



Board of Education Operating Procedures

Rev. May 2017

MISSION STATEMENT:

The mission of Center Line Public Schools is to provide all students relevant and challenging learning experiences to inspire success and empower them to be the leaders of tomorrow.

Center Line Board of Education Operating Procedures

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

The Center Line Board of Education adopts these guidelines as Standard Operating Procedures in compliance with Board Policy By-laws to effectively communicate with staff and members of the district.

CODE OF ETHICS

As members of the Center Line Public Schools Board of Education, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that fellow Board members first call it to our attention privately. If an issue is not resolved, conversation will be facilitated by the Board of Education President so as not to be shaming. Should that occur, we pledge to accept the feedback without anger or retribution, and to renew our efforts to follow this Code of Conduct and Board Operating Procedures [see 3.5]. We shall promote the best interests of the school district as a whole, and, to that end, all decisions will place the needs of children first by adhering to the following educational and ethical standards.

As a Board member;

- I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and district policies and procedures.
- I will make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, creed, sex, sexual orientation, national origin, disability, or social standing.
- I will recognize that the Board must make decisions as a whole in public, as a body corporate, and make no personal promise or take private action that may compromise the role and integrity of the Board.
- I will focus Board action on policymaking, goal setting, planning, and evaluation as outlined in Board policy **0131.1 – Bylaws and Policies** and state law and **1240 – Evaluation of the Superintendent**.
- I recognize that the role of the Board is to govern and oversee the management of the District. I will delegate authority to the Superintendent for the day to day operations of the district.
- I will not step outside my role to govern and oversee the management of the district by seeking to participate in the administration of the day to day operations of the District.

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

As Board President;

- I will make sure that persons addressing the Board follow established Board policy guidelines as outlined in Board policy: **0167.3 – Public Participation at Board Meetings.**
- I will make sure that persons addressing the Board do so in a professional manner and not allow inappropriate communication to be directed to the Board or the Superintendent during Board meetings.
- I will insure that all Board members are given an opportunity to reflect their views. I will work toward building consensus among all Board members.

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1.0 MEETINGS

1.1 Developing the Board Meeting Agenda

1.1.1. Who Can Place Items on the Meeting Agenda:

- A. Agendas are created by the Superintendent and Board President, and presented to the Board on the Wednesday prior to the Monday meeting.
- B. Board members must request in writing or verbally to the Superintendent or Board President any item they desire to have placed on the agenda. Items will be placed on the agenda at the discretion of the Superintendent and Board President.
- C. After agendas have been presented to the Board but prior to the start of the meeting, additions or deletions can only be made with the joint approval of the Superintendent and the Board President.
- D. During the course of a meeting, the Board may vote to amend the agenda. Policy 0166 states, *"The order of business may be altered and agenda items added or removed at any meeting by a majority vote of the members present."*

1.1.2 Study Session Meeting Agenda Outline

- Call to Order
- Pledge of Allegiance
- Presentation(s)
- Business Items (no audience discussion)
- Miscellaneous Announcements/Comments
- Citizen Comments
 - Limit to three minutes per person/30 minutes per meeting
- Individuals with Disabilities Act Information

1.1.3 Regular Board Meeting Agenda Outline

- Meeting Location
- Call to Order
- Pledge of Allegiance
- Approval of Agenda
- Written Communications
- Citizens [agenda items only]
- Special Presentations
- Action Items
- Citizens [general – limit to 3 minutes per person; comments limited to 30 minutes per meeting]
- Superintendent/Board/Administrator Comments
 - Committee Reports
- Future Business
- Future Agenda Items
- Adjournment
- Individuals with Disabilities Act Information

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1.1.4 Organization Board Meeting Agenda Outline

