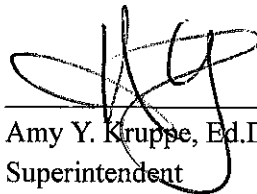
Strategic Plan Goal Alignment

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

Recommendation

That the Board of Education approve the funds for two days of training on the Corrective Reading and Connected Math programs for \$7,000.

**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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Springboard Collaborative Literacy and Parent Engagement Program
Date: 8/16/2021

Springboard Collaborative offers summer and afterschool programming that combines reading instruction for Pre-K through 3rd graders, training sessions for parents to teach reading at home, and a rigorous coaching cycle for teachers. The program is designed to help students become stronger readers through explicit, systematic, direct instruction delivered by teachers and supported by parents as in-home learning coaches. The program includes:

- 10 weeks of daily reading
- A focus on phonics, phonemic awareness, fluency, vocabulary, and reading comprehension
- Weekly parents workshops to teach reading at home
- Access to student learning information for teachers and parents

Due to a generous grant by the Ballmer Group, Hoover Elementary was able to pilot the Springboard Collaborative program this past summer. We received positive feedback from families about their child's reading and their ability to help their child grow as a reader. Additionally, the staff and building administrators learned a number of strategies to support increased family engagement that will carry over into the school year.

The Ballmer Group has extended their commitment to Hazel Park and will cover the program fees for all three of our elementary buildings during the Fall of the 2021-22 school year. This commitment includes a fee of 15,000/site and \$500/enrolled.. The district will be responsible for covering staff compensation for training and weekly data reviews, student instruction, and parent workshops. Staff will be compensated at the hourly rate of 35.00 in an amount not to exceed \$35,100.

Budget Item	Total Cost (3 Sites)
Training - Staff Compensation	\$4,500
Program Implementation - Staff Compensation	\$30,600
Springboard Programming Site Fee	\$45,000
Springboard Per/Student Fee (45 students/site)	67,500





Total Costs	147,600
Hazel Park Funding	\$35,100
Ballmer Group Funding	\$112,500

Funding Source:

- Ballmer Group Grant: \$112,500
- General Fund or ESSERS if funds are available

Strategic Plan Goal Alignment

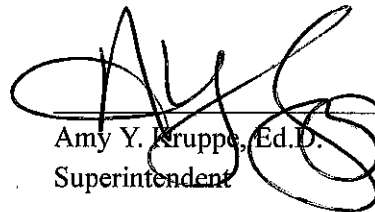
Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.

Recommendation

That the Board of Education approve the staff compensation costs in the amount of \$35,100.00 to implement the Springboard Collaborative afterschool program at Hoover, United Oaks, and Webb during the Fall of the 2021-2022 school year.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent



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www.hazelparkschools.org

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Hanover Research Membership
Date: August 12, 2021

During the last six years we have focused on our debt, curriculum, putting baselines assessments in place and building up the social emotional structure of the district. As we continue on with our improvement of systems this school year, we are using a focus of: Developing Inclusive Communities with a focus on Diversity, Equity and Inclusion, Social Emotional Learning and Curriculum and Instruction. As we continue down the path of improvement, it is important that we use data and research to guide our changes.

I have attached for you several information packets from Hanover Research. The attachments on Strategic Planning, Equity audits, Social emotional learning and program evaluation are just a few examples of information that can be supported. This membership allows us to work on one project at a time in the district with a team of professionals that will assist us in data collection and analysis. They support school districts across the nation and can compare your data and give you guidance on best practices for next steps. The membership we are requesting, due to cost, is a Custom Membership which would allow one project at a time with their team and full access to their research database and library. After further conversations with Hanover, they can offer us a small discount of 5% discount in year one (\$42,500 instead of \$45,000) and flat annual pricing (\$45,000) in both years two and three, with an opt-out clause included. Given the depth of the work we are asking them to support they could not go lower. The opt out clause was included to make sure that the district can move out of the contract if needed.

This support would allow our administrative team, DEI team and SEL team, literacy coaches and newly formed curriculum council to dive deeper into the processes and programs for students. Grounding our programs as we continue to move forward, attached to national research and analytics should provide staff and the Board of Education with data as to program performance and structure.

Funding Source: General Fund/ Title Grant / ESSER

Goal Statement -

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

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

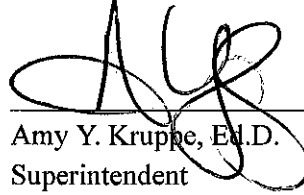




Recommendation

That the Board of Education approve a three year contract with Hanover Research with an opt-out clause for \$43,000 year one, \$45,000 year two and \$45,000 year three.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent

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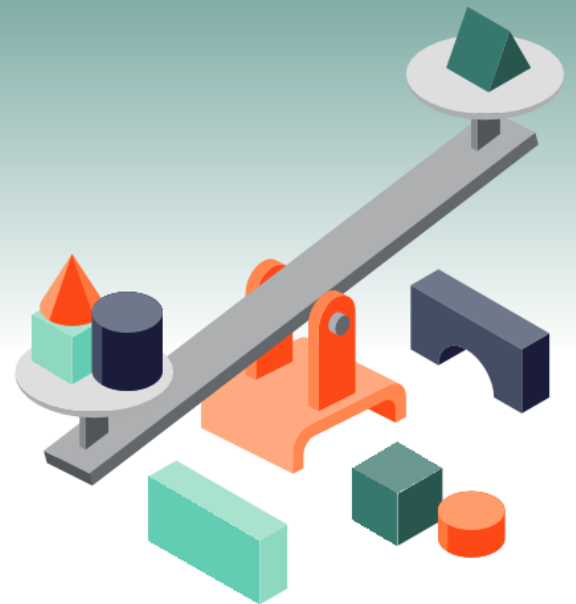


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DISTRICT EQUITY AUDIT

Understand and address systemic inequities

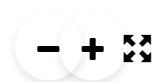


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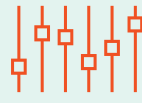


In order to maximize investments in programs, resources, and policies, school districts must continuously examine how these initiatives are impacting student learning and identify opportunities for improvement. District leaders can use this **Step-by-Step Guide to Program Evaluations** as a tool to assess the district's readiness to complete a program evaluation.

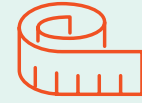
STAGE 1: PRIORITIZATION



WHAT ARE OUR OBJECTIVES FOR THIS PROCESS?



HOW CAN WE BETTER ALIGN PROGRAMS TO OUR STRATEGIC GOALS?



WHAT TARGET OUTCOMES CAN BE MEASURED IN THE EVALUATION?

1. Create a list of major programs and initiatives currently implemented.

Not Complete Somewhat Complete Complete Unsure

2. Categorize programs and initiatives based on target outcomes, served population, and/or focus areas.

Not Complete Somewhat Complete Complete Unsure

3. Establish criteria (e.g., state mandates, relevance to strategic plan) for determining which programs and initiatives will be evaluated.

Not Complete Somewhat Complete Complete Unsure

4. Remove programs and initiatives that are low-priority, small in scope, or "hot topics" (i.e., those with attributes that will prevent meaningful change) from consideration.

Not Complete Somewhat Complete Complete Unsure

5. Choose programs and initiatives to evaluate that strongly align to strategic goals, reach large populations, and/or are resource-intensive.

Not Complete Somewhat Complete Complete Unsure

6. Identify outcomes to measure in the evaluation.

Not Complete Somewhat Complete Complete Unsure

STAGE 2: PLANNING



WHAT ARE OUR GOALS FOR THE EVALUATION?



HOW CAN WE GET STAKEHOLDER BUY-IN?



WHEN WILL WE NEED TO USE THE RESULTS OF OUR EVALUATION?

7. Build staff and organizational capacity to perform effective and accurate evaluations.

Not Complete Somewhat Complete Complete Unsure

8. Promote stakeholder buy-in and engage relevant stakeholders to help support planning and evaluation.

Not Complete Somewhat Complete Complete Unsure

9. Increase familiarity with program evaluation standards—such as those published by the Joint Committee on Standards for Educational Evaluation (JCSEE)—to guide planning.

Not Complete Somewhat Complete Complete Unsure

10. Set goals for the program evaluation process.

Not Complete Somewhat Complete Complete Unsure

11. Create a logic model for the evaluation's expected outcomes.

Not Complete Somewhat Complete Complete Unsure

12. Design evaluation protocols based on logic models.

Not Complete Somewhat Complete Complete Unsure

13. Select multiple relevant instruments and methods to collect and analyze data.

Not Complete Somewhat Complete Complete Unsure

14. Determine a timeline to complete the evaluation, including checkpoints to collect formative results (if necessary).

Not Complete Somewhat Complete Complete Unsure

STAGE 3: EVALUATION



WHAT CAN WE LEARN FROM THE DATA?



HOW WILL WE COMMUNICATE OUR FINDINGS TO STAKEHOLDERS?



WHAT ARE OUR NEXT STEPS FOR PROGRAM IMPROVEMENT?

16. Collect and synthesize data via multiple instruments and methods.

Not at All Prepared Somewhat Prepared Prepared Unsure

17. Analyze data to determine outcomes resulting from the program or initiative.

Not at All Prepared Somewhat Prepared Prepared Unsure

18. Develop findings based on analyzed data.

Not at All Prepared Somewhat Prepared Prepared Unsure

19. Communicate findings to program administrators and school and district leadership.

Not at All Prepared Somewhat Prepared Prepared Unsure

20. Communicate findings broadly to other relevant stakeholders.

Not at All Prepared Somewhat Prepared Prepared Unsure

21. Create an action plan based on program evaluation findings.

Not at All Prepared Somewhat Prepared Prepared Unsure

22. Implement the established action plan to improve program functionality or replace ineffective programming with an alternative.

Not at All Prepared Somewhat Prepared Prepared Unsure

23. Communicate additional findings after implementing the action plan to program administrators and school and district leadership.

Not at All Prepared Somewhat Prepared Prepared Unsure

Sources: <https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>; <http://www.eval.org/p/cm/ld/fid=103>; http://sdp.cepr.harvard.edu/files/cepr-sdp/files/program_evaluation.pdf?m=145011180; <https://www.cdc.gov/eval/framework/index.htm>; <http://mps.milwaukee.k12.wi.us/MPS-English/CIO/Research--Development/LogicModelingHandbook.pdf>; https://www.educationworld.com/a_curr/school-program-evaluation-basics.shtml; <https://www.educationworld.com/sites/default/files/GPP-Evaluation-Worksheet.pdf>; <https://www.energy.gov/eere/analysis/program-evaluation-why-what-and-when-evaluate>; http://www.dmefforpeace.org/sites/default/files/Volkov%20and%20King_Checklist%20for%20Building%20Organizational%20Evaluation%20Capacity.pdf; <http://www.cura.umn.edu/sites/cura.advantagelabs.com/files/publications/35-3-King%20and%20Volkov.pdf>

STRATEGIC PLAN IMPLEMENTATION FRAMEWORK

Strategic planning helps district and school administrators assess district performance and identify areas for improvement. But, implementing a strategic plan is often easier said than done—administrators must determine how they will operationalize their strategic plans to achieve district goals. By using this Strategic Plan Implementation Framework, district administrators can plot clear steps to achieve their goals and continuously monitor their improvement and success.

