



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
September 21, 2020
7:00 PM

In accordance with Governor Whitmer's Executive Order 2020-129, the Hazel Park Schools Board of Education will be conducting their Regular Board of Education Meeting via video conference.

Join Zoom Meeting

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

Meeting ID: 85798564621 Passcode 941343

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

You may email your questions or comments to Board President, Laura Adkins
laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

PUBLIC COMMENT

CONSENT AGENDA (Action Item)

A. Monthly Financial Reports

B. Approval of Minutes

1) Board Meetings

2) Committee Meetings

C. Conferene Requests

UNFINISHED BUSINESS

A. Board of Education Policies & Revisions ~ 2nd Reading (Action Item)

B. Extended COVID-19 Preparedness and Response Plan (Action Item)

NEW BUSINESS

A. Personnel

1) American Federation of State, County & Municipal Employees (AFSCME)
Personnel Recommendations (Action Item)

2) Hazel Park Education Association (HPEA) Personnel Recommendations (Action

- Item)
- 3) Hazel Park Paraprofessional Association (HPPA) Personnel Recommendations
- 4) International Union of Operating Engineers (IUOE) Personnel Recommendations (Action Item)
- 5) Unaffiliated Personnel Recommendations (Action Item)
- 6) Non-Tenure/Tenure Status Update (Informational Item)
- B. Return to School Plan Letter of Agreement (Action Item)
- C. Hazel Park Paraprofessional Association Letter of Agreement (Action Item)
- D. Board of Education Policies & Revisions ~ 1st Reading (Action Item)
- E. Oakland Together COVID-19 Support Fund Resolution (Action Item)
- F. Technology Purchases (Action Items)
 - 1) Apple MacBook Laptop Purchase
 - 2) Document Cameras for Classrooms
- G. Table and Chairs Purchase (Action Item)
- H. HVAC Systems Update (Action Item)
- I. Longfellow Lease (Action Item)
- J. Grad Point License Renewal (Action Item)
- K. Edgenuity Course Descriptions for VVA 9-12 (Action Item)
- L. Summer School Update (Informational Item)
- M. Auto Garage (Informational Item)
- N. Superintendent Update
 - 1) Enrollment Update (Informational Item)
 - 2) COVID Update/Pods (Informational Item)
 - 3) Cell Phone Policy Revisions for Hazel Park High School (Informational Item)
 - 4) Book Reading - Chapter 6

BOARD MEMBER AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976



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 August, 2020

DATE: September 9, 2020

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)		1,441,040.75	
	<i>Total - General Fund</i>	<u>\$ 1,441,040.75</u>	
CENTER PROGRAM (22)		86,569.61	
COMMUNITY SERVICE (23)		941.28	
FOOD SERVICE FUND (25)		30,035.73	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		38,014.91	
	<i>Total - Special Revenue Funds</i>	<u>\$ 155,561.53</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		1,351.26	
	<i>Total - Other Funds</i>	<u>\$ 1,351.26</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 1,597,953.54</u></u>	\$ 1,597,953.54
ACH DEBITS			948,709.61
PAYROLL			845,840.26
OUTGOING WIRE TRANSFERS			4,544,071.49
P-CARD PURCHASES			<u>134,413.28</u>
			6,473,034.64
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 8,070,988.18</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

August 2020

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
8/3/2020	\$81.47	Gen Funds	Latchkey Fees
8/4/2020	\$366.15	Gen Funds	AFLAC Payment July 31st Payroll
8/2/2020	\$366.15	Gen Funds	AFLAC Payment August 14th Payroll
8/14/2020	\$3,294.25	Gen Funds	Health Equity Payment August 14th Payroll
8/28/2020	\$3,344.25	Gen Funds	Health Equity Payment August 28th Payroll
8/3/2020	\$16,104.87	Gen Funds	Penserv Payment July 31st Payroll
8/17/2020	\$16,102.44	Gen Funds	Penserv Payment August 14th Payroll
8/28/2020	\$16,531.32	Gen Funds	Penserv Payment August 28th Payroll
8/14/2020	\$20,400.50	Tax W/H	Payroll State Tax Withholding August 14th
8/28/2020	\$21,991.79	Tax W/H	Payroll State Tax Withholding August 28th
8/11/2020	\$3,436.86	Tax W/H	Payroll Federal Tax Withholding July 31st
8/14/2020	\$100,098.96	Tax W/H	Payroll Federal Tax Withholding August 14th
8/28/2020	\$110,886.64	Tax W/H	Payroll Federal Tax Withholding August 28th
8/12/2020	\$216,014.03	Ret W/H	Payroll Retirement Withholding July 31st
8/26/2020	\$217,597.10	Ret W/H	Payroll Retirement Withholding August 14th
8/26/2020	\$202,092.83	UAAL	Payroll UAAL Payment August

\$948,709.61 Total ACH Debits

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
8/14/2020	\$412,034.83	General Payroll on August 14th
8/28/2020	\$433,805.43	General Payroll on August 28th

\$845,840.26 Total Payroll

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
8/26/2020	\$2,676,045.79	MVCA Wire State Aid August
8/17/2020	\$1,868,025.70	State Aid Note Payment

\$4,544,071.49 Total Wires

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
8/14/2020	\$5,612.12	General P-Card charges Comerica Bank
8/5/2020	\$128,801.16	General P-Card charges Harris Bank

\$134,413.28 Total P-Card Purchases

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2020 TO 8/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
08/03/2020	EP 00000215	100703	ANTHROMED LLC		1,166.38
08/03/2020	EP 00000216	100319	G N E PAINT & SUPPLY		457.21
08/03/2020	EP 00000217	100241	SPINA ELECTRIC		4,001.00
08/03/2020	EP 00000218	100357	STAPLES BUSINESS ADVANTGE	P2100001	488.80
08/03/2020	AP 00201385	100553	ARTECH PRINTING INC		300.00
08/03/2020	AP 00201386	100350	ASCENSION MICHIGAN AT WORK		134.00
08/03/2020	AP 00201387	100346	BIG D LOCK & KEY		18.00
08/03/2020	AP 00201388	100347	BILLINGS LAWN EQUIPMENT		417.67
08/03/2020	AP 00201390	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15
08/03/2020	AP 00201393	100609	DAVID RUSKIN		712.20
08/03/2020	AP 00201394	100574	INSTITUTE FOR EXCELLENCE IN ED		2,500.00
08/03/2020	AP 00201395	100372	MASB-SEG		230,361.00
08/03/2020	AP 00201396	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		881.51
08/03/2020	AP 00201397	100387	MISDU		419.34
08/03/2020	AP 00201399	100380	OAKLAND SCHOOLS		1,874.25
08/03/2020	AP 00201400	100337	PETERSON GLASS CO		1,368.75
08/03/2020	AP 00201401	100476	QUILL CORPORATION		168.57
08/03/2020	AP 00201402	100701	UCP SEGUIN INFINITEC OF CHICAGO		1,950.65
08/03/2020	AP 00201403	100522	WWWILLIAMS		440.00
08/05/2020	EP 00000219	100431	CLARK HILL PLLC		5,419.00
08/05/2020	EP 00000220	100292	INVEST CENTERS LLC		25,733.97
08/05/2020	EP 00000221	100430	JG POLY SALES	P2100023	7,006.98
08/05/2020	AP 00201404	100347	BILLINGS LAWN EQUIPMENT	P2100021	116.00
08/05/2020	AP 00201405	100314	DTE ENERGY		34,635.00
08/05/2020	AP 00201407	100749	SONITROL GREAT LAKES		8,853.90
08/13/2020	EP 00000222	100495	C G NEWSPAPERS		3,754.00
08/13/2020	EP 00000223	100430	JG POLY SALES	P2100023	8,270.00
08/13/2020	EP 00000224	100504	SET INC.		49,431.61
08/13/2020	AP 00201409	100550	AMAZON CAPITAL SERVICES INC	P2100010	2,082.85
08/13/2020	AP 00201410	100350	ASCENSION MICHIGAN AT WORK		130.00

User: MILLERM - Matthew Miller
Report: OSAP5009 - OSAP5009: Check Register by Fund
Selection:
OH_DTL.[oh_ck_dt] <= '08/31/2020' AND OH_DTL.[oh_ck_dt] >= '08/01/2020'

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Current Date: 09/08/2020
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Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2020 TO 8/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/13/2020	AP 00201411	100544	ASCENSION MICHIGAN AT WORK		76.00
08/13/2020	AP 00201412	100412	AVENTRIC TECHNOLOGIES		452.00
08/13/2020	AP 00201413	100376	DTE ENERGY		290.82
08/13/2020	AP 00201414	100574	INSTITUTE FOR EXCELLENCE IN ED	P2100062	1,500.00
08/13/2020	AP 00201416	100327	MICHIGAN EDUCATION SPECIAL		253,102.48
08/13/2020	AP 00201417	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	2,098.79
08/13/2020	AP 00201418	100380	OAKLAND SCHOOLS		1,200.00
08/13/2020	AP 00201419	100497	OTIS ELEVATOR		22.66
08/13/2020	AP 00201420	100823	PRECISION ROLLER		229.95
08/13/2020	AP 00201423	100749	SONITROL GREAT LAKES		214,500.00
08/18/2020	AP 00201425	100735	BURKES SPORT HAVEN	P2000429	666.70
08/18/2020	AP 00201426	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15
08/18/2020	AP 00201427	100322	CITY HAZEL PARK WATER		5,126.31
08/18/2020	AP 00201428	100609	DAVID RUSKIN		712.20
08/18/2020	AP 00201429	100387	MISDU		419.34
08/21/2020	EP 00000225	100045	A & I ENTERPRISES		152,509.63
08/21/2020	EP 00000226	100427	A SWEET SERVICES LLC		13,006.88
08/21/2020	EP 00000227	100292	INVEST CENTERS LLC		193,087.64
08/28/2020	EP 00000228	100703	ANTHROMED LLC		3,781.32
08/28/2020	EP 00000229	100495	C G NEWSPAPERS		4,019.20
08/28/2020	EP 00000232	100319	G N E PAINT & SUPPLY	P2100049	398.52
08/28/2020	EP 00000233	100402	GEMINI FORMS & SYSTEMS INC		37.80
08/28/2020	EP 00000234	100503	HEMPLE, CHARLES	P2100082	50.00
08/28/2020	EP 00000235	100056	HINTON, BEVERLY	P2100083	50.00
08/28/2020	EP 00000236	100044	HP PROMISE ZONE	P2100084	50.00
08/28/2020	EP 00000237	100430	JG POLY SALES		9,600.00
08/28/2020	EP 00000238	100745	KSS ENTERPRISES		36,925.31
08/28/2020	EP 00000239	100520	PEDIATRIC HEALTH CONSULTANTS INC		1,914.00
08/28/2020	EP 00000240	100125	SCHLAK, KRISTY	P2100086	50.00
08/28/2020	EP 00000241	100548	SEG SELF INSURERS WORKERS DISABILITY		44,423.00
08/28/2020	EP 00000242	100241	SPINA ELECTRIC	P2100040	220.00

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Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2020 TO 8/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/28/2020	EP 00000243	100037	VANCE-HEMPLE, SUE	P2100085	50.00
08/28/2020	EP 00000244	100357	STAPLES BUSINESS ADVANTGE	P2100029	2,089.40
08/28/2020	AP 00201430	100550	AMAZON CAPITAL SERVICES INC		3,062.75
08/28/2020	AP 00201431	100553	ARTECH PRINTING INC		633.00
08/28/2020	AP 00201432	100350	ASCENSION MICHIGAN AT WORK		38.00
08/28/2020	AP 00201433	100544	ASCENSION MICHIGAN AT WORK		112.00
08/28/2020	AP 00201434	100584	ASCENSION MICHIGAN AT WORK		114.00
08/28/2020	AP 00201435	100383	AT & T		212.04
08/28/2020	AP 00201436	100317	BATTERY WAREHOUSE CO		30.00
08/28/2020	AP 00201437	100347	BILLINGS LAWN EQUIPMENT	P2100021	677.63
08/28/2020	AP 00201438	100403	BSN SPORTS		484.99
08/28/2020	AP 00201439	100735	BURKES SPORT HAVEN	P2100055	4,772.10
08/28/2020	AP 00201440	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15
08/28/2020	AP 00201441	100321	CITY OF HAZEL PARK		1,061.01
08/28/2020	AP 00201442	100117	COHNS COMMERCIAL FLOOR COVERING INC		4,778.00
08/28/2020	AP 00201443	100438	CONTRACTORS CLOTHING COMPANY	P2100054	3,363.79
08/28/2020	AP 00201444	100825	CREATIVE DESIGN GUILD LLC		550.00
08/28/2020	AP 00201445	100609	DAVID RUSKIN		712.20
08/28/2020	AP 00201446	100313	DTE ENERGY		12,192.58
08/28/2020	AP 00201447	100314	DTE ENERGY		34,905.57
08/28/2020	AP 00201448	100636	ELEVATOR TECHNOLOGY INC		6,608.49
08/28/2020	AP 00201449	100409	FRONTLINE TECHNOLOGIES GROUP LLC		9,875.54
08/28/2020	AP 00201450	100320	HAMMONDS, ROSE	P2100081	50.00
08/28/2020	AP 00201451	100488	HOME DEPOT CREDIT SERVICES	P2100025	702.16
08/28/2020	AP 00201452	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2100008	4,093.23
08/28/2020	AP 00201453	100393	KILBURNS EQUIPMENT RENTALINC		195.84
08/28/2020	AP 00201455	100575	MACOMB AREA CONFERNCE		345.00
08/28/2020	AP 00201456	100089	MCNAUGHTON-MCKAY ELECTRIC COMP	P2100047	242.49
08/28/2020	AP 00201457	100327	MICHIGAN EDUCATION SPECIAL		1,039.32
08/28/2020	AP 00201458	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	2,012.83
08/28/2020	AP 00201459	100387	MISDU		363.68

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Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2020 TO 8/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/28/2020	AP 00201462	100535	NEOLA INC		650.00
08/28/2020	AP 00201463	100828	NICHE		4,000.00
08/28/2020	AP 00201464	100461	NOVA ENVIRONMENTAL INC		150.00
08/28/2020	AP 00201465	100380	OAKLAND SCHOOLS		150.00
08/28/2020	AP 00201466	100585	PITNEY BOWES		2,018.50
08/28/2020	AP 00201467	100468	PROGRESSIVE PLUMBING SUPPLY		79.60
08/28/2020	AP 00201468	100824	SCHOOL HEALTH CORPORATION		161.95
08/28/2020	AP 00201470	100399	STATE OF MICHIGAN		120.00
08/28/2020	AP 00201471	100395	WEINGARTZ SUPPLY COMPANY		143.94
08/28/2020	AP 00201472	100463	WINDSTREAM		997.48
08/28/2020	AP 00201473	100827	ZACHARY BOZAAN	P2100080	3,000.00
				Fund 110 Total:	1,441,040.75
Fund: 220					
08/03/2020	AP 00201397	100387	MISDU		327.79
08/05/2020	AP 00201408	100515	STAFF CONNECTIONS LLC		4,616.00
08/13/2020	EP 00000224	100504	SET INC.		5,706.42
08/13/2020	AP 00201416	100327	MICHIGAN EDUCATION SPECIAL		69,516.95
08/13/2020	AP 00201417	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	451.77
08/13/2020	AP 00201424	100515	STAFF CONNECTIONS LLC		966.00
08/18/2020	AP 00201429	100387	MISDU		327.79
08/28/2020	EP 00000239	100520	PEDIATRIC HEALTH CONSULTANTS INC		957.00
08/28/2020	AP 00201430	100550	AMAZON CAPITAL SERVICES INC		316.41
08/28/2020	AP 00201452	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2100011	1,115.00
08/28/2020	AP 00201458	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	436.03
08/28/2020	AP 00201459	100387	MISDU		383.45
08/28/2020	AP 00201469	100515	STAFF CONNECTIONS LLC		1,449.00
				Fund 220 Total:	86,569.61
Fund: 230					
08/03/2020	AP 00201398	100817	NATURES PLAYHOUSE FERNDALE LLC		50.00
08/13/2020	AP 00201415	100644	JEFFREY WISE		325.00
08/13/2020	AP 00201416	100327	MICHIGAN EDUCATION SPECIAL		516.28

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2020 TO 8/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/28/2020	AP 00201461	100817	NATURES PLAYHOUSE FERNDALE LLC		50.00
Fund 230 Total:					941.28
Fund: 250					
08/03/2020	AP 00201392	100132	D POOLE CLEANING		3,960.00
08/13/2020	AP 00201417	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	82.45
08/28/2020	EP 00000230	100118	CHARTWELLS DINING SERVICES		25,272.38
08/28/2020	EP 00000231	100084	FIRE EXTINGUISHER SALES SERVICE		338.50
08/28/2020	AP 00201452	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2100002	299.90
08/28/2020	AP 00201458	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	82.50
Fund 250 Total:					30,035.73
Fund: 290					
08/03/2020	AP 00201389	100820	BRENDA GAYLE		816.26
08/03/2020	AP 00201391	100660	CJ GOFF LLC		350.00
08/28/2020	AP 00201454	100826	KP COX ENTERPRISES LLC		185.00
Fund 290 Total:					1,351.26
Fund: 420					
08/13/2020	AP 00201421	100257	QUALIFIED ABATEMENT SERVICES INC		6,025.00
08/13/2020	AP 00201422	100428	ROYAL ROOFING		2,062.00
Fund 420 Total:					8,087.00
Fund: 460					
08/05/2020	AP 00201406	100749	SONITROL GREAT LAKES		26,927.91
08/28/2020	AP 00201460	100782	MJ CHISHOLM CONSTRUCTION COMPANY		3,000.00
Fund 460 Total:					29,927.91
Grand Total:					1,597,953.54

End of Report

Comerica Bank
Commercial Card Summary (P-Card)
For Month Ending - August 2020

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
08/31/2020	CORRI NASTASI	AMAZON.COM*MM4JJ5KJ0	64.60
08/31/2020	MEGAN PAPASIANBROADWELL	AMZN MKTP US*MU5AU20P1	395.11
08/31/2020	DEBRA DIMAS	AMZN MKTP US*MM9SR9K50	31.45
08/31/2020	CORRI NASTASI	GFS STORE #0960	20.99
08/31/2020	MEGAN PAPASIANBROADWELL	AMZN MKTP US*MM6AM0YZ2	157.30
08/31/2020	DEBRA DIMAS	STAPLES 00103606	244.50
08/31/2020	DEBRA DIMAS	STAPLES 00103606	142.09
08/31/2020	DEBRA SCOTT	OAKLAND SCHOOLS-RC INT	70.00
08/31/2020	KARLA GRAESSLEY	OFFICEMAX/DEPOT 6026	133.54
08/28/2020	TAMMY SCHOLZ	NAEIR	52.50
08/28/2020	CAROL JACKSON	FIVE BELOW 554	84.80
08/28/2020	JAMIE BUCZKO	OAKLAND SCHOOLS-RC INT	105.00
08/28/2020	MICHELLE KRAUSE	PROPLAN	99.00
08/28/2020	DEBRA SCOTT	SOLUTION TREE INC	(2.52)
08/27/2020	GREG RICHARDSON	TONYS ACE HDWE	4.54
08/27/2020	GREG RICHARDSON	TONYS ACE HDWE	17.07
08/27/2020	DEBRA SCOTT	ASCD	239.00
08/26/2020	DEBRA SCOTT	SALEM MARKET	8.58
08/25/2020	CORRI NASTASI	AMZN MKTP US*MM2937G60	17.97
08/24/2020	DEBRA SCOTT	OAKLAND SCHOOLS-RC INT	70.00
08/24/2020	TRACEY VANDERHAGEN	ACT*YMCA DETROIT	86.00
08/24/2020	GREG RICHARDSON	PHOENIX STONE COMPANY	566.00
08/20/2020	GREG RICHARDSON	TONYS ACE HDWE	9.11
08/19/2020	GREG RICHARDSON	TONYS ACE HDWE	56.99
08/18/2020	MICHELLE KRAUSE	LRP PUBLICATIONS	38.00
08/18/2020	GREG RICHARDSON	TONYS ACE HDWE	15.93
08/17/2020	LAURA MOHAMED	SQ *MATT & MO'S ITALIA	39.10
08/17/2020	LAURA MOHAMED	LITTLE CAESARS #0134	31.01
08/14/2020	CARLA POSTELL	SAGE PUBLICATIONS	28.54
08/14/2020	GREG RICHARDSON	TONYS ACE HDWE	18.98
08/14/2020	GREG RICHARDSON	TONYS ACE HDWE	10.62
08/13/2020	TAMMY SCHOLZ	AMAZON.COM*MM7X07LZ1 A	29.95
08/13/2020	DEBRA SCOTT	GFS STORE #0950	87.84
08/12/2020	GREG RICHARDSON	TONYS ACE HDWE	15.18
08/12/2020	LAURA MOHAMED	MEIJER # 057	22.07
08/12/2020	LAURA MOHAMED	MEIJER # 057	1.61
08/11/2020	GREG RICHARDSON	TONYS ACE HDWE	31.34
08/07/2020	LAURA MOHAMED	CVS/PHARMACY #08103	17.67
08/07/2020	GREG RICHARDSON	TONYS ACE HDWE	18.97
08/06/2020	LAURA MOHAMED	KROGER #463	31.92
08/05/2020	GREG RICHARDSON	TONYS ACE HDWE	98.76
08/05/2020	GREG RICHARDSON	PHOENIX STONE COMPANY	434.00
08/04/2020	DEBRA SCOTT	MICHIGANASS	90.00
08/04/2020	GREG RICHARDSON	TONYS ACE HDWE	15.19

3,750.30

Harris Bank
Commercial Card Summary (P-Card)
For Month Ending - August 2020

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
08/27/2020	Christine Luptak	Grainger	14.88
08/27/2020	Christine Luptak	Grainger	87.67
08/27/2020	Tameka Singleton	Clear Rate Communicati	1,903.23
08/19/2020	Christine Luptak	Grainger	15.10
08/19/2020	Christine Luptak	Downriver Refrig Sup C	89.93
08/19/2020	Christine Luptak	Grainger	37.89
08/19/2020	Christine Luptak	Grainger	32.02
08/19/2020	Christine Luptak	Orkin Llc 002	121.20
08/19/2020	Christine Luptak	Papas Refrigeration Se	218.20
08/18/2020	Christine Luptak	Republic Services Tras	1,212.50
08/18/2020	Tameka Singleton	Republic Services Tras	167.41
08/18/2020	Tameka Singleton	Corrigan Moving System	45.00
08/18/2020	Tameka Singleton	Tmobile Auto Pay	328.98
08/17/2020	Brad Wilkins	2cocom Malwarebytes	52.99
08/14/2020	Tameka Singleton	Consumers Energy Co	217.80
08/14/2020	Tameka Singleton	Consumers Energy Co	156.06
08/12/2020	Christine Luptak	Airgas Usa, Llc	262.37
08/12/2020	Tameka Singleton	Dude Solutions Inc	13,107.73
08/12/2020	Tameka Singleton	Consumers Energy Co	44.84
08/11/2020	Brad Wilkins	Micro Center #055-Reta	36.97
08/11/2020	Brad Wilkins	2co.Com Myrouteon	49.95
08/10/2020	Brad Wilkins	Dickssportinggoods.Co	233.18
08/10/2020	Brad Wilkins	Micro Center #055-Reta	34.99
08/10/2020	Amy Kruppe	Credit Voucher Sq D And S Tent Maste	(21.00)
08/07/2020	Brad Wilkins	Micro Center #055-Reta	119.89
08/07/2020	Matthew Miller	Id Wholesaler	719.85
08/06/2020	Matthew Miller	Turnkey Network Soluti	6,198.78
08/06/2020	Brad Wilkins	Fs Www.Vmix.Com	742.00
08/06/2020	Brad Wilkins	Funflicks	2,995.00
08/06/2020	Brad Wilkins	Apple.Com/Us	3,895.00
08/06/2020	Christine Luptak	Vigilante Security Inc	120.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	145.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	100.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	120.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	235.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	150.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
08/06/2020	Tameka Singleton	Ecolab Pest As400	75.00
08/04/2020	Christine Luptak	Vigilante Security Inc	1,124.00
07/31/2020	Christine Luptak	Vigilante Security Inc	215.00
07/31/2020	Christine Luptak	Rgp Turf Tenders	325.00
07/31/2020	Brad Wilkins	Precision Roller	229.95
07/31/2020	Brad Wilkins	Credit Voucher Flashbaycom	(206.00)
07/31/2020	Brad Wilkins	Funflicks	2,995.00
07/31/2020	Brad Wilkins	Apple.Com/Us	211.98
07/31/2020	Matthew Miller	In Student Achievemen	250.00
07/30/2020	Brad Wilkins	Micro Center #055-Reta	359.98