- Meeting Location
- Call to Order
- Pledge of Allegiance
- Approval of Agenda
- Written Communications
- Citizens [agenda items only]
- Special Presentations
- Election of Officers
- Consent Agenda Items
- Action Items
 - Setting of regular meeting dates and times
 - Designation of a person for posting notices of meetings
 - Adoption of deposit/investment resolutions
- Citizens [general – limit to 3 minutes per person; comments limited to 30 minutes per meeting]
- Superintendent/Board Comments
 - Committee Reports
- Future Business
- Future Agenda Items
- Adjournment
- Individuals with Disabilities Act Information

1.1.5 Annual Calendar of Board Agenda Items

- In addition to monthly agenda items listed above, the items below may be presented as scheduled in the following annual outline:

October	Board written evaluation
November	After election – Trustee acceptance of election when certified. Swearing in with 10 days of certification. Board of Education written evaluation workshop
December	Interim Update of District Goals Superintendent evaluation workshop
January	Organizational Meeting prior to the 3 rd Monday in January Approval of Agenda Election of Officers Board of Education Committee Assignments Public report from Board of Education of Superintendent evaluation and contract workshop
March	Board of Education self-evaluation
April	Approval of Summer School plans Last month for teacher lay-off notices [if applicable]

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May	MISD Biennial Elections
June	Final Update of District Goals Budget Hearing Business meeting scheduled to occur prior to millage rate due date MHSAA Yearly Renewal [Middle/High School Athletics]
July	Setting of regular meeting dates and times Designation of a person for posting notices of meetings Adoption of deposit/investment resolutions Goals for current school year established by Superintendent Superintendent oral Evaluation
August	Enrollment Figures

1.2 Board Member Preparation for Meetings

- A. Board members will come to Board Meetings prepared to discuss and take action on all agenda items in the following manner:
 - Study the material in the Board Packet sent to them prior to the meeting.
 - Requests for additional information will be addressed through the Superintendent by 3:00 PM the Friday prior to the Monday Board of Education meeting.
- B. Board members shall dress in appropriate business attire.

1.3 Board Member Participation/Conduct during Meetings

- A. Any time four or more Board members are gathered together to discuss school business, it is considered a meeting (quorum).
- B. In addition to the following procedures, at all times Board members shall adhere to the Board Code of Ethics.

1.3.1 Board Meeting Protocol

- A. Board members will maintain professional and courteous behavior throughout the meeting.
- B. Board members will demonstrate respect to fellow Board members and public participants through the following behavior:
 - Listen and treat each other respectfully.
 - Be cordial when disagreeing.
 - Say what needs to be said as briefly and clearly as possible.
 - Direct comments solely to the business under deliberation.
 - Address each other, staff, and public by Mr./Mrs./Ms. and last name.
 - Only speak after acknowledgment from the Board President.
 - Support hearing the voice of all Board members on each agenda item. that is being discussed and refrain from dominating the conversation.
 - Refrain from condescending or critical comments to members of the staff, public, or Board.

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- Focus on issues, not people or personalities.
- Courteously accept other viewpoints and Board votes, which were not supported by self.
- Seek solutions and reasonable compromises or consensus when there are differences of opinions.
- Make decisions in the context of what is best for all students in the district.
- Avoid immediate decisions and votes and possible shorter-term solutions when the issue calls for more discussion, understanding, and a more in-depth approach or solution to the issue (except in emergency situations).
- Be willing to publicly apologize to staff, patrons, or Board members if behavior is inappropriate or disruptive to the progress of the meeting.
- Attempt always to have dialogue (multiple perspectives) rather than simple discussions (yes or no decisions).
- As a courtesy to others, electronic devices will be set in a non-audible mode during Board meetings. Emergency situations warrant exceptions.

1.3.2 Persons Addressing the Board

- A. Audience participation at Board meetings is limited to the portion of the meeting designated as Citizen Comments. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer.
- B. A person may address the Board on an agenda or non-agenda item by completing a note card located inside the Boardroom and giving the card to the Board Secretary prior to the citizen comment period. Each speaker is limited to three minutes. The Board President or acting chairperson shall have the authority to terminate the remarks of any individual whose comments are frivolous, repetitive or harassing in nature.
- C. Delegations of more than five persons addressing the same issue may appoint one person to present their views before the Board.
- D. At regular meetings the Board shall allot a total of 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in the Citizen Comments shall sign up with the presiding officer or designee prior to the citizen comment period and shall indicate the topic about which they wish to speak.