CONSIDERATIONS FOR STRATEGIC IMPLEMENTATION FRAMEWORK DEVELOPMENT



As you adopt your strategic plan, use the following questions to develop your framework for monitoring your strategic plan:

- ▶ **What** actions or changes will occur?
- ▶ **Who** will carry out these changes?
- ▶ **When** will they take place, and for how long?
- ▶ What **resources** (i.e., money, staff) are needed to carry out these changes?
- ▶ Which **stakeholders** should know what information?

Once you have established your goals and objectives, review the following questions to gauge your implementation framework's overall effectiveness:

- ✓ Does the framework **contain a range of actions** that cover each element of the objectives and goals?
- ✓ **Are all stakeholders involved** in the process (school leaders, staff, parents, and professional partners)? Are different people given opportunities to lead? Are key district leaders involved?
- ✓ **Are adequate resources allocated** and professional learning opportunities planned for all stakeholders?
- ✓ If key members leave, are there **other team members involved** in each action?
- ✓ Are the **goals and planned actions realistic and doable** in the timeframes suggested?

SAMPLE IMPLEMENTATION FRAMEWORK

Ready to create your own strategic implementation framework?
Review this sample framework to understand how to map out the process.



STRATEGIC GOAL
Invest in academic engagement opportunities to decrease the dropout rate.

OBJECTIVE
Decrease the dropout rate by 0.3% per year.



Action Steps	Internal Manager	Timeline	Available Resources and Support	Potential Barriers or Resistance	Communication Plan for Implementation
Create Virtual School credit recovery program. Open school computer lab for this purpose	Graduation coach, counselors	January–June 2020	Available computer lab, financial stipend for Virtual School	Teachers in need of technology training	Provide professional development to teachers running Virtual School, email students and parents about opportunity
Offer enrichment activities at different times as core classes, as electives, or as after-school programs	Principal, school faculty, graduation coach	2019–2020 school year	Available activity rooms, financial stipend for activities	Competition with other clubs/groups for available activity rooms, staff unavailable after school	Post fliers around school, send school-wide emails to staff and students
Recruit school staff, parents and/or community members to provide tutoring	Graduation coach, school faculty	September–October 2020	Academic performance records of participants, email list of available tutors	Student resistance to additional academic work	Email list of available tutors to ask for participation, email list of parents to encourage additional tutoring
Establish partnerships with community organizations and/or postsecondary institutions to offer additional enrichment programs	Graduation coach	October–December 2020	Additional stipends and available resources for program activities	Organizations prioritizing their own initiatives that could take away resources	Meet with local organizations to discuss, email school stakeholders about additional programs
Start a Buddy Program for identified students	Graduation coach, counselors, teachers	September 2020	List of volunteer student mentors, available classroom for meeting	Competition with other clubs/groups for available activity rooms	Email list of student mentors, launch online survey to match mentors and students
Develop implementation framework for the program	Graduation coach	September 2020	Implementation framework outline, internal implementation managers	Gaining consensus among internal stakeholders on the implementation framework	Set recurring meetings with staff to strategize framework and monitor progress

Source: Table adapted from West Virginia Department of Education.

STRATEGIC PLAN IMPLEMENTATION FRAMEWORK

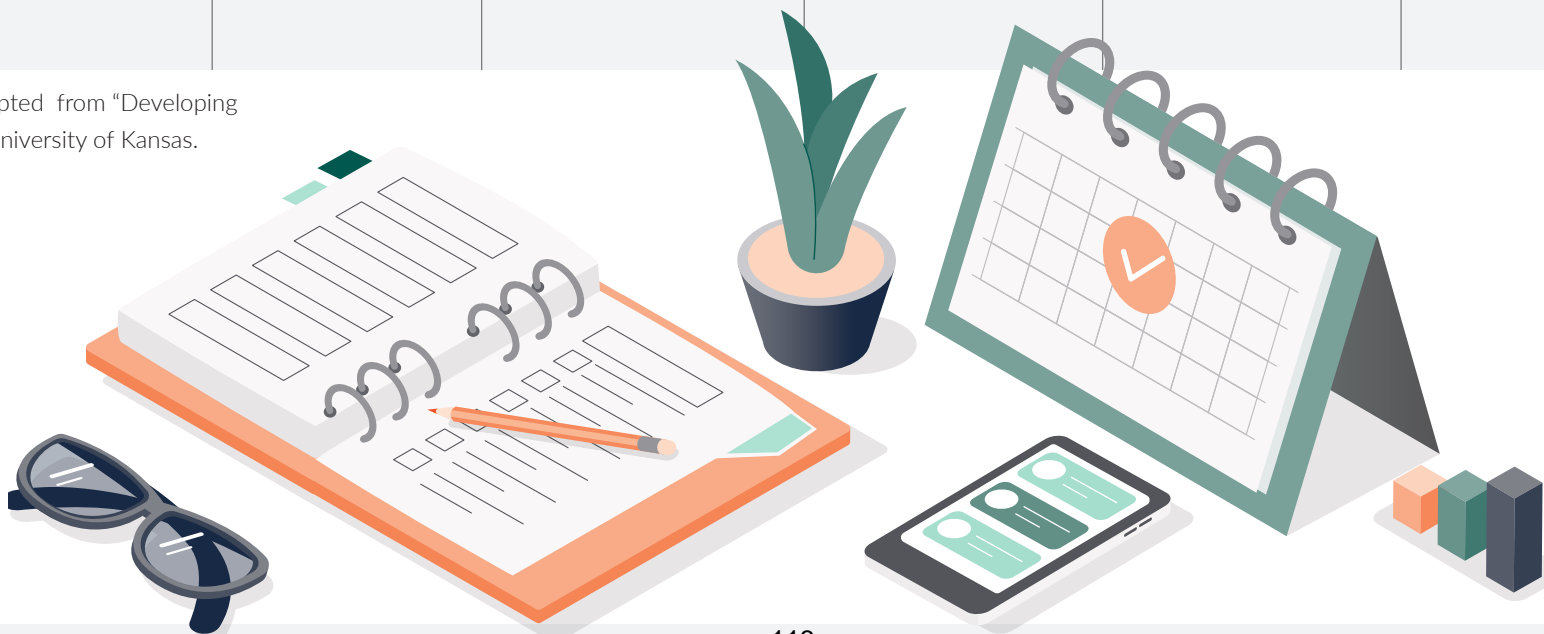
YOUR STRATEGIC IMPLEMENTATION FRAMEWORK TEMPLATE

Fill in the template below to create your own strategic implementation framework.

<p>STRATEGIC GOAL:</p>	<p>OBJECTIVE:</p>
-------------------------------	--------------------------

Action Steps	Internal Manager	Timeline	Available Resources and Support	Potential Barriers or Resistance	Communication Plan for Implementation
What actions or changes will occur?	Who will carry out these changes?	When will they take place, and for how long?	What resources are available? What resources are needed?	What individuals and organizations might resist? How?	Which stakeholders should know what information?
Action Step 1:					
Action Step 2:					
Action Step 3:					
Action Step 4:					
Action Step 5:					
Action Step 6:					

Source: Table adapted from "Developing an Action Plan," University of Kansas.



Primary Considerations

During times of crisis such as the COVID-19 pandemic, students are at a greater risk for negative emotional responses that can interfere with both their learning and their daily lives.¹ Districts must identify tools and practices that will support students' social-emotional well-being, even when schools are closed. Previous crises, such as during the aftermath of Hurricane Katrina in New Orleans, have highlighted the need to establish for children a sense of "control, empowerment, and normalcy."³

Students' Social-Emotional Needs During Times of Trauma

- Feeling of safety
- Sense of belonging and community
- Reassurance
- To be heard

Source: ASCD²

Recommendations for Districts to Support Students' Social-Emotional Needs

Recommendation	Strategies and Resources
Be transparent and communicative	<ul style="list-style-type: none"> ▪ Determine where announcements will be made, keeping in mind where families in your district will most likely be able to easily access information. ▪ Deliver consistent, proactive messages with resources for families to access at home.
Provide easy avenues for communication	<ul style="list-style-type: none"> ▪ Consider all the home languages served in your district. Click here for multi-lingual resources related to COVID-19.
Promote strong community learning	<ul style="list-style-type: none"> ▪ Gather data from online staff and family surveys to determine what efforts are most beneficial in supporting students' social-emotional needs and where gaps still exist. ▪ Communicate with parents and caregivers suggested steps for supporting students during the COVID-19 crisis. Click here and here for examples of resources to support families.
Serve as nurturing leaders	<ul style="list-style-type: none"> ▪ Consider the emotional needs and challenges of both students and the adults who are directly supporting the students. Click here for strategies to support staff working with students.

Source: Multiple⁴

There are several factors that can affect how prolonged stress as a result of a crisis or natural disaster impact students' social-emotional wellness.⁵ Among these factors is the student's ability to positively cope with their feelings of stress and anxiety.⁶ The visual below offers resources districts can draw from to help support students' social-emotional needs in a distance-learning environment.

Virtual Resources for Supporting Students' Social-Emotional Needs

Free toolkit for coping with anxiety around COVID-19

Source: Shine partnering with Mental Health America

RULER community strategies for managing anxiety around COVID-19

Source: Yale Center for Emotional Intelligence

Practical strategies for a trauma-informed approach to distance learning

Source: Teaching Tolerance

Strategies for using tele-health to support students and families during COVID-19

Source: ChildTrends

Resources for school counselors supporting students during COVID-19

Source: American School Counselor Association

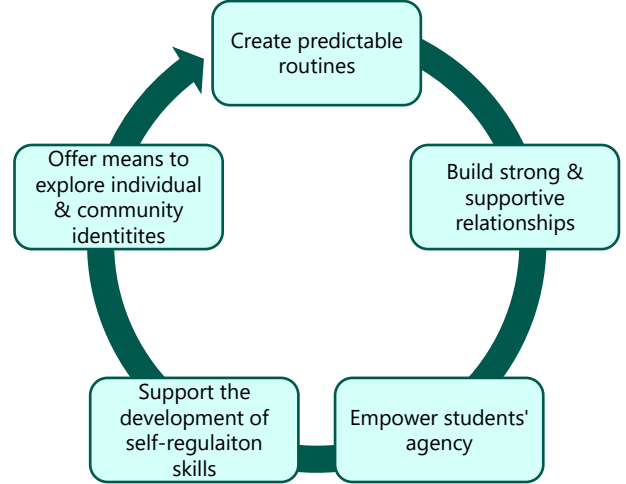
The Role of School Staff

In this unprecedented time, districts must rely on school staff, including teachers, administrators, and school counseling staff, to deliver social-emotional support to students using a distance/virtual model.