39,910.32

School District of the City of Hazel Park Monthly EDEP Status Report		2020-21 Original Budget	2020-21 Amended Budget	2020-21 EDEP	Monthly Year to Date	2020-21 Original Budget Over/(Under)	2020-21 Original Budget Percent to Date	Notes/Assumptions (Please explain any variances)
Beginning Fund Balance	Code	\$ 1,600,000.00	\$ -	\$ 1,027,102.00	\$ -			
Revenue								
Local Revenue	1xx	\$ 4,886,878.00	\$ -	\$ -	\$ 1,260,937.00	\$ (3,625,941.00)	25.80%	current taxes received to date
Local Received Through Another Public School	51x	\$ 1,569,040.00	\$ -	\$ -	\$ 15,623.00	\$ (1,553,417.00)	1.00%	
Other Political Subdivision	2xx	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
State Revenue	3xx	\$ 25,483,725.00	\$ -	\$ -	\$ 4,705,136.00	\$ (20,778,589.00)	18.46%	State Aid received for July and August, audit entries have not been reversed awaiting finalization fo audit
Federal Revenue	4xx	\$ 2,164,491.00	\$ -	\$ -	\$ 1,758,735.00	\$ (405,756.00)	81.25%	Federal Funds received for July and August, audit entries have not been reversed awaiting finalization fo audit
Other Financing Sources	52x-6xx	\$ 1,601,601.00	\$ -	\$ -	\$ -	\$ (1,601,601.00)	0.00%	
Total Revenue	xxx	\$ 35,705,735.00	\$ -	\$ -	\$ 7,740,431.00	\$ (27,965,304.00)	21.68%	
Expenditure								
Instruction (1xx)								
Basic Programs	11x	\$ 15,175,041.00	\$ -	\$ -	\$ 892,946.73	\$ (14,282,094.27)	5.88%	
Added Needs	12x	\$ 7,164,699.00	\$ -	\$ -	\$ 416,206.85	\$ (6,748,492.15)	5.81%	
Adult and Continued Education	13x	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
Total Instruction	1xx	\$ 22,339,740.00	\$ -	\$ -	\$ 1,309,153.58	\$ (21,030,586.42)	5.86%	
Support Services (2xx)								
Pupil	21x	\$ 2,095,705.00	\$ -	\$ -	\$ 172,962.84	\$ (1,922,742.16)	8.25%	
Instructional Staff	22x	\$ 1,594,696.00	\$ -	\$ -	\$ 211,287.55	\$ (1,383,408.45)	13.25%	
General Administration	23x	\$ 633,512.00	\$ -	\$ -	\$ 102,016.54	\$ (531,495.46)	16.10%	
School Administration	24x	\$ 1,638,599.00	\$ -	\$ -	\$ 203,037.73	\$ (1,435,561.27)	12.39%	
Business	25x	\$ 745,370.00	\$ -	\$ -	\$ 155,067.54	\$ (590,302.46)	20.80%	
Operations and Maintenance	26x	\$ 3,771,928.00	\$ -	\$ -	\$ 1,063,072.03	\$ (2,708,855.97)	28.18%	
Transportation	27x	\$ 459,794.00	\$ -	\$ -	\$ 34,881.72	\$ (424,912.28)	7.59%	
Central	28x	\$ 1,084,065.00	\$ -	\$ -	\$ 259,930.82	\$ (824,134.18)	23.98%	
Other Support Services	29x	\$ 520,661.00	\$ -	\$ -	\$ 37,208.49	\$ (483,452.51)	7.15%	
Total Support Services	2xx	\$ 12,544,330.00	\$ -	\$ -	\$ 2,239,465.26	\$ (10,304,864.74)	17.85%	
Community Services	3xx	\$ 121,417.00	\$ -	\$ -	\$ 11,752.00	\$ (109,665.00)	9.68%	
Building Improvement Services	45x	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
Debt Service	51x	\$ 33,000.00	\$ -	\$ -	\$ 33,000.00	\$ -	100.00%	
Outgoing Transfers & Other Uses	41x-43x	\$ 430,784.00	\$ -	\$ -	\$ -	\$ (430,784.00)	0.00%	
Total Expenditure	xxx	\$ 35,469,271.00	\$ -	\$ -	\$ 3,593,370.84	\$ (31,875,900.16)	10.13%	
Revenue less Expenditure		\$ 236,464.00	\$ -	\$ -	\$ 4,147,060.16	\$ 3,910,596.16	1753.78%	
Ending Fund Balance		\$ 1,836,464.00	\$ -	\$ 1,027,102.00				

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
REGULAR MEETING

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held virtually due to the COVID-19 Health Crisis via Zoom Video Conferencing on August 17, 2020 and was called to order by President Adkins at 6:30 p.m.

ROLL CALL

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton

Members Absent: Schlak (arrived in Zoom at 6:33PM)

Others Present: Kruppe, Zirnig, Dillard, Dulmage, Miller, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the agenda as written.

Discussion

None

Roll Call Vote

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

PUBLIC COMMENT

President Laura Adkins received and read an email received from Katie Gandy, Hazel Park parent, regarding her hope that the GSRP program opens for in-person learning.

Laura Mohamed, GSRP teacher spoke on her desire to return to her GSRP Classroom for in-person learning.

CONSENT AGENDA (Action Items)

A. Approval of Minutes

1. Board Meetings

- a. July 20, 2020 - Regular Meeting
- b. July 29, 2020 - Special Meeting
- c. August 3, 2020 - Special Meeting
- d. August 12, 2020 - Special Meeting

2. Committee Meetings

- a. July 21, 2020 - Policy
- b. August 10, 2020 - Finance
- c. August 10, 2020 - Buildings & Grounds

B. Monthly Financial Reports

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

Roll Call Vote

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins
Nays: None

UNFINISHED BUSINESS

A. Visitor Management System

Motion made by Mr. Hemple, supported by Mrs. Noth, that the Board of Education approve the Administration's recommendation for the Visitor Management System, as presented.

Roll Call Vote:

Yeas: Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Schlak, Adkins
Nays: Hinton

NEW BUSINESS

A. Personnel Recommendations (Action Item)

1. American Federation of State, County and Municipal Employees (AFSCME)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the personnel recommendations for the (AFSCME) American Federation of State, County and Municipal Employees as presented.

Roll Call Vote;

Yeas: Schlak, Hammonds, Noth, Hinton
Nays: None
Abstain: Mr. Hemple, Mrs. Hemple, Adkins ~ familial conflicts of interest

2. Hazel Park Education Association (HPEA) Employee Group

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the personnel recommendations for the (HPEA) Hazel Park Education Association employee group, as presented.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

3. Hazel Park Paraprofessional Association (HPPA) Employee Group

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the personnel recommendation for the (HPPA) Hazel Park Paraprofessional Association employee group, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Hinton, Adkins

Nays: None

Abstain: Noth, Mr. Hemple, Mrs. Hemple ~ Familial conflicts of interest

4. Unaffiliated Employees

Motion made by Ms Schlak, supported by Mrs. Hinton, that the Board of Education approve the personnel recommendation for the Unaffiliated employee group, as presented.

Roll Call Vote:

Yeas: Schlak, Hinton, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Adkins

Nays: None

B. Administration 2019-2020 Vacation Days Payout (Action Item)

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the Administration's recommendation for vacation day payout, as presented.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins

Nays: None

C. Board of Education Policies Revisions & Updates ~ First Reading (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hinton, that the Board accept the Board of Education policy revisions and updates, as presented.

Roll Call Vote:

Yeas: Noth, Hinton, Mr. Hemple, Hammonds, Mrs. Hemple, Schlak, Adkins

Nays: None

D. Oakland County School Boards Association (OCSBA) Proposed Bylaws Amendments (Action Item)

Motion made by Mrs. Noth, supported by Mr. Hemple, that the Board of Education accept the OCSBA bylaw amendments, as presented.

Roll Call Vote:

Yeas: Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

E. Michigan Virtual Charter Academy (MVCA) Contract Amendment No. 2 (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hemple, that the Board of Education approve the MVCA contract amendment No. 2, as presented.

HAZEL PARK SCHOOL DISTRICT

**RESOLUTION AUTHORIZING CHANGES IN PUPIL-ENROLLMENT MAXIMUMS AT MICHIGAN
VIRTUAL CHARTER ACADEMY (MVCA)**

A regular meeting of the Board of Education of the School District was held in the School District, on the 17th day of August, 2020, at 6:30 p.m.

The meeting was called to order at 6:30 p.m. by Laura Adkins, President.

Present: Members Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton

Absent: Members Schlak (arrived at 6:33pm)

The following preamble and resolution were offered by Member Mrs. Noth and supported by Member Mr. Hemple:

WHEREAS, the Hazel Park School District is the authorizer of the Michigan Virtual Charter Academy (MVCA), a School of Excellence that is a cyber school;

WHEREAS, the charter contract between the District and MVCA permits the Board of Directors of MVCA to adjust the maximum pupil enrollment in MVCA annually or as otherwise needed to best service the students it serves; and

WHEREAS, the Academy Board had approved a board resolution increasing student enrollment for the 2020-2021 school year to 3,200 students in May 18, 2020, but in light of developments recently voted to change the grade level and grade band caps to better accommodate anticipated student enrollment needs occasioned by the current pandemic; .

NOW THEREFORE BE IT RESOLVED:

1. A maximum pupil enrollment of 3,200 students in MVCA for the 2020-21 school year is approved, including the new grade level and grade band caps as reflected in the attached Exhibit A;
2. The Superintendent or her designee are hereby authorized to take whatever action is necessary to effectuate this change, including an amendment to the charter contract as may be appropriate.

Yes: Members Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: Members None

Resolution declared adopted.

(Signed) Charles E Hemple
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the School District of the City of Hazel Park, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on August 17, 2020, the original of which is a part of the Board's minutes and further certifies that notice of the meeting was given to the public pursuant to ~~the~~¹⁶ provisions of the Open Meetings Act, 1976 PA 267, as amended.

(Signed) Charles E. Hemple
Secretary, Board of Education

EXHIBIT A

**MICHIGAN VIRTUAL CHARTER ACADEMY ENROLLMENT GRADES/BANDS
CAP TABLE FOR 2020-2021 SCHOOL YEAR**

<u>Grade/Bands</u>	<u>Cap</u>
K-2	400
K	125
1	135
2	140
3-5	550
3	150
4	170
5	230
6-8	750
6	230
7	230
8	270
9-12	1500
9	370
10	430
11	365
12	335

Roll Call Vote:

Yeas: Noth, Mrs. Hemple, Mr. Hemple, Hammonds, Hinton, Schlak, Adkins

Nays: None

F. Front Parking Lot Paving at Ford Administration Building

Motion made by Mr. Hemple, supported by Mrs. Noth, that the Board of Education approve the Administration's recommendation for the added work at the Ford Administration Building, as presented.

Roll Call Vote:

Yeas: Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

G. Energy Contract Renewal (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education accept the energy contract renewal as presented.

Roll Call Vote:

Yeas: Noth, Schlak, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Adkins

Nays: None

H. Grades 9-12 Online Course Software License Renewal(Action Item)

Motion made by Ms. Schlak, supported by Mrs. Noth, that the Board of Education approve the renewal of the Edgenuity software license.

Roll Call Vote:

Yeas: Schlak, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Adkins

Nays: None

I. iReady Update and Proposal (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education accept the recommendation for iReady, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Adkins

Nays: None

J. GSRP and Preschool Programs (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education accept the recommendation for the GSRP and preschool programs, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Adkins

Nays: Noth, Mr. Hemple, Mrs. Hemple, Hinton

The motion failed. Mrs. Hemple made a new motion.

Motion made by Mrs. Hemple, supported by Mrs. Noth, to allow the Preschool Academy and GSRP programs to open in remote learning on the scheduled dates.

Discussion

Board Vice President, Rachel Noth, stated this would align with the K-5 schedule.

Roll Call Vote:

Yeas: Mrs. Hemple, Noth, Mr. Hemple, Hammonds, Hinton

Nays: Schlak, Adkins

K. Latchkey for families (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education recommendation for latchkey during remote learning, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Adkins

Nays: Noth, Mr. Hemple, Mrs. Hemple, Hinton

L. Fall Sports (~~Action Item~~)

After discussion with Dr. David Muylaert, Director of Athletics, the Board of Education members decided to have a special meeting on Thursday, August 20, the time to be determined. At that time, they are hoping to have a decision from the MHSAA on the status of all fall sports for the 2020-2021 school year.

M. High School Course Catalog (Informational Item)

Dr. Carla Postell, Director of Curriculum Integration and Instruction presented the 2020-2021 course catalog. She stated the catalog has been available for parents and students viewing on the District's website. Board Members asked if there was the ability to make a notation in the catalog that all the AP courses may not be available each year due to staffing requirements. It was also stated that the AP courses are available for the Viking Virtual.

N. Superintendent Update

1. Enrollment Update

Superintendent Dr. Amy Kruppe, updated the Board Members on the current enrollment numbers. Parents are being called if they have not completed the re-enrollment process. Our virtual numbers are large. Dr. Muylaert and Mr. Jeremy Gold will be helping monitor the Viking Virtual Academy.

2. Book Reading - Chapter 5

Board members continued their reading of the book, "*The Governance Core*" and conducted a roundtable discussion.

Board Members and Administration Comments

Sue Hemple, Trustee Decisions are being made as a "district as a whole" I want the Class of 2021 to have a prom, Class Day and be able to walk across the field as a group.

Rachel Noth, Vice President Not easy decisions. It was supposed to be a good..the district is out of deficit, now we are back making very difficult decisions. Appreciate everyone who reached out with their thoughts on both sides.¹⁹

- Beverly Hinton, Trustee Challenging times. Decisions are not easy. People are putting their heart and soul trying to resolve things.
- Rose Mary Hammonds,
Treasurer Thanks to everyone. "What a school year"!
- Chuck Hemple, Secretary First off thank you to everyone, staff and parents who sent letters and emails. It made the decisions a little more difficult, but at the end of the day it's about keeping our students and staff safe that is most important and I feel going remote will keep everyone safe.
- Kristy Schlak, Trustee Thanks to everyone that attended tonight. Hazel Park is getting put back together one bridge at a time. The Meyers bridge is now open. Looking forward to seeing those 1st day of school pictures...challenge everyone to get up and get dressed for the first day of school.
- Dr. Amy Kruppe,
Superintendent The Senate and House passed a bill that will put a lot of weight on the schools with more paperwork rather than allowing us to focus on kids and instruction. Senator Moss and Representative Wittenberg voted against the bill and we want to thank them for looking out for Hazel Park. Thanks again to the administration team and teachers for the amazing work that is being done. Encourage parents to continue to reach out to her and the Administration. They will continue to find ways to support the parents. Thank you to the Board Members for the very fruitful discussion.
- Laura Adkins, President Thank you to everyone for having these discussions. The decisions are not easy. Last week's meeting was helpful. The Board will have a few more meetings between now and the regular September meeting to establish measures and review the COL plan.

Adjournment

Moved and supported that the meeting be adjourned at 8:47p.m.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
5:30PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on August 20, 2020 and was called to order by President Adkins at 5:30PM

Roll Call Vote:

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak
Members Absent: None
Others Present: Kruppe, Zirnis, Dillard, Dulmage, Postell, Wilkins

Approval of the Agenda (Action Item)

Moved by Mrs. Noth, supported by Mrs. Hemple, that the Agenda be approved as written.

Discussion

None

Roll Call Vote:

Yeas: Noth, Mrs. Hemple, Mr. Hemple, Hammonds, Hinton, Schlak, Adkins
Nays: None

Public Comment

None

UNFINISHED BUSINESS

A. Fall Sports (Action Item)

Dr. David Muylaert, Director of Athletics, updated the Board of Education on the status of the 2020 Fall Sports program and the decision from the Michigan High School Athletic Association (MHSAA). Board Members, along with Superintendent Dr. Amy Kruppe held a discussion with Dr. Muylaert prior to making any motion. They discussed boys football, sideline cheer, tennis, cross country, boys soccer, girls volleyball, marching band and dance. Currently the teams can practice outside but until an Executive Order is issued otherwise, there will be no games. Dr. Muylaert also stated that the league has decided not to sponsor any fall sports at the Junior High level.

Board President Laura Adkins stated that if the Board of Education wants to let Athletics continue the what they are currently doing then no motion needs to be made, however, if the Board wants to change the current status, then the Board of Education will entertain such motion.

A motion was made by Mrs. Noth and supported by Mrs. Hemple, that all 2020 Fall sports, including Marching Band and the Dance Team, practices be suspended until the last week of September, at which time the Board of Education will reevaluate.

Roll Call Vote:

Yeas: Noth, Mrs. Hemple, Hinton,

Nays: Mr. Hemple, Hammonds, Schlak, Adkins

NEW BUSINESS

None

Board Members and Administration Comments

- | | |
|--------------------------------|--|
| Chuck Hemple, Secretary | This issue is difficult. Everyone is in limbo. They are practicing, let them practice. |
| Rose Mary Hammonds, Treasurer | In agreement with Chuck. Give them something to do. |
| Sue Hemple, Trustee | Good that we can all agree to disagree. |
| Rachel Noth, Vice President | Appreciate the conversation. As a board, we are trying to figure out how to handle a public health crisis. |
| Beverly Hinton, Trustee | Great conversation. A variety of opinions |
| Kristy Schlak, Trustee | Never thought we would be making these type of decisions as a school board. Glad that the athletics will have the opportunity to practice and stay healthy. |
| Dr. Amy Kruppe, Superintendent | New information on the Oakland County Health Department website. It now has current cases by school district. They will begin using metrics to help schools determine when they can reopen. Everyone should be receiving letters from regarding schools first day of school. |
| Laura Adkins, President | Attended the 3rd OCSBA meeting. Generally all districts are struggling with the same decisions. Most districts are working on ideas for offering childcare or other wrap around programs to support staff and families. |

Adjournment

Moved and supported that the meeting be adjourned at 6:32PM.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
6:00PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on August 31, 2020 and was called to order by President Adkins at 6:02PM

Roll Call Vote:

Members Present: Adkins, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Schlak

Members Absent: Hammonds

Others Present: Kruppe, Zirniss, Dillard, Postell, Wilkins

Approval of the Agenda (Action Item)

Moved by Mrs. Noth, supported by Mrs. Hemple, that the Agenda be approved as written.

Discussion

None

Roll Call Vote:

Yeas: Noth, Mrs. Hemple, Mr. Hemple, Hinton, Schlak, Adkins

Nays: None

Public Comment

Board President Laura Adkins read letters received from GSRP teachers, Katherine Wimmer and Janice Larente, encouraging in person learning for their GSRP students.

NEW BUSINESS

A. Learning Pods

Board of Education members held a discussion with Superintendent Dr. Amy Kruppe and Jardon Principal, Megan Papasian-Broadwell, regarding a tentative schedule for Learning Pods for Jardon students. A tentative schedule for Webb Elementary was also presented. It was explained that any pod schedules will have to be approved by the Superintendent, along with the respective Director; Dr. Dulmage, Dr. Postell or Mrs. Tamaran Dillard, before being implemented. It is completely voluntary for teachers and also for parents if they want their student/s to participate in a Learning Pod. Implementation of the Learning Pods will hopefully begin next week, however, it will be rolled out slowly throughout the district to make sure everything is operating correctly and all safety protocols are maintained.

B. Return to School Plans

Superintendent Dr. Amy Kruppe and Board of Education members discussed the need to have an expansion to the Return to Learn Plan due to the recent legislation passed and signed by the governor during the COVID-19 health crisis. In addition to the current plan, it is now required to indicate benchmarks and goals that must be submitted to the State by October 1st and this plan will have to be looked at, reevaluated and voted on every 30 days. Board members suggested the areas of math, English, attendance and possibly participation in online learning compared to the Spring when the district first went remote due to the Pandemic. Board Vice President Rachel Noth asked if there was a source available to get ideas on how to benchmark our new Virtual K8 program? Superintendent Dr. Kruppe will work with her Cabinet team and come back with some suggestions at the September 8 board workshop.

Board President Laura Adkins asked for updates on the first day of school, September 1 and the inspection of the ventilation systems that was in the Return to Learn Plan. Superintendent Dr. Amy Kruppe stated all families should have received an email over the weekend with information on technology, the lunch program, Viking Virtual, Remote Learning and letters from each school. She stated there are some issues with the K12 program and School Messenger that are being worked on and should be resolved soon. The architect has met with the company going through each school to check the ventilation system. They will be working with Greg Richardson and Dave Bean and an update will be forthcoming.

CLOSED SESSION

Motion made by Ms Schlak, supported by Mrs. Hemple, to recess into closed session (h) attorney client privilege to consider material exempt from discussion or disclosure by state or federal statute; which is exempt from disclosure pursuant to Section 8(h) of the Open Meetings Act.

Roll Call Vote:

Yeas: Schlak, Mrs. Hemple, Noth, Mr. Hemple, Hinton, Adkins

Nays: None

Adjourned to the Closed Session at 7:30PM. Returned to Open Session at 7:44PM.

Board Members and Administration Comments

All Board Members Wished everyone good luck on their first day of school and hopes everyone enjoys their Labor Day Holiday. Truly appreciate the hard work effort everyone is putting forth. It is truly unprecedented.

Dr. Amy Kruppe Oakland County recently announced they were distribution \$28M to schools, so we are waiting to find out how much Hazel Park will be receiving. Working on getting VVA and School Messenger up and running correctly. Great learning is going to happen in Hazel Park!

Adjournment

Moved and supported that the meeting be adjourned at 7:50PM.
Unanimous Approval.

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
6:00PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on September 8, 2020 and was called to order by President Adkins at 6:00PM

Roll Call Vote:

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton

Members Absent: Schlak (entered the meeting at 6:12PM)

Others Present: Kruppe, Zirnis, Dulmage, Postell, Wilkins

Approval of the Agenda (Action Item)

Moved by Mrs. Noth, supported by Ms Hammonds, that the Agenda be approved as written.

Discussion

None

Roll Call Vote:

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Adkins

Nays: None

Public Comment

None

UNFINISHED BUSINESS

A. Return to School Plans

Superintendent Dr. Amy Kruppe and the Board of Education Trustees continued their discussion from the August 31 meeting regarding the Extended COVID-19 Learning Plan with goals. They also reviewed the reporting timeline and information for the implementation of the Extended COVID-19 Learning Plan. The plan and goals will be shared with union leadership, Moving Forward Committee and community stakeholders. The plan must be approved and posted to the District website by October 1, 2020.

B. Athletics

Dr. David Muylaert, Director of Athletics updated the Board of Education on the recent Executive Order and the MHSAA decision on fall sports. Football will now be able to be played and not moved to the Spring. The Board of Education discussed the limitations on participants, officials, and spectators. They asked about the guidelines other schools are doing. It was the consensus that no spectators will be allowed at any sporting event for now and will be further discussed at the Regular Board of Education meeting on Monday, September 21, 2020.

NEW BUSINESS

A. PSAT/SAT Testing

Dr. Stephanie Dulmage, Director of 21st Century Learning discussed with the Board of Education the State plan for giving students the PSAT and SAT tests this school year. She explained that the tests will be given online, however, students must come into a building to be administered the tests. Due to the COVID-19 health crisis there are options available to school districts to administer the tests. These options were discussed with the Board

Members. Board Trustee Beverly Hinton stated she feels the tests are important to the students and they should be allowed to come in and take the tests. Board members agreed and asked the administration to prepare a plan for students to test using necessary safety protocols.