1.3.3 Board response to persons addressing the Board:

- A. Board members can hear comments.
- B. The Board President may direct administration to investigate item(s) and report back to the Board and/or the individual citizen.
- C. Board members cannot respond or enter into discussion with the audience during the meeting because

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

1.3.4 Discussion of Employee/Student Issues

- A. The Board will not encourage or actively participate with negative comments on individual employees or students in public session.

1.3.5. Hearings, Grievances, Student/Employee Discipline

- A. The Board will conduct all hearings in accordance with the applicable Board policies. Refer to Board policies: **0160 – Meetings and, 5611 – Due Process Rights.**
- B. During hearings, Board members will seek legal counsel as deemed necessary.
- C. The Board shall not use a student’s name in any discussion.
- D. Student disciplinary hearings will be held in an open meeting only if requested by a parent or guardian. Refer to Board Policy **5611 – Due Process Rights.**

1.3.6 Discussion of Motions

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

1.4 Board Member Participation in Discussion, Debate, and Voting

- A. All Board members shall vote on all action items unless a conflict of interest applies.
- B. All Board members may make motions, second motions, and enter into debate on all agenda items.
- C. In case of tie, the action item fails. The President may bring the item back to the Board on a subsequent agenda.
- D. In case of a less than unanimous vote, the Board will support the majority decision and go forward in harmony.
- E. A majority of entire Board is needed to pass an action item.

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1.5 Board Member Responses to Inquiries about Closed Sessions

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

1.6 Participation by People Other than Board Members in Closed Session

Participants are limited to the following:

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

1.7 Board Organization

1.7.1 Election of Officers

- A. Prior to the annual organizational meeting the Board President shall:
 - Forward a written survey to all Board members for interest in officer positions.
 - Inform Board members as to the names of those who have interest in officer positions.
- B. The Officers shall be President, Vice-President, Treasurer, and Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Board officers shall serve for a term of one year, or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties, as required by the Board. An officer may be removed for cause by a majority vote of the full Board.
- C. If there is only one nominee for each position, then the slate of Officers is put to a vote. Otherwise, each office will be voted on separately by the Board of Education.
- D. A vacancy among officers of the Board shall be filled by majority action of the Board.

1.7.2. Role and Authority of Officers

- A. No Board member or officer has authority outside the Board meeting.
- B. No Board member can direct employees in regard to performance of their duties.
- C. Duties of officers. Refer to Board policy: **0170 – Duties.**

1.8 Selection and Operation of Board committees

- A. Standing committees are appointed by the Board President and approved by Board.

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- B. Ad hoc committees are appointed by the Board President with notice given to the Board.
- C. All committees shall comply with the Open Meetings Act [OMA] in accordance with the applicable requirements set forth in Policy **0160 – Bylaws**.
- D. A list of committees and members will be listed on the district website.

2.0 COMMUNICATION

2.1 Board Member Communication with Each Other

- A. Board members shall not deliberate issues outside the Board meetings.
- B. Electronic Communications:
 - Shall abide by the spirit and letter of the Open Meetings Act.
 - Are restricted to one-on-one communications, informational inquiries, historical perspectives, and the like.
- C. In accordance with the Open Meetings Act, Board members are encouraged to share their thought process leading to Action Item vote(s).

2.2 Board Member's Responses to Community or Employee Contacts

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

- A. The Board member should refer the citizen to the appropriate person/chain of command as appropriate.
- B. The Board member should not become individually and personally involved in the issue.
- C. The Board member should exercise their best judgment whether to notify the Superintendent or Board President of potentially significant requests or issues.