Social support can reduce negative mental health effects of a crisis for adolescents.⁷ However, providing such social support virtually can be challenging. Below are some considerations for creating supportive virtual spaces for students:⁸

- ✓ **Build a welcoming and trusting environment** for students; regular communication is key.
- ✓ **Create caring online environments;** invite students to share concerns through messages, email or reflections.
- ✓ **Provide resources** that students can access when the instructor is unavailable.
- ✓ **Help students set a regular study schedule** and provide time estimates for assignments.
- ✓ **Reach out to disengaged students;** seek to discover underlying challenges.

Key Trauma-Informed Social-Emotional Support Practices



Source: Transforming Education⁴

Recommendations for Supporting School Counselors

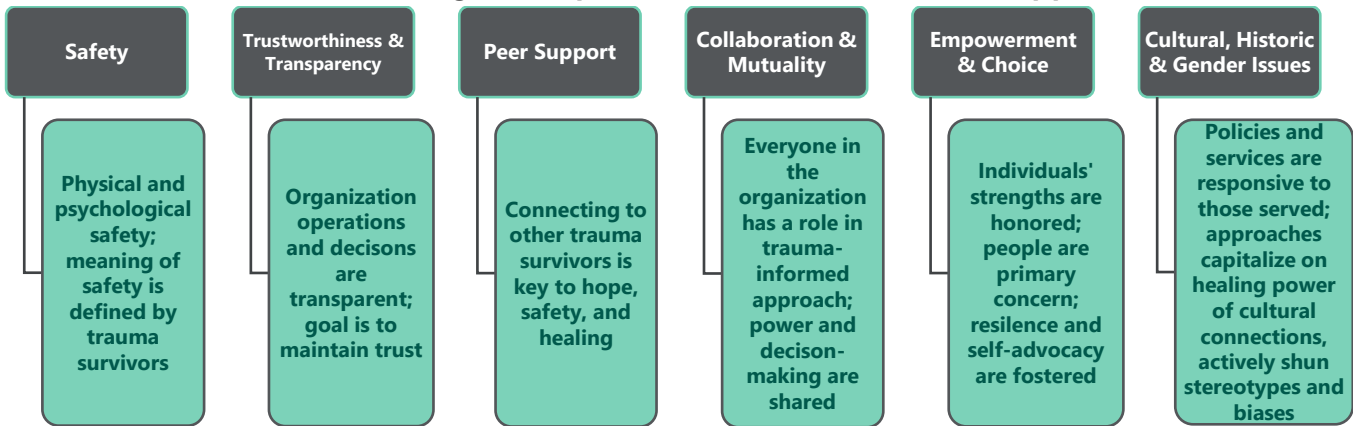
RECOMMENDATION	STRATEGIES AND RESOURCES
Plan for communication and access	<ul style="list-style-type: none"> ▪ Create a team including an administrator, school counselor, lead teacher, school social worker, school psychologist, and school nurse to lead and coordinate efforts to continue school counseling services during the shutdown. ▪ Communicate clearly through district messaging channels where students and families can connect to a school counselor if needed. ▪ Consider communication options through email, phone, or online platforms.
Understand key policies, including COVID-19 policy changes	<ul style="list-style-type: none"> ▪ Review with counselors the school and district policies for online services/activities, accessing student information, and using online platforms. ▪ Click here for updated guidance on HIPPA regulations related to tele-health and COVID-19.
Communicate emergency and non-emergency procedures for accessing counseling services	<ul style="list-style-type: none"> ▪ Organize virtual support groups for students, staff, and caregivers. ▪ Post district mental health support access information as well as national mental health hotline information.
Plan for unique considerations inherent in virtual/distance school counseling	<ul style="list-style-type: none"> ▪ Develop methods to educate students on ways to participate in the student-counselor relationship through virtual/distance school counseling. ▪ Click here for guidelines and recommendations for establishing effective virtual school counseling programs. ▪ Click here to access the U.S. Department of Education's resources related to student confidentiality, distance learning, and COVID-19.
Update and promote school counseling website frequently	<ul style="list-style-type: none"> ▪ Use school/district social media and other communication platforms to reach all groups. ▪ Consider all the home languages served in the district.

Source: American School Counselor Association⁹ and Weissbecker et al.¹⁰

Post-Disaster Approaches and Tips

The Centers for Disease Control and Prevention (CDC) recommends that organizations implement a trauma-informed approach when working with communities during public health emergencies.¹¹ Click [here](#) to learn more about these principles; click [here](#) for detailed information about how these principles can be used to guide school districts' approach to supporting students' social-emotional needs in response to trauma.

6 Guiding Principles to a Trauma-Informed Approach



Source: Centers for Disease Control and Prevention¹² and SAMHSA¹³

For most districts, the challenges of supporting students' social-emotional needs using a distance/virtual model are unparalleled. However, by looking at the efforts and innovative approaches used by schools around the world in response to a variety of traumatic events, districts can find creative strategies to support students' social-emotional needs during prolonged school closures.

Despite the differences in the types of crises experienced by the schools highlighted in the chart below, certain aspects of student support to a crisis are consistent: **creating normalcy for students and supporting them through relationship-centered outreach.** Hence, these actions should form the basis of districts' response to the COVID-19 pandemic.

Post-Disaster Tips for Districts

School	Colorado Academy	Texas Schools	New Zealand Schools
Context for Response	COVID-19 School Closure	Post-Hurricane Disasters	Post-Earthquake, Christchurch
Student-Focused Actions	<ul style="list-style-type: none"> Online programming focuses on schedule and structure Counselors hold virtual office hours for students Virtual yoga and athletic exercises for students each day 	<ul style="list-style-type: none"> Opportunities for students to practice positive coping strategies using art, drama, and music Incorporate breathing exercises and relaxation strategies into class time Establish a morning routine that includes regular check-ins with students 	<ul style="list-style-type: none"> Prioritize communication and maintaining connections between schools and students Create a sense of belonging for students Develop relationships between students and teachers, school administration and families to create trust Proactively prepare for post-traumatic stress issues such as substance abuse in students or families, depression, anxiety, etc.

Source: Multiple¹⁴

Endnotes

- ¹ Bartlett, J.D., J. Griffin, and D. Thomson. "Resources for Supporting Children's Emotional Well-Being during the COVID-19 Pandemic." *Child Trends*, March 19, 2020. <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>
- ² Text box information copied verbatim from Slade, S. "A Whole School, Whole Community, Whole Child Approach to Responding to Health Crises." ASCD Inservice, March 13, 2020. <https://inservice.ascd.org/a-whole-school-whole-community-whole-child-approach-to-responding-to-health-crises/>
- ³ Madrid, P.A. et al. "Challenges in Meeting Immediate Emotional Needs: Short-Term Impact of a Major Disaster on Children's Mental Health: Building Resiliency in the Aftermath of Hurricane Katrina." *Pediatrics*, 117: Supplement 4, May 1, 2006. https://pediatrics.aappublications.org/content/117/Supplement_4/S448
- ⁴ Davis, K.T. "A Coronavirus Outreach Plan: 5 Steps for District Leaders - Education Week." *Education Week*, March 5, 2020. <https://www.edweek.org/ew/articles/2020/03/05/a-coronavirus-outreach-plan-5-steps-for.html?r=12705065&cmp=eml-enl-eu-news2&M=59061207&U=41685&UUID=c1fa111e88cc42ce2860c55a05eaae09> [2] Slade, Op. cit.
- ⁵ Weissbecker, I. et al. "Psychological and Physiological Correlates of Stress in Children Exposed to Disaster: Current Research and Recommendations for Intervention." *Children, Youth and Environments*, 18:1, 2008.
- ⁶ Innemee, L. "Supporting Students Affected by Trauma." Project HOPE-Virginia Department of Education, July 2015. <https://education.wm.edu/centers/hope/publications/infobriefs/documents/Trauma%20Brief.pdf>
- ⁷ Weissbecker et al., Op. cit.
- ⁸ Shi, T. and E. McBrien. "Creating a Supportive Online Learning Environment with Emotional Design." OLC, December 12, 2019. <https://onlinelearningconsortium.org/creating-a-supportive-online-learning-environment-with-emotional-design/>
- ⁹ Chart contents copied verbatim with some adaptations from "Planning for Virtual/Distance School Counseling During an Emergency Shutdown." American School Counselor Association (ASCA). <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/school-shutdowns>
- ¹⁰ Weissbecker et al., Op. cit.
- ¹¹ "Infographic: 6 Guiding Principles to A Trauma-Informed Approach | CDC." December 19, 2018. https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm
- ¹² Ibid.
- ¹³ SAMHSA's Trauma and Justice Strategic Initiative. "SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach." U.S. Department of Health and Human Services, 2014.
- ¹⁴ Mann, M. "NAIS - Coronavirus (COVID-19) Guidance for Schools." National Association of Independent Schools, March 30, 2020. <https://www.nais.org/articles/pages/additional-covid-19-guidance-for-schools/#HolisticOnlineStrategy> [2] "SupportingStudentsCopingwPost-DisasterTraumaFINAL.Pdf." <https://www.texasappleseed.org/sites/default/files/SupportingStudentsCopingwPost-DisasterTraumaFINAL.pdf> [3] Fletcher, J. and K. Nicholas. "What Can School Principals Do to Support Students and Their Learning During and After Natural Disasters?" *Educational Review*, 68:3, 2016.



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www.hazelparkschools.org

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: 1.0 Dean at HPHS
Date: August 12, 2021

As we prepare for the 2021-2022 school year we have a focus on the improvement of our schools. We have adopted a theme of "*Building Inclusive Communities*" with a focus on Equity, Social Emotional Learning and Instruction. Ms. Scholz, as Principal, is being asked to be present and build a stronger culture and variety of learning opportunities at the High School. In order to do this, we will need her to be in the building interacting with the students and staff while focusing on instructional practices. We also know that students will succeed in a positive learning environment which a Dean of Students will provide at HPHS.

We are requesting that in order to support our focus that we add a 1.0 Dean to the high school. Their role would be to address disciplinary issues and support the positive learning environment. The assistant principal will still address discipline but would also carry a heavier load of teacher evaluation and systemic change. We believe that this addition along with the counselor addition that was given last year should give students and families an increased positive atmosphere with a supported learning environment.

The salary of the Dean will be placed on the Assistant Elementary Principal Salary Schedule. This cost would be anywhere from a base of \$92,611 to \$103,584 plus benefits.

We continue to have a positive look out as we are ready to welcome our students back to the district and look forward to our continual positive growth at HPHS.

Funding Source: This position will come from the general fund

Goal Statement -

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

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

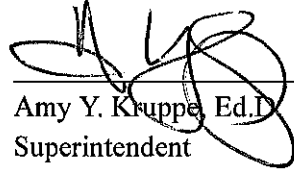


**HAZEL PARK
SCHOOLS**

Recommendation

That the Board of Education approve a 1.0 dean at Hazel Park High School for the 2021-2022 school year.

**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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Additional Compensation for HPHS Principal & HPJH Principal
Date: August 12, 2021

As you are aware, last spring we transferred Ms. Scholz and Mrs. Hall-King to new positions at the High School and Junior High respectively. Ms. Scholz's contract began July 1st, with a month off and Mrs. Hall-King's July 1st with a return to work day of August 18th, 2021.