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Board of Education Trustees	All Board Members agreed it was a good conversation this evening.
Sue Hemple, Trustee	Online learning seems to be going well. Teachers doing a great job.
Beverly Hinton, Trustee	Seeing posts by teachers on Facebook stating the work they are doing and the great job their students are doing. Our teachers are “heroes” and the community needs to recognize that.
Kristy Schlak, Trustee	Echoes Mrs. Hemple’s comments about online learning. Good luck to our athletes as they move forward in their games.
Dr. Amy Kruppe, Superintendent	Agrees with Bev. Our teachers are doing a great job! Please continue to give kindness and grace as we navigate through this situation.
Laura Adkins, President	It was a shaky start to the school year but things seem to be calming down and getting better.

Adjournment

Moved and supported that the meeting be adjourned at 8:00PM.
Unanimous Approval.



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

**The School District of the City of Hazel Park Schools
Board Committee Meeting
Policy Committee
September 10, 2020 - 6PM
Virtual Meeting**

Board Members Present: Laura Adkins, Sue Hemple, Beverly Hinton

Administrators Present: Dr. Amy Kruppe

Meeting Minutes

Policy Committee members, along with Dr. Amy Kruppe, Superintendent, continued their review and made revisions and updates to policies. Those policies reviewed will go before the Board of Education for the *first reading* at the September 2020 Regular Board of Education meeting. The committee members also reviewed the suggested cell phone guidelines for Hazel Park High School that were submitted by the teachers. They would like to see changes in the wording regarding No. 3 "Hallways" or possibly eliminated completely. Dr. Kruppe stated she would let Dr. Postell and the teacher committee know.

The Policy Committee will continue to meet and work on updates as they are available for review.

The meeting ended at 7:02PM

Minutes prepared and submitted by Debra Scott September 11, 2020

Next meeting date TBD



Ford Administration
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www.hazelparkschools.org

Buildings and Grounds Committee
September 14, 2020
Meeting Minutes

Board Members Present: Chuck Hemple, Rose Mary Hammonds and Kristy Schlak
Absent: None

Administrators: Amy Kruppe, Superintendent
Greg Richardson, Maintenance and Custodial Supervisor
Jason Zirnis, Assistant Superintendent of Business and Operations

Meeting start time - 6:03 pm

- A. Sinking Fund Project Update
 - a. High School Bathrooms
 - Work is beginning this week
 - b. Auditorium Roof
 - Work is beginning October 5th
 - c. Pool Deck Improvements
 - Coordinating dates for start of work, looking early October start
 - d. District Parking Lot Improvements
 - almost complete with the project, lingering concrete work
- B. HVAC Assessment - Walkthrough on September 21st, work to start immediately after.
- C. Facility Assessment - work is well on its way most of the buildings have had initial assessment done. We are having electrical and plumbing assessment done in the coming weeks. There may be additional costs to the project we are currently reviewing costs.
- D. Edison is substantially complete. Some lingering costs came in from McCarthy Smith and we are having discussion regarding payment.
- E. Several doors need replacement in the District. Ford, UO and Webb specifically, doors are in disrepair or are having significant issues opening or closing.
- F. Hazelwood roof was completed, there was an issue with leakage around the fireplace at the main building and are awaiting repair before payment.

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

Hazel Park Schools

Finance Committee Meeting Minutes

9-14-2020

Meeting was called to order at 5:00 p.m. Committee members in attendance were Sue Hemple, Rose Mary Hammonds and Laura Adkins. Staff members present were Dr. Amy Kruppe, Matt Miller and Jason Zirnis.

There is an employee that who was under paid from 2018-2020. The District would like to make the employee whole and the board agreed. There is information going back to 9/30/2015 which needs to be investigated. This issue will be brought to the next committee meeting and will have a total presented.

Covid-19 Costs update include \$307,000 worth of supplies have been submitted to FEMA and have been initially approved through the first round. The District has an encumbrance of \$100,000 and is expected to spend more than \$500,000 on PPE Covid-19 supplies. 11p funded the District \$1m which needs to be spent by December 31, 2020 and the District is on track for this.

Grant funds for Covid-19 are coming in fast. There is the 11p, 103(2), GEERS, ESSER Formula Fund, ESSER Equity Fund, Oakland County, FEMA and others which total over \$2m. The District has placed all Viking Virtual teachers within several grants and plans on procuring new laptops for all teachers, including GSRP and Advantage. There is a need for 265 laptops and that would include Administration such as Principals.

Erickson Library Legal fees range from \$6,500-\$7,000 according to the District's attorney firm Clark Hill.

A purchase of tables and chairs was requested. The District has a need to purchase 8 tables for Hoover Elementary to help social distance when the students return. The District requested that a total of 24 tables and 192 chairs totaling \$11,794.32 from Lifetime. These tables will assist during Covid-19.

Audit is going well. The auditors have almost concluded and everything is going well. The auditors are scheduled for the next committee meeting.

Auto garage sale has nothing new to report at this time. There is interest to rezone the area but there is nothing else to report.

Check registers were presented to the committee members. Members asked questions they had regarding invoices\checks.

Meeting adjourned at approximately 6:00 p.m.



Book Policy Manual
Section Policies for the board
Title Vol. 33, No.1 - September 2018 New CANCELLATION
Code po0165.6
Status

0165.6 - **CANCELLATION**

Any meeting of the Board may be cancelled for appropriate purposes, which shall include, but not be limited to, inclement weather, lack of a quorum, or conflict with a special event relating to the District. If the cancelled meeting is a regular meeting it must be re-scheduled following all notice requirements set forth above.

M.C.L. 15.265, 380.1201(3)(4)

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Legal M.C.L. 15.265, 380.1201(3)(4)

Last Modified by Debbie Scott on May 11, 2020



Book Policy Manual
Section Policies for the board
Title Vol. 33, No. 1 - September 2018 Revised AGENDA
Code po0166
Status
Adopted May 15, 2017

0166 - **AGENDA**

The Superintendent and Board President shall prepare and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. Individual Board members may include items on the agenda upon the concurrence of the Board President.

The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the District with such recommendations as s/he shall make.

Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting, ~~as indicated in agenda item _____.~~"

[X.] Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than 10 days prior to the meeting and include:

- A. (x.) name and address of the participant;
- B. (x.) group affiliation, if and when appropriate;
- C. (x.) topic to be addressed.

Such requests shall be subject to the approval of the Superintendent and the Board President.

Denial of the opportunity to have an item placed on the agenda will not preclude an individual or group from the opportunity to speak during the public participation portion of the meeting.

The agenda for each regular meeting shall be emailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be emailed no later than 7 days prior to the meeting, or delivered so as to provide time for the study of the agenda by the member. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. The order of business may be altered and items added at any meeting by a majority vote of the members present.

Last Modified by Debbie Scott on July 22, 2020



Book	Policy Manual
Section	Policies for the board
Title	Vol. 33, No. 1 - September 2018 Revised VOTING
Code	po0167.1
Status	
Adopted	May 15, 2017

0167.1 - **VOTING**

All regular and those special meetings of the Board at which the Board is authorized to perform business shall be conducted in public. No act shall be valid unless approved at a meeting of the Board by a majority vote of the members elected or appointed to and serving on the Board who are authorized to vote (see Voting as defined in Bylaw 0100) and a proper record made of the vote. Meetings of the Board shall be public and no person shall be excluded therefrom. M.C.L. 380.1201

Unless specifically authorized by Michigan conflict of interest laws, any Board member's decision to abstain shall be recorded and be deemed to acquiesce in the action taken by the majority. Failure to vote, absent a statutory exception or other reasonable ethical basis, constitutes a breach of the Board member's duty as a public official. In situations in which a specified number of affirmative votes is required and abstentions have been noted, the motion shall fail if the specified number of affirmative votes have not been cast. In situations in which there is a tie vote and the abstention represents the deciding vote, the motion shall fail for lack of a majority. 184 Mich App 681, 684 (1990)

All actions requiring a vote

shall be conducted by roll call

may be conducted by voice, show of hands, or roll call

provided that the vote of each member be recorded. Proxy voting shall not be permitted. If a vote is not conducted by roll call,
~~a~~Any member may request a roll call vote.~~that the Board be polled.~~

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Last Modified by Debbie Scott on May 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Vol. 33, No. 2 - February 2019 Revised CLOSED SESSION
Code	po0167.2
Status	
Adopted	May 15, 2017

0167.2 - **CLOSED SESSION**

The Board may () by means of a roll call vote [**END OF CHOICE**] meet in a closed session, one closed to the public, for the following purposes:

- A. to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, staff member, or individual agent, if the named person requests a closed hearing (**a majority vote is required**)
- B. to consider the dismissal, suspension, or disciplining of a student only if the student or student's parents request a closed hearing (**a majority vote is required**) (Also see Bylaw 0169, Student Disciplinary Hearings)
- C. for strategy and negotiation sessions connected with the negotiation of a collectively-bargained agreement if either negotiating party requests a closed hearing (**a majority vote is required**)
- D. to consider the purchase or lease of real property up to the time an option to purchase or lease that real property is obtained (**a two-thirds (2/3's) vote is required**)
- E. to consult with its attorney regarding trial or settlement strategy in connection with specific pending litigation, but only if an open meeting would have a detrimental financial effect on the litigating or settlement position of the public body (**a two-thirds (2/3's) vote is required**)
- F. to consider materials exempt from discussion or disclosure under State or Federal statute, including by way of example only, written opinions of legal counsel, and school safety plans (**a two-thirds (2/3's) vote is required**)
- G. to review the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential (**a two-thirds (2/3's) vote is required**)

However, all interviews for employment or appointment of the Superintendent shall be held in an open meeting of the Board.

- H. to consider security planning to address existing threats or prevent potential threats to the safety of the students or staff (**a majority vote is required**)

In keeping with the confidential nature of closed sessions, no member of the Board shall disclose the content of discussions that take place during such sessions. The only exceptions will be discussions with the District's legal counsel or as directed by an order of a court with proper jurisdiction.

It is expected that Board members shall not record nor communicate by any means, electronic or otherwise, with party or parties outside such meetings regarding the substance of such meetings either during or after the course of such meetings.

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Book	Policy Manual
Section	Policies for the board
Title	Copy of PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	May 15, 2017

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

~~Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than ten (10) days prior to the meeting and include:~~

- ~~A. name and address of the participant;~~
- ~~B. group affiliation, if and when appropriate;~~
- ~~C. topic to be addressed.~~

~~Such requests shall be subject to the approval of the Superintendent and the Board President.~~

~~Denial of the opportunity to have an item placed on the agenda will not preclude an individual or group from the opportunity to speak during the public participation portion of the meeting.~~

~~To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation in Board meetings and in Board committee meetings.~~

To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation in Board meetings and in Board committee meetings. The rules shall be administered and enforced by the presiding officer of the meeting.

~~The presiding officer of each Board meeting at which public participation is permitted shall administer the rules of the Board for its conduct.~~

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business.
- B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting.
- C. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; group affiliation, if and when appropriate.
- E. Each statement made by a participant shall be limited to three (3) minutes duration.

- F. No participant may speak more than once on the same topic ~~unless all others who wish to speak on that topic have been heard.~~
- G. Participants shall direct all comments to the Board and not to staff or other participants.
- H. ~~All statements shall be directed to the presiding officer; no person may address or question Board members individually.~~
- I. The presiding officer may:
1. prohibit public comments which are frivolous, repetitive, or harassing;
 2. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
 4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 6. (x) waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business
- J. (x) The portion of the meeting during which the participation of the public is invited shall be limited to 3 minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.

A. Tape or video recordings are permitted subject to the following conditions:

1. No obstructions are created between the Board and the audience.
2. No interviews are conducted in the meeting room while the Board is in session.
3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

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Legal M.C.L. 15.263(4)(5)(6), 380.1808

Last Modified by Debbie Scott on May 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of SCHOOL ADMINISTRATOR EVALUATION
Code	po1420
Status	
Adopted	May 15, 2017

1420 - **SCHOOL ADMINISTRATOR EVALUATION**

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.

Note: The School District will comply with all statutory and regulatory requirements as adopted by the State Legislature and the Michigan Department of Education.

- C. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2018-2019 school year~~2016—2017 and 2017—2018 school years~~ twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the ~~2018—2019-2020~~ school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year- end evaluations in each school in which the school administrator works as an administrator. For a central-office-level administrator, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. The effectiveness of school administrators, so that they are given ample opportunities for improvement.

2. Promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development.
3. Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

E.

The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:

1. The school administrators' training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the administrator designates such duties.
2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
3. Student attendance.
4. Student, parent and teacher feedback and other information considered pertinent by the Board.

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, the District shall adopt and implement one (1) or more of the evaluation tools for teachers or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.

G. The District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

6. A description of the plan for providing evaluators and observers with training.

H. The District shall also:

1. Provide training to school administrators on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a District or consortium of two (2) or more districts, the intermediate school district or a public school academy.

2. Ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on his/her next annual year-end evaluation. An administrator rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

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Legal

M.C.L. 380.1249

Last Modified by Debbie Scott on June 22, 2020



Book Policy Manual
 Section Policies for the board
 Title Vol. 33, No. 2 - February 2019 New DRUG-FREE WORKPLACE
 Code po1422.01
 Status

1422.01 - DRUG-FREE WORKPLACE

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which

[OPTION #1 (needed only if Federal funds come directly from Washington)]

meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements.

[OPTION #2 (applies to most schools)]

is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent shall establish guidelines that ensure compliance with this policy and that each administrator is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed.

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Legal P.L. 101-126
 Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.
 20 U.S.C. 3224A

Last Modified by Debbie Scott on May 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of CURRICULUM DEVELOPMENT
Code	po2210
Status	
Adopted	May 15, 2017
Last Revised	May 15, 2017

2210 - **CURRICULUM DEVELOPMENT-APPROVED COURSES**

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provide grade-appropriate instruction on career development in each grade level from kindergarten through 12th; [DRAFTING NOTE: THIS LANGUAGE IS NOT OPTIONAL AND MUST BE ADOPTED TO COMPLY WITH CURRENT LAW.]
- B. provides instruction in courses required by statute and State Department of Education regulations;
- C. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- D. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- E. utilizes a variety of learning resources to accomplish the educational goals;
- F. encourages students to utilize guidance and counseling services in their academic and career planning;

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs.

Approved Courses

The Board shall adopt a list of the individual courses that have been approved. The list shall include courses offered by the District for credit or grade promotion and shall be used when determining which courses may be included in membership

for State aid purposes and for auditing purposes when examining the membership counted for State school aid on the count days. The list of approved courses shall include traditional offerings and courses offered through other means, such as experiential learning courses, online courses, and all courses offered in shared time programs under appropriate provisions of the State School Aid Act. (M.C.L. 388.1766b). The list of approved courses shall include all extended learning opportunities associated with each course and a description of each such opportunity. The list shall also include a description of the content of each approved course and documentation related to course approval (including the list of approved courses for membership purposes).

Unless the Board disapproves, the Superintendent may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

[M.C.L. 380.1282, 380.1166a](#)

[Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education](#)

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Legal

M.C.L. 380.1282

Last Modified by Debbie Scott on May 11, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of PARENT PARTICIPATION IN TITLE I PROGRAMS
Code	po2261.01
Status	
Adopted	May 15, 2017

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be planned ~~designed~~ and implemented in meaningful consultation with parents of the students being served.

~~The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:~~

- ~~A. the District expects the parents to be involved in the program, including their participation in the development of the plan;~~
- ~~B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;~~
- ~~C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;~~
- ~~D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision making about the program and revisions in the plan;~~
- ~~E. parents will be involved in the planning, review, and improvement of the Title I program;~~
- ~~F. information concerning school performance profiles and their child's individual performance will be communicated to parents;~~
- ~~G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;~~
- ~~H. timely responses will be given to parental questions, concerns, and recommendations;~~
- ~~I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;~~
- ~~J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;~~
- ~~K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;~~
- ~~L. other activities will be conducted as appropriate to the plan and State or Federal requirements.~~

Each year the Superintendent shall work with parents⁴⁶ and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement

policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectation and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - 3. strategies to support successful school and family interactions.
- E. use the findings of the above-referenced evaluation to:
 - 1. design evidence-based strategies for more effective parental involvement; and,
 - 2. revise the parent and family engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family engagement policy (Policy 2111), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family engagement policy.

~~The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:~~

- A. ~~convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;~~
- B. ~~will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;~~
- C. ~~will involve parents in an organized, on going and timely way in the development, review and improvement of parent involvement activities;~~
- D. ~~will provide participating students' parents with:~~
 1. ~~timely information about the Title I programs;~~
 2. ~~an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;~~
 3. ~~regular meetings, upon request, to make suggestions and receive response regarding their student's education;~~

- E. ~~develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:~~
1. ~~the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;~~
 2. ~~parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;~~
 3. ~~the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.~~

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review and improvement of the school parent and family engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
1. timely information about the Title I program and the school's parent and family engagement policy;
 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
- F. As a component of the school-level parent and family engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
- A. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
 - B. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities and

excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;

-
- C. address the importance of parent/teacher communication on an on-going basis through at least annual parent teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
-
- G. Parents of children receiving Title I services must be notified about their school's parent and family engagement policy in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
-
- H. School-level parent and family engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals must include provisions in the School District and school-level parent and family engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State academic standards, State and local academic assessments, Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
-
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy).;
-
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
-
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers).;
-
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
-
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the Superintendent and building principals may also:

1. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
-
2. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

3. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
4. train parents to enhance the involvement of other parents;
5. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. adopt and implement model approaches to improving parental involvement;
7. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
8. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

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Legal 20 U.S.C. 6318, Elementary and Secondary Education Act of 1965
 34 C.F.R. Part 200 et seq.

Last Modified by Debbie Scott on July 13, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 34, No. 1 - September 2019 New CHILD CARE CENTER STAFF AND VOLUNTEERS
Code po2265
Status

2265 - **CHILD CARE CENTER STAFF AND VOLUNTEERS**

Background Checks

All staff members employed by the District whose job responsibilities include working with children in the District's

[DRAFTING NOTE: YOU MUST SELECT ALL CATEGORIES THAT ARE PROVIDED IN YOUR DISTRICT THAT ARE COVERED BY THE CHILD CARE ORGANIZATIONS ACT]

- pre-school programs,
- before or after school programs,
- early childhood development programs,
- child or day care center,
- drop-in program, and/or
- _____

and all other persons 18 years or older who provide unsupervised care or have unsupervised access to the children in the program(s) **OPTION] [X-]**, including volunteers, **[END OF OPTION]** must consent to and complete a comprehensive background check compliant with the requirements of the Child Care Organizations Act.

[DRAFTING NOTE: SELECT THE ABOVE OPTION ONLY IF YOU DO NOT SELECT THE OPTION BELOW PROHIBITING VOLUNTEERS FROM UNSUPERVISED ACCESS.]

[OPTION] [X] Volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). **[END OF OPTION]**

All staff members and any volunteers who have contact with children in the program(s) at least four (4) hours per week for more than two (2) consecutive weeks must have test results on file with the District indicating that they are free from communicable tuberculosis. The test results must have been verified within one (1) year before employment or volunteering.

Supervision of Volunteers

All persons who volunteer in the program(s), including the ~~52~~ parents or guardians of a child receiving care or services, will be supervised by the District staff member(s) who are working in the program(s). District staff

members will be informed of their supervisory roles **[OPTION] (X-)** including the requirement that volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). **[END OF OPTION]**

[DRAFTING NOTE: SELECT THIS OPTION IF YOU SELECTED THE OPTION ABOVE.]

District staff members must report any issues or concerns of any nature relating to volunteers to the **[PICK ONE] [X] building principal [] Superintendent [] _____ [END OF OPTIONS]** at the first available opportunity. The Building Principal _____ **[insert selection from preceding sentence]** will promptly address all issues or concerns and determine whether any instruction, changes, corrective action or other remedies should be implemented.

All volunteers must comply with Board policies and District guidelines while acting as a volunteer and are subject to removal or prohibition from participating as a volunteer in the program(s).

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Legal M.C.L. 722.111, et seq.

Last Modified by Debbie Scott on July 22, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of REPRODUCTIVE HEALTH AND FAMILY PLANNING
Code	po2414
Status	
Adopted	May 15, 2017
Last Revised	September 17, 2018

2414 - **REPRODUCTIVE HEALTH AND FAMILY PLANNING**

The Board of Education directs that instruction be provided on the principal modes by which dangerous communicable diseases, including HIV and AIDS, are spread and the best methods for the restriction and prevention of these diseases. The instruction shall stress that abstinence from sex is the only protection that is 100% effective against unplanned pregnancy and sexually transmitted diseases, including HIV and AIDS, and that abstinence is a positive lifestyle for unmarried young people.

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any officialer, member of the Boardagent, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

~~The Board accepts as policy the guidelines entitled "Sex Education Guidelines including Reproductive Health and Family Planning" established by the Michigan Department of Education. A copy shall be available for inspection in the Board office.~~

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

The District shall notify the parents, in advance of the instruction and about the content of the instruction, give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from the instruction.

Before any revisions to the curriculum on the subjects taught pursuant to M.C.L. 380.1169 are implemented, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1507.

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Legal M.C.L. 380.1169, 380.1507, 388.1766
A.C. Rule 388.273 et seq.

Last Modified by Debbie Scott on May 11, 2020



Book Policy Manual
Section Policies for the board
Title Copy of ADULT EDUCATION
Code po2450
Status
Adopted May 15, 2017

2450 - **COMMUNITY AND ADULT EDUCATION**

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board shall provide programs

in the evening

and day

for the purpose of meeting the

avocational,

recreational,

cultural

interests of the community.

as well as the vocational/technical training and retraining needs of local workers.

With regard to adult education, the Board also shall provide a basic high school continuation program for anyone over the age of ~~sixteen (16)~~ ~~eighteen (18)~~ sixteen (16) who is not attending high school (X) in the schools of this District as an opportunity to complete the requirements for a high school diploma.

[.] Veterans Benefits and Transition Act

The Board shall permit for GI Bill and Vocational Rehabilitation and Employment Program beneficiaries to attend a course of education or training for up to ninety (90) days pending payment from the Veterans Administration (VA) for the course. To be eligible, the beneficiary must provide a certificate of eligibility for entitlement to educational assistance (valid/current VAF 28-1905) and a written request to use the

entitlement. Documentation must be submitted no later than the first day the course or training commences. The ninety (90) day period starts on the date when the District certifies tuition and fees following receipt of the required documents.

The District shall not impose a penalty, deny access to classes or facilities, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA. The State Approving Agency (SAA) or the VA may act to approve or disapprove certain courses of education, which may be subject to a waiver by the VA

The Board shall also maintain an Americanization program of instruction for the benefit of foreign-born residents of the District. The Superintendent shall develop and implement administrative guidelines whereby the schools are available to residents of the

District for the above-stated purposes and such programs have equal access to the District's facilities and its instructional equipment, materials, and supplies.

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Legal A.C. Rule 388.281 et seq.

Last Modified by Debbie Scott on June 23, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of STATE AID INCENTIVES
Code	po2628
Status	
Adopted	May 15, 2017

2628 - **STATE AID INCENTIVES**

The Board of Education, in its efforts to provide a quality education for the students of this District, shall review annually the State School Aid Act to determine any programs or incentives that offer additional revenues.

The Superintendent shall examine the requirements for each of the programs or incentives to determine which are feasible for this District and provide the Board with the necessary resolutions for those selected.

At Risk Funding

The State School Aid Act provides Section 31a funding for instructional and student support services who meet the at-risk identification characteristics specified [in Section 31a\(20\)](#).

At-risk characteristics include low achievement on State- or local-administered assessments in mathematics, English language arts, social studies or science; failure to meet proficiency standards in reading by the end of 3rd grade or career and college readiness for high school students at the end of 12th grade; a victim of child abuse or neglect; is a pregnant teenager or teenage parent; has a family history of school failure, incarceration or substance abuse; is [economically disadvantaged; is an English learner \(EL\); is chronically absent as defined and reported to the Center for Education Performance and Information \(CEPI\); is an immigrant who has immigrated within the immediately preceding three \(3\) years](#) ~~a student in a priority or priority successor school~~; and in the absence of State or local assessment data, meets at least two or more identified risk factors.

