HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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
February 26, 2024
5:30 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. It will be live-streamed on YouTube. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person or by emailing Board President, Rick Nagy, prior to the meeting at rick.nagy@myhpsd.org.

CALL TO ORDER
ROLL CALL
PLEDGE OF ALLEGIANCE
APPROVAL OF THE AGENDA (ACTION ITEM)
SPECIAL ORDER OF BUSINESS

A. Student of the Month
B. Teacher of the Year
C. Advantage Representative
D. Junior High Representative
E. High School Representative
F. Hazel Park Junior High Presentation

PUBLIC COMMENT

The Board of Education recognizes the value of public comment on education items and the importance of allowing members of the public to express themselves on District matters. During this portion of public comment, each statement made by a participant shall be limited to three (3) minutes and participants must identify themselves by name and address.

CONSENT AGENDA (Action Items)

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

A. Approval of Minutes

1) Board Meetings 4
2) Committee Meetings 14
B. Monthly Financial Reports 18
C. Personnel Recommendations 34
D. Conference Requests 35
E. Board Member Training 36
F. 2024 Future-Focused Schools Conference 37
G. 2024 MAASE Summer Institute 39

NEW BUSINESS

A. STEAM Update (Informational Item) 41
B. Data Presentation (Informational Item)
C. LEO Update (Informational Item) 43
D. Michigan Association of School Boards 2024 Election (Action Item) 44
E. Three-year Plans (Action Item) 67
F. District & Department Handbooks (Action Item) 76
G. Board Policies (Action Item) 298
H. Administrative Guidelines (Informational Item) 368
I. Bus Purchase (Action Item) 516
J. High School Bookcases (Action Item) 517
K. Advertising Purchase (Action Item) 519
L. Edison BMS (Action Item) 523
M. HPEA Letter of Agreement (Action Item) 526
N. Readmission of Student (Action Item) 530
O. Freedom Of Information Act (FOIA) (Informational Item) 531
P. Superintendent Contract Revision (Action Item) 605

SUPERINTENDENT REPORT

A. Enrollment 617
B. Attendance Presentation - 1st Semester
C. Fundraisers 619
D. ADK-Mu Classroom Grant

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

A. Monday, March 4, 2024 - Board of Education Workshop 5:00pm
B. Monday, March 11, 2024 - Committee Meetings
C. Monday, March 18, 2024 - Board of Education Regular Meeting 5:30pm

PUBLIC COMMENT

During this portion of public comment, each statement made by a participant shall be limited to one (1) minute and participants must identify themselves by name and address.

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

Unofficial

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
REGULAR MEETING
JANUARY 22, 2024

CALL TO ORDER
The Regular Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on January 22, 2024 and was called to order by President Nagy at 7:00 p.m.

ROLL CALL
Members Present: Baldwin, Fortress, Hinton, Laframboise, Rattee, Rice, Nagy
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE
APPROVAL OF THE AGENDA (Action Item)
Moved by Fortress, supported by Rice, that the Board of Education approve the agenda as written.

Discussion
Roll Call Vote
Yeas: Fortress, Rice, Baldwin, Fortress, Hinton, Laframboise, Rattee, Rice, Nagy
Nays:
Motion carried.

SPECIAL ORDER OF BUSINESS
A. Board of Education Organizational Meeting
1) Election of Officers (Action Item)
a. **President**

Motion made by Fortress to nominate Melissa Baldwin for President.
Mrs Baldwin did not accept the nomination for President.

Motion made by Fortress to nominate Beverly Hinton for President.
Mrs. Hinton accepted the nomination for President.
Motion supported by Laframboise.
All in favor: 3 yes, 4 no
Motion failed.

Motion made by Rice to nominate Rick Nagy Hinton for President.
Mr. Nagy **accepted** the nomination for President.
Motion supported by Rattee.
All in favor: 4 yes, 3 no
Motion carried.

b. **Vice-President**

Motion made by Fortress to nominate Melissa Balwin for Vice President.
Mrs. Baldwin did not accept the nomination for Vice President.
Motion failed.

Motion made by Rattee to nominate Dawn Rice for Vice President.
Dawn Rice **accepted** the nomination for Vice President.
Motion supported by Baldwin.
Roll Call Vote

Yeas: Rattee, Baldwin, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

c. **Secretary**

Motion made by Rice to nominate Melissa Baldwin for Secretary.
Melissa Baldwin accepted the nomination for Secretary.
Motion supported by Rattee.
Roll Call Vote
Yeas: Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

d. **Treasurer**

Motion made by Rice to nominate Monica Rattee for Treasurer.
Monica Rattee accepted the nomination for Treasurer.
Motion supported by Baldwin.
Roll Call Vote
Yeas: Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

B. Board of Education Committee Appointments (~~Informational~~ Action Item)
1) Board of Education Committees
a. Finance
b. Buildings and Grounds
c. Personnel Committee
d. Policy
e. Enrollment
2) Superintendent Committees
a. Community Engagement
b. Ruth Giese Fund
c. Honoring HP Contributors
3) Local Appointments
a. Designate and an Alternate to aid on the budget of Oakland Schools and to elect members to the Board of Oakland Schools
b. Board Member to the Oakland County School Board Government Relations Committee

Motion made by Rice, supported by Baldwin, to nominate Monica Rattee for Treasurer.
Mrs. Rattee **accepted** the nomination for Treasurer.
Discussion
Roll Call Vote
Yeas: Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:

C. 2024 Business Organizational Items (Action Items)
1) Designation of District Legal Counsel Representation
2) Establishment of Bank Accounts and Authorized Signers
3) People Authorized to Make Investments
4) People Authorized to Make Wire Transfers
5) People Authorized to Enter into Agreements with Financial Institutions for Commercial
6) People Authorized to Sign in the Name of Hazel Park Schools
7) Newspapers for Official Publications

8) Authorize Summer and Winter Tax Collection for Each Municipality
9) Designation of Person Responsible for Implementing Public Notice Requirement of the Open Meetings Act
10) Designation of Property/Liability & Workers Compensation Insurance Carriers
11) Designation of Auditors
12) Designation of Architect of Record
13) Position Titles Authorized to use District Credit/Debit Cards

Motion made by Rice, supported by Rattee, that the Board of Education approve the 2024 Business Organizational Items, as presented by the Administration.
Discussion
Roll Call Vote
Yeas: Rice, Rattee, Baldwin, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

D. Complete the Board of Education Meeting Calendar through January 2025 (Action Items)

Motion made by Rice, supported by Rattee, that the Board of Education complete the Board of Education approve the meeting calendar through January 2025, as presented.
Roll Call Vote
Yeas Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

E. Student of the Month
The Board of Education presented one student from each building with a District Student of the Month Award.

F. Advantage Presentation
Ms. Lee presented on behalf of Advantage. She shared information on what has been happening in the first half of the year as well as what will be coming up for these students.

G. High School Representatives
Jeremiah Kemp and Christy Gardner shared information on upcoming events for the High School students.

~~H. Junior High Representatives~~

PUBLIC COMMENT

Karla Graessley United Oaks Principal	Shared information on the Resource Fair taking place at Hazel Park Junior High on February 3, 2024 from 11am - 3pm.
Patrick Wright/Raymond Brew 541 W Sonoma Ave Hazel Park MI 48030	Presented on behalf of the Maintenance/Custodial Union Local #271 to share with the Board of Education how important they believe the bond to be from employee point of view working on these systems each day.
Benjamin Ervin 2180 Brickley St Ferndale MI 48220	Ben presented to the board on behalf of the Hazel Park Community Coalition as the new President. Ben shared the mission of the coalition as well as the vision the committee has to help stop the abuse of drugs and alcohol by youth in our community. He also shared several events the HPCC will be attending.

CONSENT AGENDA (Action Items)

A. Approval of Minutes
   1. Board Meetings
      a. December 18, 2023 - Regular Meeting
      b. December 20, 2023 - Workshop Meeting
      c. January 8, 2024 - Workshop Meeting

B. Personnel Recommendations

~~C. Conference Requests~~

D. Leaders Investing in Future Teachers (LIFT) Conference Approval

Motion made by Fortress, supported by Rice, that the Board of Education approve the consent agenda, with the exception of moving item C to New Business.
Discussion
Roll Call Vote
Yeas Fortress, Rice, Baldwin, Hinton, Laframboise, Rattee, Nagy
Nays:
Motion carried.

NEW BUSINESS

A. Bond Question (Action Item)

Motion made by Rice, supported by Baldwin, that the Board of Education approve to certify the school improvement bonding proposal and approve the ballot language to be submitted to the election coordinator by 4 pm on February 13, 2024 so that the same is included on the May 7, 2024 ballot, as set for in the resolution as presented.
Discussion
Roll Call Vote
Yeas: Rice, Baldwin, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

B. Monthly Financial Reports (Action Item)

Motion made by Rice, supported by Rattee, that the Board of Education approve the monthly financial reports, as presented.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

C. 2024 Junior High Washington DC (Action Item)

Motion made by Rice, supported by Rattee, that the Board of Education approve the 2024 Junior High Washington DC trip, as presented.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

D. Michigan Association of School Boards - School Board Recognition Month (Action Item)

Motion made by Rice, supported by Rattee, that the Board of Education approve the resolution for the School Board Recognition Month, as written.

Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

E. Review Policy 6423 ~ use of Debit/Credit Card (Action Item)
Motion made by Rice, supported by Rattee, that the Board of Education approve Policy 6423 for the use of Debit/Credit Card, as written.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

F. Review Board of Education Code of Ethics (Policy 0144.2) Conduct and Operating Principles (Action Item)
Motion made by Fortress, supported by Rice, that the Board of Education approve the Code of Ethics (Policy 0144.2) Conduct and Operating Principles as presented.
Discussion
Roll Call Vote:
Yeas: Rice, Baldwin, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

G. Math Study Group Approval (Action Item)
Motion made by Fortress, supported by Rice, that the Board of Education approve the funds to compensate staff for serving on the Math Task Force, as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Rice, Baldwin, Hinton, Laframboise, Rattee, Nagy
Nays:
Motion carried.

H. American Reading Company (ARC) (Action Item)
Motion made by Rice, supported by Rattee, that the Board of Education approves the purchase of the ARC reading resources for Hazel Park High School in the amount of $31,855.
Discussion
Roll Call Vote:
Yeas: Rice, Rattee, Baldwin, Fortress, Hinton, Laframboise, Nagy
Nays:
Motion carried.