Both administrators have spent considerable time in the month of July working to prepare for the new school year, organizing and getting adjusted to the change. We are requesting a stipend for the days that were given outside of their contract. Ms. Scholz spent 21 days in the month of July in the office and Mrs. Hall-King 12 days. We are requesting that Ms. Scholz be given a stipend of \$10,000 and Mrs. Hall-King a stipend of \$5000. We are requesting that the union sign an agreement given that this should be a one time agreement given the change that has occurred.

Funding Source: The stipend for this will be paid out of the general fund.

Strategic Goal Alignment:

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

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

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.

Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.

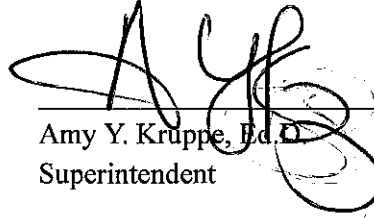


**HAZEL PARK
SCHOOLS**

Recommendation

That the Board of Education approve a stipend in the amount of \$10,000 for Ms. Scholz and \$5,000 for Mrs. Hall-King, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed. D.
Superintendent

2021 PROPOSED RESOLUTIONS & AMENDMENTS

Key for Amendments: ~~Deletion~~ ADDITION



LEGISLATIVE PRIORITY (Rev. 2021)

SCHOL FINANCE RESEARCH COLLABORATIVE (SFRC): Review and implement recommendations of the SFRC including the recommended additional studies on capital costs, infrastructure, and transportation. While implementing the SFRC recommendations, higher funded districts must be held harmless.

PROPOSED AMENDMENT [Original resolution adopted 9/24/2019]

SCHOOL FINANCE RESEARCH COLLABORATIVE (SFRC): OCSBA supports review and implementation of the recommendations of the SFRC, including the recommended additional studies on capital costs, infrastructure, and transportation. WHILE IMPLEMENTING THE SFRC RECOMMENDATIONS, HIGHER FUNDED DISTRICTS MUST BE HELD HARMLESS.

[MASB resolution G 11.01 and A-10.25 – 2021 amendment]

RATIONALE: We continue to support increasing all districts to the funding levels recommended by the SFRC, with a goal of achieving equitable funding for all districts. We oppose legislation that would lower any district's current funding in the process. This proposed amendment is aligned with a MASB proposed 2021 amendment.

LEGISLATIVE PRIORITY

BROADBAND ACCESS AND DEVICES: Expand access to quality internet and proper devices for all students and staff.

PROPOSED RESOLUTION

BROADBAND ACCESS AND DEVICES: Broadband should be included in any federal or state infrastructure plan. We support additional federal and state funding opportunities to expand affordable and reliable broadband access. We support federal and state programs for the purchase of internet capable devices and software. [MASB Resolution A-10.30 – 2021 amendment]

RATIONALE: Broadband is an important component of school infrastructure. The pandemic highlighted inequities in access to reliable broadband and devices. This amendment is aligned with a proposed 2021 MASB Amendment.

LEGISLATIVE PRIORITY

TEACHER SHORTAGES: Implement state-based programs to address teacher shortages and to retain teachers.

PROPOSED RESOLUTION

TEACHER SHORTAGES: We support statewide initiatives to address teacher shortages and retain teachers, while maintaining quality teacher preparation programs. Initiatives might include, but should not be limited to, incentives to enter and complete a teaching college program, incentives for teachers to remain in the classroom, and easing the process to obtain Michigan certification for teachers that are certified in other states. [MASB 2021-2022 Legislative Priority]

CONTINUING RESOLUTIONS

THE FOLLOWING RESOLUTIONS WERE ADOPTED BY OCSBA'S MEMBER SCHOOL DISTRICTS ON SEPTEMBER 14, 2019

MENTAL HEALTH: OCSBA supports Increased mental health services and professionals in schools and provide adequate state resources to allow schools to both educate and keep students and staff safe.

[MASB Resolutions G 9.01; G 9.05; G 9.50]

- Help staff identify potential mental health issues for students.
- Encourage MDE to develop a model policy for staff regarding identifying mental health issues and appropriate staff response.

LOCAL CONTROL: Support local control of community-governed public schools with elected school boards. [MASB Resolution A 10.10; A 10.55; A 12.70]

EVIDENCE-BASED DECISION MAKING: OCSBA supports evidence-based education policy that will maximize opportunities for the highest achievement of each student. [MASB Resolution G 11.01]

UNFUNDED MANDATES: OCSBA Opposes any state or federal legislation that results in increased costs for school districts without full funding. OCSBA also encourages the Michigan Legislature to oppose any federal laws or programs that are not fully funded thus costing the state valuable resources. [MASB Resolution A 10.20]

SCHOOL FINANCE RESEARCH COLLABORATIVE (SFRC): OCSBA supports review and implementation of the recommendations of the SFRC, including the recommended additional studies on capital costs, infrastructure and transportation. [MASB Resolution G 11.01] * 2021 - AMENDMENT PROPOSED *

SCHOOL AID:

A. Oppose using School Aid Fund dollars for any other purpose than K-12 education

[MASB Resolution A 10.25]

B. Support additional funding for Special Education, At-Risk and ELL students

[MASB Resolutions A 10.25 (g) and (j); A 10.55]

C. Protect the School Aid Fund and local revenues from state tax policy changes.

[MASB Resolutions A 10.25 (c); A 10.55]

D. Specify that the School Aid Fund is only for Pre-K to 12th grade public education in Michigan's Constitution and oppose any attempts to create private school voucher or tax credit programs.

[MASB Resolutions A 10.25 (a) and A 10.05]

E. OCSBA supports enacting the annual School Aid Budget no later than June 1, so that school districts have factual information to meet their constitutional/statutory requirement to approve a budget by June 30. [MASB Resolution A 10.25 (h)]

ACCOUNTABILITY AND TRANSPARENCY: OCSBA supports transparency and accountability for ALL school aid funds (i.e., community governed public school districts, charter schools, cyber schools, community colleges, public universities) [MASB Resolution A 6.65 (c), (d), (f)]

CONTINUING RESOLUTIONS

THE FOLLOWING RESOLUTIONS WERE ADOPTED BY OCSBA'S MEMBER SCHOOL DISTRICTS ON SEPTEMBER 14, 2019

LAME DUCK: OCSBA supports lame duck parameters that will address introduction and accelerated passage of legislation after the November election.

UNIVERSAL PRESCHOOL: OCSBA supports additional new dollars to fund universal preschool for all four year old children. [MASB Resolution A 6.15 (c)]

SPECIAL EDUCATION: OCSBA supports full funding of the federal Individuals with Disabilities Education Act (IDEA). Although federal legislation initially promised to provide 40 percent of the excess cost to educate students with disabilities, the appropriations have fallen short, leaving states and local school districts to make up the difference. [MASB Resolution A 5.01; NSBA Advocacy: IDEA]

WHEN ALIGNED WITH OCSBA LEGISLATIVE PRIORITIES, OCSBA ALSO SUPPORTS:

- The National School Boards Association (NSBA) Legislative Agenda
- The Michigan Association of School Boards (MASB) Legislative Agenda
- The Oakland County Superintendents Association (OCSA) Legislative Agenda

LINKS: MASB Resolutions: <https://www.masb.org/resolutions.aspx>
NSBA Advocacy: IDEA <https://www.nsba.org/Advocacy>



2021-2022 Legislative Priorities

SCHOOL AID:

- Oppose transferring School Aid Fund dollars to balance deficits in the general fund.
- Support additional funding for Special Education, At-Risk and ELL students.
- Protect the School Aid Fund and local revenues from state tax policy changes.
- Specify that the School Aid Fund is only for Pre-K to 12th grade public education in Michigan's Constitution and oppose any attempts to create private school vouchers or tax credit programs.
- The annual School Aid Budget should be enacted no later than June 1st.

MENTAL HEALTH: Support increased mental health services and professionals in schools and provide adequate state resources to allow schools to both educate and keep students and staff safe.

LOCAL CONTROL: Support local control of community-governed public schools with elected school boards.

EVIDENCE-BASED DECISION MAKING: Education policy should be evidence-based. Maximize opportunities for the highest achievement of each student through researched-based educational legislation.

UNFUNDED MANDATES: Support legislation to end unfunded mandates and determine actual costs of legislation.

SCHOOL FINANCE RESEARCH COLLABORATIVE (SFRC): Review and implement recommendations of the SFRC including the recommended additional studies on capital costs, infrastructure and transportation. While implementing the SFRC recommendations, higher funded districts must be held harmless.

ACCOUNTABILITY AND TRANSPARENCY: All schools that receive taxpayer funds must be held to the same accountability and transparency standards as traditional public schools.

LAME DUCK: Advocate for lame duck parameters to address introduction and accelerated passage of legislation after the November election.

EARLY CHILDHOOD: Support universal access to high-quality pre-school for four-year old children.

SPECIAL EDUCATION: Support full Federal funding of IDEA.

BROADBAND ACCESS AND DEVICES: Expand access to quality internet and proper devices for all students and staff.

TEACHER SHORTAGES: Implement state-based programs to address teacher shortages and to retain teachers.

OCSBA ALSO SUPPORTS:

- MASB Legislative Agenda – when aligned with the OCSBA Legislative Priorities.
- NSBA Legislative Agenda – when aligned with the OCSBA Legislative Priorities.
- OCSA Legislative Agenda – when aligned with the OCSBA Legislative Priorities.

Approvals:

GRC June 2, 2021

Board of Directors June 16, 2021

Member District Ballot

2021 Resolutions



Introduction. Annually, the Oakland County School Boards Association (OCSBA) Government Relations Committee (GRC) establishes Legislative Priorities for the current legislative session. The Resolutions and Bylaws Committee then reviews the adopted legislative priorities and drafts resolutions based on those legislative priorities. When there is alignment with MASB and/or NSBA resolutions, the appropriate resolution information is referenced.

Once reviewed by the Board of Directors, the proposed resolutions are presented to our member districts for consideration. Resolutions that are approved by at least nineteen (19) Member School Districts shall be the official position of the Association as interpreted and pursued by its Board of Directors.

Eligibility to Vote. Each Member District receives one (1) vote on the proposed Resolutions.

Voting Period. The proposed resolutions, legislative priorities and a written ballot were transmitted to Member School Districts on Friday, July 23, 2021. Completed ballots must be received by 5:00 PM on Friday, September 10, 2021.

DOES THE BOARD OF EDUCATION APPROVE THE PROPOSED AND AMENDED RESOLUTIONS AS PRESENTED?

The vote of the _____ School District
Insert District Name

Board of Education on _____, 2021
Insert Meeting Date

check one

- YES. The Board approves all proposed and amended resolutions as presented.
- NO. The Board does not approve all proposed and amended resolutions as presented.

I HEREBY CERTIFY that the foregoing is a true and correct record of the vote by the Board of Education.