Section 31a funds are limited to instructional services, and direct non-instructional services to students. They may not be used for administration or other related costs. The District shall implement multi-tiered systems of support, as required, in order to access such funding.

Annually, the Superintendent shall allocate such funding to appropriate programs and services based on District priorities. Section 31a funds may be used to provide an anti-bullying or crisis intervention program.

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Legal State School-Aid Act

Last Modified by Debbie Scott on June 23, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of STAFF ETHICS
Code	po3210
Status	
Adopted	May 15, 2017

3210 - **STAFF ETHICS**

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. ~~recognize basic dignities of all individuals with whom they interact in the performance of duties;~~ Responsibility to the Profession
 -
 - 1. demonstrate responsibility for oneself as an ethical professional;
 - 2. acknowledge, address and attempt to resolve ethical issues in an appropriate manner;
 - 3. promote and advance the profession within and beyond the school community;

- B. ~~represent accurately their qualifications;~~ Responsibility to Professional Competence
 - 1. demonstrate commitment to high standards of practice;
 - 2. demonstrate responsible use of data, materials, research and assessment;
 - 3. act in the best interest of all students;

- C. ~~exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;~~ Responsibility to Students
 - 1. respect the rights and dignity of students;
 - 2. demonstrate an ethic of care for students;
 - 3. maintain student trust and confidentiality in a developmentally appropriate manner and within appropriate limits;

- D. ~~seek and apply the knowledge and skills appropriate to assigned responsibilities;~~ Responsibility to the School Community
1. promote effective and appropriate relationships with parents/guardians;
 2. promote effective and appropriate relationships with colleagues;
 3. promote effective and appropriate relationships with the community and other stakeholders;
 4. promote effective and appropriate relationships with employers;
 5. understand the problematic nature of dual or multiple relationships;
- E. ~~keep in confidence legally confidential information as they may secure;~~ Responsible and Ethical Use of Technology
1. use technology in a responsible manner;
 2. ensure student safety and well-being when using technology;
 3. maintain confidentiality in the use of technology;
 4. promote the appropriate use of technology in educational settings;
- F. ~~ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;~~ (X) recognize basic dignities of all individuals with whom they interact in the performance of duties;
- G. ~~avoid accepting anything of value offered by another for the purpose of influencing judgment;~~ (X) represent accurately their qualifications;
- H. ~~refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will in no way limit constitutionally or legally protected rights as a citizen.~~ (X) exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- I. (X) seek and apply the knowledge and skills appropriate to assigned responsibilities;
- J. (X) keep in confidence legally confidential information as they may secure;
- K. (X) ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;
- L. (X) avoid accepting anything of value offered by another for the purpose of influencing judgment;
- M. (X) refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will not be implemented in a manner that limits constitutionally or legally protected rights as a citizen.

In keeping with the ethical responsibilities of the professional staff, the Board of Education prohibits staff from engaging in a ~~requires that staff not engage in any~~ romantic or sexual relationship of any kind with students of this District, regardless of their student's age. Professional staff should not provide alcohol, drugs, cigarettes, or any other contraband to a student.



Hazel Park Schools
Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a

[September 3, 2020 Clarifications](#)

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

Hazel Park Schools District Extended COVID-19 Learning Plan

Address of School District/PSA: 1620 East Elza , Hazel Park

District/PSA Code Number: 63130

District/PSA Website Address: www.hazelparkschools.org

District/PSA Contact and Title: Dr. Amy Kruppe, Superintendent

District/PSA Contact Email Address: amy.kruppe@hazelparkschools.org

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. Hazel Park Schools will make Oakland Schools their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. Hazel Park Schools will create and make available on its transparency reporting link located on the Hazel Park Schools' website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals Hazel Park Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: Hazel Park Schools will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, Hazel Park Schools will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as Hazel Park Schools had planned for that exposure to occur for in-person instruction.
5. Hazel Park Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the Hazel Park School Board's discretion. Key metrics that the Hazel Park Schools will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the Hazel Park School District determines that it is safe to provide in-person instruction to pupils, Hazel Park Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the Hazel Park Schools.
7. The Hazel Park Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the Hazel Park School Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - Hazel Park Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. Hazel Park Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
9. Hazel Park Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Hazel Park Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting Hazel Park Schools in a number of ways: we are experiencing a traumatic event for our students and our staff, many students may have significant gaps in their learning due to loss of educational access, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our Hazel Park Schools community. Because of the wide range of experiences, including the number of students who did not attend during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider loss of learning and larger than normal competencies as it relates to learning. We expect an increase in the number of students who will be behind and need opportunities to catch up. These students will benefit from intervention and reteaching. Teachers will need opportunities to collaborate, reteach and provide a flexible curriculum as they examine student work and determine what comes next in the learning for each student.

Since Hazel Park Schools is starting the school year in a remote learning environment, we will need to ensure that there are structures in place to address student engagement, equity, and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Hazel Park School District believes that benchmark assessment evidence can be one measure used to monitor and evaluate patterns and trends in school/district academic performance and to identify and support effective instructional programs. We believe, if used appropriately, it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Hazel Park Schools will continue the use (and professional learning around the use of) the formative assessment process, as embedded in the Hazel Park Schools curriculum, as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Our most powerful tool is our teachers and their day to day instruction and adjustment of their classrooms instruction that gives us the most information on their students' learning.

Hazel Park Schools believes the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The I-Ready assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. I-Ready growth monitoring or Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the growth monitoring and formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on I-Ready results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by I-Ready .

- All teachers will use the growth monitoring and formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by I-Ready .

- All teachers will use the growth monitoring and formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Hazel Park School District full instructional plan can be found in the [Hazel Park Ready to Learn Website](#).

Mode of Instruction

In phase 4 of the Michigan Safe Start Plan, Hazel Park Schools began the school year with remote learning as indicated in Phase 1-3 of the Michigan Safe Start Plan. Students who are K-5 will be beginning with remote instruction. There will be consideration of returning as of October Early '5/ K-1 and 2nd grade and Jardon October 5, 2020. Additionally Edison will return on October 5th MWF. On October 19th, 2020, there will be consideration of 3rd, 4th and 5th grade starting and the remaining of Edison. This consideration will be based upon the continued work of the HVAC review of the schools and development of mitigating factors in rooms as found in the report. The current system shows 10% air being pushed from outside as shown by the building and grounds department. The HPEA and the Administration will meet on October 19th to review the current phase of the state to discuss the 6-12 students return to school. The Board of Education will provide guidance and support as when an agreement to return could be decided for the Alternatives Schools or the GSRP programs based upon safety precautions and protocols. In Phase 4, pods of students may come to school for support in learning or for special education evaluations or services. Hazel Park Schools will use the Oakland Health Department for guidance of when to close, go remote and open based upon possible spikes in Oakland, Macomb and Wayne County.

Hazel Park Schools will increase our synchronous learning experiences during Phase 1, 2 and 3 **and 4 (when students are remote)** by continuing to offer students access to standard aligned curriculum and high quality learning materials. These materials will be offered in both digital access and paper format as our Spring 2020 experience revealed that not all parents want their student to access remote online learning even though the district provided iPads and Chromebooks to students. New students who do not have access to electronic devices in their home will be given devices for use in their home. Parents will be supported with directions on how to access low-cost internet services. If low-cost internet can not be accessed then the district will support the families in finding other options for internet services. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. Hazel Park Schools will do everything we can to meet student/family needs and encourage full participation.

For students who do not have internet access or whose parents choose not to have them participate in online learning, teachers and other support staff will make weekly contact and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access, teachers will provide instruction on a daily basis through an instructional platform (i.e. Google Classroom, SeeSaw, Zoom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (i.e., virtual meeting, email, by phone or Remind.)

Students in K-2 will utilize iPads and participate in teaching and learning experience through the Seesaw platform. Students in grades 3-12 will utilize Chromebooks and participate in teaching and learning experience through the Google Classroom platform. Synchronous instruction will be provided through Zoom class meetings.

Hazel Park Schools also offers a 100% K-12 virtual learning option which is available to any student who wants to learn remotely. This program is supported by Hazel Park Schools' teachers with computer-supported instruction and online course content. This virtual learning opportunity will remain in place regardless of the phase in which our region and state are operating. Students who attend the virtual schools may change back to brick and mortar school at grading periods if parents wish.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Seesaw, Google Classroom, Zoom). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access the plan. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district social media pages.

Students will take iReady assessment **remotely** in order for the school to assess current level of functioning for K-8 students. The instructional curriculum has formative assessments that can be conducted virtually to assess the ongoing process before the spring I-Ready is given. Final results will be shared to measure progress for the 2020-2021 school year.

Special Education students will have their IEPs, IFSPs and the 504 plans reviewed to assess for any needs and/or accommodations due to regression or loss of services in the 2019-2020 school year. Reflection on their needs for the current year if we are in Phase 1-3, or **Phase 4 (remote as agreed upon)** will take place. Service providers will deliver services through an online platform as appropriate with support of paraprofessionals as appropriate through IEP or 504 plans.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be utilized to make these connections (P2P, Clinic, Youth Assistance, DHHS, ISD supports etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, Social Workers, School Psychologists (social workers, school psychologists, P2P, ISD supports) will reach out to individual students and families to determine what they may need. The support services will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their daily or weekly communications. If a need is identified, the teacher will elevate that need to the principal or support services to make the necessary

follow-up. Teachers and other key staff will identify any additional students or families in need and convey pertinent information each week to their building principal.

Please refer to [Continuity of Learning and COVID-19 Response Plan](#). This is a work in progress that Hazel Park Schools will continually update as the district works together to create the highest quality standards possible for each individual student's needs.

NOTE: This District Plan was developed in conjunction with Oakland County Health Department safety protocols, CDC guidelines, recommendations from the Oakland County Return to School Taskforce, Governor Gretchen Whitmer's Return to School Advisory Council and the COVID-19 Task Force on Education. The critical science surrounding the COVID-19 pandemic continues to provide new information daily and requires fluidity throughout the development process. The District Plan presented to you today is based on current scientific data. If additional information or safety protocols become available prior to the start of school, this District Plan will be modified accordingly.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The Hazel Park School Districts full instructional plan can be found in the [Hazel Park Return to school website](#).

Curriculum and Instruction: Academic Standards

The Hazel Park School District curriculum for core academic areas is aligned to state standards and housed in the Hazel Park Curriculum Drive. As teachers navigate the wider than usual range of competencies expected this fall, they can use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits in conjunction with district developed K-12 ELA & Math guidance documents created as a Priority Standards document identifying the critical standards needed for grades K-12 in ELA & Math This document will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices

- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Hazel Park Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative and interim assessments. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our 6-12 grade parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

Hazel Park Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Hazel Park School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again on our [Hazel Park Return to School Website](#).

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. Please review our special services page on our [return to school website for more comprehensive information](#).

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within the District/PSA.

Hazel Park Schools full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

CTE, Early-Middle College, Dual Enrollment, and Advanced Placement, are available options to remote and virtual students when applicable. Students that have elected to take these courses and/or enroll in these programs will have the courses and/or programs added to their daily course schedule to the best of our scheduling ability,

Early Childhood enrollment will continue to be made available to families based on financial need.

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

RETURN TO SCHOOL PLAN LETTER OF AGREEMENT

August 17, 2020

In accordance with the Governor's direction, the parties used the Michigan Safe Schools Return to School Roadmap ("Roadmap") as their guidance in developing the plan to return students to school this coming school year. The Taskforce on Education that created this Roadmap including many top educators in the state as well as expert medical personnel involved with epidemiology and pediatric medicine. This Letter of Agreement is entered into on a one-time, non-precedent setting basis in connection with the District's COVID-19 Preparedness and Response Plan due August 15, 2020, under the Governor's Executive Order No. 2020-142. This Letter of Agreement shall continue through the first semester of the 2020-2021 school year, but shall extend beyond that date if the District continues to be in Phase 1, 2, 3, 4, or 5 of the Roadmap, but in no event shall it continue after June 30, 2021. Much more detail is set forth in the District's Preparedness and Response Plan than in this Letter, and the provisions in that Plan shall apply, so long as it does not conflict with the Master Agreement, unless agreed upon in as noted in this document. However, in the event of a conflict between the District's Plan and this Letter of Agreement, this Letter of Agreement shall govern to the extent the matter involves terms and conditions of employment.

It is agreed as follows:

1. All instruction shall be virtual and provided remotely at the start of the school year. The parties shall meet no later than September 15, 2020, to review the situation at the time and make a determination as to whether K-5 and students in the Center Programs may begin in-person or hybrid instruction no earlier than October 1, 2020. The parties shall meet no later than October 15, 2020, to review the situation at the time and make a determination as to whether 6-12 students (and K-5 and students in the Center Programs, if they are still being instructed virtually/remotely) may begin in-person or hybrid instruction no earlier than the first day of the second marking period. If not all students are back to in-person or hybrid instruction by the beginning of the second marking period, the parties will meet thereafter upon request to discuss the same.

2. Teachers shall be encouraged to provide their virtual/remote instruction from their regular classrooms in order to facilitate collaboration with other staff members. Teachers who do not meet the minimum requirements of direct, real-time instruction of students in lesson presentation, guided practice, or assessment, shall be required to provide their virtual/remote instruction from their regular classrooms.

3. The length of the teachers' workday shall be as set forth in the applicable collective bargaining agreement, and will include a preparation period as also provided in the agreement. It is understood and agreed that each day teachers shall provide at least three hours of direct, real-time instruction of students in lesson presentation, guided practice, or assessment, with the other hours of the workday being used to directly communicate and work with individual students and parents on student lessons, homework, and other issues related to the student's learning the material presented. It is understood that this three-hour requirement shall not apply on day in which no direct, real-time instruction is expected (which could occur at one day a week at the elementary level).

4. It is expected that teachers and their building administrators will work together to address problems that may arise and to provide the best instruction possible in a virtual/remote environment. To this end, and for purposes of collaboration and evaluation, teachers shall as a general practice invite an administrator designated by their building principal to participate in all of the teacher's zoom meetings involving more than one student.

5. The parties will comply with the Governor's Executive Orders and will look to the Oakland County Health Department for guidance in addressing issues that arise in connection with the COVID-19 pandemic.

6. The District shall provide all masks and personal protection equipment (PPE) required by the Governor's Michigan Safe Schools Return to School Roadmap. In addition, all of the safety protocols that are required in the Governor's Michigan Safe Schools Return to School Roadmap shall be implemented. Safety protocols that are either strongly recommended or recommended are understood to be optional, and it is further understood that strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings. The parties agree to meet and address concerns regarding the same as they may arise. It is understood that these discussions will be a part of any discussion related to returning to in-person student instruction.

7. The District shall notify all staff in a building if a staff member in that building tests positive for COVID.

8. Any Professional Development dates prior to the first student day will be held virtually.

9. The parties agree that the first Parent Teacher Conference of the School year will be held virtually. Times for the conferences shall remain the same as in the mutually agreed to District calendar.

10. Meet the Teacher, Curriculum Night/Open House, and other events outside of the regular school day will be held virtually.

11. Teachers shall be permitted, if they so choose, to work with small groups of students in-person at school consistent with safety protocols, particularly Title I students and special needs students, both for purposes of instruction as well as evaluation (for IEPs). Teachers shall be notified by building when students will be coming in.

12. The High School schedule for in-person student instruction (when that occurs) will be as reflected in the attached Bell Schedule.

11. Unless expressly addressed in this Agreement or the attached addendum reflecting the High School schedule, which shall govern any conflict, all provisions of the current collective bargaining agreement continue in effect, with the exception of those provisions providing additional compensation for extra duties, overload and the like, as these additional duties may not be required or apply in a virtual/remote environment. It is further understood and agreed that the District shall have discretion, consistent with this Agreement, to implement measures necessary to meet the conditions in any applicable Executive Order to receive full State School Aid funding. The District will continue to collaborate with the Association in developing the District's return to school plan.

HPEA President

Date

Superintendent

Date

Addendum Reflecting the High School Schedule

Monday/Wednesday (A Day)	
Advisory	7:40-8:00 (20 minutes)
1st Hour 1:55 instruction	8:00-9:55 (1:55)
<i>Passing Time (10 Min)</i>	9:55-10:05 (10)
2nd Hour	10:05-12:35
Lunch 1: 35min +1:20min= 1:55 instruction	10:40-11:15 (includes 5 min passing)
Lunch 2 1:15+ 40min = 1:55 instruction	11:20-11:55 (includes 5 min passing)
Lunch 3 1:55 instruct	12:00-12:35
<i>Passing Time (10 Min)</i>	12:35-12:45
3rd Hour 1:55 instruction	12:45-2:40 (1:55)

LETTER OF AGREEMENT
Between the Hazel Park Paraprofessional Association (HPPA) and Hazel
Park School Board of Education

Attendance Reconciliation

In consideration for the mutual covenants contained herein, it is hereby agreed by and between the Hazel Park Paraprofessional Association/ Michigan Education Association, hereinafter referred to as the HPPA and the Board of Education for the Hazel Park Public Schools, hereinafter referred to as the Board, as follows:

Background:

For the 2019-2020 attendance tracking for the paraprofessionals have been very cumbersome. Some employees have been using time cards, while others are using the Frontline AESOP system and some employees have not been updating attendance at all. Because of the errors that have happened, Hazel Park Public Schools can not reconcile attendance banks with fidelity.

To ensure that attendance banks can be reconciled going forward Hazel Park Public Schools is front loading each individual personal day bank the full allotment of personal days restored to his/her account under Article XIII.B for the 2019-2020 school year. This front loading of banks shall occur by October 12, 2020.

Hazel Park Schools shall also load the 2020-21 personal day bank the full allotment of personal days by October 12, 2020.

All absences going forward shall be entered into the Frontline Aesop system for all paraprofessionals.

Any days used for the 2020-21 school year shall be deducted from the personal bank.

FOR THE BOARD



Amy Kruppe, Superintendent Date

FOR THE ASSOCIATION



Joan Rybinski, HPPA President Date



Book	Policy Manual
Section	Policies for the board
Title	Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po1422
Status	
Adopted	May 15, 2017
Last Revised	September 17, 2018

1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

District Compliance Officers

The Board designates the ~~following individuals~~ Human Resources Office Designees to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs").

~~Dr. Amy Kruppe~~ Office of Human Resources
~~Superintendent~~
Hazel Park School District
1620 E. Elza Avenue
Hazel Park, MI 48030
~~248-658-5221~~ 248-658-5241
~~amy.kruppe~~ humanresources@hazelparkschools.org

~~Dr. Carla Postell~~
~~Dir. Of Curriculum Integration and Instruction~~
~~Hazel Park School District~~
~~1620 E. Elza Avenue~~
~~Hazel Park MI 48030~~
~~248-658-5284~~
~~carla.postell~~@hazelparkschools.org

The names, titles, and contact information of these individuals will be published annually ~~on the School District's web site and in the Student Handbook.~~

(**x**) in the staff handbooks.

(~~**x**~~) in the School District Annual Report to the public.

on the School District's web site.

on each individual school's web site.

in the School District's calendar.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. Any sections of the District's collective bargaining agreements dealing with hiring, promotion, and tenure need to contain a statement of nondiscrimination similar to that in the Board's statement above. In addition, any gender-specific terms should be eliminated from such contracts. A copy of each of the Acts and regulations on which this notice is based may be found in the CO's office.

Reports and Complaints of Unlawful Discrimination and Retaliation

Employees are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other District-level official so that the Board may address the conduct. Any administrator, supervisor, or other District-level employee or official who receives such a complaint shall file it with the CO within two (2) school days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept complaints of unlawful discrimination/retaliation directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin either an informal or formal process (depending on the request of the person alleging the discrimination/retaliation or the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to any person who files a complaint. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one (1) of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the employee within two (2) business days to advise him/her of the Board's intent to investigate the wrongdoing.

Investigation and Complaint Procedure (See Form 1422 F2)

Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop quickly inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for an employee who believes s/he has been unlawfully discriminated or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the parties (the alleged target of the discrimination/retaliation and individual(s) alleged to have engaged in the discrimination) agree to participate in it.

Employees who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community against a student will be formally investigated.

As an initial course of action, if an individual feels that s/he is being unlawfully discriminated/retaliated against and s/he is able and feels safe doing so, the individual should tell or otherwise inform the person who engaged in the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The complaining individual should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the person who allegedly engaged in the unlawful conduct of his/her concerns is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination, such as sexual discrimination, the CO may advise against the use of the informal complaint process.

An individual who believes s/he has been unlawfully discriminated/retaliated against may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to one (1) of the COs; and/or (3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one (1) of the COs who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide employees who believe they are being unlawfully discriminated/retaliated against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful discrimination/retaliation, informal resolution may involve, but not be limited to, one (1) or more of the following:

- A. Advising the individual about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.
- B. Distributing a copy of Policy 1422 – Non-Discrimination as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works.
- C. If both parties agree, the CO may arrange and facilitate a meeting between the individual claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

~~All materials generated as part of the informal complaint process will be retained by the COs in accordance with the Board's records retention policy. (See Policy 8310)~~

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.

An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant"), may file a formal complaint, either orally or in writing, with a principal, the CO, Superintendent, or other District-level employee.

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs.

If a Complainant informs a principal, Superintendent, or other District-level employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process, the CO should keep the parties informed of the status of the investigation and the decision- making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 1422 - Non- Discrimination. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO or a designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint.

The investigation will include:

1. interviews with the Complainant;
2. interviews with the Respondent;
3. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
4. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or the designee, the Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

If the Superintendent determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

The decision of the Superintendent shall be final

~~A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.~~

~~In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.~~

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The Complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent(s).

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the CO in accordance with the Board's records retention policy.~~

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against an employee, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/ statements/responses pertaining to an alleged violation of this policy.;

- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
-
- C. any documentation that memorializes the actions taken by District personnel related to the investigation and/or the District's response to the alleged violation of this policy;
-
- D. written witness statements;
-
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
-
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
-
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
-
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
-
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
-
- J. documentation of any interim measures offered and/or provided to complainants and/or the alleged perpetrators, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
-
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
-
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student and/or Employee Handbooks or Codes of Conduct);
-
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;

[DRAFTING NOTE: The following options should be selected if the district concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- N. **(x) documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; [REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
-
- O. **() documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;**

- P. (.) copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy.;
- Q. (.) copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing.;
- R. (.) copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the complainant or the alleged perpetrator.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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Legal

- M.C.L. 37.2101 et seq., 37.1101 et seq.
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1681, Title IX of Education Amendment Act
- 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- 34 C.F.R. Part 110 (7/27/93)
- 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 2000e et seq., Civil Rights Act of 1964
- 29 U.S.C. 701 et seq., Rehabilitation Act of 1973 as amended
- 29 C.F.R. Part 1635

Last Modified by Debbie Scott on September 14, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 33, No. 2 - February 2019 New LEAVES OF ABSENCE
Code po1430
Status

1430 - LEAVES OF ABSENCE

All administrative staff members not otherwise covered by the terms of a negotiated, collectively-bargained agreement of this District shall be entitled to the leave benefits which are not less than those provided in the master agreement with the paraprofessionals.

All requests for unpaid leaves of absence by administrative staff members shall be presented to the Board of Education for approval.

Any administrative staff member granted a leave of absence by the Board shall be considered to have terminated all work with the School District until the completion of the leave. Exceptions may be made by the Superintendent in cases where the best interest of the District might be served.

[DRAFTING NOTE: THIS POLICY LANGUAGE SHOULD ONLY BE USED IF THE DISTRICT DOES NOT ALREADY HAVE A POLICY OR COLLECTIVE BARGAINING PROVISIONS RELATING TO PAID TIME OFF; IF THE DISTRICT DOES HAVE SUCH POLICY(IES) OR CBA LANGUAGE, THE DISTRICT SHOULD HAVE ITS LOCAL COUNSEL REVIEW AND REVISE ITS CURRENT PTO POLICY AND/OR COLLECTIVE BARGAINING AGREEMENT LANGUAGE AS NECESSARY TO COMPLY WITH THE PMLA IN LIEU OF CHOOSING THIS OPTIONAL LANGUAGE]

[X] Paid Medical Leave (PML)

This policy provision applies to all District employees who are eligible to accrue paid medical leave under the Paid Medical Leave Act (PMLA). "Paid Leave" includes, but is not limited to, paid vacation days, paid personal days, and paid time off (i.e. PTO).