I. Additional Paraprofessionals (Action Item)
Motion made by Fortress, supported by Rattee, that the Board of Education approves the hiring of two additional paraprofessionals, as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Rattee, Baldwin, Hinton, Laframboise, Rice, Nagy
Nays:
Motion carried.

J. Summer School Proposal (Action Item)

Motion made by Fortress, supported by Baldwin, that the Board of Education approve the Summer School Proposals, as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Baldwin, Hinton, Laframboise, Rattee, Rice, Nagy
Nays:
Motion carried.

K. Technology Summer Help (Action Item)
Motion made by Fortress, supported by Baldwin, that the Board of Education approves the use of help for the Technology Department during the school break and the summer as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Baldwin, Hinton, Laframboise, Rattee, Rice, Nagy
Nays:
Motion carried.

L. Custodial and Grounds Break/Summer Help (Action Item)
Motion made by Fortress, supported by Rattee, that the Board of Education approves the hiring of help for the maintenance department during the school breaks and the summer as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Rattee, Baldwin, Hinton, Laframboise, Rice, Nagy
Nays:
Motion carried.

M. FMX Approval (Action Item)
Motion made by Fortress, supported by Rattee, that the Board of Education approve the FMX services agreement of $9,740 for fiscal 2024 with $4,870 for setup and training.
Discussion
Roll Call Vote:
Yeas: Baldwin, Rattee, Fortress, Hinton, Laframboise, Rice, Nagy
Nays:
Motion carried.

N. Memo of Understanding - Testing Coordinator (Action Item)
Motion made by Fortress, supported by Rattee, that the Board of Education approve the MOU for the Testing Coordinator, as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Rattee, Baldwin, Hinton, Laframboise, Rice, Nagy
Nays:
Motion carried.

O. Student Discipline (Action Item)

Motion made by Baldwin, supported by Rattee, that the Board of Education approve the student discipline, as presented.
Discussion
Roll Call Vote:
Yeas: Baldwin, Rattee, Fortress, Hinton, Laframboise, Rice, Nagy
Nays:
Motion carried.

SUPERINTENDENT REPORT

A. Grow Your Own Grant
Dr Kruppe shared information regarding a grant that the district has been awarded to assist those who want to become educators.

B. Music Will
We had a very exciting event take place at Hoover before the holiday break. It featured some music making with the kids and a surprise donation of instruments to our district! The students and staff were overcome with joy when the donation was unveiled. We would like to extend a very special thank you to MusicWill.org, Janice Polizzotto and also Harman for the donation of instruments to Hazel Park Schools. This organization has been around for two decades, they provide access to music education to schools who may not otherwise receive it. They teach programs to students in areas such as rock, pop, R&B, Latin, rap, and country, along with some jazz and classical music. It's such an exciting and wonderful opportunity for our students to be exposed to some forms of music they may not otherwise have experienced.

C. Enrollment
Enrollment numbers are steady and we are up about 50 students at this present time.

D. Fundraisers
We only have one fundraiser this month.

E. 2023-24 ADK-Mu Classroom Grant Award
Congratulations to Nadja Pitchford, a fantastic Science Teacher at Hazel Park High School on receiving the fourth monthly grant for the 2023-24 school year from the Hazel Park chapter for ADK-Mu. She plans to purchase science lab materials for her students. ADK-Mu of Hazel Park is an altruistic Sorority of Teachers that has supported the Hazel Park School District and community for over 60 years!

F. DECA Competition
We had 3 students that qualified for states at the DECA competition.

G. Strategic Plan Update

REQUESTS FOR FUTURE AGENDA ITEMS
CALENDAR DATES
PUBLIC COMMENT - None

CLOSED SESSION

A. Motion to adjourn to closed session for the purpose of considering safety planning pursuant to section 8(k) & 8(a) for complaint and disciplinary actions of the Open Meetings Act.

Motion made by Baldwin, supported by Rice, that the Board of Education move to closed session for the purpose of considering safety planning pursuant to section 8(k) & 8(a) for complaint and disciplinary actions of the Open Meetings Act, as presented.
Discussion
Roll Call Vote:
Yeas: Baldwin, Rice. Fortress, Hinton, Laframboise, Rattee, Nagy
Nays:
Motion carried.

Adjourned to closed session: 8:43pm
Returned to open session: 9:05pm

B. Emergency Operation Plan Approval (Action Item)
Motion made by Baldwin, supported by Rattee, that the Board of Education approve the Emergency Operation Plan, as presented.
Discussion
Roll Call Vote:
Yeas: Baldwin, Rattee, Fortress, Hinton, Laframboise, Nagy, Rice
Nays:
Motion carried.

C. Administrative Legal Representation (Action Item)
Motion made by Baldwin, supported by Rattee, that the Board of Education approve the Emergency Operation Plan, as presented.
Discussion
Roll Call Vote:
Yeas: Baldwin, Fortress, Rattee, Nagy, Rice
Nays: Hinton, Laframboise
Motion carried.

D. Superintendent Contract (Action Item)
Motion made by Baldwin, supported by Rattee, that the Board of Education approve the contract revision with a one year extension and evaluation update as the new law requires.
Discussion
Roll Call Vote:
Yeas: Baldwin, Fortress, Rattee, Nagy, Rice
Nays: Hinton, Laframboise
Motion failed.

E. Conference Requests (Action Item)
Motion made by Fortress, supported by Laframboise, that the Board of Education approve the student discipline, as presented.
Discussion
Roll Call Vote:
Yeas: Fortress, Laframboise, Baldwin, Rattee, Hinton, Rice, Nagy
Nays:
Motion carried.

Board Members and Administration Comments

Heidi Fortress, Trustee	I appreciate all of you coming out. Congratulations to the students of the month. I love the enthusiasm of the Advantage Science teacher! Oakland School dinner was fantastic. The next one is March 6th and the OTEC students will be making dinner. Have a good night and thank you for the gifts.
Beverly Hinton, Trustee	Oakland Schools was fabulous, Brad Banasik was great! For the bond, the residents should vote. It's a big fiduciary commitment and in 15 years when the buildings are worn out and we still owe 20 years on a bond. Its wording is like a blank check. We're told the buildings are not appropriate - it's misleading. I have inquired about the renovations and kids are gonna be left in there during that time. It's too much and people should make the decision.
Melissa Baldwin, Secretary	Thank you for the gifts. Families and students, thank you for being here! The bond is for our kids; they deserve it! Thank you for the support and thank you to those who did support. Thank you Dr Kruppe and Jason Zirnis for the hard work you have done on this bond.
Dawn Rice, Vice President	Thank you everyone for everything you do. I would like to caution those who speak on Facebook, it tells our kids if your score isn't good enough then you don't deserve safe spaces. This bond, we have three 70 year old buildings. If we don't pass it then we're gonna going to be dealing with 100 year old building when the work is done. I love gifts, thank you everyone!
Monica Rattee, Treasurer	February 27th is the Promise Zone dinner, if you would like to make a donation please contact me, Moussa or Fernando. We will have someone there this year who will be doing caricature drawings. Thank you to the Coalition, you do amazing work! Our custodial staff works so hard, fixing and working on these things to keep our kids safe and I love that students are working for us. Thank you everyone.
Deborah Laframboise, Trustee	Thank you for all the gifts. Advantage, good luck with the bowling competition! I loved the teacher's enthusiasm as well! Congratulations to the Coalition. Thank you to the Promise Zone for supporting our students!
Dr Kruppe, Superintendent	As always, it's a great day to be a Viking!
Rick Nagy, President	I enjoyed Student of the Month! Thank you all for coming and speaking. The grant was definitely good for us. Thank you all for the gifts and everyone had a great night!

Moved and supported that the meeting be adjourned at 9:23p.m.
Unanimous Approval.

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
WORKSHOP MEETING
FEBRUARY 5, 2024 5:00 PM

CALL TO ORDER

The Workshop Meeting of the Hazel Park Board of Education was held on February 5, 2024 and was called to order by Treasurer Rattee at 5:05 p.m.

Roll Call Vote:

Members Present:	Fortress (arrived @ 5:08pm), Hinton, Laframboise, Rattee
Members Absent:	Baldwin, Rice, Nagy
Others Present:	Kruppe, Zirnis, Dulmage

Approval of the Agenda (Action Item)

Moved by Laframboise, supported by Hinton, that the Agenda be approved as written.

Discussion

Roll Call Vote:

Yeas: Laframboise, Hinton, Rattee

Nays:

Public Comment

New Business

A. Bond Information

B. Inclusionary Preschool

Public Comment

Board Members and Administration Comments

Heidi Fortress, Trustee	Thank you everyone for being here. The presentations were helpful. See you all next week!
Deborah Laframboise, Trustee	This was very informative, thank you!
Beverly Hinton, Trustee	Have a good night everyone.
Dr Kruppe, Superintendent	This is what workshops are for, remembering to send questions ahead of time is good because it allows them to be answered completely. Great presentation, thank you!
Monica Rattee, Treasurer	We have lots of events coming up. I'd like to say good luck to the sports teams this week!

Adjournment

Moved and supported that the meeting be adjourned at 6:45pm.

Unanimous Approval.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Agenda
Personnel Committee
Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
February 12, 2024
2:00 PM

A meeting of the Hazel Park Board of Education Personnel Committee will be held at the Ford Administration Office, 1620 E Elza, Hazel Park, Michigan at the Date and Time Listed Above.

Board Members Present:	Dawn Rice, Melissa Baldwin, Rick Nagy
Board Members Absent:	None
Administrators:	Dr. Amy Kruppe, Superintendent
	Kristy Cales, Director of Human Resources

Agenda Items:

A. Superintendent Contract Revision
   The committee reviewed the Superintendent contract revision. The committee suggested moving it forward.
B. Negotiations Teacher
   The committee discussed a timeline for negotiations to begin with teachers.
C. Negotiations Secretary
   The committee discussed a timeline for negotiations to begin with secretaries.
D. 2024-2025 Staffing
   The committee discussed staffing for the 2024-2025 school year.
E. Bev Blair/Lynn Lashbrook Correction
   The committee discussed the correction for Bev Blair and Lynn Lashbrook. The committee suggested to move it forward to the board.

Meeting end time: 2:30pm
Minutes submitted by Jamie Buczko, Administrative Assistant to the Superintendent

HAZEL PARK SCHOOLS

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Superintendent

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www.hazelparkschools.org

Agenda
Policy Committee
Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
February 12, 2024
3:00 PM

A meeting of the Hazel Park Board of Education Policy Committee will be held at the Ford Administration Office 1620 E Elza Avenue, Hazel Park, Michigan at the Date and Time Listed Above.

