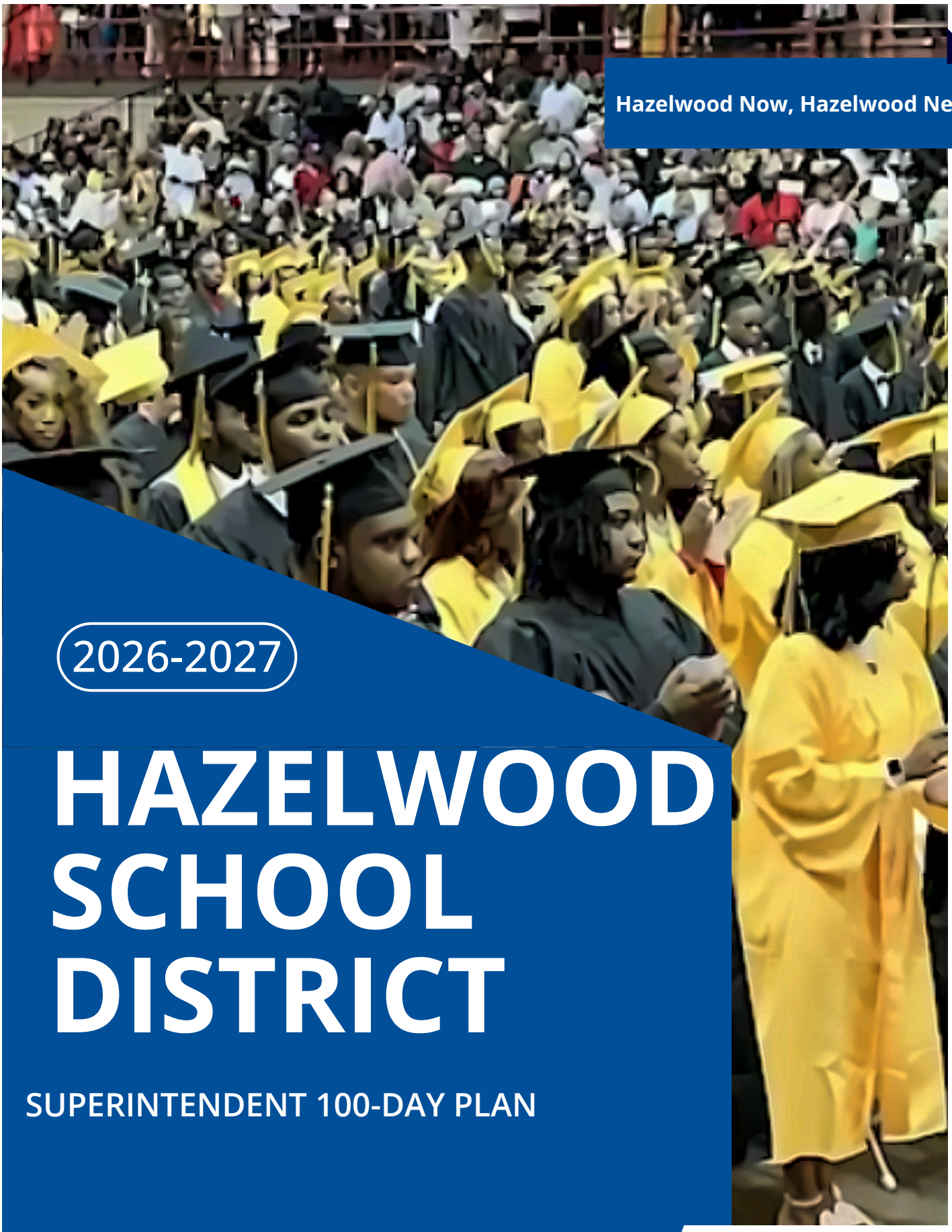


Hazelwood Now, Hazelwood Next

2026-2027

HAZELWOOD SCHOOL DISTRICT

SUPERINTENDENT 100-DAY PLAN

Presented by:
DR. BONITA E. JAMISON

Hazelwood School District
"A Culture of High Expectations and Excellence!"



Introduction

Dear Hazelwood School District Board:

The first several months of service, as superintendent of the Hazelwood School District, will be guided by the 100-Day Plan. The purpose of the plan is to establish a framework for building trust, establishing strong relationships, and developing a deep understanding of the district's culture, systems, and community. The plan is organized into four overlapping phases created to prioritize community engagement, visibility, transparent communication, and alignment district-wide. While the phases within the plan are presented sequentially, the activities outlined in the plan will not occur in isolation. Engagement, communication, and strategic thinking will occur simultaneously throughout the phases.

These first 100-Days will focus on understanding what is working well, identifying opportunities for growth, and strengthening connections throughout the district and community. In addition, the work during this time will help establish a foundation for the district's future direction. My goal is that by the end of the first 100 days, the Hazelwood community will see a leader who is visible, responsive, and committed to working alongside others to advance outcomes for students and the educators who support them.