The District adopts **[CHOOSE ONE (1) OF THE TWO (2) FOLLOWING OPTIONS]**

[] [OPTION #1]

The Accrual Method

Each eligible employee will accrue one (1) hour of Paid Medical Leave for every thirty-five (35) hours worked, but not more than one hour of paid medical leave in a calendar week () limited to a maximum of forty (40) hours per benefit year. Eligible employees may carry over () forty (40) hours () ~~_____~~ **[some number higher than forty (40)]** _____ of accrued but unused paid medical leave time to the next benefit year. Paid medical leave will begin accruing on () March 29, 2019, or upon a new hire's start date () however, new employees must wait ninety (90) days after the commencement of employment to use accrued time. () The District will prorate paid leave for eligible employees hired during a benefit year.

[X] [OPTION #2]

The Frontload Method

The District will frontload forty (40) hours of Paid Medical Leave to eligible employees on March 29, 2019, which will be prorated for the first year if the benefit year tracks the calendar year. () No carryover of paid medical leave is permitted. In subsequent benefit years, the District will provide an eligible employee with forty (40) hours of paid medical leave on () March 29 (X) September 1 or day of contract for school year ~~_____~~ **[INSERT THE START DATE OF THE NEW BENEFIT YEAR]**. ~~An employee cannot carry over unused paid medical leave to the next benefit year.~~

A benefit year is the consecutive twelve (12) month period indicated above used by the District to calculate an eligible employee's benefits.

[END OF OPTIONS]

An employee may use Paid Medical Leave under the PMLA for:

- A. An employee or employee's family member's mental or physical illness, injury, health condition and medical diagnosis, care, or treatment, preventative medical care.
- B. If the employee or the eligible employee's family member is a victim of domestic violence or sexual assault:
 1. for medical, psychological or other counseling for physical or psychological injury or disability;
 2. to obtain services from a victim services organization;
 3. to relocate due to domestic violence or sexual assault;
 4. to obtain legal services; and/or
 5. to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.
- C. Closure of the employee's primary workplace due to a public health emergency or to provide care for a child whose school or place of care has been closed due to a public health emergency.
- D. If health authorities or a health care provider have determined that the employee or employee's family member would jeopardize the health of others because of their exposure to a communicable disease regardless of whether employee or family member has actually contracted the communicable disease.

Definitions

A "family member" includes:

- A. a biological, adopted or foster child, stepchild or legal ward, or a child to whom the employee stands in loco parentis;
- B. a biological parent, foster parent, stepparent, or adoptive parent or a legal guardian of an employee or the employee's spouse, or an individual who stood in loco parentis when the employee was a minor child;
- C. an individual to whom the employee is "legally married under the laws of any state";
- D. a grandparent or grandchild; and
- E. a biological, foster, or adopted sibling.

[DRAFTING NOTE: IF THE DISTRICT HAS A DIFFERENT WRITTEN POLICY OR COLLECTIVE BARGAINING PROVISION THAT ADDRESSES INCREMENTAL LEAVE, IT SHOULD NOT SELECT THE ONE (1) HOUR INCREMENT OPTION, BUT SHOULD INSTEAD REFER TO THE APPROPRIATE WRITTEN POLICY OR CBA.]

PMLA leave must be used in one (1) hour increments _____ **DRAFTING NOTE: MAY INSERT A LONGER INCREMENT. [END OF OPTIONS]**

An eligible employee who is using Paid Medical Leave because of domestic violence or sexual assault may be required to provide documentation that the Paid Medical Leave has been used for that purpose.

Employees must follow the District's usual practice or procedure for requesting, although the District will give employees three (3) days to acquire the proper documentation if the time off is used for paid medical leave, for the reasons set forth above.

Employees will be paid at a rate equal to the greater of either the normal hourly or base wage rate for that employee or the minimum wage rate, at the time of absence. PMLA pay will not include overtime pay, holiday pay, bonuses, commissions, supplemental pay, piece-rate pay, or gratuities.

Employee will not will be paid for unused, accrued PMLA leave time at the end of the benefit year or upon separation, voluntary or involuntary.

To the extent that any current collective bargaining agreements already provide all of the requirements of the PMLA, those are sufficient to address the District's obligations to that set of employees and will control the employees covered under the collective bargaining agreement instead of this policy.

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Book	Policy Manual
Section	Policies for the board
Title	Copy of PROFESSIONAL STAFF EVALUATION
Code	po3220
Status	
Adopted	May 15, 2017

3220 - PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

~~Commencing with the 2015-16 school year, the year-end evaluation of student growth shall be~~ based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective and ineffective, which take into account student growth and assessment data. For the ~~2015-2016, 2016-2017 and 2017-2018 school years~~ 2018-2019 twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the ~~2018-2019 - 2020~~ school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

Evaluations must also comply with ~~For these purposes, student growth shall be measured by~~ the following:

1. ~~Beginning with the 2016-2017 school year, I~~the portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the District as described below.
2. Beginning with the 2018 - 2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty (50) percent of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be

measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.

3. The portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.)
4. If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. the effectiveness of employees, so that they are given ample opportunities for improvement
2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

E. provides a mid-year progress report for every certificated teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the most recent annual year-end evaluation

This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;
2. be aligned with the teacher's individualized development plan;
3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

F. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught and student engagement in the lesson
2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations
3. observations need not be for an entire class period
4. ~~beginning with the 2016—2017 school year,~~ at least one (1) observation must be unscheduled;
5. ~~beginning with the 2016—2017 school year,~~ the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.

6. ~~beginning with the 2016—2017 school year,~~ the district shall ensure that, within thirty (30) days after each observation, the teacher is provided with feedback from the observation.

- G. For the purposes of conducting annual year-end evaluations under the performance evaluation system, ~~by the beginning of 2016—2017 school year,~~ the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

- H. ~~Beginning with the 2016—2017 school year, t~~The District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

- I. The District shall also ~~Beginning with the 2016—2017 school year:~~

1. ~~The District will p~~Provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.
2. ~~The District will e~~Ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor

offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

If a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

~~Beginning with the 2018—2019 school year, t~~The District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

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Legal M.C.L. 380.1249 (as amended)

Last Modified by Debbie Scott on June 23, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR COMMERCIAL MOTOR VEHICLE (CMV) DRIVERS AND OTHER EMPLOYEES WHO PERFORM SAFETY SENSITIVE FUNCTIONS
Code	po4162
Status	
Adopted	May 15, 2017
Last Revised	November 19, 2018

4162 - CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR COMMERCIAL MOTOR VEHICLE (CMV) DRIVERS AND OTHER EMPLOYEES WHO PERFORM SAFETY SENSITIVE FUNCTIONS

Purpose

The Board of Education believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the school vehicle. To fulfill such a responsibility, each driver, as well as others who perform safety-sensitive functions with District vehicles (collectively "Covered Employees"), must be mentally and physically alert at all times while on duty.

To that end, the Board has established this policy, which includes an alcohol and controlled substances testing program. The Board also expects all Covered Employees to comply with Board Policy 4122.01 on Drug-Free Workplace which prohibits the possession, use, sale, or distribution of alcohol and any controlled substance on school property at all times.

Further, the Board concurs with the Federal requirement that all Covered Employees should be free of any influence of alcohol or controlled substance while on duty. Therefore, participation in the alcohol and controlled substances testing program is a condition of employment for all Covered Employees.

Definitions

For purposes of this policy and the guidelines associated with the policy, the following definitions shall apply.

- A. The term alcohol means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols, including methyl or isopropyl alcohol.
- B. The term illegal drug means drugs and controlled substances, the possession or use of which is unlawful, pursuant to Federal, State, and/or local laws and regulations.
- C. The term controlled substance includes any illegal drug and any drug that is being used illegally, such as a prescription drug that was not legally obtained or not used for its intended purposes or in its prescribed quantity. The term does not include any legally-obtained prescription drug used for its intended purpose in its prescribed quantity unless such use would impair the individual's ability to safely perform safety-sensitive functions.

- D. The term controlled substance abuse includes excessive use of alcohol as well as prescribed drugs not being used for prescribed purposes, in a prescribed manner, or in the prescribed quantity.
- E. The term safety-sensitive functions includes all tasks associated with the operation and maintenance of District owned and/or operated vehicles. This term further includes any period in which an individual is actually performing, ready to perform, or immediately available to perform any safety-sensitive function.
- F. The term Covered Employee means all commercial driver license (CDL) holders and regular and substitute bus drivers as well as other staff who operate, inspect, service and condition a commercial motor vehicle (CMV) while on duty, regardless of whether they are required to hold a CDL.

This policy also covers other staff members who drive students in or inspect, service, and condition non-CMV District vehicles.

- G. The term while on duty means all time from the time the Covered Employee begins to work or is required to be in readiness for work until the time s/he is relieved from work and all responsibility for performing work.

Procedures

The Superintendent shall establish a drug and alcohol testing program whereby each Covered Employee is tested for the presence of alcohol in his/her system as well as for the presence of the following controlled substances:

- A. Marijuana
- B. Cocaine
- C. Opioid
- D. Amphetamines
- E. Phencyclidine (PCP)

The alcohol and controlled substances tests are to be conducted in accordance with Federal and State regulations a.) prior to employment (Controlled Substances Only), b.) reasonable suspicion, c.) upon return to duty after any alcohol or drug rehabilitation, d.) after any accident, e.) on a random basis, and f.) on a follow-up basis.

[OPTION #1]

d.) after any post-accident 1) resulting in human death, 2) where the driver is issued a citation and the accident results in an injury that requires immediate medical attention away from the scene, or 3) where there is disability damage to any motor vehicle that requires towing [END OF OPTION]

[OPTION #2]

d.) after any post-accident,

[NOTE: must select one option. Option #1 mirrors the DOT regulations; Option #2 provides a more affirmative approach to drivers who are primarily involved with transporting children.]

Candidates shall also be tested for the presence of alcohol in their system prior to employment.

The Superintendent shall require that the District query the FMCSA's Drug and Alcohol Clearinghouse for current and prospective CDL drivers' drug and alcohol violations before allowing a driver to operate a District-owned and/or operated vehicle, consistent with Federal regulations, including consent requirements.

Any staff member who tests positive as defined in the guidelines shall be immediately prohibited from driving any District owned and/or operated vehicle or conducting a safety sensitive function:

- A. and evaluated by a substance abuse professional;
- B. and subject to discipline, up to and including discharge, in accordance with District guidelines and the terms of any applicable collective bargaining agreements.

No staff member who has tested positive for alcohol or a controlled substance may be returned to a safety sensitive position without having been evaluated by a qualified substance abuse professional (SAP), completing any required treatment program, and passing a retest. Return to a safety sensitive position is solely at the District's discretion and the employee may be required to participate in ongoing services if recommended by the SAP. Any staff member who has tested positive for alcohol or a controlled substance will be provided with a list of SAPs available and acceptable to the District.

~~Furthermore, if during any test the lab determines that an adulterant has been added to the specimen, then the employee will be re-tested with an observed collection to prevent the addition of an adulterant to the specimen.~~

Furthermore, if during any test the lab determines that an adulterant has been added to the specimen, then:

- the test will be considered positive and the employee shall be prohibited from performing any safety-sensitive functions and be referred to the District's Employee Assistance Program.
- the employee will be re-tested with an observed collection to prevent the addition of an adulterant to the specimen.

Any staff member who refuses to submit to a test shall immediately be prohibited from performing or continuing to perform his/her safety-sensitive functions (e.g., driving any Board-owned vehicle).

Prior to the beginning of the testing program, the District shall provide a drug-free awareness program which will inform Covered Employees and their supervisors, about:

- A. the dangers of illegal drug use and controlled substance and alcohol abuse;
- B. indicators of probable alcohol misuse and controlled substance abuse;
- C. Board Policy 4122.01 - Drug-Free Workplace, Policy 4161 - Unrequested Leaves of Absence/Fitness for Duty, Policy 4170 - Substance Abuse, and Policy 4170.01 - Employee Assistance Program;
- D. the sanctions that may be imposed for violations of Policy 4122.01.

All time spent undergoing an alcohol or controlled substance test, including travel time, will be paid at the staff member's regular rate of pay, or at his/her overtime rate, if applicable. Any staff member who is not allowed to return to work while awaiting test results will be compensated during the waiting period for all work time lost, including overtime, if applicable. The Board shall pay all costs associated with the administration of alcohol and controlled substance tests. This includes testing of the "split specimen" at a Federally certified laboratory if so requested by a staff member. Requests for a "split specimen" must be made within seventy-two (72) hours of receipt of the notification of a positive drug test. The Board will not pay for the employee's time while not on duty, if the split specimen test results are positive.

Alcohol and drug test results shall be protected as confidential medical records as appropriate under Federal law (i.e. test results shall be provided on a right to know basis - the employee, the

employer, and the substance abuse professional - and the results shall not be presented until analyzed by a Medical Review Officer).

A tested individual, upon written request, will be promptly provided copies of any records relating to his/her use of drugs and alcohol, including any records pertaining to his/her drug and alcohol tests. A tested individual must provide specific written consent before his/her test result can be provided to any other person except as required by law.

All tests shall be conducted in accordance with Federal testing guidelines and be performed by a laboratory that is Federally certified.

The alcohol and drug testing program shall be under the direction of the Superintendent.

The Superintendent shall arrange for periodic retraining of supervisors and staff members as necessary. The Superintendent shall provide a copy of this policy and testing guidelines to all Covered Employees and will include available resources to assist employees with problems related to the use of alcohol and controlled substances.

The Superintendent shall submit, for Board approval, a contract with a certified laboratory to provide the following services:

- A. testing of all first and second test urine samples
- B. clear and consistent communication with the District's Medical Review Officer (MRO)
- C. methodology and procedures for conducting random tests for controlled substances and alcohol
- D. preparation and submission of all required reports to the District, the MRO, and to Federal and State governments

The Superintendent shall also select the agency or persons who will conduct the alcohol breathalyzer tests, the District's MRO, and the drug collection site(s) in accordance with the requirements of the law.

Notification

A tested candidate shall be notified of the results of a pre-employment controlled substances test conducted under this part, if the driver requests such results within sixty (60) calendar days of being notified of the disposition of the employment application.

A tested individual shall be notified of the results of random, reasonable suspicion and post-accident tests for controlled substances conducted under this policy if the test results are verified positive. The tested individual shall also be informed which controlled substance or substances were verified as positive.

The Superintendent shall make reasonable efforts to contact and request each driver who submitted a specimen under the employer's program, regardless of the driver's employment status, to contact and discuss the results of the controlled substances test with a medical review officer who has been unable to contact the driver.

The Superintendent shall immediately notify the medical review officer that the driver has been notified to contact the medical review officer within seventy-two (72) hours.

Individuals holding a CDL license must notify all current employers of any DOT violations (such as testing positive for the presence of alcohol or a controlled substance in violation of this policy). The notification must be made 1) by the end of the business day following the day the individual first receives notice of the violation or 2) prior to performing any safety-sensitive function, whichever comes first. Individuals are not required to notify the employer that administered the test or that documented the circumstances giving rise to the violation.

In the event that an individual is selected for testing, the Superintendent will inform the individual that the test is required by applicable law.

Reporting Test Results

The Superintendent shall report all information required by Federal regulations to the Clearinghouse in a timely manner. The Superintendent shall prepare and maintain a summary of the results of its alcohol and controlled substances testing programs performed under this policy during the previous calendar year, when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the employer or any of its drivers. Such summaries shall be submitted in a manner and timeline as required by law.

Educational Materials Related to Certain Federal Regulations, Board Policies, and Procedures

CDL License Holders and other employees who perform safety-sensitive functions will be provided educational materials at the time of hire or at any time when required to operate a school vehicle. The educational materials shall explain the requirements of applicable Federal regulations and the Board's policies and District's procedures with respect to meeting these Federal regulations. The Board designates (x) Superintendent or designee as the individual responsible for providing educational materials to CDL License Holders and other employees who perform safety-sensitive functions. The educational materials will include, at a minimum, the following:

~~Educational materials explaining the requirements of the Federal regulations and of the Board's policies and procedures to meet the Federal regulations shall be provided to all Covered Employees, including the following:~~

- A. the contact information Superintendent or designee, who is the individual designated by the Board to answer questions about the educational materials. ~~the name of the person designated by the Board to answer questions about the materials~~
- B. a statement that all CDL License Holders and other employees who perform safety-sensitive functions are subject to Federal law addressing the misuse of alcohol and other controlled substances
- C. information sufficient to make clear to employees the period of the work day during which they are required to comply with the regulations
- D. information concerning ~~what conduct is~~ prohibited conduct
- E. the circumstances under which employees are subject to testing for alcohol and/or controlled substances
- F. the procedures for testing for the presence of alcohol and controlled substances in order to protect the employee and the integrity of the testing process, to safeguard the validity of the test results, and to confirm the results are attributed to the correct employee, including post-accident information, procedures, and instructions required under Federal regulations
- G. the requirement that staff members must submit to alcohol and controlled substance testing as required by the regulations
- H. an explanation of what constitutes a refusal to be tested for alcohol or controlled substances and the attendant consequences
- I. the consequences of testing positive, including the requirements of immediate removal from safety-sensitive functions, and the procedures regarding referral, evaluation, and treatment
- J. the consequences ~~for a test indicating~~ for employees found to have an alcohol concentration ~~greater than of~~ 0.02 or greater but less than 0.04, and

- K. information concerning the effects of alcohol and ~~drug misuse~~ controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol and/or controlled substances problem (the employee's or a co-worker's); and available methods of intervening when a ~~drug~~ controlled substances and/or alcohol problem is suspected (including confrontation and how to refer someone to an Employee Assistance Program or to management); ~~and~~
- L. information regarding the requirement that certain personal information collected and maintained under Federal Law be reported to the Commercial Driver's License Drug and Alcohol Clearinghouse
- M. information indicating that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including alcohol, is prohibited on all school board property and at school-sponsored activities. Individuals are strictly prohibited from reporting to work or being on duty while under the influence of alcohol or a controlled substance.

These materials are to be distributed to each staff member upon being hired or transferred into a covered position thereafter. Each staff member must sign a statement certifying receipt of these materials. A staff member who refuses to sign the requisite statement shall be prohibited from performing any safety sensitive functions. Each employee (and labor organization representing Board employees) shall receive written notice of the availability of this information, and the identity of the Board's designated representative in charge of answering employee questions about the materials.

Return-to-Duty (Safety-Sensitive Positions)

Employees who are removed from performing safety-sensitive functions as a result of this policy must take and pass return-to-duty test before returning to performing safety-sensitive functions. The return-to-duty test will not occur until after a Substance Abuse Professional (SAP) has determined that the employee has successfully complied with prescribed education and/or treatment. The employee must have a negative drug test result and/or an alcohol test with an alcohol concentration of less than 0.02 before resuming performance of safety-sensitive duties. The employee will not be permitted to perform safety-sensitive functions until the start of the employee's next regularly scheduled duty period, but not less than twenty-four (24) hours following administration of the return-to-duty test.

Employees must also comply with the SAP's written follow-up testing plan, which will be administered by the District, or they will not be permitted to perform safety-sensitive duties.

Subject to any collective bargaining agreement or other legal requirements, employees who are eligible to return to performing safety-sensitive functions may not do so without the approval of the Superintendent.

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Legal 49 C.F.R. 382.101 et. seq.
 34 C.F.R. Part 40

Last Modified by Debbie Scott on July 13, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of ANTI-HARASSMENT
Code	po4362
Status	
Adopted	May 15, 2017

4362 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- J. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- K. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students by District employees or any other adult member of the School District community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to District employees or other adult members of the School District community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community, which includes all staff, and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first convenience.

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying, aggressive behavior and/or harassment to one of the Anti-Harassment Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of the Policy 4362 investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The Board designates the ~~following individuals~~ Human Resources Office/Designees to serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers".

~~Amy Kruppe~~ Office of Human Resources Superintendent

Hazel Park Schools
1620 E. Elza Avenue
Hazel Park, MI 48030

~~248-658-5221~~ 248-658-5241

~~amy.kruppe@hazelparkschools.org~~ humanresources@hazelparkschools.org

~~Daniel Romzek~~ ~~Assistant Superintendent of Business and Operations~~

~~Hazel Park Schools~~
~~1620 E. Elza Avenue~~
~~Hazel Park, MI 48030~~

~~248-658-5217~~

~~dan.romzelk@hazelparkschools.org~~

The names, titles, and contact information of these individuals will be published annually in the parent and staff handbooks and on the School District's web site.

The Compliance Officers will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment or the nature of the alleged harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) business days of learning of the incident.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Investigation and Complaint Procedure (See Form 4362 F1)

Any employee or other member of the School District community or third party (e.g., visitor to the District) who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or third party who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint and will only be utilized where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in such process.

Employees, other members of the School District community, or third parties who believe that they have been unlawfully harassed or retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee, any other adult member of the School District community, or a third party against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

As an initial course of action, if an individual feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

An individual who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator; (2) directly to one of the Compliance Officers; and/or (3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the individual about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the individual claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

~~All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the Board's records retention policy and/or Student Records policy. (See Policy 8310 and Policy 8330)~~

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.

An individual who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the "Complainant", may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District employee. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

~~A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.~~

The decision of the Superintendent shall be final.

~~In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.~~

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or third party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the School Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State laws.~~

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child ~~with a disability under the age of twenty one (21) or that a child~~ under the age of eighteen (18) or that a person with a disability receiving services as a student from the school regardless of age has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to

immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any interim measures offered and/or provided to complainants and/or the alleged perpetrators, including no contact orders issued to both parties, the dates the no contact orders

were issued, and the dates the parties acknowledged receipt of the no contact orders;

- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student and/or Employee Handbooks or Codes of Conduct);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;

[DRAFTING NOTE: The following options should be selected if the district concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- N. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the complainant or the alleged perpetrator.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Legal

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.
20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
29 U.S.C. 621 et seq, Age Discrimination in Employment Act of 1967
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000e et seq.
42 U.S.C. 1983
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
29 U.S.C. 794, Rehabilitation Act of 1973, as amended
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
The Handicappers' Civil Rights Act, M.C.L. 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, M.C.L. 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008

Last Modified by Debbie Scott on September 14, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of SCHOOLS OF CHOICE (Intra-District)
Code	po5113.01
Status	
Adopted	May 15, 2017

5113.01 - **SCHOOLS OF CHOICE (Intra-District)**

The Board of Education supports the concept of providing parents with the choice of which elementary school their child may attend in the District.

~~The Superintendent shall, in cooperation with the appropriate committee, submit a plan to the Board each year for its review and approval. The plan is to specify the conditions under which a student may enroll in a school other than the one in his/her attendance area as well as the arrangements for transportation.~~

See also, Policy 5113.02 - School Choice Options Provided by Federal Law ~~the No Child Left Behind Act~~

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Book	Policy Manual
Section	Policies for the board
Title	Copy of ATTENDANCE
Code	po5200
Status	
Adopted	May 15, 2017

5200 - ATTENDANCE

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, (X) a written statement and/or a confirmation of the cause for such absence.

The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a (.) written statement (.) and/or confirmation of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. (X) single absence;
- B. (X) prolonged absence;
- C. (X) absence of more than 5 days duration;
- D. (X) repeated unexplained absence and tardiness.
- E. (.) _____

The Board may report to the Intermediate School District infractions of the law regarding the attendance of students below the age of ~~sixteen (16)~~ eighteen (18). Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the District program.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. illness
- B. recovery from accident

- C. required court attendance
- D. professional appointments
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday
- G. such other good cause as may be acceptable to the Superintendent

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences, authorized under Policy 2370, to be in regular attendance for the program provided that s/he reports daily to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

[.] The Board authorizes, but does not encourage the Superintendent, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

The Superintendent shall develop procedures for the attendance of students which:

- A. ensure a school session which is in conformity with the requirements of the law;
- B. ensure that students absent for any excusable reason have an opportunity to make up work they missed;
- C. ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor, but which allow reduction in grade or denial of credit, if the student does not make appropriate use of make-up sessions provided by the instructor or administrator;
- D. govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

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Book	Policy Manual
Section	Policies for the board
Title	Copy of LATE ARRIVAL AND EARLY DISMISSAL
Code	po5230
Status	
Adopted	May 15, 2017

5230 - LATE ARRIVAL AND EARLY DISMISSAL

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The Board of Education recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by written request of the student's parent, which shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the building principal.