Board Members Present: Monica Rattee, Melissa Baldwin, Dawn Rice
Board Members Absent: None
Administrators: Amy Kruppe

Meeting start time: 3:00pm
Public comment: None

Agenda Items:

A. Board Policies
The committee reviewed the board policies. The committee suggested moving it forward.

Meeting end time: 3:10pm
Minutes submitted by Jamie Buczko, Administrative Assistant to the Superintendent

HAZEL PARK SCHOOLS

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Superintendent

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Agenda
Finance Committee

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
February 12, 2024
4:00 PM

A meeting of the Hazel Park Board of Education Finance Committee will be held at the Ford Administration Office1620 E Elza Avenue, Hazel Park, Michigan at the Date and Time Listed Above.

Board Members Present: Monica Rattee, Debbie Laframboise, Dawn Rice
Board Members Absent: None
Administrators: Dr. Amy Kruppe, Superintendent
Jason Zirnis, Assistant Superintendent of Business & Operations

Meeting start time: 4:02pm
Public comment: None

Agenda Items:

A. High School Bookshelves

The district requested to purchase 30 bookshelves for the high school. The committee suggested moving it forward.

B. Bus Purchase

The district requested to purchase a used bus from the Macomb ISD. The committee suggested moving it forward.

C. Advertising Purchase

The district requested to purchase advertising on digital billboards across the district. The committee suggested moving it forward.

D. Check Register & Credit Card Statement

The committee reviewed the check register and the credit card statement. Questions were asked and answered.

Meeting end time: 4:32pm
Minutes submitted by Jamie Buczko, Administrative Assistant to the Superintendent

HAZEL PARK SCHOOLS

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Agenda
Buildings & Grounds Committee

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
February 12, 2024
5:00 PM

Board Members Present:	Monica Rattee and Dawn Rice, Debbie Lafromboise
Board Members Absent:	None
Administrators Present:	Jason Zirnis, Assistant Superintendent of Business and Operations
	Amy Kruppe, Superintendent, Greg Richardson, Supervisor of Maintenance & Custodial

Meeting start time - **5:02 pm**
Public Comment: None

1) **Building Updates**
   The committee was updated on several projects around the district.
2) **Edison BMS**
   The committee was informed of the Building Management System

Meeting end time - **5:28 pm**
Minutes submitted by Jamie Buczko. Administrative Assistant to Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

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

FROM: Jason Zirnis
Assistant Superintendent, Business & Operations

RE: Treasurer's Report January 2024

DATE: February 22, 2024

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)		1,540,313.63	
Total - General Fund	$	**1,540,313.63**	
CENTER PROGRAM (22)		6,264.89	
COMMUNITY SERVICE (23)		428.18	
FOOD SERVICE FUND (25)		193,983.62	
COMMON DEBT (31-39)		500.00	
CAPITAL PROJECTS (41-49)		0.00	
Total - Special Revenue Funds	$	**201,176.69**	
INTERNAL ACCOUNT FUNDS (29)		2,660.85	
Total - Other Funds	$	**2,660.85**	
TOTAL CHECK DISBURSEMENTS	$	**1,744,151.17**	$ 1,744,151.17
ACH DEBITS			2,472,106.98
PAYROLL			1,484,108.04
OUTGOING WIRE TRANSFERS			2,668,607.86
P-CARD PURCHASES			80,120.06
			6,704,942.94
TOTAL DISBURSEMENTS IN PERIOD			**$ 8,449,094.11**

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

1/31/2024

Date	Amount	Bank Acct Taken From	Reason
1/3/2024	442.73	Gen Funds	Latchkey Fees
1/16/2024	7,145.56	Gen Funds	Health Equity Payment
1/29/2024	8,445.56	Gen Funds	Health Equity Payment
1/25/2024	14,567.70	Gen Funds	EduStaff Payment
1/4/2024	21,900.94	Gen Funds	Penserv Payment
1/31/2024	23,098.53	Gen Funds	Penserv Payment
1/17/2024	23,226.61	Gen Funds	Penserv Payment
1/25/2024	37,592.91	Tax W/H	Payroll State Tax
1/29/2024	37,875.48	Tax W/H	Payroll State Tax
1/12/2024	66,548.81	Tax W/H	Payroll State Tax
1/25/2024	66,715.46	Tax W/H	Payroll State Tax
1/5/2024	69,200.81	Tax W/H	Payroll State Tax
1/12/2024	248,529.38	Tax W/H	Payroll State Tax
1/26/2024	249,175.97	Tax W/H	Payroll State Tax
1/25/2024	369,458.27	Ret W/H	Ret W/H
1/16/2024	376,227.80	Ret W/H	Ret W/H
1/5/2024	391,862.64	Ret W/H	Ret W/H
1/30/2024	460,091.82	Ret W/H	Ret W/H
	2,472,106.98	**Total ACH Debits**	

Date	Amount	Payroll
1/12/2024	$741,729.20	General Payroll
1/26/2024	$742,378.84	General Payroll
	$1,484,108.04	**Total Payroll**

Date	Amount	Wires
1/29/2024	$2,668,607.86	MVCA Wire State Aid
	$2,668,607.86	**Total Wires**

Date	Amount	P-Card Purchases	
1/23/2024	$80,120.06	General	P-Card charges Huntington Bank
	$80,120.06	**Total P-Card Purchases**	

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 1/1/2024 TO 1/31/2024

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100600	A C BUILDERS HARDWARE	110-261-0000-0000-000-0065-55990000	EH 00000971	01/12/2024	702924	MAINT. SUPPLIES		19,052.00
100600	A C BUILDERS HARDWARE	110-261-0000-0000-000-0065-55990000	EH 00000971	01/12/2024	702936	MAINT. SUPPLIES		96.16
100600	A C BUILDERS HARDWARE	110-261-0000-0000-000-0065-55990000	EH 00000971	01/12/2024	702939	MAINT. SUPPLIES		15.36
							Vendor Total:	**19,163.52**
100351	AIRGAS GREAT LAKES	110-113-0000-2230-300-2230-55110000	EH 00000972	01/12/2024	5504581690	RENTAL		250.16
							Vendor Total:	**250.16**
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Crayola Model Magic - White (1	P2400184	80.26
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Elmer's All Purpose School Glu	P2400184	24.89
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	SHARPIE Permanent Markers, Fin	P2400184	55.17
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Sharpie 75846 Fine Point Perma	P2400184	58.33
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Astrobrights Colored Cardstock	P2400184	8.93
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Dixon Semi-Moist Oval Pan 8 Se	P2400184	26.93
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	11G4Y7RKVVH	Shuttle Art Dot Markers, 20 Co	P2400184	43.28
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	17QWDN6YY9H	The Pencil Grip Kwik Stix Soli	P2400184	124.10
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00000973	01/12/2024	17QWDN6YY9P	Astrobrights Color Cardstock -	P2400184	14.75
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000973	01/12/2024	199X43F97NDV	McDonnell & Miller FS4-3 Gener	P2400208	331.62
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000973	01/12/2024	199X43F97NDV	Shipping Charge	P2400208	6.50
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000973	01/12/2024	1CKJR4QJ9LCC	ATHLETIC SUPPLIES		114.71
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-000-0284-56420000	EH 00000973	01/12/2024	1CP7MCF31VT	TECH SUPPLIES		1,011.96
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Avery 5160 Easy Peel Address L	P2400206	26.99
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Smead Standard File Folders, 1	P2400206	19.39
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	3M Antistatic Wipes, 80-Count	P2400206	22.96
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Smead File Pocket, Straight-Cu	P2400206	56.10
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	DYMO Label Maker with 3 Bonus	P2400206	41.35
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Pendaflex File Folders, Letter	P2400206	31.16
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Metal Mesh Document Holder Fre	P2400206	12.54
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Yellow Gold Better Than Paper	P2400206	17.99
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Amazon Basics Push Pins Tacks,	P2400206	4.25
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Amazon Brand - Presto! Ultra-S	P2400206	22.99
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Blush Better Than Paper Bullet	P2400206	17.99
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Cutlery Set Plastic Utensils C	P2400206	19.99
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Dixie Ultra Paper Plates, 10 1	P2400206	18.79
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Vplus 200 Pack 12 OZ Paper Bow	P2400206	24.49
100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Mr Pen- Staplers for Desk, 2 P	P2400206	11.98

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100550	AMAZON CAPITAL SERVICES	110-221-0000-0000-000-0221-55910000	EH 00000973	01/12/2024	1FCNRQWKKP	Marbrasse Mesh Desk Organizer,	P2400206	12.99
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000973	01/12/2024	1KPT6FC9HNR	CREDIT MEMO		-38.80
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Who Was Rosa Parks	P2400203	5.99
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	EXPO Vis-a-Vis Wet Erase Marke	P2400203	29.50
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Hammermill Colored Paper, 20 l	P2400203	19.98
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Avery 79779 Heavy-Duty View Bi	P2400203	38.58
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Febreze Air Freshener Heavy Du	P2400203	16.77
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Sterilite 64 Qt61 L Latching B	P2400203	170.64
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	LatchKits Mini-Rug Sewing Kit	P2400203	19.31
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Amazon Elements Baby Wipes, Se	P2400203	21.50
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	SANHO Dynamic Movement Sensory	P2400203	25.98
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	AIDEA Microfiber Cleaning Clot	P2400203	14.99
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	CLOUDBERG 24 Pack Blue Emesis	P2400203	9.99
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Weighted Vest for Kids with Se	P2400203	109.90
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Self-Inking Stamps for Teacher	P2400203	7.99
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	6pcs Rubber Teacher Stamps for	P2400203	14.99
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000973	01/12/2024	1PFCCT7D1DD	Shipping Charge	P2400203	6.99
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-300-0284-55910000	EH 00000973	01/12/2024	1QYQKX1PGTF	TECH SUPPLIES		1,379.27
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-000-0284-53610000	EH 00000973	01/12/2024	1VNM3CCJ4D	TECH SUPPLIES		39.59
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000973	01/12/2024	1XHRCCP11D	Big Joe Classic Bean Bag Chair	P2400202	155.20
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000973	01/12/2024	1YKNN9HLXN	Big Joe Classic Bean Bag Chair	P2400202	38.80
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000973	01/12/2024	1YKNN9HLXN	Big Joe Bean Refill 2 Pack Pol	P2400202	195.00
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000973	01/12/2024	1YPFY31NRL9	ATHLETIC SUPPLIES		251.91
							Vendor Total:	**4,797.45**
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55610000	EH 00000974	01/12/2024	123123	NET PRODUCT COST		73,792.83
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53190000	EH 00000974	01/12/2024	123123	DIRECT LABOR		62,444.94
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53150000	EH 00000974	01/12/2024	123123	SUPERVISORY & CLERICAL		13,832.54
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55640000	EH 00000974	01/12/2024	123123	TOTAL OTHER COSTS		7,381.79
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53151000	EH 00000974	01/12/2024	123123	ADMIN & FEE EXPENSE		9,555.30
							Vendor Total:	**167,007.40**
100503	HEMPLE, CHARLES	110-293-0000-0000-300-0350-53197000	EH 00000975	01/12/2024	82923	VARSITY SOCCER 8/29/23		40.00
							Vendor Total:	**40.00**
100574	INSTITUTE FOR EXCELLENCE	110-232-0000-0000-000-0060-53150000	EH 00000976	01/12/2024	2024484	MVCA		1,500.00
							Vendor Total:	**1,500.00**