Printed Name

Secretary, Board of Education

Signature

Ballots must be received no later than 5:00 PM on Friday, September 10, 2021

Email completed & signed ballot to: Carol.Finkelstein@wbsd.org

Questions? Contact Carol Finkelstein at (248) 321-7999 or at the email above

Adopted by Board of Directors: 11/15/2017
Adopted by General Membership: 1/24/2018; 10/18/2018
Amendments Adopted by General Membership: 9/16/2020
PROPOSED 2021 AMENDMENTS ARE IN RED

**BYLAWS
OF THE
OAKLAND COUNTY SCHOOL BOARDS ASSOCIATION**

**ARTICLE I
OFFICES**

Section 1: Principal Office. The principal office of the Oakland County School Boards Association (the “Association”) in the State of Michigan will be located at 2111 Pontiac Lake Road, Waterford Township, County of Oakland. The Association may have such other offices, either within or without the State of Michigan, as the Board of Directors of the Association may determine or as the affairs of the Association may require from time to time.

Section 2: Registered Office. The Association will have and continuously maintain a registered office and a registered agent whose office is identical with the registered office. The registered office may be, but need not be, identical with the principal office, and the address of the registered office may be changed from time to time by the Board of Directors of the Association.

**ARTICLE II
PURPOSE**

Section 1: Purpose. The purpose of the Association shall be:

- (a) To advance the quality of public education in Oakland County through the cooperative efforts of locally-elected boards of education.
- (b) To promote high standards in providing educational programs and services to meet the needs of all students.
- (c) To make available to school board members information concerning educational issues.
- (d) To conduct and sponsor meetings and programs about various aspects of education in partnership with Oakland Schools.
- (e) To promote public understanding about the role of school boards in our education system and the need for citizen involvement in maintaining and improving our schools.
- (f) To enhance cooperation and communication among boards of education in Oakland County.
- (g) To present a strong force representing the views of school boards in Oakland County to the political representatives serving the area.
- (h) To advocate for county, state and national legislation and governance that promotes and supports public education services by locally elected boards of education.

ARTICLE III MEMBERSHIP

Section 1: Members. The Association shall be organized upon a membership basis. Any publicly elected Board of Education member of a school district located in Oakland County or any elected Oakland ISD Board of Education member (referred to herein as “Member School Districts”), that is also a member in good standing in the Michigan Association of School Boards (“MASB”), in an eligible general member of this Association (referred to herein as a “Member” or collectively the “Members”).

Section 2: Voting Rights. Each Member is entitled to one vote on each matter submitted to a vote of the Members, with specific exceptions as outlined in this section. All rights to vote on business or election before the Members will be done in person.

Exceptions: Each Member School District shall have one (1) vote on ~~any proposal to select a committee chair or vote on~~ resolutions (as outlined in Article IX) or to amend these Bylaws (as outlined in Article XVI). Member School District votes shall be recorded upon receipt of the completed resolution or ballot indicating the vote of the Member School District’s Trustees. Member School District votes must be received prior to the deadline indicated on the ballot or resolution. Results of such Member School District voting shall be provided to all Member Districts not later than the next general membership meeting.

Section 3: Electronic Voting. Electronic voting rights are granted to the Board of Directors only to conduct emergency business. All electronic vote(s) will be reaffirmed at the next meeting of the Board of Directors.

Section 4: Transfer of Membership. Membership in this Association is not transferable or assignable.

ARTICLE IV DUES

The Association shall be financed by an annual MASB grant to its County Area School Boards Association (CASBA) members, Intermediate School District membership dues in an amount not to exceed the MASB CASBA grant, and by contributions and gifts accepted by the Association.

ARTICLE V MEETING OF MEMBERS

Section 1: Annual and Regular Meetings. There shall be an annual meeting of the Members and not less than three additional, regular membership meetings each year for the purpose of appointing the Board of Directors and for the transaction of such other business as may come

before the meeting. The annual meeting shall be the first regular meeting after July 1. The date, time, and place of all meetings shall be determined by the Board of Directors.

Section 2: Special Meetings. Special meetings of the Members may be called by voice or email by the President or by two or more members of the Board of Directors with 30 days' notice.

Section 3: Place of Meeting. The Board of Directors may designate the place of meeting for any annual or regular meeting or for any special meeting. If no designation is made, or if a special meeting is otherwise called, the place of the meeting will be the registered office of the Association; but if all of the Members meet at any time and place and consent to holding of a meeting, such meeting will be valid without call or notice, and at such meeting any corporate action may be taken.

Section 4: Notice of meetings. Written notice stating the place, day, and hour of any meeting of Members will be delivered, either personally or by email, to each Member entitled to vote at such meeting, not less than ten nor more than fifty days before the date of the meeting by the Secretary. In case of a special meeting, or when required by statute or these Bylaws, the purpose or purposes for which the meeting is called will be stated in the notice. If mailed, the notice of a meeting will be deemed to be delivered when deposited in the United States mail addressed to the Member at his or her address as it appears on the records of the Association, with postage thereon prepaid.

Section 5: Informal Action by Members. Any action required by law to be taken at a meeting of the Members, or any action which may be taken at a meeting of the Members, may be taken without a meeting if a consent in writing, setting forth the action so taken, will be signed by all of the Members entitled to vote with respect to the subject matter thereof.

Section 6: Quorum. The presence of at least one Member from twenty-five (25%) percent of the Member School Districts will constitute a quorum at such meeting. If a quorum is not present at any meeting of Members, a majority of the Members present may adjourn the meeting without further notice.

Section 7: Involvement of Member School District Administrators. Superintendents and Administrators of Member School Districts are encouraged to participate in the Member meetings and other Association activities.

ARTICLE VI ELECTION OF BOARD OF DIRECTORS

Section 1: Number of Directors. The Board of Directors shall consist of an odd number of Directors, with no fewer than 7 nor more than 9 members. The Board of Directors shall have the discretion to determine the number of Directors to best meet the needs of the Association. The

Board shall consider such a change whenever an election produces less candidates than open seats, and prior to seeking candidates to fill a vacancy under Section 6. The Secretary shall promptly communicate any change to the number of Directors to all Members. Any decrease in the number of Directors shall be accomplished by attrition, which may result in an eight member Board for up to one year, until the next election. An increase in the number of Directors shall be accomplished by election, as outlined in Section 4.

Section 1 2: Eligibility. Any Member is eligible to be elected to the Association's Board of Directors. Only one Member from each Member School District is allowed to serve on the Board at any given time.

Section 2 3: Term. The term of office for each Director shall be for three (3) years and shall continue until his or her successor has been elected and qualified.

Section 3 4: Board Election: By May 1st yearly, the Board shall convene an Election Committee comprised of the three most recently elected Members of the Board of Directors. The Election Committee shall seek candidates who will create a Board with a geographical balance from throughout Oakland County. Board Candidate Application Forms will also be sent to all Member School Districts to be delivered to their board members. Candidates must submit a completed application to the Election Committee prior to the deadline specified on the form. Nominations cannot be made from the floor during the meeting at which the election occurs. Election of Candidates from Member School Districts shall take place at the June meeting. If there are more candidates than vacancies to be filled, the Member vote shall be by written ballot. If there are less candidates than vacancies to be filled, the Board of Directors shall ~~fill the vacancy at its next meeting. The appointee shall serve until the next scheduled election. At the next election, the Election Committee will seek candidates to fill the remainder of the three year term follow the procedure to fill a vacancy as outlined in Section 6.~~

Section 4 5: Resignation/Removal. Any Director may resign by written notice to the Association. Any Director may be removed by the Members or the Board at any meeting of the Members or the Board, with cause ~~as defined in Appendix I~~, by the affirmative vote of a majority of the Members or the Directors then in office (excluding the Director who is the subject of such action).

Section 5 6: Vacancy. If a vacancy shall occur among the Board of Directors as a result of death, resignation, removal or otherwise, ~~the Board will first consider whether it is appropriate to decrease the number of Directors as outlined in Section 1. If the Board determines that the needs of the Association are best met by retaining the current number of Directors,~~ the President will notify the Members of the vacancy, ~~and~~ each Member School District shall be sent a Board Candidate Application Form and the Board shall appoint a member to fill the vacancy at its next meeting. The appointee shall serve ~~for the remainder of the vacated term~~ until the next scheduled election.

Section 67: Attendance. Failure to attend three (3) consecutive Board meetings shall constitute a resignation; however, a Director may be granted an excused absence by action of the Board. Such a request shall be made in writing to the Board President within thirty (30) days of the missed meeting.

ARTICLE VII BOARD OF DIRECTORS

Section 1: General Powers. It shall be the responsibility of the Board of Directors to carry out the purposes of the Association as specified in Article II of the Articles of Incorporation.

Section 2: Regular Meetings. A regular annual meeting of the Board of Directors will be held without other notice than these Bylaws. The date and time of the annual meeting shall be determined by the Board of Directors. The Board of Directors may provide by resolution the time and place for holding of additional regular meetings of the Board without other notice than such resolution.

Section 3: Special Meetings. Special meetings of the Board of Directors may be called by or at the rest of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place as the place for holding any special meeting of the Board called by them.

Section 4: Notice. Notice of any special meeting of the Board of Directors will be given at least two days by written notice delivered personally, phone, fax, or email to each Director's contact information as shown by the records of the Association or five days' notice by mail. If mailed, such notice will be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

Section 5: Quorum. A majority of the Board of Directors will constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting without further notice.

Section 6: Manner of Acting. The act of a majority of the Directors serving (whether elected or appointed), at a meeting at which a quorum is present will be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

Section 7: Compensation. Directors as such will not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained will be construed to preclude any Director from serving the Association in any other capacity and receiving compensation therefor.

Section 8: Informal Action by Directors. Any action required by law to be taken at a meeting of Directors, or any action which may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all the Directors.

Section 9: Confidentiality. The records and business of all Board of Directors proceedings shall be confidential and shall not be subject to disclosure without the Board of Directors' authorization in advance of disclosure.

ARTICLE VIII OFFICERS

Section 1: Election or Appointment. The Board of Directors, as soon as may be practical after the annual appointment of Directors in each year, shall elect from the current Board of Directors, a President, a Vice-President, a Secretary, and a Treasurer of the Association.

Section 2: Term of Office. Their term of office for all officers shall commence upon their election or appointment and shall continue until the next annual meeting of the Association and thereafter until their respective successors are chosen or until their resignation or removal. Any officer may be removed from office at any meeting of the Directors, with cause, by the affirmative vote of a majority of the Directors, whenever in their judgment the best interests of the Association will be served thereby. An officer may resign by written notice to the Association. The resignation shall be effective upon its receipt by the Association or at a subsequent time specified in the notice of resignation. The Directors shall have the power to fill any vacancies in any offices occurring for whatever reason.

Section 3: Compensation. Officers as such will not receive any states salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained will be construed to preclude any Officer from serving the Association in any other capacity and receiving compensation therefore.