In partnership,

Dr. Bonita E. Jamison

"Coming together is a beginning, staying together is progress, and working together is success." — Henry Ford

PHASE 1 (DAYS 1-30)

Listening, Learning, and Community Engagement



OBJECTIVES

1

Connection

Develop authentic relationships with the Board of Education, district leadership, staff, students, families, and community stakeholders in order to understand priorities, expectations, and perceptions of the district.

2

Communication

Establish clear and transparent communication practices that ensure consistent information flow between the superintendent, the Board, district leadership, staff, and the broader community.

3

Partnership

Engage municipal leaders, community organizations, and regional partners to strengthen collaboration and build a shared commitment to the success of Hazelwood School District.

ACTIVITIES

1. Meet with each Board member to understand perspectives, priorities, and expectations.
2. Establish norms and communication protocols with the Board President and Board.
3. Collaborate with the outgoing superintendent to gain insight into the district's current priorities, challenges, and opportunities for continued progress.
4. Conduct listening and learning tours with: Teachers, support staff, principals, central office leadership, PTA, and HSD-NEA.
5. Meet with student leadership groups and facilitate student forums to understand students' experiences.
6. Host community listening sessions with families at Hazelwood East, Hazelwood Central, and Hazelwood West High School.
7. Attend school, district, and community activities.
8. Facilitate a listening session with mayors and municipal leaders to understand economic development and workforce pipelines, after-school and youth programs, and housing and enrollment stability.
9. Engage faith-based leaders, civic organizations, and community partners to better understand the community perspective.

METRIC(S)

1. Documented meetings, listening sessions, school visits, and community engagements conducted during the first phase.
2. Summary of insights shared with the Board of Education highlighting common themes, strengths, and opportunities identified through the engagement process.

PHASE 2 (DAYS 30-60)

District System Analysis



OBJECTIVES

1

Learning

Develop a comprehensive understanding of the district's academic systems, including curriculum alignment, instructional practices, student supports, and student performance trends.

2

Alignment

Assess the effectiveness of organizational structures, operational systems, and leadership alignment to ensure the district is positioned to support high-quality teaching and learning.

3

Stewardship

Review the district's financial structure and long-term fiscal outlook in order to identify opportunities for sustainability and strategic resource allocation.

ACTIVITIES

1. Review the district's Strategic Plan and Collective Bargaining Agreement to understand the expectations, priorities, and commitments guiding the work.
2. Review the district's partnership agreement with the Special School District and the structures that guide the collaboration for strengths and opportunities for growth.
3. Collaborate with the Teaching and Learning team to review MSIP 6 and i-Ready data, identify trends, and evaluate alignment among curriculum, instruction, assessment, and student supports to ensure systems effectively promote student learning and growth.
4. Partner with the CFO to review the district's financial position, budget development process, debt portfolio, and budget to actuals to understand how resources are aligned to support district priorities.
5. Meet with the HR department to review vacancy data, staffing structures, hiring practices, and recruitment and retention efforts.
6. Assess the condition of district facilities, safety protocols, and operational systems to ensure safe, well-maintained environments that support effective teaching and learning.
7. Review transportation operations, including routing, staffing, safety procedures, and service reliability, to ensure students have consistent and safe access to school.
8. Evaluate the district's technology infrastructure and student information systems to ensure reliable operations and meaningful access to data that supports instructional and organizational decision-making.
9. Examine food service operations to ensure students have access to high-quality meals while maintaining compliance with federal and state program requirements.
10. Review district communication practices and platforms to ensure information is shared clearly, consistently, and transparently with staff, families, and the broader community.
11. Analyze enrollment patterns and demographic trends to understand shifts in student populations to inform future planning for schools and district services.

METRIC(S)

1. Formal report to the Board of Education of key findings and state of district systems.

PHASE 3 (DAYS 45-90)

Communication and Narrative Shaping



OBJECTIVES

1

Transparency

Strengthen transparency and public confidence by communicating clearly and consistently about district strengths, opportunities, and priorities.

2

Narrative

Elevate the narrative of Hazelwood School District by highlighting student success, innovative programs, and the work of educators and staff.

3

Voice

Create ongoing opportunities for dialogue with families, students, staff, and community members to ensure stakeholder voice continues to inform district leadership.