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100430	JG POLY SALES	110-261-0000-0000-000-0065-55990000	EH 00000977	01/12/2024	2776	MAINT. SUPPLIES		358.20
							Vendor Total:	**358.20**
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00000978	01/12/2024	1538934	MAINT. SUPPLIES		636.95
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00000978	01/12/2024	1540930	MAINT. SUPPLIES		6,734.09
							Vendor Total:	**7,371.04**
100445	ROCKET ENTERPRISE INC	110-261-0000-0000-000-0065-55990000	EH 00000979	01/12/2024	182264	ANNUAL FLG SERVICE		285.00
							Vendor Total:	**285.00**
100428	ROYAL ROOFING	110-261-0000-0000-000-0065-55990000	EH 00000980	01/12/2024	S123245	MAINT. SUPPLIES		560.00
							Vendor Total:	**560.00**
100045	A & I ENTERPRISES	110-113-0000-0000-570-0570-53110000	EH 00000981	01/26/2024	12024	JANUARY 2024 PAYMENT		191,071.04
							Vendor Total:	**191,071.04**
100550	AMAZON CAPITAL SERVICES	290-296-9469-0000-000-0450-57920000	EH 00000982	01/26/2024	14LV3HGX17X	ATHLETIC SUPPLIES		178.08
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	171YG69F1HV6	CREDIT MEMO		-12.80
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000982	01/26/2024	17R1LP7JV3LV	Big Joe Classic Bean Bag Chair	P2400209	38.98
100550	AMAZON CAPITAL SERVICES	230-351-0000-0000-190-0230-55110000	EH 00000982	01/26/2024	17R1LP7JV3LV	Big Joe Bean Refill 2 Pack Pol	P2400209	39.00
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	19DTCK731F9D	CREDIT MEMO		-1.07
100550	AMAZON CAPITAL SERVICES	110-111-0000-9016-170-9016-55110000	EH 00000982	01/26/2024	1DT3X6CCDX3	EPSON 812 DURABrite Ultra Ink	P2400221	394.75
100550	AMAZON CAPITAL SERVICES	220-122-0140-0000-650-0650-55110000	EH 00000982	01/26/2024	1DX1V4JN16Q	ED-MAX GEN ACTIVITY		418.87
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55110000	EH 00000982	01/26/2024	1N1LKH3KHY	ATHLETIC SUPPLIES		92.47
100550	AMAZON CAPITAL SERVICES	290-296-9473-0000-000-0450-57920000	EH 00000982	01/26/2024	1NHMPF9Y6H7	LaVie Home 4x6 Picture Frames	P2400210	24.79
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000982	01/26/2024	1NHMPF9Y6H7	Krylon K05647007 COLORmaxx Acr	P2400210	16.48
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000982	01/26/2024	1NHMPF9Y6H7	Leather String, Flat Suede Cor	P2400210	6.99
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000982	01/26/2024	1NHMPF9Y6H7	TOYMIS 500PcsSmall Star Sticke	P2400210	6.99
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000982	01/26/2024	1NHMPF9Y6H7	AFPANQZ Cool Fire Leggings for	P2400210	39.98
100550	AMAZON CAPITAL SERVICES	290-296-9473-0000-000-0450-57920000	EH 00000982	01/26/2024	1NHMPF9Y6H7	AFPANQZ Cool Fire Leggings for	P2400210	39.98
100550	AMAZON CAPITAL SERVICES	110-293-0000-0000-300-0350-55990000	EH 00000982	01/26/2024	1NHMPF9Y6H7	AFPANQZ Cool Fire Leggings for	P2400210	119.94
100550	AMAZON CAPITAL SERVICES	290-296-9473-0000-000-0450-57920000	EH 00000982	01/26/2024	1NHMPF9Y6H7	Shipping Charge	P2400210	10.00
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	1NM3XL9MKL	HERCOO License Plate Lights La	P2400214	11.99
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	1NM3XL9MKL	HVAC Blend Door Actuator - Rep	P2400214	29.98
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	1NM3XL9MKL	FOMIUZY Rear Tail Lights Assem	P2400214	57.99
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-000-0065-55990000	EH 00000982	01/26/2024	1NM3XL9MKL	Shipping Charge	P2400214	13.67
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-400-0400-55110000	EH 00000982	01/26/2024	1V4M1TCPD7P	CREDIT MEMO		-51.91
100550	AMAZON CAPITAL SERVICES	110-232-0000-0000-000-0060-55910000	EH 00000982	01/26/2024	1VWLVGFVDQ	58A CF258A Toner Cartridge Bla	P2400222	59.46
100550	AMAZON CAPITAL SERVICES	110-232-0000-0000-000-0060-55910000	EH 00000982	01/26/2024	1VWLVGFVDQ	Shipping Charge	P2400222	6.99

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**1,541.60**
100431	CLARK HILL PLC	110-231-0000-0000-000-0060-53170000	EH 00000983	01/26/2024	1396684	LEGAL SERVICES		1,006.50
100431	CLARK HILL PLC	110-231-0000-0000-000-0060-53170000	EH 00000983	01/26/2024	1396685	LEGAL SERVICES		183.00
							Vendor Total:	**1,189.50**
100574	INSTITUTE FOR EXCELLENCE	10-232-0000-0000-000-0060-53150000	EH 00000984	01/26/2024	2024296	SUPPORT FOR MVA		1,500.00
							Vendor Total:	**1,500.00**
100292	INVEST CENTERS LLC	110-113-0000-0000-560-0000-53110000	EH 00000985	01/26/2024	12024	JANUARY 2024 PAYMENT		194,164.14
100292	INVEST CENTERS LLC	110-125-0000-3060-560-3060-53110000	EH 00000985	01/26/2024	12524	31A AT RISK-INVEST		17,394.70
100292	INVEST CENTERS LLC	110-125-0000-4350-560-4350-55110000	EH 00000985	01/26/2024	12524A	ESSER II & III		13,041.20
100292	INVEST CENTERS LLC	110-125-0000-3070-560-3070-53110000	EH 00000985	01/26/2024	12524B	SECTION 41		63,431.16
							Vendor Total:	**288,031.20**
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00000986	01/26/2024	15409301	MAINT./CUSTODIAL SUPPLIES		5,518.04
							Vendor Total:	**5,518.04**
100444	LIGHTING SUPPLY COMPANY	10-261-0000-0000-000-0065-55990000	EH 00000987	01/26/2024	LS2406459	MAINT. SUPPLIES		54.82
							Vendor Total:	**54.82**
101330	MICHIGAN STAGE	110-113-0000-0000-300-0300-53110000	EH 00000988	01/26/2024	INV000009	HPJH W/T/F 3:05-5:05PM		10,000.00
							Vendor Total:	**10,000.00**
101342	OAKLAND KILN REPAIR LLC	10-261-0000-0000-000-0065-54910000	EH 00000989	01/26/2024	2024	REPAIRS @ HS,JH.WEBB,UO		520.00
							Vendor Total:	**520.00**
100520	PEDIATRIC HEALTH	110-213-0013-0000-150-0660-53130000	EH 00000990	01/26/2024	1924	SH-PT		1,053.13
100520	PEDIATRIC HEALTH	110-213-0011-0000-150-0660-53130000	EH 00000990	01/26/2024	1924	LJ-OT		3,364.00
100520	PEDIATRIC HEALTH	220-213-0013-0000-600-0602-53130000	EH 00000990	01/26/2024	1924	CR-OT		2,117.00
100520	PEDIATRIC HEALTH	220-213-0013-0000-600-0601-53130000	EH 00000990	01/26/2024	1924	ST-OT		1,856.00
							Vendor Total:	**8,390.13**
100428	ROYAL ROOFING	110-261-0000-0000-000-0065-55990000	EH 00000991	01/26/2024	S123409	MAINT. SUPPLIES		663.00
100428	ROYAL ROOFING	110-261-0000-0000-000-0065-55990000	EH 00000991	01/26/2024	S123438	MAINT. SUPPLIES		570.00
							Vendor Total:	**1,233.00**
100397	SCHOOL SPECIALTY	110-261-0000-0000-150-0065-56410000	EH 00000992	01/26/2024	208133350500	WEBB FURNITURE		428.24
100397	SCHOOL SPECIALTY	110-261-0000-0000-150-0065-56410000	EH 00000992	01/26/2024	308104335009	WEBB FURNITURE		11,220.42
							Vendor Total:	**11,648.66**
100241	SPINA ELECTRIC	110-261-0000-0000-000-0065-55990000	EH 00000993	01/26/2024	SI1009766623	MAINT. SUPPLIES		1,900.00
							Vendor Total:	**1,900.00**
100515	STAFF CONNECTIONS LLC	110-213-0011-0000-000-0660-53130000	EH 00000994	01/26/2024	27275	NURSE		1,350.00