Section 4: The President. The President shall be the Chief Executive Officer of the Association and shall have general and active management of the activities of the Association and shall see that all orders and resolutions of the Board of Directors are carried into effect. He or she shall execute all authorized conveyances, contracts, or other obligations in the name of the Association, except where required by law to be otherwise signed and executed, and except

where the signing and execution thereof shall be expressly delegated by the Directors to some other officer or agent of the Association. He or she shall preside at all meetings of the Directors.

Section 5: Vice-President. The Vice-President in the order designated by the Board of Directors, or, lacking such designation, by the President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President and shall perform such other duties as the Board of Directors shall prescribe.

In the absence of both the President and Vice-President, the Directors present thereat shall designate another presiding officer.

Section 6: The Secretary. The Secretary shall attend all meetings of the Board of Directors and record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Directors for which notice may be required, and shall perform other duties as may be prescribed by the Directors. He or she shall have the authority to execute with the President all authorized conveyances, contracts or other obligations in the name of the Association, except as otherwise directed by the Directors.

Section 7: The Treasurer. The Treasurer shall have custody of the funds and securities of the Association and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Association and shall deposit all monies and other valuable effects in the name and to the credit of the Association in such depositories as may be designated by the Directors. He or she shall disburse the funds of the Association as may be ordered by the Directors, taking proper vouchers for such disbursements, and shall render to the President and Directors, at the regular meetings of the Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Association. If required by the Directors, he or she shall give the Association a bond in such sum and with such surety or sureties as shall be satisfactory to the Directors for the faithful performance of the duties of his or her office and for the restoration to the Association (in case of his or her death, resignation or removal from office) of all books papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the Association.

Section 8: Bonding of Officers. All officers of the Association, if required to do so by the Board of Directors, shall furnish bonds to the Association for the faithful performance of their duties, in such amounts and with such conditions and security as the Board shall require. The Association shall assume the cost of providing any bond required hereunder.

ARTICLE IX COMMITTEES

Section 1: General. The Board of Directors may designate standing and ad hoc committees with such duties and powers as it may provide in order to carry out the program and purposes of the Association.

Section 2: Quorum and Voting Rights. Unless otherwise stated within this Article, the presence of twenty-five (25%) percent of the appointed representatives to a Committee will constitute a quorum and each appointed representative present in the meeting shall have one vote. Member School Districts may designate an alternate representative to any committee comprised of representatives of Member School Districts; however, any appointed alternate shall only be counted for quorum and/or vote when the primary appointed representative for their District is absent.

Section 3: Committee Chairs. Each standing and ad hoc committee shall elect a Chairperson annually from the appointed representatives. The election shall be the first order of business at the Committee's first meeting after January 31st. Written notice of the election date, time and place shall be provided to all appointed representatives not less than seven (7) calendar days prior to the meeting at which the vote will occur.

Each Committee Chair is responsible for establishing and distributing the meeting schedule and agendas and providing such to the appointed representatives. The Chair shall maintain committee attendance records, distribute meeting minutes to the appointed representatives after each meeting and regularly report to the Board of Directors through the President.

Any Committee Chair may resign by written notice to the Association President. Any Committee Chair may be removed by the Committee Members or the Board at any meeting of the Committee Members or the Board, without cause, by the affirmative vote of a majority of the appointed representative(s) present or the Board of Directors then in office (excluding the Committee Chair who is the subject of such action).

Section 4: The Government Relations Committee. The Government Relations Committee shall be a standing committee. The committee's purpose is to receive information legislative matters for the purpose of sharing said information with the Member School Districts to advocate for, and increase awareness of, issues facing public education. The committee will meet at least 6 times per year.

Committee Membership/Leadership. At each Member School District's annual organizational meeting, a Member should be appointed to represent their Member School District at the Government Relations Committee.

A Committee Chairperson will be elected annually from the appointed Members at the first committee meeting after January 31st. Each Member School District in attendance

shall have one (1) vote, which shall be cast by the Member School District's appointed representative.

Legislative Priorities. The Government Relations Committee will review/revise their Legislative Priorities annually. Revised Legislative priorities will be submitted to the Board of Directors for approval by June 15th. Once approved by the Board, Legislative Priorities will be provided to the Resolutions and Bylaws Committee and Member School Districts.

Section 3.5: Resolutions and Bylaws Committee. The Resolutions and Bylaws Committee shall be a standing committee and shall exercise the powers prescribed in this section. The committee's purpose is to develop and manage the resolutions and bylaws process. The committee shall meet at least once per year.

Committee Membership/Leadership. Committee members will be appointed by the Board of Directors annually. Committee members may be reappointed for additional terms. The appointed Committee members will elect a Committee Chairperson at the first committee meeting after appointment.

Initiation of Resolutions and Bylaws Revisions. Resolutions or bylaws revisions may be initiated by a Member School District Board, the Board of Directors, the Government Relations Committee or the Resolutions and Bylaws Committee. Once approved by the OCSBA Board of Directors, the Legislative Priorities shall be included in the resolutions drafted by the Resolutions and Bylaws Committee. All proposed resolutions and/or bylaws revisions shall be submitted in writing to the Board of Directors or Resolutions and Bylaws Committee and shall be addressed by the Resolutions and Bylaws Committee at their next meeting.

Submission to Vote. The Board of Directors shall review all proposed resolutions and bylaws amendments prior to submission to the Member School Districts.

Once reviewed by the Board of Directors, proposed resolutions and bylaws amendments shall be sent to the Member School Districts for voting. Member School Districts will be asked to vote at their next meeting. The window for Member School District voting shall be at least forth (40) calendar days and the voting deadline shall be specified on the ballot or resolution.

Resolution Adoption. Resolutions that are approved by at least nineteen (19) Member School Districts shall be the official position of the Association as interpreted and pursued by its Board of Directors.

ARTICLE X DISSOLUTION

Section 1: General. In the event of dissolution of the Association, all of the Association's assets, real and personal, shall be distributed as provided in Article VIII of the Association's Articles of Incorporation.

Section 2: No Inurement. No part of the net earnings of the Association shall be distributed to or inure to the benefit of any Member, Director or Officer of the Association, as prohibited by Section 501(c)(4) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of subsequent federal tax laws), or the Michigan General Sales Tax Act or the Michigan Use Tax Act.

ARTICLE XI FIDUCIARY AND FINANCIAL RESPONSIBILITIES

Section 1: Financial Expenditures. All financial expenditures of the Association shall not exceed those within the parameters of the approved annual budget. No committee has the power to create any financial liability for the Association, unless specifically authorized by the majority of the Members. The Board of Directors approval and signatory by both the President and Treasurer are required for any expenditure exceeding \$2,500. Expenditures up to \$2,500 must be approved by either the Board President or the Treasurer. In the event that the President and/or Treasurer are absent or disabled, the Vice-President may approve expenditures.

Section 2: Financial Reports. The Treasurer shall maintain all financial statements, reports, and budgets as follows:

- (a) Reports shall be completed on a timely basis and distributed to all Board members on a quarterly basis or upon request.
- (b) The Treasurer shall present for approval by the Board of Directors an annual budget (July 1 to June 30) by June 30th along with an annual actual income and expense report by August 30th following the end of the fiscal year.
- (c) The approved budget and annual report of income and expenditures will be presented at the first fall Member Meeting.
- (d) Annually the accounting records of the Association will be closed in preparation for any necessary IRS filings.

Section 3: Review of Financial Records.

- (a) Internal – Board of Directors. Annually, the Association shall perform certain agreed upon procedures related to the financial records of the Association. The year-end report and supporting documentation shall be available for review by the Board of Directors prior to the annual Board of Directors and Member meetings.
- (b) External. An audit will only be conducted in place of the agreed upon procedures if required by law or a third party.

Section 4: Fiduciary Agreement. The Board of Directors may enter into an Administrative and Financial Services Agreement with Oakland Schools to support management of the Association. The Treasurer shall monitor the work performed by Oakland Schools under this agreement.

ARTICLE XII

INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS

Section 1: Indemnification of Directors and Officers: Claims Brought by Third Parties. The Association shall, to the fullest extent authorized or permitted by the Michigan Nonprofit Association Act or other applicable law, as the same presently exists or may hereafter be amended (the "Act"), indemnify a director or officer (the "Indemnitee") who was or is a party or is threatened to be made a party to a threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal, other than an action by or in the right of the Association, by reason of the fact that he or she is or was a director, officer, employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, partner, trustee, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses, including attorneys' fees, judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the Indemnitee in connection with the action, suit or proceeding, if the Indemnitee acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Association, and with respect to any criminal action or proceeding, if the Indemnitee has no reasonable cause to believe the conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, does not, of itself, create a presumption that the Indemnitee did not act in good faith and in a manner which in the Indemnitee reasonably believed to be in or not opposed to the best interests of the Association, and, with respect to any criminal action or proceeding, had reasonable cause to believe that the conduct was unlawful.

Section 2: Indemnification of Directors and Officers: Claims Brought by or in the Right of the Association. The Association shall, to the fullest extent authorized or permitted by the Act or other applicable law, as the same presently exists or may hereafter be amended, indemnify a director or officer who was or is a party to or is threatened to be made a party to a threatened, pending or completed action or suit by or in the right of the Association to procure a judgement in its favor by reason of the fact that the Indemnitee is or was a director, officer, employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, partner, trustee, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust or other enterprise, whether for profit or not, against expenses, including actual and reasonable attorneys' fees and amounts paid in

settlement incurred by the person in connection with the action of suit, if the Indemnitee acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Association. However, indemnification under this Section shall not be made for a claim, issue or matter in which the Indemnitee has been found liable to the Association unless and only to the extent that the court in which the action or suit was brought has determined upon application that, despite the adjudication of liability but in view of all circumstances of the case, the Indemnitee is fairly and reasonably entitled to indemnification for the expenses for which the court considers proper.

Section 3: Actions Brought by the Indemnitee. Notwithstanding the provisions of Sections 1 and 2 of this Article, the Association shall not indemnify an Indemnitee in connection with any action, suit, proceeding or claim (or part thereof) brought or made by such Indemnitee; unless such action, suit, proceeding or claim (or part thereof) (i) was authorized by the Board of Directors of the Association, or (ii) was brought or made to enforce this Article and such Indemnitee has been successful in such action, suit, proceeding or claim (or part thereof).

Section 4: Approval of Indemnification. An indemnification under Sections 1 or 3 of this Article, unless ordered by a court, shall be made by the Association only as authorized in the specific case upon a determination that indemnification of the Indemnitee is proper in the circumstances because the Indemnitee has met the applicable standard of conduct set forth in Sections 1 and 3 of this Article. This determination shall be made promptly in any of the following ways:

- (a) By a majority vote of a quorum of the Board consisting of Directors who were not parties to the action, suit or proceeding.
- (b) If the quorum described in subdivision(a) is not obtainable, then by a majority vote of a committee of Directors who are not parties to the action. The committee shall consist of not less than two (2) disinterested Directors.
- (c) By independent legal counsel in a written opinion.