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the noncustodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

[X] Presentation of photo identification is required of anyone authorized such custody. (See Form 5230 F1).

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Book	Policy Manual
Section	Policies for the board
Title	Copy of USE OF MEDICATIONS
Code	po5330
Status	
Adopted	May 15, 2017

5330 - **USE OF MEDICATIONS**

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a physician and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student.

Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent who must also authorize any self-medication by his/her child. Medications will be administered by the District in accordance with the Superintendent's guidelines.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. Parents, or students authorized in writing by their physician and parents, may administer medication or treatment.

Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement.

All staff authorized to administer medication or treatment will receive training on this policy and the Superintendent's guidelines, as well as appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with both knowledge of the District's policy and procedures and the administration of medications or treatment. Where possible, this training should be provided by a licensed registered nurse, a licensed physician's assistant, or a licensed physician.

All medication may be kept in a locked storage case in the school office.

The Board shall permit the administration by staff of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a

physician and the staff member has completed any necessary training.

Students who may require administration of an emergency medication may have such medication in accord with the Superintendent's administrative guidelines.

Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma, or before exercise to prevent onset of asthma symptoms, while at school, on school-sponsored transportation, or at any school-sponsored activity in accord with the Superintendent's guidelines, if the following conditions are met:

- A. There is written approval from the student's physician or other health care provider and the student or parent/guardian (if student is under eighteen (18)) to possess and use the inhaler (Form 5330 F1c)

and
- B. the building administrator has received a copy of the written approvals from the physician and the parent/guardian.

and
- C. there is on file at the student's school a written emergency care plan prepared by a licensed physician in collaboration with the student and his/her parent/legal guardian. The plan shall contain specific instructions on the student's needs including what to do in the event of an emergency.

Students with a need for emergency medication may also be allowed to self possess and self administer such medication, provided that they meet the same conditions established above. Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self possess and administer the medication if they meet the conditions stated above.

Students shall be permitted to possess and self-administer U.S. Food and Drug Administration (FDA) approved, over-the-counter topical products while on school property or at a school-sponsored event provided the student has submitted prior written approval of his/her parent/guardian to the Principal

This policy and the administrative guidelines developed to establish appropriate procedures shall be implemented in such a manner to comply with District's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities.

The Superintendent shall prepare administrative guidelines to ensure the proper implementation of this policy.

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Legal M.C.L. 380.1178, 380.1178a, 380.1179
Michigan Department of Education, Model Policy and Guidelines for Administering Medications to Pupils at School, Policy on Management of Asthma in Schools

Last Modified by Debbie Scott on June 4, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 34, No. 1 - September 2019 Revised OPIOID ANTAGONISTS
Code po5330.02
Status

5330.02 - OPIOID ANTAGONISTS

The Board has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained personnel. Therefore, the Board adopts this policy to govern the handling and administration of opioid antagonists consistent with the following processes, procedures and limitations.

District shall purchase opioid antagonists and distribute the opioid antagonists to an employee or agent of the District who has been trained in the administration of that opioid antagonist. An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

A District employee or agent may possess an opioid antagonist distributed to that employee or agent and may administer that opioid antagonist to an individual only if both of the following apply:

- A. The employee or agent has been trained in the proper administration of that opioid antagonist.
- B. The employee or agent has reason to believe that the individual is experiencing an opioid-related overdose.

[OPTIONAL LANGUAGE]

~~Beginning with the 2017/2018 school year, e~~Each school in the District shall have ~~at least () two (2) ()~~ employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by ~~(X-)~~ a licensed registered professional nurse ~~(.)~~ _____. Only ~~a nurse employed or contracted by the District or~~ an appropriately trained school employee or agent may possess and administer an opioid antagonist.

Each school in the District shall possess at least one (1) package of an opioid antagonist on site. The opioid antagonist may be administered by ~~a school nurse or~~ a trained school employee or agent to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

[END OF OPTIONAL LANGUAGE]

An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death, that results from the consumption or use of an opioid or another substance with which an opioid was combined or that a reasonable person ~~an individual who has received training approved by a licensed professional nurse in the administration of an opioid antagonist~~ would believe to be an opioid-related overdose that requires medical assistance.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

[SELECT ANY OR NONE OF THE FOLLOWING OPTIONS]

Any person who administers an opioid antagonist to a student shall promptly notify the

student's parent/guardian.

The Principal, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

It shall be the responsibility of the Athletic Director **[insert person or position]** to be sure that the supply of opioid antagonists is maintained at the appropriate level and they have not expired. The Athletic Director shall also be responsible for coordinating the training of District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

The District's training regarding, administration of, and the maintenance and storage of opioid antagonists shall be consistent with PO 5330, AG 5330 and the Michigan Department of Education's medication administration guidelines, as amended.

~~At least annually, the _____ will report all instances in which an opioid antagonist was administered to a student using the school's stock of opioid antagonists to the Michigan Department of Education, using the form and in the manner required by the MDE.~~

~~¹ An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.~~

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Legal Administration of Opioid Antagonists Act

Last Modified by Debbie Scott on September 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	
Adopted	May 15, 2017

5460 - **GRADUATION REQUIREMENTS**

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. related course work in which content standards are embedded;
- D. non-traditional course work;
- E. independent teacher-guided study;
- F. testing out;
- G. dual enrollment;
- H. advanced placement courses;
- I. international baccalaureate or other "early college" programs;
- J. Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; or

K. on-line class.

[X] **[OPTIONAL LANGUAGE]** If a student successfully completes all of the following credit requirements while in grades 7 to 12, the District will notate on the student's transcript or diploma that the student has earned a STEM endorsement:

1. All applicable requirements of the Michigan merit standard for a high school diploma under sections M.C.L. 380.1278a and 1278b.
2. At least six (6) credits in mathematics. At least five (5) of these credits must be in courses that are either listed in section M.C.L. 380.1278a(1)(a)(i) or that cover the same content standards as a course listed in section 1278a(1)(a)(i), including a credit for pre-calculus or calculus.
3. At least six (6) credits in science. At least four (4) of these credits must be in courses that are either listed in section M.C.L. 380.1278b(1)(b) or that cover the same content standards as a course listed in section 1278b(1)(b).
4. At least one-half (1/2) credit featuring significant course work involving technology activities and at least 1/2 credit featuring significant course work involving engineering activities. These credits may be gained through separate technology and engineering course work or in conjunction with course work associated with the credits required under subdivisions (b) and (c).

[END OF OPTIONAL LANGUAGE]

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned

in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

A high school student shall be granted credit for completion of an internship or work experience that meets all of the requirements of MCL 380.1279h, subject to the Board's right to deny credit for the reasons and in the manner set out in MCL 380.1279h. The appeal rights set out in this statute apply in the event of a denial.

[X] [OPTIONAL LANGUAGE] A student engaging in an internship or work experience under M.C.L. 380.1279h must complete a reflection projection. The reflection project shall include:

1. **(X)** A copy of the student's time card from the internship or work experience.
2. **(X)** A resume that includes the internship or work experience.
3. **(X)** A written summary of the internship or work experience.
4. **(.)** _____
5. **(.)** _____

[END OF OPTIONAL LANGUAGE]

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

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Legal	M.C.L. 380.1166, 380.1278a(1), 380.1278a(2), 380.1278a(4)(c), 380.1279b
	20 U.S.C. 1400 et seq.
	20 U.S.C. 1401 et seq.
	29 U.S.C. 794
	42 U.S.C. 12131 et seq.

Last Modified by Debbie Scott on September 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of ANTI-HARASSMENT
Code	po5517
Status	
Adopted	May 15, 2017

5517 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- J. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational

environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

NOTE: Sexual conduct/relationships with students by District employees or any other adult member of the School District community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery." The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to District employees or other adult members of the School District community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Students and other members of the School District community and third parties are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer within two (2) school days.

Members of the School District community, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or

participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to one of the Anti-Harassment Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of Policy 5517 investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The Board designates the ~~following individuals~~ Human Resources Office/Designees to serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers."

~~Amy Kruppe~~ Office of Human Resources

~~Superintendent~~

Hazel Park Schools

1620 E. Elza Avenue

Hazel Park, MI ~~458030~~

~~248-658-5221~~ 248-658-5241

~~amy.kruppe@hazelparkschools.org~~ humanresources@hazelparkschools.org

~~Daniel Romzek~~

~~Assistant Superintendent of Business and Operation~~

~~Hazel Park Schools~~

~~1620 E. Elza Avenue~~

~~Hazel Park, MI 58030~~

~~248-658-5217~~

~~dan.romzek@hazelparkschools.org~~

The names, titles, and contact information of these individuals will be published annually in the parent and staff handbooks and on the School District's web site.

The Compliance Officers will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student, other member of the School District community or third party in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the person alleging the harassment or the nature of the alleged harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) business days of learning of the incident.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Additionally, any Board employee who observes an act of unlawful harassment ~~is~~ is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately

notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) school days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment or retaliation and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Students who believe that they have been unlawfully harassed or retaliated may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee or any other adult member of the School District community against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A student who believes she/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

~~All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the School Board's records retention policy and/or Student Records policy. (See Policy 8310 and Policy 8330.)~~

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the "Complainant," may file a formal complaint, either orally or in writing, with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or another District employee who works at another school or at the district level. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District employee at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent," that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

~~A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.~~

The decision of the Superintendent shall be final.

~~In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives~~

~~within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.~~

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the student alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State law.~~

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a student ~~with a disability who is twenty six (26) years or younger or a student~~ under the age of eighteen (18) or that a person with a disability receiving services as a student from the school regardless of age has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion ¹⁹³ to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that

the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any interim measures offered and/or provided to complainants and/or the alleged perpetrators, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student and/or Employee Handbooks or Codes of Conduct);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;

[DRAFTING NOTE: The following options should be selected if the district concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- N. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the complainant or the alleged perpetrator.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Legal

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.
20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
20 U.S.C. 1681 et seq.
29 U.S.C. 794, Rehabilitation Act of 1973, as amended
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
42 U.S.C. 1983
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794
The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.
The Handicappers' Civil Rights Act, M.C.L. 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, M.C.L. 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008

Last Modified by Debbie Scott on September 14, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of SEXUAL VIOLENCE
Code	po5517.02
Status	
Adopted	May 15, 2017
Last Revised	September 17, 2018

5517.02 - **SEXUAL VIOLENCE**

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its education programs and activities. The Board is committed to maintaining an education and work environment that is free from all forms of unlawful harassment, including sexual harassment.

Sexual harassment, including sexual violence, interferes with students' rights to receive an education free from discrimination, and, in the case of sexual violence, is a crime. Pursuant to its Title IX obligations, the Board is committed to eliminating sexual violence in all forms and will take appropriate action against any individual found responsible for violating this policy. To further its commitment against sexual violence, the Board provides reporting options, an investigative and disciplinary process, and other related services as appropriate.

This policy applies to all student complaints, whether filed by a student, his/her parent, an employee, or third party on the student's behalf. It applies to all District operations, programs, and activities, as well as to unlawful conduct occurring on school property or during a Board-sponsored activity. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment.

Definitions

Sexual Harassment

As detailed further in Policy 5517, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature. Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Examples include, but are not limited to:

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact;
- C. threats or insinuations implying that a person's conditions of education may be adversely affected by not submitting to sexual advances;

- D. unwelcome sexual verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; unwelcome sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
- E. sexually suggestive objects, pictures, videotapes, audio recordings or literature;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. inappropriate boundary invasions into a student's personal space and personal life; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual Violence

Sexual violence, as used in this policy, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, intellectual or other disability, or use of drugs or alcohol).

Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sexual harassment and, in turn, sex discrimination prohibited by Title IX.

Harassing conduct creates a hostile environment when it interferes with or limits a student's ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. For example, a single instance of rape is sufficiently severe to create a hostile environment.

Anti-Harassment Compliance Officers

The Board designates the ~~following individuals~~ Human Resources Office Designees to serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers."

~~Stephanie Dulmage~~ Office of Human Resources
~~Director 21st Century Learning~~
 Hazel Park Schools
 1620 E. Elza Avenue
 Hazel Park, MI 48030
~~248-658-5234~~ 248-658-5241
~~stephanie.dulmage@hazelparkschools.org~~ humanresources@hazelparkschools.org

~~Dr. Carla Postell~~
~~Dir. Curr. Integration and Instruction~~
 Hazel Park Schools
 1620 E. Elza Avenue
 Hazel Park, MI 48030
~~248-658-5284~~
~~carla.postell@hazelparkschools.org~~

The names, titles, and contact information of these individuals will be published annually in the student, parent, and staff handbooks and on the School District's web site.

The Compliance Officers are available during regular school/work hours to discuss Title IX questions, sexual violence concerns, and to assist students, other members of the School District community, and third parties. Compliance Officers shall accept sexual violence complaints directly from any members of the School District community or a visitor to the District, as well as those initially filed within a school building administrator. Upon receiving a complaint, the Compliance Officer or designee will discuss confidentiality issues with the complainant (and his/her parent, if the complainant is a minor), and open an investigation as described below.

Complaint Procedures

Reporting

Students and Board employees are required, and parents, community members, and third parties are encouraged, to report sexual violence promptly to a teacher, administrator, supervisor, or other school official. Reports can be made orally or in writing, and should be as specific as possible. The person making the report shall identify the alleged victim, perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s). The District, however, will investigate and address all reports to the extent possible.

A student has a right to file criminal and/or Title IX complaints simultaneously. A student does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to sexual violence or any other Title IX concerns may also be filed with the U.S. Department of Education's Office for Civil Rights.

Any teacher, administrator, supervisor, or other school employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) school days, and shall comply with his/her mandatory reporting responsibilities. The Compliance Officer will oversee the District's investigation and response to any Title IX-related complaints, but s/he may delegate the investigative process to another individual ("Designee"). The Board reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy.

Confidentiality

The District respects students' privacy and will only disclose information regarding alleged sexual violence to individuals who are responsible for handling the school's response, the student's parents (if the student is a minor or is considered a dependent under Section 152 of the Internal Revenue Code), or as otherwise required by law. During the course of a formal investigation, the Compliance Officer/designee will instruct all interviewees about the importance of maintaining confidentiality. Interviewees will be directed not to disclose any information that s/he learns or that s/he provides during the course of the investigation to third parties.

Students or their parents sometimes ask that the students' names not be disclosed to the alleged perpetrators or that no investigation or disciplinary action be pursued to address the alleged sexual violence. Upon such a request, the Compliance Officer/designee will inform the student and his/her parent that honoring the request may limit the District's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. The official will also explain that Title IX includes protections against retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

Should the student or his/her parents continue to request complete confidentiality, the Compliance Officer/designee will balance the student's privacy request with the District's obligation to provide a safe and non-discriminatory environment for all students. Should the official determine that the District can honor the student's or parent's request and remain in compliance with its Federal and State obligations, the District may limit its investigation and/or formal action against the alleged perpetrator. The District will, however, take other action to address the sexual violence. This may include increasing monitoring and security, offering schedule changes, and conducting climate surveys.

If the Compliance Officer/designee determines that the District must disclose the student's identity to an alleged perpetrator, s/he will inform the student and his/her parents prior to disclosure. The District will then afford interim protection measures to the student as appropriate.

Investigation

The District is committed to investigating all sexual violence complaints in an adequate, reliable, impartial, and prompt manner. The investigation will seek to determine whether the conduct occurred, and if so, what actions the school will take to end the sexual violence, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

The investigation may include:

- A. interviewing the complainant, perpetrator, and any witnesses;
- B. reviewing law enforcement investigation documents;
- C. reviewing student and personnel files;
- D. gathering and examining other relevant documents or evidence; and
- E. providing a disciplinary hearing as needed.

The District affords both parties a balanced and fair process. Specifically, the complainant has the same rights throughout the proceeding as the alleged perpetrator. Both parties, for example, will have an equal opportunity to present relevant witnesses and other evidence at a disciplinary hearing. Likewise, the District's appeal process is available to both parties. The District, however, does not require complainants to be present for the hearing or appeal. Further, the District will not permit parties to personally question or cross-examine each other directly.

Additionally,

(X) The District permits both parties to have legal counsel or other advisors at any stage of the proceedings. Any restrictions on legal counsel participation apply to both parties equally.

the District permits both parties to submit third-party testimony.

In resolving a complaint, the District uses a preponderance of the evidence standard, determining whether it is more likely than not that sexual violence occurred.

Timeline

The Compliance Officer/designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) school days after receipt of a report of sexual violence to advise s/he/them of the Board's intent to investigate the alleged misconduct. The Compliance Officer/designee will also inform the alleged perpetrator of the opportunity to submit a written response to the complaint within five (5) business days. The District's investigation, including a disciplinary hearing process (but not appeal), may take up to sixty (60) calendar days to complete. This timeframe may be extended on a case-by-case basis, depending on the complexity and severity of the matter, criminal investigation requirements, and school breaks. During this period, the District will provide the complainant with periodic updates on the status of the investigation.

Interim Measures

During the investigation, the District will take interim steps to facilitate the complainant's equal access to its education programs. These steps may include, but are not limited to: (1) notifying the complainant of his/her options to avoid contact with the alleged perpetrator; (2) allowing the complainant to change his/her academic, extracurricular, transportation, dining, and working situation as appropriate; and (3) informing complainant of other available resources, such as counseling, legal assistance, and victim advocacy. Specific interim measures will be considered and offered on a case-by-case basis.

Upon completing its investigation, the District will notify both parties in writing about the outcome of the complaint and any appeal. Specifically, the District will notify the complainant: (1) as to whether the investigation substantiated the allegations; (2) of individual remedies offered to the complainant; (3) of sanctions imposed on the perpetrator that directly relate to the complainant; and (4) other steps the District has taken to eliminate the hostile environment and prevent recurrence. The alleged perpetrator will be notified of the investigation's result and disciplinary consequence to him/her, if any. The District will not notify the alleged perpetrator about the individual remedies afforded to the complainant. All aforementioned notifications will comply with Federal and State privacy laws, including the Family Education Rights and Privacy Act (FERPA).

Remedies

The District will provide a prompt and equitable resolution. If the investigation substantiates the complaint, the District will take steps to end the sexual violence, eliminate the hostile environment, prevent its recurrence, and remedy its effects. In addition to imposing disciplinary consequences on the perpetrator, the District will consider the following individual and global remedies, on a case-by-case basis:

- A. providing medical, counseling, and academic support services to the complainant and/or perpetrator;
- B. re-arranging schedules at the complainant's request;
- C. affording the complainant extra time to complete or retake classes without academic penalty;
- D. reviewing any disciplinary proceedings against the complainant;
- E. training or retraining employees;
- F. developing materials on sexual violence;
- G. conducting sexual violence prevention programs; and
- H. conducting climate checks.

The District will not offer mediation in cases involving sexual violence. Disciplinary consequences against offenders may include suspension, expulsion, termination, and any other sanctions the Board deems appropriate. Any discipline meted out to offenders will comply with special education and Section 504 laws and regulations.

Appeals Process

Both complainants and perpetrators may appeal the outcome of the investigation. Any appeal opportunities afforded to the alleged perpetrator are also afforded to the complainant. Any party wishing to appeal the outcome of the investigation must submit a written appeal to the Board within ten (10) school days after receipt of the written notice of the outcome of the investigation. The Board shall, within twenty (20) work days, conduct a hearing concerning the appeal. The Board shall provide a written decision to the appealing individual within ten (10) work days following completion of the hearing.

Retaliation

Federal law strictly prohibits retaliation against a complainant or witness. The District will inform complainant of this prohibition and direct him/her to report retaliation, whether by students or school officials, to the Compliance Officer. Upon learning of retaliation, school officials will take strong responsive action as appropriate.

Training

All staff will be trained so they know to report harassment to appropriate school officials. This training will include practical information about how to identify and report sexual harassment, including sexual violence. The training will be provided to any employees likely to witness or receive complaints involving sexual harassment and/or sexual violence, including teachers, school law enforcement unit employees or school resource officers, school

administrators, school counselors, and health personnel. Further, school administrators responsible for investigating allegations of sexual harassment and sexual violence will be trained how to conduct such investigations and respond properly to such charges.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/ statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/ complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any interim measures offered and/or provided to complainants and/or the alleged perpetrators, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student and/or Employee Handbooks or Codes of Conduct);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;

[DRAFTING NOTE: The following options should be selected if the district concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- N. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the complainant or the alleged perpetrator.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District’s records retention schedule.

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Legal 20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
 20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
 42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
 42 U.S.C. 2000d et seq.
 42 U.S.C. 2000e et seq.
 42 U.S.C. 1983
 34 C.F.R. Part 106
 Dear Colleague Letter on Sexual Violence (Office for Civil Rights, 2011)
 OCR’s Revised Sexual Harassment Guidance (2001)

Book	Policy Manual
Section	Policies for the board
Title	Copy of INTERROGATION OF STUDENTS
Code	po5540
Status	
Adopted	May 15, 2017

5540 - **INTERROGATION OF STUDENTS**

The Board of Education is committed to protecting students from harm that may or may not be directly associated with the school environment but also recognizes its responsibility to cooperate with law enforcement and public children's services agencies.

When law enforcement or other authorities arrive at the school and wish to interview a student or investigate an alleged violation of law, they must contact the building administrator indicating the nature of their investigation and their desire to question a student or students.

Investigation of Child Abuse/Neglect Under the Child Protection Act by a Public Children's Services Agency or Law Enforcement Agency

Every Board official and employee who, in connection with his/her position, knows or suspects child abuse or neglect must immediately report that knowledge or suspicion to a public children's services or law enforcement agency in accordance with Board Policy 8462.

An official of a public children's services agency or law enforcement agency may interview a student on school property during school hours in order to investigate a claim of child abuse/neglect involving such student or a member of the student's family. If neither the student nor a member of his/her family is the subject of the child abuse/neglect investigation, such agency shall be encouraged to contact the student during non-school hours and investigate the matter off school property, if at all possible.

~~The building administrator shall attempt to contact the parent prior to questioning, unless the investigator specifically requests that s/he not make such contact due to potential impact on the investigation.~~ he building administrator shall ask the investigator whether s/he may contact the parents prior to the interview and document the response. Unless the investigator specifically requests that s/he not contact the parents, the building administrator shall attempt to contact the parents prior to questioning.

The building administrator or designated guidance counselor will remain in the room during questioning of the student unless prohibited by the agency investigator.

Investigations of Violations of Law by Law Enforcement Agencies

Law enforcement agencies investigating complaints other than under the Child Protection Act should contact a student during non- school hours and investigate alleged violations of the law off school property if at all possible. An investigation can take place immediately on school property during school hours at the request of the building administrator if the alleged violation of law took place on ~~school~~ school property, involves other situations affecting school safety or in emergency situations.

Before the student(s) is (are) questioned as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the parent prior to questioning and shall remain in the room during the questioning unless compelling reasons for exclusion are provided by the law enforcement agency.

[X] In those circumstances when an interrogation may expose a student to criminal charges, the building principal should also attempt to verify with the officer/investigator that the student(s) has been or will be informed of his/her right to refuse to answer questions, to be informed that anything s/he says may be used against him/her in court, and to consult with and be advised by legal counsel.

Notification and Release of Records

Attempts to notify the parents regarding investigations of child abuse/neglect and other law enforcement investigations shall be documented.

When an authorized law enforcement officer or the State's children's service agency removes a student, the building administrator shall also notify the parent(s) and the Superintendent.

No school official may release personally identifiable student information in education records to the police or the State's children's services agency without prior written permission of the parent, a lawfully-issued subpoena, a court order or a health or safety emergency. (See Board Policy 8330).

[X] This policy shall be distributed annually to State's children's service Agency and Local and State Law Enforcement Agencies that service the District.