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100515	STAFF CONNECTIONS LLC	110-213-0011-0000-000-0660-53130000	EH 00000994	01/26/2024	27276	NURSE		1,116.50
100515	STAFF CONNECTIONS LLC	110-213-0011-0000-000-0660-53130000	EH 00000994	01/26/2024	27277	NURSE		1,992.00
100515	STAFF CONNECTIONS LLC	110-213-0011-0000-000-0660-53130000	EH 00000994	01/26/2024	27278	NURSE		935.25
							Vendor Total:	**5,393.75**
100897	TRANSPORTANT INC	110-271-0000-0000-000-0061-57410000	EH 00000995	01/26/2024	1616	LICENSE FEE		4,200.00
							Vendor Total:	**4,200.00**
100700	ANDREW ROSENBERGER	110-113-0000-0000-300-0300-55110000	HP 00503050	01/10/2024	1002	SOLO AND ENSEMBLE ACCOM.		100.00
							Vendor Total:	**100.00**
101155	DOWNRIVER GYMNASTICS	250-297-0000-0000-000-0000-54120000	HP 00503051	01/10/2024	1934449	PLUMBING SUPPLIES		71.82
							Vendor Total:	**71.82**
101287	34ED LLC	110-266-0000-0000-000-0066-53155000	HP 00503052	01/12/2024	INV2030	SAFETY PLATFORM FEES ETC		191,475.00
							Vendor Total:	**191,475.00**
100458	ACE TRANSPORTATION	110-331-0000-6010-000-6010-55990000	HP 00503053	01/12/2024	2024435	MV		780.00
100458	ACE TRANSPORTATION	110-331-0000-6010-000-6010-55990000	HP 00503053	01/12/2024	2024436	MV		1,500.00
100458	ACE TRANSPORTATION	110-331-0000-6010-000-6010-55990000	HP 00503053	01/12/2024	2024437	MV		288.00
							Vendor Total:	**2,568.00**
101138	ALTUS LAW PC	290-296-5100-0000-000-0060-57920000	HP 00503054	01/12/2024	11024			200.00
							Vendor Total:	**200.00**
101169	ASSET ACCEPTANCE LLC	110-000-0000-0000-000-0000-24516000	HP 00503055	01/12/2024	2840/2401010	PAYROLL		196.87
							Vendor Total:	**196.87**
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00503056	01/12/2024	7466	KEYS		116.00
							Vendor Total:	**116.00**
100378	BUCKLES & BUCKLES	110-000-0000-0000-000-0000-24516000	HP 00503057	01/12/2024	2840/2401010	PAYROLL		241.57
							Vendor Total:	**241.57**
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00404HPSOCW	WARM UPS		1,775.00
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00411HPVSBU	SOFTBALL		4,713.00
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00428HPSBEQ	BASEBALL GEAR		1,235.35
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00428HPVCG	BASEBALL CATCHERS GEAR		189.00
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00428HPVSBU	SOFTBALL SUPPLIES		490.57
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	00627HPBSOC	SOCCER		4,527.00
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	0512HPMIZCLE	BASEBALL CLEATS		82.50
100735	BURKES SPORT HAVEN	110-293-0000-0000-300-0350-55990000	HP 00503058	01/12/2024	0724HPMG	MOUTHGUARDS		237.50
							Vendor Total:	**13,249.92**

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101192	CENTER LINE HIGH SCHOOL	10-293-0000-0000-300-0350-53191000	HP 00503059	01/12/2024	12024	WRESTELING TOURNAMENT		300.00
							Vendor Total:	**300.00**
101341	CENTRAL SELECT LTD	110-266-0000-0000-000-0066-55990000	HP 00503060	01/12/2024	112823	SECURITY SUPPLIES		2,999.00
							Vendor Total:	**2,999.00**
100512	CHAPT 13 TRUSTEE-TAMMY	110-000-0000-0000-000-0000-24516000	HP 00503061	01/12/2024	2850/2401010	PAYROLL		420.00
							Vendor Total:	**420.00**
100322	CITY HAZEL PARK WATER	110-261-0000-0000-060-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		183.10
100322	CITY HAZEL PARK WATER	110-261-0000-0000-060-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		155.20
100322	CITY HAZEL PARK WATER	110-261-0000-0000-130-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		336.55
100322	CITY HAZEL PARK WATER	110-261-0000-0000-130-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		197.05
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		1,438.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		85.45
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-200-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		183.10
100322	CITY HAZEL PARK WATER	110-261-0000-0000-200-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		559.75
100322	CITY HAZEL PARK WATER	110-261-0000-0000-066-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		85.45
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-560-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		350.50
100322	CITY HAZEL PARK WATER	110-261-0000-0000-560-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		169.15
100322	CITY HAZEL PARK WATER	110-261-0000-0000-170-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.60
100322	CITY HAZEL PARK WATER	110-261-0000-0000-170-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		308.65
100322	CITY HAZEL PARK WATER	110-261-0000-0000-190-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		531.85
100322	CITY HAZEL PARK WATER	110-261-0000-0000-190-0065-53830000	HP 00503062	01/12/2024	12123	CITY OF HP WATER BILL		43.06
							Vendor Total:	**4,845.46**
100308	COCHRANE SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00503063	01/12/2024	1365232	MAINT. SUPPLIES		214.66
100308	COCHRANE SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00503063	01/12/2024	1365823	MAINT. SUPPLIES		934.84
100308	COCHRANE SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00503063	01/12/2024	1366039	MAINT. SUPPLIES		31.82
100308	COCHRANE SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00503063	01/12/2024	1366077	MAINT. SUPPLIES		39.99
							Vendor Total:	**1,221.31**
100888	CONSTELLATION	110-261-0000-0000-000-0065-55510000	HP 00503064	01/12/2024	3909297	ACT#BG309138		5,183.46
							Vendor Total:	**5,183.46**
100309	CONSUMERS ENERGY	110-261-0000-0000-300-0065-55510000	HP 00503065	01/12/2024	890212624	ACT#100000008902		3,677.15

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100309	CONSUMERS ENERGY	110-261-0000-0000-130-0065-55510000	HP 00503065	01/12/2024	891012624	ACT#100000008910		823.80
100309	CONSUMERS ENERGY	110-261-0000-0000-150-0065-55510000	HP 00503065	01/12/2024	893612624	ACT#100000008936		232.83
100309	CONSUMERS ENERGY	110-261-0000-0000-150-0065-55510000	HP 00503065	01/12/2024	895112624	ACT#100000008951		2,759.03
							Vendor Total:	**7,492.81**
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00503066	01/12/2024	2850/2401010	PAYROLL		141.20
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00503066	01/12/2024	2850/2401010	PAYROLL		415.38
							Vendor Total:	**556.58**
100031	DEAF COMMUNITY	110-226-0082-0000-000-0660-53130000	HP 00503067	01/12/2024	4419			137.69
							Vendor Total:	**137.69**
100741	DENISE ROESCHKE	110-293-0000-0000-300-0350-53199000	HP 00503068	01/12/2024	1524	SPORTS OFFICIALS		25.00
							Vendor Total:	**25.00**
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00503069	01/12/2024	1986380	MAINT. SUPPLIES		142.92
							Vendor Total:	**142.92**
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00503070	01/12/2024	169113124	ACT#910039981691		85.37
100313	DTE ENERGY	110-261-0000-0000-300-0065-55520000	HP 00503070	01/12/2024	21201524	ACT#920050742120		15,687.68
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00503070	01/12/2024	320721224	ACT#910040563207		1,104.37
100313	DTE ENERGY	110-261-0000-0000-170-0065-55520000	HP 00503070	01/12/2024	497413124	ACT#910005744974		5,513.96
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00503070	01/12/2024	508813124	ACT#910005745088		3,298.87
100313	DTE ENERGY	110-261-0000-0000-200-0065-55520000	HP 00503070	01/12/2024	69801524	ACT#910040946980		12,178.62
							Vendor Total:	**37,868.87**
101132	ENTECH MEDICALL	110-213-0011-0000-150-0660-53130000	HP 00503071	01/12/2024	4890	NURSE		812.73
							Vendor Total:	**812.73**
100640	FIBER LINK INC	110-284-0000-0000-000-0284-53190000	HP 00503072	01/12/2024	19500	MISS DIG		19.50
							Vendor Total:	**19.50**
100455	GRAINGER	110-261-0000-0000-000-0065-55990000	HP 00503073	01/12/2024	9950098542	MAINT. SUPPLIES		33.60
							Vendor Total:	**33.60**
101138	HODGSON , JASON	110-293-0000-0000-300-0350-53197000	HP 00503074	01/12/2024	83123	VARSITY FOOTBALL 8/31/23		40.00
							Vendor Total:	**40.00**
101224	HOPSKIPDRIVE INC	110-331-0000-6010-000-6010-55990000	HP 00503075	01/12/2024	18443	MV		35,174.74
							Vendor Total:	**35,174.74**
100695	HUNTINGTON NATIONAL	310-511-0000-0000-000-0000-57410000	HP 00503076	01/12/2024	56444	ACT#3584267106		500.00
							Vendor Total:	**500.00**
101106	JASMINE ELLIS	110-293-0000-0000-300-0350-53197000	HP 00503077	01/12/2024	83123	VARSITY FOOTBALL 8/31/23		40.00

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							Vendor Total:	**40.00**
101125	JOE ABDOIAN	110-293-0000-0000-300-0350-53197000	HP 00503078	01/12/2024	83123	VARSITY FOOTBALL 8/31/23		40.00
							Vendor Total:	**40.00**
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		88.05
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		105.06
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		144.60
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		136.78
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		134.02
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2800/2401010	PAYROLL		171.26
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2802/2401010	PAYROLL		186.44
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503079	01/12/2024	2804/2401010	PAYROLL		202.99
							Vendor Total:	**1,169.20**
101015	MYFTARI, SUZANA	110-226-0082-0000-000-0660-53150000	HP 00503080	01/12/2024	8123	ONSITE SPANISH INTERPRETER		972.60
							Vendor Total:	**972.60**
101052	NORTHSTAR MAT SERVICE	110-113-0000-0000-300-0300-53450000	HP 00503081	01/12/2024	0644231	MONTHLY INVOICE		849.00
							Vendor Total:	**849.00**
100452	NORTHWEST POOLS INC	110-261-0000-0000-300-0065-55990000	HP 00503082	01/12/2024	1179970	MAINT. SUPPLIES FOR POOL		830.95
							Vendor Total:	**830.95**
100202	ORKIN LLC	110-261-0000-0000-081-0065-54915000	HP 00503083	01/12/2024	250458103	HOLLY-MONTHLY INVOICE		148.99
							Vendor Total:	**148.99**
100337	PETERSON GLASS CO	110-261-0000-0000-000-0065-55990000	HP 00503084	01/12/2024	25072	MAINT. SUPPLIES		359.89
							Vendor Total:	**359.89**
100585	PITNEY BOWES	110-261-0000-0000-060-0065-53430000	HP 00503085	01/12/2024	92371424	MONTHLY STATEMENT		2,124.66
100585	PITNEY BOWES	110-261-0000-0000-060-0065-53430000	HP 00503085	01/12/2024	92372424	ACCOUNT STATEMENT		2,332.66
							Vendor Total:	**4,457.32**
101297	ROBERT M. WEISS	110-000-0000-0000-000-0000-24516000	HP 00503086	01/12/2024	2840/2401010	PAYROLL		317.53
							Vendor Total:	**317.53**
100749	SONITROL GREAT LAKES	110-266-0000-0000-650-0066-53190000	HP 00503087	01/12/2024	547247	SECURITY		296.64
							Vendor Total:	**296.64**
100740	SPECTRUM WIRELESS USA	110-284-0000-0000-000-0284-56420000	HP 00503088	01/12/2024	0000005978	TRANSPORTATION		280.00
							Vendor Total:	**280.00**
101264	ULLIANCE INC	110-232-0000-2490-060-2490-53130000	HP 00503089	01/12/2024	29421	LIFE ADVISOR 2024 FIRST QTR		3,441.48
							Vendor Total:	**3,441.48**