2.3 Board Member Communication with the Media

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

2.4 Board Member Communication with the Community

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

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2.5 Administration Communications with Board Members

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

2.6 Community Electronic Communications with the Board

- A. The Board will have a contact link or form on the District website to allow community members to email their issues to the entire Board.
 - The website and/or form will state in a conspicuous place the following: “The School Board members are trustees primarily charged with the vision, budget, goals, and policy for all children in the district. Any operational or staffing issues should go through the building principal first then to the administration.”
 - Any community email inquiries may be shared with other Board members.
 - An automated email response will acknowledge the receipt of the citizen’s inquiry containing the text: “Thank you for your inquiry to the Center Line School Board. It will be shared with all the Board members. Please remember that individual Board members cannot speak in an official capacity outside the Board room and that we are charged with the vision, budget, goals and policies for all children in the district. Any operational or staffing issues should go through the building principal first then the administration. You should get a response to your inquiry shortly.”
- B. There should be an email response within 7 days of any website inquiry.
- C. A Board member who wishes to respond should contact the Board President to indicate their interest in responding.
- D. The Board President or designee shall determine the appropriate response and who shall respond to the inquiry. Any response shall go to all Board members.

2.7 Community Communications Directly to a Board Member

- A. This does not apply to casual conversations with community members.
- B. If applicable, the Board member should contact the Board President about the issue

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- To determine if other Board members and/or the administration received the communication,
- To confirm the relative facts, or
- To discuss the individual Board member's potential response;
- Any response should include the substantial equivalent of 2.4B, and 2.6A.

2.8 Community Member Request for Privacy in Communications

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

3.0 BOARD DEVELOPMENT

3.1 New Member Orientation

- A. **Orientation to the Board/Board Responsibilities:** The following items shall be made available or explained to the new Board member by the Board President or a Board Trustee designated by the Board President as a "mentor" with the assistance of the Superintendent or the Superintendent's designee.
 - Access to the online Board policy manual and explanation of its use, development, review, etc., including the following:
 - A copy and explanation of the district's mission, vision, values, and beliefs, and/or educational philosophy.
 - A copy and explanation of the district's latest short-and long-range goals, along with related needs assessment results.
 - An explanation of school Board organization (officers, standing and ad hoc committees, if any, etc.).
 - An explanation of any policies governing Board member conduct and activities (i.e., Board Code of Ethics, travel expenses, conflict of interest, professional development, etc.).
 - An explanation of how Board meetings are conducted, including parliamentary procedures used, Open Meetings Act requirements, placing items on the agenda, Superintendent's Board packets, etc.
 - A discussion about the Board's speaking with one voice, the authority of the Board vs. the authority of any individual Board member, the chain of command, etc.
 - An explanation of Board processes: gathering community input, monitoring district progress, self-evaluation, communication with media, etc.
 - A historical perspective of the Board's current work, including agendas and minutes from the past year's Board meetings.
 - An explanation of the Superintendent's informational packets.

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- An explanation and list of Board and Board member development opportunities available throughout the year including MASB's CBA course offerings, and workshops, Certification process and annual conferences.
 - Superintendent and Board of Education roles/responsibilities
 - Organizational Chart
 - Elementary/Secondary Codes of Conduct
 - Elementary Teacher Handbook
 - Personnel information including all union membership contract span and seniority lists.
 - Financial – 10 year overview of budget, 15 year FTE overview.
 - Center Line Historical Perspective – 1875 to present
 - Any other information deemed relevant.
- B. Orientation to Board/Superintendent Roles and Relationship:** The following items are generally shared areas of expertise between the Board and Superintendent and therefore should be a joint responsibility in the orientation process.
- Clarification of roles and responsibilities including discussion about "who decides" particular types of issues.
 - Explanation of how authority is delegated to the Superintendent.
 - Explanation of the district's administrative procedures manual.
 - A copy of the Superintendent's job description and performance-based contract and discussion of how it evolved.
 - A copy of any Superintendent evaluation materials and discussion of how and when they are used.
 - An explanation of how communication flows between Board members and Superintendent and how to use the chain of command.
 - A review of written Board policies governing the Board/Superintendent relationship.
- C. Orientation to the District:** The following items are generally within the Superintendent's areas of expertise and responsibility in the orientation process. The orientation may include most or all of the following items:
- School Finance
 - Access to the district's budget. Explanation of how, when and by whom it is prepared, how the district's mission and goals are translated into a dollars-and-cents plan, where the money comes from, where it goes and how it is spent.
 - An explanation of financial accountability processes: how funds are accounted for, how expenditures are authorized, what financial reports are provided and how to interpret them, etc.
 - An explanation of the state's school finance plan and what it means in terms of local district budget.
 - Data on district per pupil cost and expenditures.
 - An explanation of the assessed valuation and tax structure of the district.
 - An explanation of the funding process for the school district.