ACTIVITIES

1. Provide quarterly State of Hazelwood Schools video update that summarizes early insights and highlights what has been heard from students, staff, families, and the community.
2. Establish a regular series of in-person and virtual community conversations to keep stakeholders informed and provide opportunities for continued dialogue.
3. Ensure the district website, newsletters, and social media platforms consistently highlight student accomplishments, academic programs, and district initiatives.
4. Maintain a consistent presence in schools, district events, and community gatherings through regular participation by the superintendent and cabinet-level leaders.
5. Highlight classroom instruction and student learning experiences through district communication channels to strengthen public understanding of the district's academic work.
6. Utilize the district podcast and other media platforms to share stories that elevate the voices of students, staff, and programs across the district.
7. Create superintendent social media platforms to share district updates, celebrate successes, and provide transparent communication with the community.
8. Launch quarterly meetings with student representatives to ensure student perspectives help inform district leadership and decision-making.

METRIC(S)

1. Formal report to the Board on the review of academic systems, data analysis, and strategic recommendations.

PHASE 4 (DAYS 75-100)

Strategic Direction and System Alignment



OBJECTIVES

1

Insight

Synthesize insights gathered during the first 100 days to identify key priorities that will improve student outcomes and strengthen district performance.

2

Alignment

Align district leadership, systems, and resources around a focused set of strategic priorities that support student and staff success and organizational effectiveness.

3

Direction

Communicate a clear direction for the future of Hazelwood School District, outlining initial priorities and next steps for continued progress.

ACTIVITIES

1. Provide the Board of Education with a summary of insights and themes gathered during the first 100 days, highlighting areas of alignment, emerging priorities, and opportunities to strengthen district performance.
2. Update the Board on progress toward current strategic plan goals using the district's existing progress monitoring tool to ensure a shared understanding of accomplishments, areas of growth, and priorities moving forward.
3. Partner with district leadership to analyze insights from industry professionals, strategic partnerships, and workforce trends, and use those findings to align programming with workforce needs while maximizing resources amid budget constraints.
4. Work with the Board and district leadership to identify a focused set of priorities that will guide the district's work moving forward.
5. Facilitate conversations with the cabinet and teaching and learning team to ensure alignment around district priorities, expectations, and roles in supporting schools and students.
6. Facilitate cabinet leadership planning sessions to begin outlining strategies and next steps to support the identified priorities.
7. Communicate the district's emerging priorities and direction with staff, families, and community stakeholders.

METRIC(S)

1. Formal report to the Board of Education of a synthesis of findings from the first 100 days and alignment of district leadership around emerging priorities.

Addendum: Special Education Services

Scenario 1: HB 2933 Passes — Transition to In-House Special Education Services (2-Year Timeline)



100-Day Action Steps

1. Comprehensive Service & Cost Analysis
    a. Conduct a full audit of current SSD-provided services, including:
        i. Staffing (teachers, paras, specialists)
        ii. Related services (OT, PT, speech, psychological services)
        iii. Assistive technology and specialized equipment
    b. Identify true cost of services currently covered by SSD tax revenue (~$24M retained locally).
    c. Analyze cost differences in:
        i. Salary schedules (SSD vs. HSD)
        ii. Benefits and staffing ratios
        iii. Contracted vs. employed service providers
2. Staffing & Human Capital Transition Plan
    a. Develop a staffing model to bring services in-house, including:
        i. Recruitment pipeline for specialized staff
        ii. Transition strategy for SSD staff (where applicable)
        iii. Alignment of salary schedules to remain competitive
    b. Evaluate impact on staffing shortages and high-need areas.
3. Program & Placement Redesign
    a. Review current restrictive placements and out-of-district placements.
    b. Develop a plan to:
        i. Expand in-district programming
        ii. Increase access to Least Restrictive Environment (LRE) opportunities
        iii. Assess feasibility of repurposing or redesigning a current HSD site into a specialized or technical services hub (e.g., therapeutic or career-focused programming).
4. Technology & Equipment Infrastructure
    a. Inventory SSD-provided:
        i. Assistive technology
        ii. Communication devices
        iii. Specialized software and systems
    b. Develop plan to:
        i. Purchase or lease equipment
    c. Build internal capacity for tech support and maintenance. Reference current expectations for assistive technology support outlined in the partnership agreement (Category 5: Data and Technology)
5. Financial & Operational Modeling
    a. Build a multi-year financial model that includes:
        i. Startup costs (staffing, equipment, training)
        ii. Ongoing operational costs
        iii. Cost savings vs. SSD contributions
6. Governance & Community Engagement
    a. Prepare Board for:
        i. Required vote and public communication process
    b. Develop stakeholder engagement plan (families, staff, community).
    c. Ensure compliance with IDEA, DESE, and local compliance requirements.