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101094	BSA EVENTS 4	290-296-9300-0000-000-0300-57920000	HP 00503090	01/12/2024	657	GAMES FOR SR PICNIC		250.00
							Vendor Total:	**250.00**
101200	VS ATHLETICS	110-293-0000-0000-300-0350-55990000	HP 00503091	01/12/2024	P2982514	ATHLETIC SEPT MATERIALS		3,888.00
							Vendor Total:	**3,888.00**
100613	WARREN FITZGERALD HIGH	10-293-0000-0000-300-0350-55990000	HP 00503092	01/12/2024	31623	TOURNAMENT FEE		250.00
							Vendor Total:	**250.00**
101128	MCVA	110-293-0000-0000-300-0350-55990000	HP 00503093	01/18/2024	10522	HS ATHLETICS		40.00
							Vendor Total:	**40.00**
101128	MCVA	110-293-0000-0000-300-0350-55990000	HP 00503094	01/18/2024	10522A	HS ATHLETICS		50.00
							Vendor Total:	**50.00**
100425	NEFF CO	110-293-0000-0000-300-0350-55990000	HP 00503095	01/18/2024	N003074548	METALS		228.45
							Vendor Total:	**228.45**
100830	INTERACTIVE ENERGY	110-261-0000-0000-000-0065-55990000	HP 00503096	01/18/2024	INV20211978	LABOR AND MATERIAL		5,355.90
							Vendor Total:	**5,355.90**
101023	LANGUAGE LINE SERVICES	110-226-0082-0000-000-0660-53150000	HP 00503097	01/18/2024	10718338	PAST DUE ACT 902056450		19.50
101023	LANGUAGE LINE SERVICES	110-226-0082-0000-000-0660-53130000	HP 00503097	01/18/2024	10743439	PAST DUE ACT 902056450		192.23
							Vendor Total:	**211.73**
100458	ACE TRANSPORTATION	110-331-0000-6010-000-6010-55990000	HP 00503098	01/18/2024	2023755	MV		54.00
100458	ACE TRANSPORTATION	110-331-0000-6010-000-6010-55990000	HP 00503098	01/18/2024	203754	MV		108.00
							Vendor Total:	**162.00**
101249	CALLAHAN, JOHN	110-293-0000-0000-300-0350-53197000	HP 00503099	01/18/2024	51823	TRACK REGIONAL - SECURITY		40.00
							Vendor Total:	**40.00**
100348	Bildon Parts and Services	110-261-0000-0000-000-0065-54130000	HP 00503100	01/18/2024	443760	BELT		64.20
							Vendor Total:	**64.20**
100185	DETROIT NATIVE SUN	110-231-0000-0000-000-0060-53510000	HP 00503101	01/18/2024	0523HP	1/2 PAGE MAY 2023		200.00
							Vendor Total:	**200.00**
100049	5 STAR OUTDOOR LLC	110-231-0000-0000-000-0060-53510000	HP 00503102	01/26/2024	2023121	DIGITAL BILBOARD ADVERTISING		5,000.00
							Vendor Total:	**5,000.00**
101124	ALNET	290-296-9060-0000-000-0400-57920000	HP 00503103	01/26/2024	11824	BOWLING TOUR. - HAZEL PARK		70.00
							Vendor Total:	**70.00**
101162	ALRO STEEL CORPORATION	10-113-0000-2230-300-2230-55110000	HP 00503104	01/26/2024	EAS5765TZ	WELDING CLASS		220.15
							Vendor Total:	**220.15**
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00503105	01/26/2024	527212	PHYSICAL EXAM & TB TEST		78.00

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100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00503105	01/26/2024	527389	PHYSICAL EXAM		150.00
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00503105	01/26/2024	527759	PHYSICAL EXAM		238.00
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00503105	01/26/2024	528263	PHYSICAL EXAM		50.00
							Vendor Total:	**516.00**
101169	ASSET ACCEPTANCE LLC	110-000-0000-0000-000-0000-24516000	HP 00503106	01/26/2024	2840/2401020	PAYROLL		196.87
							Vendor Total:	**196.87**
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00503107	01/26/2024	7493	MAINT. SUPPLIES		556.00
							Vendor Total:	**556.00**
100378	BUCKLES & BUCKLES	110-000-0000-0000-000-0000-24516000	HP 00503108	01/26/2024	2840/2401020	PAYROLL		241.57
							Vendor Total:	**241.57**
100512	CHAPT 13 TRUSTEE-TAMMYI	10-000-0000-0000-000-0000-24516000	HP 00503109	01/26/2024	2850/2401020	PAYROLL		420.00
							Vendor Total:	**420.00**
100888	CONSTELLATION	110-261-0000-0000-000-0065-55520000	HP 00503110	01/26/2024	3928648	MONTHLY GAS CHARGES		23,819.56
							Vendor Total:	**23,819.56**
100309	CONSUMERS ENERGY	110-261-0000-0000-190-0065-55510000	HP 00503111	01/26/2024	87952224	ACT#100000008795		1,617.90
100309	CONSUMERS ENERGY	110-261-0000-0000-550-0065-55510000	HP 00503111	01/26/2024	88112224	ACT#100000008811		22.62
100309	CONSUMERS ENERGY	110-261-0000-0000-200-0065-55510000	HP 00503111	01/26/2024	88372224	ACT#100000008837		2,332.45
100309	CONSUMERS ENERGY	110-261-0000-0000-170-0065-55510000	HP 00503111	01/26/2024	88452224	ACT#100000008845		1,101.64
100309	CONSUMERS ENERGY	110-261-0000-0000-060-0065-55510000	HP 00503111	01/26/2024	88602224	ACT#100000008860		30.78
100309	CONSUMERS ENERGY	110-261-0000-0000-060-0065-55510000	HP 00503111	01/26/2024	88782224	ACT#100000008878		1,380.34
100309	CONSUMERS ENERGY	110-261-0000-0000-083-0065-55510000	HP 00503111	01/26/2024	88862224	ACT#100000008886		149.08
							Vendor Total:	**6,634.81**
101335	CORKER CONSULTING LLC	110-261-0000-0000-000-0060-53190000	HP 00503112	01/26/2024	12524	PAYMENT #2		2,250.00
							Vendor Total:	**2,250.00**
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00503113	01/26/2024	2850/2401020	PAYROLL		141.20
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00503113	01/26/2024	2850/2401020	PAYROLL		415.38
							Vendor Total:	**556.58**
100533	DRAMATIC GRAPHICS	290-296-9990-0000-000-0000-57920000	HP 00503114	01/26/2024	1505	ATHLETICS APPAREL		1,388.00
							Vendor Total:	**1,388.00**
100313	DTE ENERGY	110-261-0000-0000-560-0065-55520000	HP 00503115	01/26/2024	09782124	ACT#910013450978		1,759.34
100313	DTE ENERGY	110-261-0000-0000-150-0065-55520000	HP 00503115	01/26/2024	21122124	ACT#92005074112		12,086.32
100313	DTE ENERGY	110-261-0000-0000-300-0065-55520000	HP 00503115	01/26/2024	21202824	ACT#920050742120		32,654.09
100313	DTE ENERGY	110-261-0000-0000-550-0065-55520000	HP 00503115	01/26/2024	39642124	ACT#920006433964		1,975.31