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Legal

M.C.L. 722.627

Attorney General's Opinion No. 6869, September 6, 1995

34 C.F.R. 99.36

Last Modified by Debbie Scott on June 4, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 33, No. 2 - February 2019 Revised CROWDFUNDING
Code po6605
Status

6605 - **CROWDFUNDING**

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity. ~~"Crowdfunding" refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fundraise for a specific cause. Through the use of personal networking, social media platforms, and other Internet based resources, funds are solicited or raised to support a specific campaign or project.~~

"Crowdfunding" is defined as the solicitation of resources from individuals and/or organizations to support identified activities or projects that enhance the educational program or a specific cause approved by the District. The solicitation is typically from a large number of individuals/organizations utilizing internet-based technologies.

[DRAFTING NOTE: SELECT OPTION #1 or OPTION #2]

[] [OPTION #1]

The Board of Education does not permit or sanction the use of crowdfunding for District or specific school programs or activities, including co-curricular or extracurricular activities.

[END OF OPTION #1; END OF POLICY]

OR

[X] [OPTION #2]

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extracurricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval

() of the Superintendent.

OR

(X) of the Board upon the recommendation of the Superintendent.

All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with District policies and administrative guidelines and applicable State and Federal law, including FERPA and IDEIA.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become property of the District or school. Cash or equivalent payment to District personnel is prohibited. All fiscal transactions shall

comply with appropriate District policies.

All crowdfunding activities are subject to AG 6605.

[END OF OPTION #2; END OF POLICY]

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Last Modified by Debbie Scott on September 14, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of SYSTEM OF ACCOUNTING
Code	po6800
Status	
Adopted	May 15, 2017

6800 - **SYSTEM OF ACCOUNTING**

It is the policy of the Board of Education that a chart of accounts be established in accordance with the requirements of the State Department of Education for the accounting of all District funds. The Superintendent is responsible for an accounting of all capital assets to protect the financial investment of the District against catastrophic loss. Further, the Superintendent will establish procedures and regulations necessary to properly account for capital assets and comply with generally accepted accounting principles (GAAP) and ensure that the District's capital assets are properly insured.

GASB 84

The District's system of accounting shall comply with all applicable requirements of the Governmental Accounting Standards Board, Statement No. 84 (GASB 84). In accordance with GASB 84, the District will report applicable fiduciary activities as identified in either the private purpose trust fund or the custodial fund. Typically, these activities include recognized student and school-related activity funds held in a bank account maintained by the District. These funds shall be subject to the accounting and requirements specified in the Michigan Public Schools Accounting Manual. An activity not identified as a fiduciary activity under GASB 84 will be deemed a governmental activity and will be reported in a governmental fund.

GASB 54

The District's system of accounting shall comply with all requirements of the Governmental Accounting Standards Board, Statement No. 54 (GASB 54). In accordance with GASB 54, the District will report its fund balances in the following categories:

- *Nonspendable fund balance*—amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund).
- *Restricted fund balance*—amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.
- *Committed fund balance*—amounts constrained to specific purposes by the Board; to be reported as committed, amounts cannot be used for any other purpose unless the Board takes action to remove or change the constraint.

- *Assigned fund balance*—amounts the Board intends to use for a specific purpose; intent can be expressed by the Board or by an official or committee to which the Board delegates the authority.
- *Unassigned fund balance*—amounts that are available for any purpose; these amounts are reported only in the general fund.

The Board authorizes the auditors and directs its administrative staff to take all steps necessary to comply with the requirements of GASB 54. All revenue and funds will be designated to one of the above categories.

The Assistant Superintendent shall be responsible for the proper accounting of all District funds. S/He shall ensure that expenditures are budgeted under and charged against those accounts which most accurately describe the purpose for which such monies are to be or have been spent. Wherever appropriate and practicable, salaries of individual employees, expenditures for single pieces of equipment, and the like shall be prorated under the several accounts which most accurately describe the purposes for which such monies are to be or have been spent.

The Assistant Superintendent is responsible to implement procedures and practices that will determine: 1) Capitalization policies for District assets (i.e., which assets will be capitalized and depreciated over their estimated useful life versus which assets will be expensed in year of purchase); 2) Methods for calculating annual and accumulated depreciation expense for assets including estimates for asset lives, residual asset values, and depreciation methodology; 3) Procedures for recording gain or loss on sale of capital assets and proceeds from the sale of capital assets in compliance with GAAP Reporting of estimated cash values or replacement values to District insurance providers.

A report of the revenues and expenditures in the fund reporting categories established above shall be made to the Board on a monthly basis by the Assistant Superintendent.

The Board's annual financial statements will include information such as: 1) beginning and ending balances of capital assets; 2) beginning and ending balances of accumulated depreciation, 3) total depreciation expense for the fiscal year.

Such reporting shall include description of significant capital asset activity during the fiscal year including: acquisitions through purchase or donation, sales or dispositions including the proceeds and gains or losses on the sale, changes in methods of calculating depreciation expense or accumulated depreciation, such as, estimates of useful life, residual values, depreciation methodology (e.g. straight line or other method).

Before implementing procedures or changing procedures, the Superintendent will review the proposed procedure with the CPA appointed by the Board of Education to conduct the Board's financial audit. The procedures established shall comply with all statutorily required standards and generally accepted accounting procedures.

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Legal M.C.L. 41.422 et seq., 141.421 et seq.
 A.C. Rule R340.351 et seq.
 GASB #34
 GASB #54

Last Modified by Debbie Scott on June 23, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of DISPOSITION OF REAL PROPERTY
Code	po7300
Status	
Adopted	May 15, 2017

7300 - **DISPOSITION OF REAL PROPERTY**

The Board of Education believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the School District.

"Real Property" means land, including land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment.

The Board shall direct the periodic review of all District property and authorize the disposition by sale, donation, trade, or discard of any property not required for school purposes in accordance with the provisions of this policy and Policy 7310 - Disposition of Surplus Property. The Board must approve the terms of any sale, lease or other disposition of real property.

- A. ~~Written offers shall be referred to the Board Finance Committee for review and recommendations. Offers, when received, will be distributed to the members of the Board.~~ (X) All written offers on real property under consideration for disposition shall be presented as an item on the agenda of a public Board meeting. A preliminary review of offers to purchase or lease shall include: source of offer, date of offer, expiration date of offer, and intended use of property.
- B. ~~All property considered for (sale) disposition shall be subjected to a current, outside, professional appraisal prior to the solicitation of offers.~~ (.) Written offers shall be referred to the Board Finance Committee for review and recommendations. (.) Offers, when received, will be distributed to the members of the Board
- C. ~~All property considered for lease or sale shall be reviewed by the Board prior to solicitation of offers. The solicitation of offers by the Board shall include an expiration date.~~ (.) All property considered for (sale) disposition (X) may (.) shall be subjected to a current, outside professional appraisal prior to the solicitation of offers.
- D. ~~The authorized agents of the Board to review all purchase or lease offers pertaining to sale or lease of property shall be the Superintendent and the Board Finance Committee. The Board shall give final approval of all contracts.~~ (X) All property considered for lease or sale shall be reviewed by the Board prior to solicitation of offers. The solicitation of offers by the Board shall include an expiration date.
- E. ~~In consideration of the best interest of the District and of the residents and taxpayers, the Board reserves the right to reject any and all offers at its sole discretion, regardless of price and terms.~~ (X) The Board may offer real property for sale by any reasonable method, including listing with a real estate broker, soliciting bids, or auction.

- F. ~~Potential purchasers or lessees shall demonstrate financial capability to meet the terms and conditions of their purchase or lease offer.~~ (X) The authorized agents of the Board to review all purchase or lease offers pertaining to sale or lease of property shall be the Superintendent and the Board Finance Committee.
- G. (X) In consideration of the best interest of the District and of the residents and taxpayers, the Board reserves the right to reject any and all offers at its sole discretion, regardless of price and terms.
- H. (X) Potential purchasers or lessees shall demonstrate financial capability to meet the terms and conditions of their purchase or lease offer.
- I. Potential purchasers shall demonstrate reasonable likelihood of obtaining necessary city/township approvals and/or compliance with city/township zoning ordinances.

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Legal M.C.L. 380.1260
 2 C.F.R. 200.78, 200.85

Last Modified by Debbie Scott on September 11, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 34, No. 1 - September 2019 New SMALL UNMANNED AIRCRAFT SYSTEMS
Code po7440.03
Status

7440.03 - **SMALL UNMANNED AIRCRAFT SYSTEMS**

[X] OPTION 1

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS), commonly known as drones, at any time on property owned or leased or contracted for by the Board by any individual, whether the individual is employed by the District or not.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

Any individual who violates this policy **(X)** may be () shall be referred to local law enforcement.

[END OF OPTION 1]

OR

[] OPTION 2

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS) at any time by any individual who is not employed by the District, as well as by any District staff member or administrator who is not expressly authorized to do so by the Superintendent, on property owned or leased or contracted for by the Board.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

To be authorized to operate a drone on property owned or leased or contracted for by the Board, a staff member or administrator must have a Remote Pilot Certificate issued by the Federal Aviation Administration (FAA). Further, the drone must be registered with the FAA and properly marked in accordance with 14 C.F.R. Part 107.

A staff member or administrator authorized to operate a drone on property owned or leased or contracted for by the Board, must also comply with all rules set forth in 14 C.F.R. Part 107. (See AG 7440.03)

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and AG 7440.03 may result in loss of authorization to operate a drone to operate on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

[END OF OPTIONS]

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Legal 14 C.F.R. Part 107

Last Modified by Debbie Scott on June 23, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of SCHOOL CALENDAR
Code	po8210
Status	
Adopted	May 15, 2017

8210 - SCHOOL CALENDAR

The Board of Education, ~~in agreement with~~ shall ensure that its school calendar complies with the common calendar adopted by the Oakland Intermediate School District (ISD), unless the District is statutorily exempt from this requirement or receives a waiver from the Superintendent of Public Instruction in compliance with State law. shall adopt a common calendar. The common calendar will identify the specific dates for each school year when school will not be in session for at least a winter holiday break, and a spring break for at least the next five (5) years, and may further describe them more generally for subsequent school years as long as the dates can be readily determined. This calendar shall be posted on the District's web site and distributed to the District's constituents. ~~Approved annually for a five (5) year period, t~~he calendar shall provide for the instructional program of the schools, for orderly educational planning, and for the efficient operation of the District.

The Board shall determine annually the total number of days when the schools will be in session for instructional purposes. ~~For purposes of receiving~~ To avoid withholding of State-school aid payments, the number of days and number of hours will be in accordance with statute. The Board shall ensure that school is not in session before Labor Day, the District is statutorily exempt from this requirement or receives a waiver from the Superintendent of Public Instruction in compliance with State law.

~~District schools are not required to begin after Labor Day, if, prior to July 1, 2008, the District operated a year-round school or programs or an international baccalaureate academy which provides 1,160 hours of student instruction per school year.~~

~~If the District begins operating a year round school or program after July 1, 2008, the District may apply to the Superintendent of Public Instruction for a waiver. If the State Superintendent determines that the school or program is a bona fide year round school or program established for educational reasons, a waiver will be granted.~~

~~If the District's school year is scheduled to begin before Labor Day, the ISD may provide programs or services according to the District's calendar:~~

- ~~A. if the ISD contracted with the District to provide programs or services for students of the District; or~~
- ~~B. if the ISD operated a program or service within a building owned by the District; and~~
- ~~C. if the building/program/service is within the ISD's boundaries, or otherwise provided instructional programs or services for students of the District.~~

A school session shall not be held on the following public holidays in Michigan Public Schools: January 1st, New Year's Day; the last Monday of May, Memorial or Decoration Day; July 4th, Independence Day; the first Monday in September, Labor Day; the fourth Thursday of November, Thanksgiving Day; and December 25th, Christmas Day.

If one (1) of these days falls on Sunday, the Monday following shall be a public holiday in the public schools.

The District shall provide at least 1,098 hours during 180 days of student instruction per school year, unless it obtains a waiver from this requirement.

The District's Superintendent is authorized to work with the Intermediate School District on the development of a common calendar for all of the districts in the ISD.

No more than ~~thirty (30) hours~~ six (6) days of student instruction lost due to conditions not within the control of the District (e.g., severe storms, fires, epidemics, and health conditions), can be counted as a part of the required minimum hours/days of instruction. ~~All subsequent hours lost for instruction cannot be counted for State school aid, unless they occur after April 1st, are due to unusual and extenuating occurrences resulting from conditions not within the control of the school authorities (such as those conditions described above), and are approved by the State Superintendent of Instruction.~~ With the approval of the Superintendent of Public Instruction, not more than three (3) additional days or the equivalent number of additional hours for which instruction is not provided due to unusual and extenuating occurrences resulting from conditions not within the control of school authorities (such as those conditions described above) shall be counted. Hours lost due to strikes by District staff or to teacher conferences, unless approved as qualifying professional development in accordance with State law, shall not be counted as hours of instruction.

The Superintendent shall certify to the Department of Education by no later than August 1st of each year, the number of hours of student instruction during the previous school year.

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Legal M.C.L. 380.1284, 380.1284a, 380.1284b
M.C.L. 380.1175, 388.1701
A.C. Rule R340.10 et seq.
Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Last Modified by Debbie Scott on July 15, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of SCHOOL SAFETY INFORMATION
Code	po8400
Status	
Adopted	May 15, 2017

8400 - **SCHOOL SAFETY INFORMATION**

The Board of Education is committed to maintaining a safe school environment. The Board believes that school crime and violence are multifaceted problems which need to be addressed in a manner that utilizes the best resources and coordinated efforts of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school- sponsored activity or while enroute to or from school, or a school-sponsored activity. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

In furtherance of its commitment to a safe school environment, the Board has prohibited weapons on school property and at school sponsored events, except in very limited circumstances. See Board Policy 3217, Policy 4217, and Policy 5772. This prohibition is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process. The presence of dangerous weapons on school property or at school sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

Federal law establishes a "Student Safety Zone" that extends 1,000 feet from the boundary of any school property in relation to weapons, drugs and registered sex offenders. Individuals are prohibited from engaging in these activities at any time on District property, within the Student Safety Zone, or at any District-related event.

The District will work with local officials in arranging signage defining the 1,000 foot boundary.

The Superintendent shall take the necessary steps so that an individual eighteen (18) years of age or older who is a registered sex offender, and resides, works, or loiters in violation of the Student Safety Zone, is prosecuted to the fullest extent of the law.

~~Annually, the School District~~ The Superintendent may shall convene a meeting for the purpose of reviewing the provisions of the School Safety Information Policy Agreement, and making modifications as deemed necessary and proper; discussing additional training that might be needed; and, discussing any other such related matters as may be deemed to be necessary by the participants. Participants in this meeting shall include the Superintendent, members of the Board, the County Prosecutor or his/her designee, and representatives from the local law enforcement agency. The following may also be invited to participate in the meeting.

- A. Chief Judge of Circuit and/or District Courts or his/her designee, including a representative of the family division;
- B. representative from the Intermediate School District (ISD);
- C. representative(s) from the local child protection agency;
- D. building administrators;
- E. teachers;
- F. parents;
- G. students (.) in grades 9 through 12;
- H. Fire Marshal or his/her designee;
- I. representative(s) from emergency medical services;
- J. representative(s) from county emergency management service agency;
- K. School Resource Officer;
- L. representatives from other school districts within _____ [county/ISD];
- M. _____ [other].

The Superintendent shall make a report to the Board about ~~this annual~~ all such reviews and recommend the approval and adoption of any proposed revisions or additions.

District Contact Person

Furthermore, in accordance with State law, the Board hereby designates the ~~Superintendent~~ School Resource Officer as the District contact person who shall receive information from law enforcement officials, prosecutors and the court officials, including receipt of information provided from the Michigan State Police relating to the student safety act hotline ("OK2Say"). The current contact information for School Resource Officer shall be provided to the Michigan State Police in the manner and frequency required by law.

The District contact person shall notify the principal of the school of attendance of a student about whom information is received from law enforcement officials, prosecutors, or court officials within twenty-four (24) hours of the receipt of that information. The principal shall, in turn, notify the building staff members who s/he determines have a need to know the information that has been received within twenty-four (24) hours of receipt of that information.

The District contact person shall notify the appropriate law enforcement officials when an adult or a student commits any offense listed as a reportable incident in the School Safety Information Policy Agreement and shall report all information that is required to be reported to State or local law enforcement agencies and prosecutors. Reporting such information is subject to 20 U.S.C. 1232g., commonly referred to as the Family Educational Rights and Privacy Act of 1974.

If a student is involved in an incident that is reported to law enforcement officials pursuant to the District's School Safety Information Policy Agreement, then, upon request by school officials, the student's parent or legal guardian shall execute any waivers or consents necessary to allow school officials access to school, court, or other pertinent records of the student concerning the incident and action taken as a result of the incident.

Required Reporting

The Superintendent shall submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the number of students expelled from the District during the preceding school year and the reason for the expulsion.

The Superintendent shall ~~post~~ ~~submit~~ a report on the District website at least annually ~~to the Superintendent of Public Instruction~~, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at school. At least annually, a copy of the most recent report of incidents of crime, disaggregated by school building, shall be made available to the parent or legal guardian of each student enrolled in the District. This report will include at least crimes involving:

- A. physical violence;
- B. gang related acts;
- C. illegal possession of a controlled substance, controlled substance analogue or other intoxicant;
- D. trespassing;
- E. property crimes, including but not limited to theft and vandalism, including an estimate of the cost to the District resulting from the property crime.

Each school building shall collect and keep current on a weekly basis the information required from the report of incidents of crime, and must provide that information, within seven (7) days, upon request.

Law Enforcement Information Network (LEIN)

The Board authorizes the Superintendent to request vehicle registration information for suspicious vehicles within 1,000 feet of school property through the Law Enforcement Information Network (LEIN).

[.] Threat Assessment

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board of Education authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet (X) on a regular basis and (.) **[insert level of frequency]** and **[END OF OPTIONS]** when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The Board authorizes the Superintendent to create guidelines for the purpose of:

- A. identifying team participants by position and role;
- B. requiring team participants to undergo appropriate training;
- C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;
- D. defining that types of information that may be gathered during the assessment;
- E. stating when and how parents/guardians of the student making the threat shall be notified and involved;
- F. designating the individuals (by position) who would be responsible for gathering and investigating information;
- G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 – Student Records, and State and Federal law.

[END OF OPTION]

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year when the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have

the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the Superintendent shall discuss the school's designation as a persistently dangerous school at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school- sponsored activity. In accordance with Federal and State law the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

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Legal Title IX, Section 9532 of the No Child Left Behind Act of 2001
M.C.L. 380.1308 and 380.1310a, 771.2a

Last Modified by Debbie Scott on July 13, 2020



THE OAKLAND TOGETHER SCHOOL COVID-19 SUPPORT FUND

WHEREAS the education of our Hazel Park School’s children is of utmost importance and learning was interrupted when schools in Michigan were closed on March 12, 2020 to help control the spread of COVID-19; and

WHEREAS Hazel Park Schools, in response to the COVID-19 pandemic, have been planning, preparing and expending significant resources on safety, health and learning materials to ensure teachers can teach and students can learn; and

WHEREAS the preparations and plans included all K-12 students to begin the year in a remote setting and phase into a face to face model while still providing choice for families that feel a 100% virtual academy is the best option for learning; and

WHEREAS the Oakland County Health Division is working with the schools to convey science-based guidance and current information on the impact that COVID-19 is having on communities; and

WHEREAS Oakland County acted to support our 28 public school districts by initiating and appropriating \$2 million of CARES Act funding to the Oakland Together School Nurse Program; and

WHEREAS Hazel Park School District, similar to other school districts, were the recipients of three school nurses because of the innovative Oakland Together School Nurse Program and these nurses have been critical to implementing our district’s safety protocols with fidelity; and

WHEREAS the success of our Hazel Park school district to achieve its mission to “Inspire and Empower All Learners” requires our district to facilitate learning in a safe education environment for our students and teachers and is essential to the wellbeing of our children and families and the economic recovery of our County; and

WHEREAS the Oakland County leaders have established the Oakland Together School COVID-19 Support Fund that provides \$28 million of CARES Act to support public school districts with the implementation of safety protocols stemming from the COVID-19 pandemic; and

NOW THEREFORE BE IT RESOLVED the Oakland Together School COVID-19 Support Fund and the Oakland Together School Nurse Program will allow the Hazel Park School District to navigate challenging financial circumstances amidst a global pandemic; and

BE IT FURTHER RESOLVED the Hazel Park School District would like to express its sincere appreciation for our Oakland County leaders, County Executive, David Coulter, his administration team, Oakland County Board Chairman David Woodward and the Commissioners who have worked collaboratively to seek ways to provide assistance to our 28 top tier statewide school districts and their school leaders so that they can provide calm and assurance to students and families across Oakland County. These programs and the financial assistance to our school districts are a testament of our County leadership and their unyielding support and recognition that public education is one of the key pillars of thriving communities and the backbone of any great society.

Ayes: _____

Nays: _____

RESOLUTION DECLARED ADOPTED _____

Charles E. Hemple, Secretary
Hazel Park Board of Education



Ford Administration
Bradley Wilkins, Director of Technology
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5231 | F: 248-544-5443
www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Bradley Wilkins, Director of Technology
Date: September 17, 2020
Re: Apple MacBook Laptop Purchase

We are seeking approval for the purchase of 300 MacBooks for HPEA, Secretaries, and Administrators.

This will allow more flexibility and mobility in and out of the classroom. Currently teachers have a cart that they work from that confines them to one spot in the classroom, this will allow more movement in the classroom. This will also provide them with a device for PD, training, and other meetings/committees that they are on.

Strategic Plan: 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.

We respectfully request the approval of purchasing these devices at the cost of \$261,700.00. This will be paid out of Cares Act money.



Ford Administration
Bradley Wilkins, Director of Technology
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www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Bradley Wilkins, Director of Technology
Date: September 17, 2020
Re: Document Cameras for Teacher Classrooms

We are seeking approval for the purchase of 200 Document Cameras for Teacher Classrooms.

This will allow for better document sharing. Currently teachers have a cart that has an iPad setup for document camera sharing, however, there are limits to this method. Some of the limits are zooming in on the document and position of the iPad rear camera. This will allow teachers to be able to share documents and projects more easily.

Strategic Plan: 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.

We respectfully request the approval of purchasing these devices at the cost not to exceed \$80,000.00. This will be paid out of Cares Act money.



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: Dr. Amy Kruppe, Superintendent
From: Jason Zirniss
Assistant Superintendent of Business and Operations
Date: September 14, 2020
Re: Tables and Chairs

The District is seeking Board approval for procuring extra tables. Enrollment and social distancing require the District to procure some extra tables to accommodate lunch and breakfast periods. The tables will be 60 inches round and will have eight chairs for each table. During Covid, four chairs will be available for seating. Lifetime provides a quality product and is the manufacturer of the chairs and tables. The District is requesting 24 tables and 192 chairs.

Company	Tables	Chair Costs	Total
K-Log	\$5,952.00	\$6,912.00	\$12,864.00
U-Line	\$6,720.00	\$8,256.00	\$14,976.00
Lifetime	\$5,097.36	\$6,696.96	\$11,794.32

Funding Sources:

General Fund

Financial Impact:

General Fund will have minimal impact and would be covered under the Covid grants that are available.

Strategic Plan: Goal Statement - Resources

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





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: Dr. Amy Kruppe, Superintendent
From: Jason Zirnis
Assistant Superintendent of Business and Operations
Date: September 14, 2020
Re: HVAC Assessment

Per the agreement with the HPEA, we have negotiated a contract with K&S Ventures to review the operation status of our ventilation system operation effectiveness in relation to the specification upon installation. This is considered an emergency purchase due to the timeliness it needs to be completed. We did review multiple vendors with our Architects and K&S Ventures had the availability and expertise. Total contract costs not to exceed \$37,340 to be charged to the Cares Act Funding.

We are recommending to the Board K&S Ventures to undertake the HVAC assessment.