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- A description of the district's student enrollment trends and projections.
- Data on the existing bond indebtedness of the district and when various building debts will expire.
- Information on federal and state aid to the district's education program.
- School District Facilities
 - A list showing the number, location, and condition of schools and other buildings owned/operated by the district.
 - An explanation of construction projects contemplated and in process.
 - A description of the district's building maintenance program.
 - A description of the geographic boundaries and attendance zones for each of the schools within the Center Line Public Schools Board of Education.
- School Curriculum and Instruction
 - An explanation of curriculum standards required by state law and implemented by the State Board of Education.
 - Access to recent state and/or accrediting agency evaluations.
 - An explanation of the district's overall curriculum program.
 - An explanation of local school improvement initiatives (what, why, who, how, etc.).
 - An explanation of the educational organization of the district, including student groupings, departmentalization, team-teaching, shared pupils/teachers, etc.
 - An explanation of how elementary, middle school, and secondary curricula are coordinated.
 - Student dropout statistics.
 - Information on state standardized testing, other applicable standardized testing, recent test results, and the utilization of test results.
 - Data on the percentages of students who go on to college or other post high school programs.
 - Documents showing teacher-pupil ratio and median class size for the district.
 - An explanation of the district's involvement with the Macomb ISD, consortium campuses, the International Academy, and other collaborative educational facilities/programs.
 - The district's special education programs/courses offered for students.
 - A description of libraries, technological tools, and other instructional materials in use now or planned for the future.
 - A listing of extra- and co-curricular activities in the district.
- Administration and Staff
 - A copy of the job description of the Superintendent, Board secretary, and top administrators.
 - An organization chart of the school district's management structure.
 - An explanation of personnel recruitment and hiring procedures.

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- Data on average and median salaries of teachers and administrators.
- Data on staff-administrator ratios.
- A copy of the district's collective bargaining agreement(s), and a brief history of the recent collective bargaining activities in the district.
- An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
- An explanation of the district's orientation program for new teachers.
- An explanation of the district's staff development program.
- An opportunity to meet individually with central office administrators.
- School-Community Relations
 - An explanation of programs, activities and interests of education-oriented groups and associations (i.e., PTA's, booster clubs, the Center Line Educational Foundation, advisory committees, etc.).
 - An explanation of the district's public relations program, the district "brand," how it is coordinated, and what activities regularly take place.

3.2 Board Officer Transition Process

New officers are to review written description of position before taking office.

3.3 Board Member Certification/Continuing Education

- A. New Board members are encouraged and expected to get MASB certification within their first year of office.
- B. Board members are encouraged to continue to take additional MASB classes, and participate in county and state level conferences throughout their tenure.

3.4 Annual Board Team (Board and Supt.) Self-Evaluation and Establishment of Goals

- A. Evaluations are done annually.
- B. Evaluations are done as a team (Board and Superintendent).