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00503115	01/26/2024	508813124A	ACT#910005745088		3,298.87
100313	DTE ENERGY	110-261-0000-0000-650-0065-55520000	HP 00503115	01/26/2024	53512124	ACT#910005745351		17.63
100313	DTE ENERGY	110-261-0000-0000-130-0065-55520000	HP 00503115	01/26/2024	54682124	ACT#910005745468		4,923.36
100313	DTE ENERGY	110-261-0000-0000-190-0065-55520000	HP 00503115	01/26/2024	56092124	ACT#910005745609		2,999.32
100313	DTE ENERGY	110-261-0000-0000-650-0065-55520000	HP 00503115	01/26/2024	64422224	ACT#910039996442		3,340.91
100313	DTE ENERGY	110-261-0000-0000-200-0065-55520000	HP 00503115	01/26/2024	69802824	ACT#910040946980		24,817.51
							Vendor Total:	**87,872.66**
101132	ENTECH MEDICALL	110-213-0011-0000-150-0660-53130000	HP 00503116	01/26/2024	5105	NURSE		778.29
							Vendor Total:	**778.29**
100446	FAR THERAPEUTIC &	110-122-0193-0000-150-0660-53110000	HP 00503117	01/26/2024	35978	WEBB THERAPY		108.76
100446	FAR THERAPEUTIC &	110-122-0193-0000-150-0660-53110000	HP 00503117	01/26/2024	36285	WEBB SXI		54.38
100446	FAR THERAPEUTIC &	220-122-0193-0000-600-0601-53110000	HP 00503117	01/26/2024	36286	JARDON THERAPY		163.14
100446	FAR THERAPEUTIC &	110-122-0193-0000-150-0660-53110000	HP 00503117	01/26/2024	36287	WEBB THERAPY		163.13
100446	FAR THERAPEUTIC &	220-122-0193-0000-600-0601-53110000	HP 00503117	01/26/2024	36288	JARDON THERAPY		489.37
100446	FAR THERAPEUTIC &	110-122-0193-0000-150-0660-55110000	HP 00503117	01/26/2024	36289	WEBB SUPPLIES		127.21
100446	FAR THERAPEUTIC &	110-122-0193-0000-150-0660-53110000	HP 00503117	01/26/2024	36290	WEBB SUPPLIES		251.29
							Vendor Total:	**1,357.28**
100455	GRAINGER	110-261-0000-0000-000-0065-55990000	HP 00503118	01/26/2024	9973250450	MAINT. SUPPLIES		113.28
100455	GRAINGER	110-261-0000-0000-000-0065-55990000	HP 00503118	01/26/2024	9973250468	MAINT. SUPPLIES		364.68
							Vendor Total:	**477.96**
100488	HOME DEPOT CREDIT	110-261-0000-0000-000-0065-55990000	HP 00503119	01/26/2024	94101524	MAINT. SUPPLIES		679.09
							Vendor Total:	**679.09**
100949	INSTITUTE FOR MULTI	110-122-0140-0000-170-0660-55110000	HP 00503120	01/26/2024	257706	UO SPED SUPPLIES		364.95
							Vendor Total:	**364.95**
100830	INTERACTIVE ENERGY	110-261-0000-0000-000-0060-54110000	HP 00503121	01/26/2024	INV20212969	REPAIRS		994.42
							Vendor Total:	**994.42**
101014	JEREMIC CONSTRUCTION	110-261-0000-0000-000-0060-54110000	HP 00503122	01/26/2024	0000044	CONSTRUSTION		7,600.00
							Vendor Total:	**7,600.00**
101343	KIMBALL MIDWEST	110-271-0000-0000-000-0061-54120000	HP 00503123	01/26/2024	101620406	TRANSPORATION SUPPLIES		87.48
							Vendor Total:	**87.48**
101315	MACOMB SALES & SERVICE	110-261-0000-0000-000-0065-55990000	HP 00503124	01/26/2024	60036	CHARTWELLS - REPAIRS		342.53
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-55610000	HP 00503124	01/26/2024	60044	CHARTWELLS - REPAIRS		10,087.00
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-55610000	HP 00503124	01/26/2024	60045	CHARTWELLS - REPAIRS		4,117.22
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-55610000	HP 00503124	01/26/2024	60065	CHARTWELLS - REPAIRS		1,335.00

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**15,881.75**
101344	MCM STAFFING LLC	250-297-0000-0000-000-0000-55640000	HP 00503125	01/26/2024	1335290	TEMP LABOR FOR FOOD SERVICE		9,260.93
							Vendor Total:	**9,260.93**
100327	MICHIGAN EDUCATION	110-000-0000-0000-000-0000-24518000	HP 00503126	01/26/2024	240264246	MESSA INVOICE JANUARY		488,327.06
100327	MICHIGAN EDUCATION	110-000-0000-0000-000-0000-24518000	HP 00503126	01/26/2024	2402C64105	COBRA		12,709.86
							Vendor Total:	**501,036.92**
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.80
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		49.07
100589	MILLENNIUM BUSINESS	110-125-0000-0000-400-0400-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-241-0000-0000-170-0170-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		49.07
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		52.55
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		153.87
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		85.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		85.78
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		113.91
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		31.75

Hazel Park Schools
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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		4.28
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		91.04
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		45.64
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		25.66
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		131.75
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		0.41
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54129000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		106.80
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	HP 00503127	01/26/2024	35733751	MILLENNIUM INVOICE		78.84
							Vendor Total:	**3,281.82**
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		88.05
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		105.06
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		144.60
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		136.78
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		134.02
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2800/2401020	PAYROLL		171.26
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2802/2401020	PAYROLL		186.44
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00503128	01/26/2024	2804/2401020	PAYROLL		202.99
							Vendor Total:	**1,169.20**
101049	NATIONAL TIME & SIGNAL	110-261-0000-0000-000-0065-55990000	HP 00503129	01/26/2024	157237	SUPPLIES AND LABOR		47.46
101049	NATIONAL TIME & SIGNAL	110-261-0000-0000-000-0065-55990000	HP 00503129	01/26/2024	157288	LABOR AND MATERIALS		245.00
							Vendor Total:	**292.46**
100380	OAKLAND SCHOOLS	110-231-0000-0000-000-0060-53221000	HP 00503130	01/26/2024	EM000332	PAIGE KONDEK - REGISTRSTION		20.00
							Vendor Total:	**20.00**
100052	PIRTEK MADISON HEIGHTS	110-261-0000-0000-000-0065-55990000	HP 00503131	01/26/2024	MHT00013544	MAINT. SUPPLIES		109.30
							Vendor Total:	**109.30**
101298	POLAR PARADICE INC	250-297-0000-0000-000-0000-55990000	HP 00503132	01/26/2024	546	CHARTWELLS SUPPLIES		2,025.00
							Vendor Total:	**2,025.00**
101297	ROBERT M. WEISS	110-000-0000-0000-000-0000-24516000	HP 00503133	01/26/2024	2840/2401020	PAYROLL		317.53
							Vendor Total:	**317.53**
100740	SPECTRUM WIRELESS USA	110-284-0000-0000-000-0284-56420000	HP 00503134	01/26/2024	0000006005	LABOR AND SUPPLIES		268.95
100740	SPECTRUM WIRELESS USA	110-284-0000-0000-000-0284-56420000	HP 00503134	01/26/2024	0000006013	LABOR AND SUPPLIES		2,648.30
							Vendor Total:	**2,917.25**
100356	UNITY SCHOOL BUS PARTS	220-271-0099-0000-000-0061-54120000	HP 00503135	01/26/2024	0570456IN	SPED BUS SUPPLIES		174.10
							Vendor Total:	**174.10**

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100364	VIGILANTE SECURITY INC	110-261-0000-0000-000-0065-53150000	HP 00503136	01/26/2024	729419	SECURITY		1,047.00
							Vendor Total:	**1,047.00**
100613	WARREN FITZGERALD HIGH	290-296-9313-0000-000-0300-57920000	HP 00503137	01/26/2024	101323	BOYS AND GIRLS WRES.		500.00
							Vendor Total:	**500.00**
101345	HUSSEIN HUSSEIN	110-261-0000-0000-000-0060-55990000	HP 00503138	01/29/2024	12924	RENT		575.00
							Vendor Total:	**575.00**
			Total # of Checks:	**114**			**Grand Total:**	**1,744,151.17**

End of Report

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

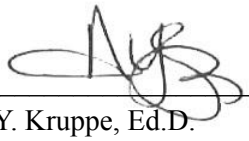
To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Personnel Recommendations Report
Date: February 26, 2024

Please see the personnel actions as indicated on the *Hazel Park Board of Education Personnel Recommendations* report for the February 26, 2024 Board of Education regular meeting. The packet also includes supporting documentation.

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

Recommendation
That the Board of Education approve the Personnel Recommendations as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION



Amy Y. Kruppe, Ed.D.
Superintendent

NAME	EVENT	DATES OF EVENT	Location	ESTIMATED COST
Kaitlyn Hoy	Preschool Inclusion Forum 2.0	2/2/24	Oakland Schools	$15.00
LaRhonda Denham	Preschool Inclusion Forum 2.0	2/2/24	Oakland Schools	$15.00
Jessica Wood	Preschool Inclusion Forum 2.0	2/2/24	Oakland Schools	$15.00
MaryEllen Lowe	Assessment to Instruction	1/25/2024	Oakland Schools	$0.00
Mary Ellen Lowe	Instrutional Routines for Students with IEP's: Vocabulary	2/1/24	Oakland Schools	$0.00
Carly Elia	Preschool Inclusion Forum 2.0	2/2/24	Oakland Schools	$0.00
Lisa McLaren	Youth Mental Health First Aid Training	02/08/24	Oakland Schools	$25.00
Carla Postell	Instructional Leaders Network	2/16/24; 3/15/24; 4/19/24; 5/17/24	Oakland Schools	$100.00
Erika Resh	Math Fact Fluency Development and Assessment	03/13/24	Double Tree/Southfield	$0.00
Ellen Shansky	Peer to Peer Meeting	02/02/24	Ford Admin Bldg	$0.00
Juila Surratt	Peer to Peer Meeting	02/02/24	Ford Admin Bldg	$0.00
Rebecca Nix	Math Fact Fluency Development and Assessment	3/14/24 -3/18/24	Virtual	$0.00
Christina Saferian	Math Fact Fluency Development and Assessment	3/14/24 - 3/18/24	Virtual	$0.00
Carla Postell	Instructional Leaders Network	2/16/24, 3/15/24, 4/19/24, 5/17/24	Oakland Schools	$100.00
Ashley Bowker	School-Based OT and PT Symposium	April 11 - April 12, 2024	Virtual	$399.00
Jalen Bodrie	School-Based OT and PT Symposium	April 11 - April 12, 2024	Virtual	$399.00
Sarah Battice	Meaningful Makers Workshop	4/12/2024	Monroe County ISD	$35.00
Christopher Benedetto	Epoxy Charcuterie Board	2/21 and 2/28/24	Novi	$200.00
Max Dimas	Introduction to Restorative Practices and Circles	3/12 - 3/13/24	Lansing (EMU Student Center)	$350.00
Ashley Torres	ISTELive 24	6/23-6/26, 2024	Virtual	$235.00
Danielle Seikaly	Design Workshop	03/01/24	Detroit	$20.00
John Hicks	Design Workshop	03/01/24	Detroit	$20.00
Shawn Smith	College A.P.. Reading	6/2/24- 6/8/24	Kansas City, MO	$560.00
James Bellini	Tips, Tricks and Tools for Effective Data Collection	3/15/24	Oakland Schools	$0.00
Armen Gulian	Teaching Narrative Language Intervention with AAC	02/27/24	Oakland Schools	$0.00
Brendan Baber	Tips, Tricks and Tools for Effective Data Collection	03/15/24	Virtual	$0.00
Brendan Baber	23rd Annual START Project Conference	04/22/24	Kellogg Hotel/Conf Center	$105.00
Meaghan Epstein	Meaningful Makers Workshop	4/12/24	Monroe ISD	$35.00

Attendee/Title	Event	Dates of Event	Location	Cost	Mileage	Notes
Deborah Laframboise	OCSBA Dinner	March 6, 2024	Oakland Schools	$45.00	No	email
Deborah Laframboise	OCSBA Dinner	June 19, 2024	Oakland Schools	$45.00	No	email
Beverly Hinton	OCSBA Dinner	March 6, 2024	Oakland Schools	$45.00	No	email
Beverly Hinton	OCSBA Dinner	June 19, 2024	Oakland Schools	$45.00	No	email

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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: Amy Kruppe, Superintendent
Subject: 2024 Future-Focused Schools Conference
Date: 2-26-2024

We are formally requesting approval for travel and accommodation arrangements related to the attendance of Dr Kruppe, Mr. Zirnis, Dr Dulmage and Ms. Cales at the Future-Focused Schools Conference in Washington, DC scheduled from June 24 to 26, 2024.