Addendum: Special Education Services

HB 2933 Does NOT Pass — Strengthening and Renegotiating the SSD Partnership



100-Day Action Steps

1. Equitable Staffing Assignment & Placement Reform
    a. Eliminate current practices that allow staff to self-select preferred assignments, which has resulted in inequitable distribution of experienced personnel.
        i. Establish a joint staffing assignment process that prioritizes:
            1. Student need
            2. School complexity
            3. Program intensity
    b. Require SSD to ensure that highly qualified and experienced staff are intentionally assigned to schools serving students with the greatest needs, including those in critical circumstances.
2. Experience-Based Staffing Requirements
    a. Define and enforce minimum experience and credential requirements for staff assigned to high-need settings.
    b. Prohibit the disproportionate assignment of inexperienced or newly hired staff to the most complex classrooms and programs.
    c. Require balanced staffing models across the district to prevent concentration of novice staff in specific schools or regions (e.g., northern corridor).
3. Incentivized Compensation for High-Need Assignments
    a. Require SSD to implement differential pay structures or incentives for staff serving in:
        i. High-need schools
        ii. Specialized or intensive programs
        iii. Classrooms supporting students with significant behavioral, academic, or medical needs
4. Staffing Stability & Retention Commitments
    a. Establish expectations to:
        i. Reduce frequent staff turnover in HSD schools
        ii. Prioritize continuity of services for students
    b. Require advance notification and joint planning for staffing changes that impact service delivery.
5. Accountability & Performance Oversight
    a. Implement clear performance expectations and evaluation processes for SSD staff aligned with HSD standards. Include:
        i. Regular joint performance reviews
        ii. Mechanisms to address underperformance
        iii. Authority for HSD to request reassignment when staffing does not meet student needs
6. Service Delivery Guarantees
    a. Require SSD to ensure that students can be served within HSD whenever appropriate, reducing the need for out-of-district placements due to staffing or capacity limitations.
    b. Establish clear timelines and accountability measures for filling vacancies and delivering required services.
7. Transparency in Staffing & Resource Allocation
    a. Require regular reporting on:
        i. Staff assignment patterns
        ii. Experience levels by school
        iii. Vacancy rates and fill timelines

Dr. Bonita E. Jamison Bio

My Challenges, My Path

I was born in California, the daughter of an engineer father whose presence in my life was limited and a mother who struggled with addiction for much of my childhood. When we moved to St. Louis, I began in St. Louis Public Schools before my mother —despite her own challenges — made the decision to place me in the voluntary desegregation program in Valley Park so I could access greater opportunities.

My childhood was anything but stable. We moved frequently throughout north and south St. Louis, and there were times when I had to navigate more than a child should. But what made the difference for me was the educators who saw something in me before I could fully see it in myself.

I remember clearly the teachers who changed my trajectory. They were the ones who cared deeply, who held me accountable, and who refused to lower their expectations. One teacher in particular, Lisa Gross at Valley Park, had such a lasting impact that I later included her in my doctoral dissertation. She didn't just teach content—she modeled belief. Because of educators like her, I became the student I needed to be. And because of that experience, I became the educator I am today.

Serving My Community

I have spent more than 25 years in education, serving as a teacher, a principal at both the elementary and secondary levels, and in multiple central office roles, including Assistant Superintendent of Curriculum and Instruction and Assistant Superintendent of Student Support Services. I also served as an Executive Director in the Ferguson-Florissant School District before being appointed Superintendent of the Maplewood Richmond Heights School District in 2021.

In each of these roles, I have focused on improving outcomes for students while building systems that support the whole child. My work has centered on equity, innovation, and the implementation of multi-tiered systems of support, while also helping districts reimagine what schools can be — as places of scholarship, leadership, stewardship, and citizenship. During my tenure as superintendent of the Maplewood-Richmond Heights School District, we were recognized by the Missouri Department of Elementary and Secondary Education as a District of Distinction — an honor that reflects sustained progress in student outcomes, and instructional quality. That recognition is meaningful to me not as an endpoint, but as evidence of what is possible when a school community is aligned around high expectations, equity, and continuous improvement.



Why Hazelwood?

My connection to Hazelwood is both professional and deeply personal. I raised my children in this district, and my son is a graduate of Hazelwood West High School. The students in Hazelwood are not abstractions to me — they are a reflection of who I was and what I know is possible.

I often describe myself as a "scrapper." I understand what it means to navigate systems without advantage, and I recognize that same resilience and untapped potential in many of the students we serve. What I also know is this: when adults see that potential and hold students to high expectations, lives change.

That belief drives my work every day. As a single parent, I have raised three children who are now pursuing their own paths — from a college senior studying biology with aspirations of becoming an oral surgeon, to a communications graduate, to a high school student who continues to remind me daily of the importance of meeting students where they are.

Those experiences shape how I lead. I understand the realities families face. I understand the importance of trust. And I understand that our role as educators is not just to teach — but to open doors, remove barriers, and help students see possibilities for themselves.

I am committed to doing whatever it takes to change the trajectory of a child's life—because I have lived what is possible when that happens.

I welcome the opportunity to bring that commitment, that perspective, and that experience to Hazelwood.

"Every child is one caring adult away from being a success story."— Josh Shipp



Superintendent Communication Channels