3.5 Board Member Concerns about Another Board Member's Performance

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

3.6 Procedures for Board Travel and Training Opportunities

- A. Board members are encouraged to further their professional training and take advantage of available training or conferences within or outside of the district.
- B. Board members should arrange travel, accommodations, and classes through the Superintendent's office.

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- C. All Board members are to comply with the Board policy on travel expenditures and submitting travel/training expenses. Refer to Board policy: **0144.1 – Compensation.**
- D. Board members should report on conference attendance at the next Board meeting.

4.0 BOARD DISTRICT OVERSIGHT

4.1 Establishment of the District’s Vision, Mission, and Annual Goals

The Superintendent shall develop district, vision, and mission statements and annual district goals.

4.2 Boards Approval of District Goals

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

4.3 Board’s Approval of District and Building Performance Objectives

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

4.4 Board’s Approval of District and Building Improvement Plans

- A. The Superintendent shall develop District Improvement Plan on an annual basis.
- B. District Improvement Plans shall be presented to the Board by the Superintendent and/or his/her designee, and approved by the Board.

4.5 Board’s Review of the District’s Progress toward Goal Accomplishment

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

4.6 Board’s Review of the Instructional Program

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

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4.7 Board's Review of Programs Other Than Instructional Programs

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

4.8 Development and Adoption of the District Budget (Full Cycle)

- A. The Board President shall appoint three (3) members of the Board to be on the Finance Committee.
- B. The Finance committee shall meet with the administration as needed during the year to review the school budget and make changes as necessary to meet the district goals within the expected revenues and expenses.
- C. The administration shall present to the Board an annual budget for approval every spring.
- D. The committee and/or the Chief Financial Officer shall report to the Board regularly as to the budget status and changes, if any.

4.9 Board Member's Campus Visits

- A. All Board members are encouraged to visit all schools and school events.
- B. All Board members must notify the principal or designee of visits to campuses when they are not attending a scheduled or normal parental activity.
- C. Board members will not individually undertake to observe the performance of employees, including classroom teachers, for the purposes of "evaluating" a teacher's performance.

5.0 POLICY/PROCEDURES

5.1 Development of Board Policy

- A. The Board has retained NEOLA of Michigan to provide new and updated Board policies.
- B. New Board policies are developed in response to district or administration needs or changes in state law by NEOLA and the Board policy committee.
- C. New and modified Board policies are approved by the Board.
- D. Administrative Guidelines are developed by the administration to implement Board policies.

5.2 Review of Board Policy

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

Center Line Board of Education Operating Procedures

- C. Administrative Guidelines are developed by the administration to implement updated Board policies.

5.3 Development of Board Operating Procedures

- A. New Board Operating Procedures are developed in response to Board needs by the Board Operating Procedure committee.
- B. New Board procedures are approved by the Board.

5.4 Review of Board Operating Procedures

- A. Board Operating Procedures are reviewed and updated as needed by the Board procedure committee.
- B. Revised Board Operating Procedures are approved by the Board.

6.0 PERSONNEL

6.1 Evaluation of the Superintendent (full cycle)

- A. The Board shall evaluate the Superintendent's performance annually in December.
- B. A Superintendent Evaluation form shall be refined by the Superintendent evaluation committee and filled out by each Board member, reviewing the following areas:
 - Relationship with the Board
 - Community Relations
 - Staff Relations
 - Business and Finance
 - Educational Leadership
 - Personal Qualities
 - Evaluation
 - Progress Towards the SIP
 - Student/Parent/Teacher Feedback
 - Student Growth and Achievement
- C. The committee will consolidate the results of that review and present it to the Board and Superintendent in December.
- D. As part of the evaluation process the Board will receive feedback from surveys.

6.2 Board Member's Concerns about the Superintendent's Professional Performance

We value the Superintendent role in the community and how the district is represented. If this representation is less than favorable and witnessed by a Board member, the Board member shall communicate their concerns directly to the Superintendent and communicate with Board President to address questions and/or concerns.

6.3 Hiring of Personnel Other than the Superintendent

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