Funding Sources:

General Fund - Cares Act Funding

Financial Impact:

Not to exceed \$37,340

We are recommending the approval of the items to address the areas of the strategic plan listed below:

Strategic Plan: Goal Statement - Resources

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





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: Dr. Amy Kruppe, Superintendent
From: Jason Zirnis
Assistant Superintendent of Business and Operations
Date: September 14, 2020
Re: Longfellow Lease

Invest has been interested for some time in leasing Longfellow schools. They currently have several programs that they need space for, and the building fits their needs. They have proposed a lease that includes paying the buildings operations costs (gas, electric etc) and \$1,200 a month with the District maintaining the grounds (lawn and snow removal). We are recommending to the Board that they direct the administration develop a lease with Invest for Longfellow for a one year period with the option to extend..

Funding Sources:
General Fund

Financial Impact:
Costs incurred would be the responsibility of the District under a lease or not.

We are recommending the approval of the items to address the areas of the strategic plan listed below:

Strategic Plan: Goal Statement - Resources

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





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
Dr. Stephanie Dulmage, Director of 21st Century Learning
Subject: Gradpoint Renewal
Date: September 21, 2020

We are seeking approval from the Board of Education to renew licenses for Gradpoint, one of the current online course platforms. The renewal will run from 9/30/2020 - 3/31//2021 and cover the following schools:

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

Because we are in the process of transitioning all students to Edgenuity, the Gradpoint renewal is for a 6-month period of time. Although we have a large population of students in virtual learning environments and taking online courses, the number of licenses purchased is conservative. If our usage significantly exceeds this number, additional licences may need to be purchased. A portion of the total licenses fees will be charged to INVEST, Michigan Cyber Academy, and Access.

Fiscal Impact: 29,712.00

License Type	# of Concurrent Licenses	Total
GradPoint Core 6-12 Concurrent	125	22,245.00
GradPoint Core Elect Concurrent	25	7,467.00
	150	29,712.00

Concurrent License: A software license that is based on the number of simultaneous users accessing the program.

Funding Sources:

- General Fund

Strategic Plan Alignment: We are recommending the approval of the Edgenuity licenses to address the following area of the strategic plan:

- 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.





Pearson Online and Blended Learning
 10960 Grantchester Way
 Columbia, MD 21044
 E-mail: poblsalesops@pearson.com
 Fax: 1-410-630-4931

The fees & terms in this document are valid until expiration date.

Expiration Date 10/17/2020

Sales Consultant Details:

Zak Escamilla
 210 339 4995
zachary.escamilla@pearson.com

Customer Details:

Hazel Park Public School District
 Stephanie Dulmage
 (248) 658-5234
stephanie.dulmage@hazelparkschools.org

Product	Selling Term/UOM	Quantity	Sales Price	Subtotal	Total Price
GradPoint Core 6-12 Concurrent Short Term	0.00000	125.00	USD 177.96	USD 22,245.00	USD 22,245.00
GradPoint Core Elect Concurrent Short Term	0.00000	25.00	USD 298.68	USD 7,467.00	USD 7,467.00

***All prices in this Document in USD**

Subtotal USD 29,712.00
 Grand Total USD 29,712.00

Statement of Work

This Quote and the delivery and usage of the products listed herein are governed by the Statement of Work between Pearson Online and Blended Learning (OBL) and named "Customer", dated Effective Date, and incorporated hereby. In the event of a conflict, prices listed in this Quote govern.

This Quote will be considered accepted if received before the Expiration Date noted above.

To accept this quote, please submit a signed and dated copy of this Quote, Attn: {Sales Consultant noted above}, via one of the methods below:

E-mail: poblsalesops@pearson.com
 OR
 Fax: 410-630-4931

Authorized by:

 Printed Name: _____
 Title: _____
 Date: _____



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: Edgenuity Course Descriptions for 9-12 VVA 2020-2021
Date: September 15, 2020

For the 2020-2021 school year, 9-12 Viking Virtual(VVA) adopted **Edgenuity** to replace Odysseyware. Edgenuity will continue to provide our students flexibility to work in an online platform with a curriculum that aligns to the Common Core, NGSS, and state standards. We are asking for your approval of the Edgenuity Course Descriptions for VVA 9-12.

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

Michigan

2020 Course List



ENGLISH LANGUAGE ARTS

English Language Arts 6
English Language Arts 7
English Language Arts 8
English Language Arts 9 ^H
English Language Arts 10 ^H
English Language Arts 11 ^H
English Language Arts 12 ^H
Literacy & Comprehension I
Literacy & Comprehension II
Expository Reading and Writing
Introduction to Communications & Speech
Classic Novels & Author Studies**

MATHEMATICS

Mathematics 6
Mathematics 7
Mathematics 8
Pre-Algebra
Algebra I ^H
Geometry ^H
Algebra II ^H
Precalculus ^H
Mathematics I
Mathematics II
Mathematics III
Mathematical Models with Applications
Financial Math
Trigonometry*
Statistics ²⁰²⁰
Concepts in Probability and Statistics

SCIENCE

Grade 6 Physical Science
Grade 7 Life Science
Grade 8 Earth Systems Science
Biology
Chemistry
Earth and Space Science
Physical Science
Physics
Environmental Science

SOCIAL STUDIES

World History and Geography (Grade 7)
Integrated U.S. History (grade 8)
Government/Civics*
World History
Modern World History
U.S. History
Economics*
Human Geography

NATIONAL TEST PREPARATION

ACCUPLACER®
ACT WorkKeys®
ACT®
ASVAB® (Math, Verbal, Science)
GED®
HiSET®
PSAT®
SAT®
TASC®

WORLD LANGUAGES

Middle School

Spanish 1
Spanish 2
French 1
French 2
Chinese 1
Chinese 2
German 1
German 2
Latin 1
Latin 2

High School

Spanish I
Spanish II
Spanish III
French I
French II
French III
Chinese I
Chinese II
German I
German II
Latin I
Latin II

SOCIAL EMOTIONAL LEARNING by Purpose Prep

Purpose Prep SEL curriculum can be added to concurrent or site licenses for an additional cost.

Character & Leadership Development
College & Career Readiness
Mental Health & Wellness
Personal Development
Social & Emotional Success
Unlock Your Purpose

COURSEWARE ELECTIVES

General Electives

Art History I
Computer Applications: Office® 2016
Contemporary Health*
Foundations of Personal Wellness
Healthy Living (semester)*
Healthy Living (full-year)
Introduction to Art
Introduction to Computer Science ²⁰²⁰
Lifetime Fitness (semester)*
Lifetime Fitness (full-year)
Online Learning & Digital Citizenship*
Personal Finance*
Psychology
Sociology*
Strategies for Academic Success*

ADVANCED PLACEMENT®

Biology ²⁰²⁰
Calculus AB
English Language & Composition
English Literature & Composition
Environmental Science
French Language & Culture
Human Geography
Psychology
Spanish Language & Culture
Statistics ²⁰²⁰
U.S. Government & Politics*
U.S. History
World History: Modern

Michigan

COURSE LIST

CTE ELECTIVES

CTE Electives can be added to concurrent or site licenses for an additional cost.

CAREER READINESS

- Career Explorations
- Career Management* ²⁰²⁰
- Career Planning and Development*

CAREER CLUSTERS

Agriculture, Food & Natural Resources

- Agribusiness Systems* ²⁰²⁰
- Food Products and Processing Systems* ²⁰²⁰
- Introduction to Agriculture, Food, & Natural Resources* ²⁰²⁰
- Power, Structural, and Technical Systems* ²⁰²⁰

Architecture & Construction

- Introduction to Careers in Architecture & Construction* ²⁰²⁰

Arts, A/V Technology & Communications

- Introduction to Careers in Arts, A/V Technology & Communications* ²⁰²⁰

Business Management & Administration

- Business Law* ²⁰²⁰
- Introduction to Business
- Microsoft® Office® Specialist
- Small Business Entrepreneurship* ²⁰²⁰
- Technology and Business ²⁰²⁰

Education & Training

- Introduction to Careers in Education & Training* ²⁰²⁰

Finance

- Introduction to Careers in Finance* ²⁰²⁰

Government & Public Administration

- Introduction to Careers in Government & Public Administration* ²⁰²⁰

Health Science

- Careers in Allied Health* ²⁰²⁰
- Health Science Concepts
- Introduction to Careers in the Health Sciences* ²⁰²⁰
- Introduction to Health Science
- Introduction to Human Growth and Development* ²⁰²⁰

Health Science, continued

- Medical Terminology*
- Nursing Assistant†
- Pharmacy Technician†

Hospitality & Tourism

- Food Safety and Sanitation* ²⁰²⁰
- Marketing and Sales for Tourism and Hospitality* ²⁰²⁰
- Sustainable Service Management for Hospitality & Tourism* ²⁰²⁰
- Transportation and Tours for the Traveler* ²⁰²⁰

Human Services

- Introduction to Consumer Services* ²⁰²⁰
- Introduction to Human Services* ²⁰²⁰

Information Technology

- Business Computer Information Systems ²⁰²⁰
- Fundamentals of Programming & Software Development* ²⁰²⁰
- Introduction to Coding*
- Introduction to Information Technology
- Introduction to Information Technology Support & Services* ²⁰²⁰
- Introduction to Network Systems* ²⁰²⁰
- Network System Design* ²⁰²⁰
- New Applications: Web Development in the 21st Century* ²⁰²⁰
- Software Development Tools* ²⁰²⁰

Law, Public Safety, Corrections & Security

- Fire & Emergency Services* ²⁰²⁰
- Introduction to Law, Public Safety, Corrections, & Security* ²⁰²⁰
- Law Enforcement Field Services* ²⁰²⁰

Science, Technology, Engineering & Mathematics (STEM)

- Engineering and Design* ²⁰²⁰
- Engineering and Product Development* ²⁰²⁰
- Introduction to STEM* ²⁰²⁰

Transportation, Distribution & Logistics

- Introduction to Careers in Transportation, Distribution, & Logistics* ²⁰²⁰



Flexible Social and Emotional Learning (SEL) Solutions for Today's Whole Learner



FOR STUDENTS



- + Multimedia course content designed by subject-matter experts from all over the world
- + A robust family involvement component
- + Discussion forums for students and teachers to receive and share feedback
- + Call-to-action assignments that encourage students to apply learning

FOR EDUCATORS



- + A comprehensive course overview and syllabus
- + An instructor manual and facilitation guide
- + Automated grading rubrics that clearly define success criteria
- + A dynamic user interface with embedded discussion questions for each lesson video
- + Assessments, learning targets, essential questions, and success criteria throughout the curriculum
- + Meaningful professional development options

FOR ADMINISTRATORS



- + No installation, setup, or complex learning curves required
- + Courses that can be used for initial credit or credit recovery
- + Transformational content designed to enhance school culture and support positive student behaviors and outcomes
- + Customizable and convertible content
- + Customized professional development to match your SEL program needs
- + Support for ESSA funding priorities

Subscription-based Electives

THESE ELECTIVES ARE PRICED SEPARATELY BY ENROLLMENT



CAREER AND ELECTIVE COURSES by eDynamic Learning

Edgenuity offers a suite of eDynamic Learning electives on a subscription basis, allowing students to pursue a large range of interests in language arts, creative arts, STEM, and CTE. These electives are priced separately by enrollment.

MIDDLE SCHOOL ELECTIVES

Middle School 2D Studio Art 1A*
Middle School 2D Studio Art 1B*
Middle School Coding 1A*
Middle School Coding 1B*
Middle School Digital Art & Design 1A*
Middle School Digital Art & Design 1B*
Middle School Exploring Music 1A*
Middle School Exploring Music 1B*
Middle School Game Design 1A*
Middle School Game Design 1B*
Middle School Journalism 1A*
Middle School Journalism 1B*
Middle School Photography 1A*
Middle School Photography 1B*

HIGH SCHOOL GENERAL ELECTIVES

African-American History*
American Sign Language 1A*
American Sign Language 1B*
American Sign Language 2A*
American Sign Language 2B*
Anthropology I:
Uncovering Human Mysteries*
Anthropology II:
More Human Mysteries Uncovered*
Archaeology: Detectives of the Past*
Creative Writing*
Gothic Literature: Monster Stories*
History of the Holocaust*
Mythology & Folklore: Legendary Tales*
Philosophy: The Big Picture*
Social Problems I: A World in Crisis*
Social Problems II:
Crisis, Conflicts, & Challenges*
World Religions: Exploring Diversity*

AGRICULTURE, FOOD, AND NATURAL RESOURCES

Agriscience 1:
Introduction to Agriscience*
Agriscience 2A: Sustaining Human Life*
Agriscience 2B: Sustaining Human Life*
Forestry & Natural Resources*

Principles of Agriculture, Food, and Natural Resources*
Veterinary Science: The Care of Animals*

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

Animation*
Digital Photography 1A*
Digital Photography 1B*
Digital Photography II*
Introduction to Social Media:
Our Connected World*
Journalism 1A*
Journalism 1B*
Music Appreciation*
Public Speaking 1A*
Public Speaking 1B*

BUSINESS, MANAGEMENT, & ADMINISTRATION

International Business:
Global Commerce in the 21st Century*

EDUCATION & TRAINING

Early Childhood Education 1A*
Early Childhood Education 1B*
Real World Parenting*

ENERGY

Renewable Technologies 1A*
Renewable Technologies 1B*

HOSPITALITY & TOURISM

Culinary Arts 1A*
Culinary Arts 1B*
Hospitality & Tourism 1:
Traveling the Globe*
Hospitality & Tourism 2A:
Hotel & Restaurant Management*
Hospitality & Tourism 2B:
Hotel & Restaurant Management*

HUMAN SERVICES

Cosmetology 1: Cutting Edge Styles*
Cosmetology 2: **176**
The Business of Skin & Nail Care*

Fashion & Interior Design*
Nutrition & Wellness*
Peer Counseling*

INFORMATION TECHNOLOGY

Cybersecurity 1A*
Cybersecurity 1B*
Game Design 1A*
Game Design 1B*

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Careers in Criminal Justice*
Criminology: Inside the Criminal Mind*
Introduction to Military Careers*
Law & Order:
Introduction to Legal Studies*
National Security*
Principles of Public Service:
To Serve & Protect*

MANUFACTURING

Introduction to Manufacturing:
Product Design & Innovation*

MARKETING

Advertising and Sales Promotion*
Sports and Entertainment Marketing*

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Astronomy: Exploring the Universe 1A*
Astronomy: Exploring the Universe 1B*
Biotechnology 1A*
Biotechnology 1B*
Concepts of Engineering & Technology*
Forensic Science I: Secrets of the Dead*
Forensic Science II:
More Secrets of the Dead*
Great Minds in Science:
Ideas for a New Generation*
Marine Science 1A*
Marine Science 1B*

DUAL CREDIT ELECTIVES by Sophia®

These college-level courses are ACE® CREDIT® recommended for potential transfer to more than 2,000 colleges and universities. Every secondary institution sets its own policies for credit acceptance; contact colleges and universities to learn more about their policies for dual-credit courses.

Accounting*	Introduction to Sociology*
Approaches to Studying Religion*	Introduction to Statistics*
College Algebra*	Macroeconomics*
Conflict Resolution*	Microeconomics*
Human Biology*	Project Management*
Introduction to Art History*	Visual Communications*
Introduction to Psychology*	

INSTRUCTIONAL SERVICES ELECTIVES Offered with Edgenuity teachers only

All electives can be taught through a district teacher or a highly qualified Edgenuity instructor. However, the following electives are offered only through Edgenuity's Instructional Services to help schools further expand their course offerings with Edgenuity's instructors.

Adaptive PE*	Middle School Life Skills*
Advanced PE 1 & 2	Personal Health and Fitness*
Anatomy*	Personal Training*
Comprehensive PE*	Personal Training Concepts*
Concepts in Fitness*	Physiology*
Credit Recovery PE 1 & 2	Running*
Drugs & Alcohol*	Sports Officiating*
Exercise Science*	Strength Training*
Family & Consumer Sciences*	Walking Fitness*
Family Living & Healthy Relationships*	
First Aid & Safety*	
Fitness Fundamentals 1 & 2	
Flexibility Training*	
Group Sports*	
Health & Personal Wellness*	
Health Careers*	
HOPE 1 & 2	
Individual Sports*	
Intro to Coaching*	
Life Skills*	
Middle School Fitness Basics 1 & 2	
Middle School Intro to Group Sports 1 & 2	
Middle School Health*	
Middle School Intro to Individual Sports 1 & 2	

* One-semester course

** Supplemental course

† Not available via Instructional Services

H Also available for honors

2020 Available for Back-to-School 2020

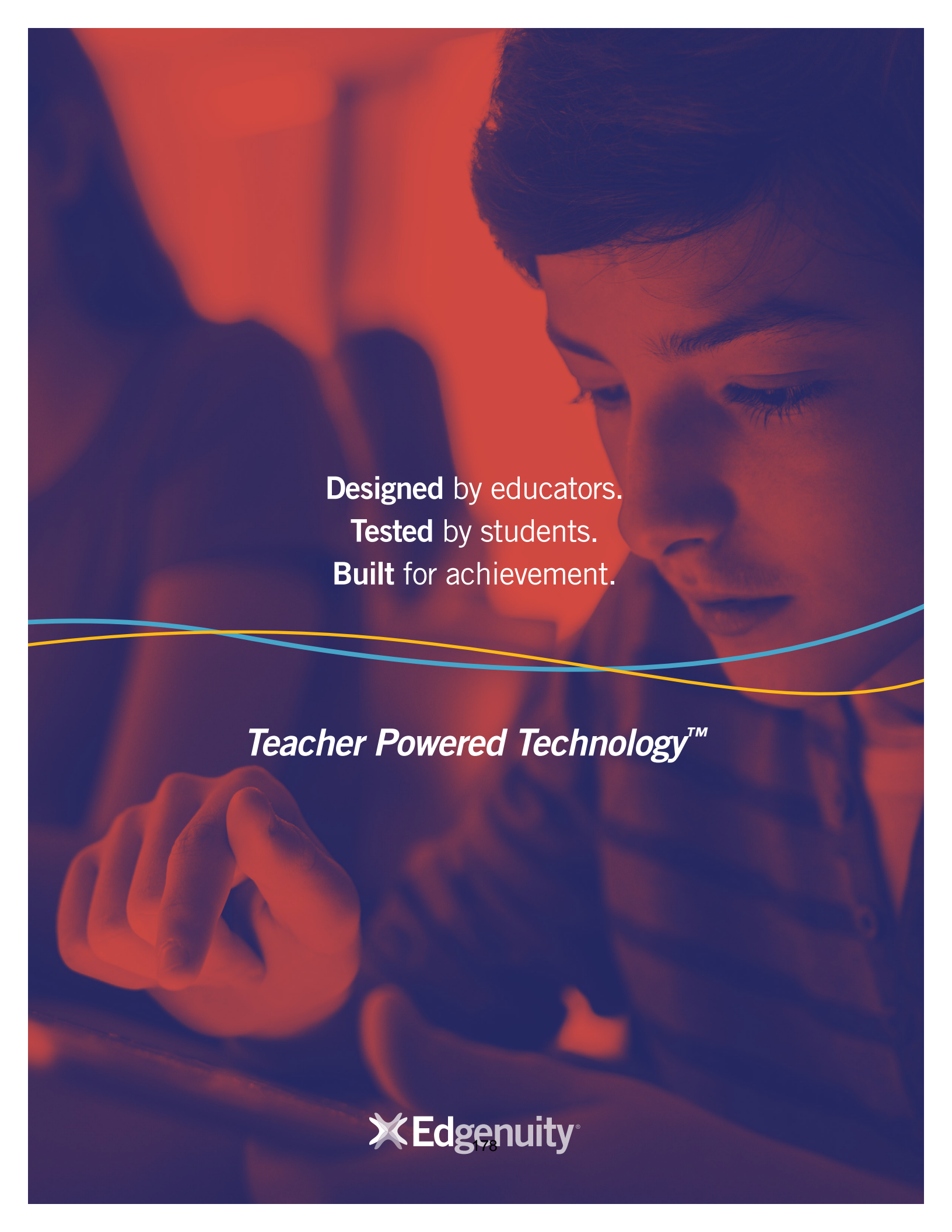
Notes

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Designed by educators.
Tested by students.
Built for achievement.

Teacher Powered Technology™

 **Edgenuity®**

HAZEL PARK SCHOOLS

SUMMER SCHOOL PROGRAM 2019-2020

Please see below a report indicating the completion of each summer school program held for the 2019-2020 school year.

HPHS Summer School Program Overview

Due to COVID-19, we had to make a swift move to offering our high school summer program in a completely virtual environment. HPHS Summer School program ran virtually for six weeks, June 22 - July 31 of 2020. The summer school rate was reduced to \$25 due to the virtual setting. Students were enrolled in courses and were expected to login to complete courses between 8am-3pm. Students had access to teachers throughout the day and sometimes in the evening or on the weekends if that was needed.

Students Enrolled & Completion

We had 79 students enrolled in 194 classes, of which 80 courses were completed. The remaining courses students will have access to complete through the first semester.

Staffing

3 teachers

Programs & Classes Offered

Online Credit Recovery Program = GradPoint & Odysseyware

Covid - 19 Update

181



Today's Learners, Tomorrow's Leaders

TEXT

POD Work to Date

Jardon 14 : 15

Webb : 3 am / 10 /3 pm

Junior High 3 /3

High School 3 :2

GSRP 25/ 7 : 17/5



Covid Items to know

[Return to School](#)

[Social Distancing and Cohorts](#)

[Parent Screening Agreement](#)

[Symptoms list](#)

[Flowcharts](#)

[Staff Reporting Form](#)

[Student Reporting Form](#)

[FAQ](#)

[Extended return to school](#)

[Handwashing](#)

[Face coverings](#)

Students who can not wear masks : must seek out approve through 504 plans : reach out to your principals



Sites to seek Guidance from

[Covid by Zip Code](#)

[CDC guidance](#)

[CDC matrix](#)



Hazel Park High School Technology Policy Changes

1. Technology Policy

a. Definitions:

- i. Chromebooks: School issued-Chromebook.
- ii. PCD: Personal Communication Device that includes Smartphones, Smart Watches, tablets, video game systems, headphones and earbuds, and personal computers.

- b. Hazel Park High School staff reserves full discretion as to when students may use PCDs through the means of a “Stoplight” system. Each teacher will determine when and what school appropriate use of PCDs will look like in his/her classroom under each “light” in accordance with the contents of the Hazel Park Student Handbook, Chapter 8 (2019-2020). Teachers will have red, yellow, and green colored papers and/or lights in a well-seen area of the room and clearly indicate any changes or selection of a “light”.

- i. Selection of Green would indicate to students that they may use their PCD for school appropriate activities including watching a YouTube video, participating in a technology-based educational game, taking school-related or project-based photos, etc. Under this selection, students may also be given permission to listen to music during work completion with the use of personal headphones.
- ii. Selection of Yellow would indicate to students to seek permission from the teacher for school appropriate usage of their PCD or that it is for music only with the use of personal headphones.
- iii. Selection of Red would indicate to students that the PCD needs to be silenced and stored out of sight and reach of the student.

2. Punitive Measures

- a. Should the student not follow the directions and/or expectations indicated by the “Stoplight” system, the teacher or staff member reserves the right to the following:

- i. After the first offense within the class period, the staff member will give a verbal warning and reminder to the student(s) of the current “light” selection and its direction(s) or expectation(s).
- ii. After the second offense or should the student become defiant within the class period, the staff member reserves the right to take the PCD(s) and put it into a locked place for the remainder of the hour within the classroom.
- iii. After the third offense or should the student become defiant within the class period, the staff member reserves the right to write up the defiance or offense as a “technology”-related major discipline referral, removing the student from the classroom if necessary. **The staff member will then give the phone to a building administrator for the parent or guardian to pick up at the end of the school day.**

3. Hallways
 - a. Students will be expected to keep their PCDs in their backpacks and will not be allowed on their person during passing times in the hallways. Should a student be found out of compliance, any staff member reserves the right to follow punitive measures 2.a.i-iii.
4. Cafeteria
 - a. Full usage of PCDs and portable video game devices are permitted during breakfast and/or lunch times. However, should a school employee feel that the student is using the PCD(s) inappropriately, they reserve the right to follow measures 2.a.i-iii as deemed appropriate.
5. Before/After School Sponsored Clubs and Sports
 - a. Facilitators have the discretion to implement the “Stoplight” system. The facilitator(s) then reserves the right to the disciplinary system described in 2.a.i-iii.