Section 5: Advancement of Expenses. Expenses incurred in defending a civil or criminal action, suit or proceeding described in Sections 1 or 3 of this Article shall be paid promptly by the Association in advance of the final disposition of the action, suit or proceeding upon receipt of any undertaking by or on behalf of the Indemnitee to repay the expenses if it is ultimately determined that the Indemnitee is not entitled to be indemnified by the Association. The undertaking shall be by unlimited general obligation of the person on whose behalf advances are made but need not be secured.

Section 6: Partial Indemnification. If an Indemnitee is entitled to indemnification under Sections 1 or 3 of this Article for a portion of expenses including attorneys' fees, judgments, penalties, fines and amounts paid in settlement, but not for the total amount thereof, the Association shall

indemnify the Indemnitee for the portion of the expenses, judgments, penalties, fines, or amounts paid in settlement for which the Indemnitee is entitled to be indemnified.

Section 7: Indemnification of Employees and Agents. Any person who is not covered by the foregoing provisions of this Article and who is or was an employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, may be indemnified to the fullest extent authorized or permitted by the Act or other applicable law, as the same exist or may hereafter be amended, but in the case of any such amendment, only to the extent such amendment permits the Association to provide broader indemnification rights than before such amendment, but in any event only to the extent authorized at any time or from to time by the Board of Directors.

Section 8: Other Rights of Indemnification. The indemnification or advancement of expenses provided under Sections 1 to 7 of this Article is not exclusive of other rights to which a person seeking indemnification or advancement of expenses may be entitled under the articles of incorporation, bylaws or a contractual agreement. However, the total amount of expenses advanced or indemnified from all sources combined shall not exceed the amount of actual expenses incurred by the person seeking indemnification or advancement or expenses. The indemnification provided for in Sections 1 to 5 of this Article continues as to a person who ceases to be a director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of the person.

Section 9: Liability Insurance. The Association shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Association, or is or was serving a the request of the Association as a director, officer, employee or agent of another Association, business Association, partnership, joint venture, trust or other enterprise against any liability asserted against the person and incurred by the person in any such capacity or arising out of the person's status as such, whether or not the Association would have the power to indemnify the person against such liability under the provisions of the Act.

Section 10: Severability. Each and every paragraph, sentence, term and provision of this Article shall be considered severable in that, in the event a court finds any paragraph, sentence, term or provision to be invalid or unenforceable, the validity and enforceability, operation, or effect of the remaining paragraphs, sentences, terms, or provisions shall not be affected, and this Article shall be construed in all respects as if the invalid or unenforceable matter had been omitted.

Section 11: Definitions. "Other enterprises" shall include employee benefit plans; "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan; and "serving at the request of the Association" shall include any service as a director, officer,

employee, or agent of the Association which imposes duties on, or involves services by, the director, officer, employee, or agent with respect to an employee benefit plan, its participants or beneficiaries; and a person who acted in good faith and in a manner he or she reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be considered to have acted in a manner “not opposed to the best interests of the Association as referred to in Sections 1 and 2”.

ARTICLE XIII FISCAL YEAR

Section 1: Fiscal Year. The fiscal year of the Association shall be determined by the Board of Directors.

ARTICLE XIV CONFLICTS

Section 1: Statement of Policy. It is the policy of the Association that all officers, directors, committee members and employees of the Association shall avoid any conflict between their own respective individual interests and the interests of the Association, in any and all actions taken by them on behalf of the Association in their respective capacities.

Section 2: Dealing with the Association. A contract or other transaction between the Association and one or more of its directors or officers, or between the Association and one or more of its directors or officers, or between the Association and a domestic or foreign corporation, firm or association of any type or kind in which one or more of the Association’s directors or officers are trustees or officers, or are otherwise interested, is not void or voidable solely because of such common trusteeship, officership or interest, or solely because such directors are present at the meeting of the Board of Directors or committee thereof at which such contract or transaction is acted upon, or solely because their votes are counted for such purpose, if any of the following conditions is satisfied:

- (a) The contract or other transaction is fair and reasonable to the Association when it is authorized, approved or ratified;
- or
- (b) The material facts as to such trustee’s relationship or interest as to the contract or transaction are disclosed or known to the Board of Directors or committee thereof authorizes, approves or ratifies the contract or transaction by a vote sufficient for the purpose without counting the vote of any common or interested director.

Section 3: Procedure in Event of Potential Conflict of Interest. In the event that any officer, trustee, committee member or employee of the Association shall have any direct or indirect

interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Association, such officer, director, committee member or employee shall give the Board of Directors notice of such interest or relationship and shall thereafter refrain from voting or otherwise attempting to exert any influence on the Association, its Board of Directors, or its committees, to affect its decision to participate or not to participate in such transaction.

Section 4: Special Voting Rules. Any member of the Board of Directors who has a conflict of interest on any matter involving the Association shall not be counted in determining the quorum for the meeting at which the matter is to be acted upon, even when permitted by law. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the quorum situation.

ARTICLE XV MISCELLANEOUS PROVISIONS

Section 1: Contracts, Conveyances, Etc. All conveyances, contracts and instruments of transfer and assignment shall be approved as provided by a resolution of the Board of Directors.

Section 2: Execution of Instruments. Except as otherwise provided for herein, all Association instruments and documents, including, but not limited to, checks, drafts, bills or exchange, acceptances, notes or other obligations or orders for the payment of money, shall be signed as provided by a resolution of the Board of Directors.

Section 3: Borrowing. Loans and renewals of loans shall be contracted on behalf of the Association as provided by a resolution of the Board of Directors.

Section 4: Adjourned Meetings. A majority of the Directors present, whether or not a quorum, may adjourn any meeting to another time and place. Notice of such adjourned meeting shall be given even though the time and place thereof are announced at the meeting at which the adjournment is taken.

Section 5: Method of Giving Notices. Any notice required by statute or by these Bylaws to be given to the directors, or to any officers of the Association unless otherwise provided herein or in any statute, shall be given by mailing to such director or officer at his or her last address as the same appears on the records of the Association, and such notice shall be deemed to have been given at the time of such mailing.

Section 6: Action by Written Consent. Action required or permitted to be taken pursuant to authorized vote at any meeting of the Board of Directors or a committee thereof, may be taken without a meeting if, before or after the action, all Members of the Board of Directors or the committee consent thereto in writing. Written consent shall be filed with the minutes of the

proceedings of the Board or committee. Such consent shall have the same effect as the vote of the Board or committee for all purposes.

Section 7: Remote Participation in Meeting by Telephone. By oral or written permission of a majority of the Board of Directors, a Member of the Board of Directors or of a committee designated by the Board may participate in a meeting by means of conference telephone, or similar communications equipment by means of which all persons participating in the meeting can hear each other (“two-way communication”). Participation in a meeting pursuant to this Section constitutes presence in person at the meeting.

Section 8: Corporate Seal. If the Association has a corporate seal, it shall have inscribed thereon the name of the Association and the words “Corporate Seal” and “Michigan”. The seal may be used by causing it or a facsimile to be affixed, impressed or reproduced in any other manner.

ARTICLE XVI

AMENDMENTS, ~~AND ADDITIONS~~ RULES AND REGULATIONS

Section 1: Amendments. These Bylaws may be altered or amended by the vote of the Member School Districts. The Board of Directors will provide written ballot with the proposed amendment(s) to each Member School District giving at least a forty (40) day period in which to vote. Each Member School District will have one vote.

Section 2: Rules and Regulations. The Board of Directors may adopt additional rules and regulations, general or specific, for the conduct of their meetings, and additional rules and regulations, general or specific, for the conduct of the affairs of the Association; provided, however, unless a local, state or national emergency has been declared, no such additional rule or regulation shall be inconsistent with or in contravention of any provision of the Articles of Incorporation or these Bylaws.

Section 3: Rules and Regulations During a Declared Emergency. In the event of a declared local, state or national emergency, the Board of Directors may set aside rules and regulations within these bylaws, general or specific, regarding the conduct of their meetings and election and to conduct the affairs of the Association.

Appendix 1

Definition of Cause for Removing a Board Member or Officer

Adopted by the OCSBA Board of Directors: September 16, 2020

Preface:

The Board of Directors of a nonprofit has three primary legal duties known as the “duty of care,” “duty of loyalty,” and “duty of obedience.”*

1. **Duty of Care:** Take care of the nonprofit by ensuring prudent use of all assets, including facility, people, and good will.
2. **Duty of Loyalty:** Ensure that the nonprofit's activities and transactions are, first and foremost, advancing its mission; Recognize and disclose conflicts of interest; Make decisions that are in the best interest of the nonprofit, not in the best interest of the individual board member (or any other individual or for-profit entity).
3. **Duty of Obedience:** Ensure that the nonprofit obeys applicable laws and regulations; follows its own bylaws; and that the nonprofit adheres to its stated corporate purposes/mission.

The Board of Directors does not exist solely to fulfill legal duties and serve as a fiduciary of the organization's assets. Board members also play very significant roles providing guidance to nonprofits by contributing to the organization's culture, strategic focus, effectiveness, and financial sustainability, as well as serving as ambassadors and advocates.

An OCSBA Officer or Member of the Board of Directors may be removed for cause, defined as any of the following:

- ❖ Acts of malfeasance, misfeasance, or nonfeasance.
- ❖ Willful failure to follow OCSBA bylaws.
- ❖ Willful neglect of duties.
- ❖ Failure to disclose a conflict of interest and/or using the Association for his or her own personal gain.
- ❖ Using their position on the OCSBA Board of Directors or OCSBA's logo in a political endorsement, as such could reasonably be misconstrued as an endorsement by the Association.
- ❖ Frequently missed Board meetings or committee meetings.
- ❖ Creating an unhealthy or dysfunctional boardroom through inappropriate behavior or disrespecting the other members of the Association.
- ❖ Ethical concerns such as discrimination, harassment, or criminal behaviors.

Basically, the removal of a Director or Officer should only be done when absolutely necessary. However, the reasons for doing so are up to the Association's other Directors and Members. If a Director has failed his or her fiduciary duty in some way, then he or she should be removed from the board.

SUMMARY OF 2021 PROPOSED BYLAWS AMENDMENTS

Page	Article	Section	Proposed Change [Current Language in BLACK. Added Language &/or Deletion in RED]	Rationale
2	III Membership	Section 2 Voting Rights Exceptions	<u>Exceptions:</u> Each Member School District shall have one (1) vote on any proposal to select a committee chair or vote on resolutions (as outlined in Article IX) or to amend these Bylaws (as outlined in Article XVI).	<ul style="list-style-type: none"> Move committee chair language to Article IX Committees, Election of Committee Chairs.
3-5	VI Election of Board of Directors	Section 1	<u>ADD New Section 1 Language & Renumber The Subsequent Sections:</u> <u>Section 1: Number of Directors.</u> The Board of Directors shall consist of an odd number of Directors, with no fewer than 7 nor more than 9 members. The Board of Directors shall have discretion to determine the number of Directors to best meet the needs of the Association. The Board shall consider such a change whenever an election produces less candidates than open seats, and prior to seeking candidates to fill a vacancy under Section 6. The Secretary shall promptly communicate any change to the number of Directors to all Members. Any decrease in the number of Directors shall be accomplished by attrition, which may result in an eight member Board for up to one year, until the next election. An increase in the number of Directors shall be accomplished by election as outlined in Section 4.	<ul style="list-style-type: none"> The current bylaws do not specify the number of Directors (currently 9 Directors for our 29 District/201 Member Association), nor is there a process or provision to alter the number of Directors. This new language will give flexibility In the event of multiple openings on the Board of Directors and/or a lack of candidates for the Board of Directors.
4	VI Election of Board of Directors	Section 3	<u>Section 3 4: Board Election:</u> By May 1 st yearly, the Board shall convene an Election Committee comprised of the three most recently elected Members of the Board of Directors. The Election Committee shall seek candidates who will create a Board with a geographical balance from throughout Oakland County. Board Candidate Application Forms will also be sent to all Member School Districts to be delivered to their board members. Candidates must submit a completed application to the Election Committee prior to the deadline specified on the form. Nominations cannot be made from the floor during the meeting at which the election occurs. Election of Candidates from Member School Districts shall take place at the June meeting. If there are more candidates than vacancies to be filled, the Member vote shall be by written ballot. If there are less candidates than vacancies to be filled, the Board of Directors shall fill the vacancy at its next meeting. The appointee shall serve until the next scheduled election. At the next election, the Election Committee will seek candidates to fill the remainder of the three year term. follow the procedure to fill a vacancy as outlined in Section 6.	<ul style="list-style-type: none"> Language requires updating to align with Section 1.
4	VI Election of Board of Directors	<u>Section 4 5:</u> <u>Resignation/Removal.</u>	<u>Section 4 5: Resignation/Removal.</u> Any Director may resign by written notice to the Association. Any Director may be removed by the Members or the Board at any meeting of the Members or the Board, with cause as defined in Appendix 1 , by the affirmative vote of a majority of the Members or the	<ul style="list-style-type: none"> Renumber and ADD reference to Appendix 1.

SUMMARY OF 2021 PROPOSED BYLAWS AMENDMENTS

			Directors then in office (excluding the Director who is the subject of such action).	
4	VI Election of Board of Directors	<u>Section 5 6: Vacancy</u>	<u>Section 5 6: Vacancy.</u> If a vacancy shall occur among the Board of Directors as a result of death, resignation, removal, or otherwise, the Board will first consider whether it is appropriate to decrease the number of Directors as outlined in Section 1. If the Board determines that the needs of the Association are best met by retaining the current number of Directors, the President will notify the Members of the vacancy, and each Member School District shall be sent a Board Candidate Application Form and the Board of Directors shall appoint a member to fill the vacancy at its next meeting. The appointee shall serve for the remainder of the vacated term until the next scheduled election.	<ul style="list-style-type: none"> • Board seats have become increasingly difficult to fill. The added language allows the BOD flexibility to decrease to a 7 member BOD to serve our 29 Districts & 201 members. Should the Board decide to decrease to 7 members by attrition, the new language removes the current requirement to fill the seat. • An appointee will serve up to one year, then have to be elected by the Members to retain their seat.
5	VI Election of Board of Directors	<u>Section 6 7: Attendance</u>	<u>Section 6 7: Attendance.</u> Failure to attend three (3) consecutive Board meetings shall constitute a resignation; however, a Director may be granted an excused absence by action of the Board. Such a request shall be made in writing to the Board President within thirty (30) days of the missed meeting.	<ul style="list-style-type: none"> • Renumber section. • Clerical correction to add “may” - inadvertently omitted in 2020.
8 – 9	Article IX Committees	Sections 2, 3	<p><u>ADD New Language And Renumber The Subsequent Sections:</u></p> <p><u>Section 2: Quorum and Voting Rights.</u> Unless otherwise stated within this Article, the presence of twenty-five (25%) percent of the appointed representatives to a Committee will constitute a quorum and each appointed representative present in the meeting shall have one vote. Member School Districts may designate an alternate representative to any committee comprised of representatives of Member School Districts; however, any appointed alternate shall only be counted for quorum and/or vote when the primary appointed representative for their District is absent.</p> <p><u>Section 3: Committee Chairs.</u> Each standing and ad hoc committee shall elect a Chairperson annually from the appointed representatives. The election shall be the first order of business at the Committee’s first meeting after January 31st. Written notice of the election date, time and place shall be provided to all appointed representatives not less than seven (7) calendar days prior to the meeting at which the vote will occur.</p>	<ul style="list-style-type: none"> • This will apply to and provide structure for any future standing or ad hoc committee. • Quorum and voting rights were never defined for committee meetings. Some committees may have more than one designated representative per Member School District (e.g., DEI). • Clarify voting rights for District alternates to maintain equal voting rights for all districts. • Committee chair responsibilities have not been previously defined, and currently there is no process to replace a Committee Chair.

SUMMARY OF 2021 PROPOSED BYLAWS AMENDMENTS

			<p>Each Committee Chair is responsible for establishing and distributing the meeting schedule and agendas and providing such to the appointed representatives. The Chair shall maintain committee attendance records, distribute meeting minutes to the appointed representatives after each meeting and regularly report to the Board of Directors through the President.</p> <p>Any Committee Chair may resign by written notice to the Association President. Any Committee Chair may be removed by the Committee Members or the Board at any meeting of the Committee Members or the Board, without cause, by the affirmative vote of a majority of the appointed representative(s) present or the Board of Directors then in office (excluding the Committee Chair who is the subject of such action).</p>	
16	Article XV Miscellaneous Provisions	Section 7: Participation in Meeting by Telephone	<p>Section 7: <u>Remote</u> Participation in Meeting <u>by Telephone</u>. By oral or written permission of a majority of the Board of Directors, a Member of the Board of Directors or of a committee designated by the Board may participate in a meeting by means of conference telephone, or similar communications equipment by means of which all persons participating in the meeting can hear each other (“two way communication”). Participation in a meeting pursuant to this Section constitutes presence in person at the meeting.</p>	<ul style="list-style-type: none"> Update - refer to “remote” participation, which could be by telephone, or another means of electronic communication (e.g., Zoom or WebEx), using two way audio communication. Video is not required.
16	Article XVI Amendments and Additions	N/A	<p>ARTICLE XVI AMENDMENTS, AND ADDITIONS RULES AND REGULATIONS</p>	<p>Change Article header to accurately reflect the sections contained within.</p>

Member District Ballot
Proposal to Amend the Bylaws



INTRODUCTION. The Oakland County School Boards Association Resolutions and Bylaws Committee reviews and recommends amendments to the Association’s bylaws annually. The OCSBA Board of Directors has reviewed the proposed changes and recommends approval of all bylaws amendments as presented. Every Member District Board of Education has been provided with the proposed amendments and a summary of proposed changes with a rationale for each change.

VOTING PERIOD AND ELIGIBILITY TO VOTE. OCSBA Bylaws Article XVI Section 1. These Bylaws may be altered or amended by the vote of the Member School Districts. The Board of Directors will provide written ballot with the proposed amendment(s) to each Member School District giving at least a forty (40) day period in which to vote. Each Member School District will have one vote.

The proposed amendments and written ballot were transmitted to Member School Districts on Friday, July 23, 2021. Completed ballots must be received by 5:00 PM on Friday, September 10, 2021.

DOES THE BOARD OF EDUCATION APPROVE ALL PROPOSED AMENDMENTS TO THE OCSBA BYLAWS AS PRESENTED?

The vote of the _____ School District
Insert District Name

Board of Education on _____, 2021
Insert Meeting Date

(check one) **YES. The Board approves all bylaws amendments as presented.**

NO. The Board does not approve all bylaws amendments as presented.

I HEREBY CERTIFY that the foregoing is a true and correct record of a vote of the Board of Education.

Printed Name

Secretary, Board of Education

Signature

Email the completed & signed ballot to Carol.Finkelstein@wbsd.org

Completed ballots must be received by 5:00 PM on Friday, September 10, 2021

Questions? Contact Carol Finkelstein at (249) 321-7999 or at the email above



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

Hazel Park Board of Education Meeting Norms

1. *No surprises*
2. *Be fully present*
3. *Assume positive intent*
4. *When we have a difference of opinion, we will debate the facts of the situation and avoid personalities; addressing process not personalities*
5. *Anyone may call a "time out" if he/she feels the need for a break*
6. *We will respect differences and show respect; never dismissing or devaluing others*
7. *We will be supportive rather than judgmental*
8. *Each member will take responsibility for the work of the team and will each be responsible for the success of the meeting*
9. *We will work toward the future; learning from the past*
10. *We will listen actively to all ideas and will listen openly without preparing responses*
11. *Everyone's opinions count and we will be open to the ideas of others*

School (All)

Count of Student		Grade																	Grand Total					
School Code	Track	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	14	AI		EA	HS	PH		
01603	21/22 ACCESS															2	6							8
01603 Total																2	6							8
01611	21/22 INVEST															71	57	74						202
01611 Total																71	57	74						202
01616	21/22 HIGH SCHOOL															150	136	123	116					525
01616 Total																150	136	123	116					525
01753	21/22 HOOVER				22	45	41	40	42	41														231
	21/22 HOOVER ELEM VVA					4	7	5	7	6														29
01753 Total					22	49	48	45	49	47														260
02176	21/22 MICH CYBER ACD															2	35	57	191					285
02176 Total																2	35	57	191					285
02399	21/22 ALL YR JARDON		1	3	1	1	1		2		1	2	1		1	1					1	5	21	
	21/22 JARDON																					46	46	
02399 Total			1	3	1	1	1		2		1	2	1		1	1					1	51	67	
02954	21/22 VIKING VIRTUAL															4	24	33	57					118
02954 Total																4	24	33	57					118
04159	21/22 EDISON E							1	2	3	3													9
	21/22 EDISON H															8	8	6	8					30
	21/22 EDISON J											4	2	7										13
	21/22 EDISON PH																					8	8	
04159 Total								1	2	3	7	2	7	8	8	6	8					8	60	
04259	21/22 UNITED OAKS				63	45	45	46	57	49														305
	21/22 UNITED OAKS ELEM VVA				2	5	2	5	9	8														31
04259 Total					65	50	47	51	66	57														336
04422	21/22 WEBSTER CHILDHD		5	4																				9
	21/22 WEBSTER ECSE/EA		1	3	2					1	1		1		1		1	5	20	6			42	
04422 Total			6	7	2					1	1		1		1		1	5	20	6			51	
07829	21/22 ADVANTAGE										1	1	3	2	6	14	62							89
	21/22 ADVANTAGE E										2													2
	21/22 ADVANTAGE VVA														2	9	37							48
07829 Total											3	1	3	2	8	23	99							139
09372	21/22 JHS VVA										14	26	28											68
	21/22 JUNIOR HIGH										131	126	129											386
09372 Total											145	152	157											454
09429	21/22 WEBB				41	51	61	45	45	49														292
	21/22 WEBB ELEM VVA				1	6	6		5	1														19
09429 Total					42	57	67	45	50	50														311
Grand Total			7	10	132	157	163	142	169	158	156	158	168	167	283	303	551	1	5	20	7	59	2816	