The Future-Focused Schools Conference brings together the nation's most innovative districts and educators, united in their commitment to transformative education. Presented by the Successful Practices Network, this conference is a showcase of exemplary success and a beacon for dynamic Future-Focused practices. Join us as we connect forward-thinking educators and leaders dedicated to shaping a student-centric, Future-Driven educational landscape.

Nation-Wide Innovation

The Successful Practices Network has identified the nations most forward-thinking practices in K-12 education, and we are bringing these insights directly to you through the Future-Focused Schools Conference. Our comprehensive program includes keynote presentations, detailed how-to sessions, and dynamic networking opportunities. These formats are meticulously designed to showcase these exemplary practices, offering attendees a rich and engaging platform for learning and collaboration. Join us to experience a nationwide transformation in education, delivered through a variety of interactive and informative sessions.

Beyond Present Models

At the Future-Focused Schools Conference, our vision transcends the current educational models. We're dedicated to not only highlighting today's best practices but also pioneering the educational landscape of tomorrow. Embracing the core concept of "Caring for the present while enabling the future," we demonstrate what it truly means to be Future-Focused. To ensure our active participation at the event, we seek approval for the following:

1. **Travel Expenses:** Approval for travel expenses, including airfare or other transportation costs associated with attending the conference.
2. **Accommodation:** Approval for hotel accommodations for the duration of the conference.

The insights and knowledge gained from this conference will directly contribute to our ongoing efforts to enhance education within our district. We believe that participating in such events is essential for staying at the forefront of educational advancements and best practices. Below you will find a detailed breakdown of estimated costs for your review. The expenses for the conference registration, airfare, and hotel lodging will be reimbursed to the district.

Registration:	$ 995	x4
Hotel:	$ 1000	x4
Airfare:	$ 556	x4
Total trip per person:	$ 2,551	

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Funding Source:

- General Fund

Recommendation
The Board of Education to approve the Executive Council to attend the 2024 Future-Focused Schools Conference, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.,
Superintendent

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Superintendent

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To: Amy Kruppe, Superintendent
From: Dr. Megan Papasian-Broadwell, Executive Director of Student Services
Subject: Conference: 2024 Michigan Association of Administrators of Special Education Summer Institute 2024
Date: February 26, 2024

The Michigan Association of Administrators of Special Education is a statewide organization whose goal is *to ensure systemic equity in relationship to identification, service delivery and advocacy for special education.*

In August 2024, special education leaders will convene from across the state to engage in leadership development and shared learning on topics critical to the field of special education.
The MAASE Summer Institute is a premiere event for special education leaders in Michigan and will feature the following:

- Keynote Speaker
- Michigan Department of Education Office of Special Education Updates
- Attorney Presentations
- Numerous Breakout Sessions
- Special Appearances from National Association Guests
- Awards & Networking Opportunities

Date & Location
Sunday, August 11, 2024 to Wednesday, August 14, 2024
100 Grand Traverse Village
Acme, MI 4960

Attendees:

Dr. Megan Papasian-Broadwell, Executive Director of Student Services

Julia Kennedy, Special Education Supervisor

Kevin Knoblock, Special Education Supervisor

Heidi Kunz, Special Education Supervisor/Jardon Principal

	Projected Costs
Conference Cost	$2,396
Lodging	$4,285
Grand Total	$6,681

HAZEL PARK SCHOOLS

Strategic Goal Alignment:

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

Funding Source:

- Professional Development

Recommendation
That the Board of Education approve the MAASE Summer Institute 2024 attendance for district special education administrators.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

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Superintendent

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To: Amy Kruppe, Superintendent

From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning

Subject: 2023-2024 STEAM Update

Date: February 26, 2024

Purpose

Our commitment to STEM/STEAM Education is an important component of the educational experience for the students in Hazel Park. All students experience a robust STEM/STEAM experience in grades K-8 with a variety of options in grades 9-12 at Hazel Park High School. These experiences have the potential to pique our students' interest in pursuing a career in the STEM disciplines and developing several key life skills. The benefits of STEM/STEAM education include the development of problem-solving skills, creativity and collaboration, computational and innovative thinking, and preparing students for the future workforce. The information below provides an overview of the STEM/STEAM experiences made available to all students in the Hazel Park School District.

Preschool

- FIRST Lego League Discover Kits
- STEM/Science room

<u>Grades K- 5 (Elementary Buildings)</u>

Weekly K-5 STEAM elective class that includes the following units of study and experiences:

- Internet Safety and Digital Citizenship
- Coding, Programming, and Robotics
- 3D printing
- CAD
- Career Exploration
- Digital Media
- Digital Literacies
- PBL Experiences
- Design & Engineering
- STEMi Immersive Experience - Grade 4
- STEM-Based Out-of-School Time Offerings

Grades 6 - 8 Hazel Park Junior High

All students participate in the following Project Lead the Way (PLTW) courses:

- Grade 6
  - Design and Modeling
  - Medical Detectives
- Grade 7
  - Magic of Electrons
  - Energy and the Environment
- Grade 8
  - Automation and Robotics
  - Computer Science for Innovators and Makers
  - Smart Factory/Smart Rover Project - Sponsored by a partnership with Deloitte
- STEMi Immersive Experience - Grade 7
- STEM-Based Out-of-School Time Offerings

Grades 9-12

- **Approved Electives**
  - AP Computer Science A (JAVA)
  - Intro to Computer Science Python
  - AP Computer Science Principles
  - PLTW Introduction to Engineering Design
  - PLTW Principles of Engineering

- **CTE Programming**
  - Digital Computer Apps
  - Welding Course
- FIRST Robotics Team
- Industrial and Systems Engineering Workshop Oakland University

Funding Source: Not Applicable

Strategic Goal Alignment:

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

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

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Superintendent

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To: Dr. Amy Kruppe, Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: LEO 2.0 Quarterly Update
Date: 2/26/24

As outlined in the Fall, Hazel Park School District had the opportunity to participate in the LEO (Literacy Essentials Oakland) 2.0 program for the 2023-2024 school year. In addition to funding for one of our literacy coaches, this partnership provides ongoing training and coaching for the LEO and state-funded instructional coaches along with the full Literacy Leadership Team (LLT). The LLT also participates in the Cultivating Continuous Improvement (CCI) series, a data-driven professional learning series designed for district Literacy Leadership Teams. The information below provides a summary of the CCI series, the outcomes, and growth opportunities.

Cultivating Continuous Improvement (CCI) Series 2023-2024

The cultivating leadership capacity (CLC) series required the Literacy Leadership Team (LLT) to analyze the current status and take action on the three essential conditions for change: systems, leadership, and coaching. These conditions are the foundation for impacting staff capacity and student outcomes. This year, districts were allowed to expand their team and focus on both literacy and math. Throughout the year, the Literacy Leadership Team will

- participate in county-level CLC meetings and professional learning
- collect and analyze data on the essential conditions
- developed a targeted plan for student growth that includes
    - targeted reading and math goals, actions, and outcomes
    - refinement of the district's coaching system and coaching practices

Through our involvement with LEO and the CCI series we have accomplished the following

- expanded instructional coaching practices, with a specific focus on foundational skills and the Essential Literacy Practices
- developed a targeted action plan to improve foundational math skills through coaching and modeling
- gathered and analyzed staff feedback on the district's literacy vision and professional learning plan
- developed an integrated plan to address the Essential Literacy Practices through the implementation of ARC Core

Funding Source: Not Applicable
Strategic Goal Alignment:

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

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Superintendent

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www.hazelparkschools.org

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Subject: 2024 MASB Board of Directors Election
Date: February 26, 2024

The MASB has reached out to us to add this to our February agenda for the 2024 MASB Board of Directors Election. This year, nine seats are up for election (three-year terms unless otherwise noted). Three candidates are unopposed (Regions 2 and 4 and Group V). Region 1 has a vacant seat as no nominations were received. Thus, we will only be distributing ballots for Regions 5, 6, 7 and 8.

Each district will receive **ONE** ballot, which will be emailed to you separately. Please do **NOT** forward this ballot to anyone else or unsubscribe to these messages.

Electronic voting is a two-step process:
Step 1 = Submit ballot.
Step 2 = Confirm ballot has been submitted (email with confirmation link will be sent once you submit the ballot).
Please note:

- The ballot deadline is 1 p.m. on Wednesday, March 6, 2024.
- No local district/ISD funds can be used to campaign for anyone running for a seat.

Recommendation
That the Board of Education approve a candidate for the 2024 MASB Board of Directors, as presented..

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

MASB Bylaws – Article IV – Membership

Section 2. Active Members. The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

Region 1. Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

Region 2. Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Northwest Education Services and Wexford-Missaukee ISD.

Region 3. Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

Region 4. Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD and Shiawassee RESD.

Region 5. Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

Region 6. Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Heritage Southwest ISD, Kalamazoo RESA, St. Joseph County ISD and Van Buren ISD.

Region 7. Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESA, Monroe County ISD and Washtenaw ISD.

Region 8. Macomb ISD, Oakland Schools and Wayne RESA.

Active members shall also be divided into the following seven groups based on pupil membership.

Group I All intermediate districts;

Group II School districts with a pupil membership of 0 - 1,400;

Group III School districts with a pupil membership of 1,401 - 2,500;

Group IV School districts with a pupil membership of 2,501 - 5,000;

Group V School districts with a pupil membership of 5,001 - 11,000;

Group VI School districts with a pupil membership of 11,001 - 40,000; and

Group VII School districts with a pupil membership more than 40,000.

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Note: Incumbents are **bolded**

Board of Directors' Elections—Candidate Information and Email Voting Procedures

This year, nine seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is comprised of 24 members, including three at-large directors. Sixteen directors shall be elected from the eight regions, with two elected from each region; and one director per group shall be elected from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. The MASB President will nominate a member to serve as an at-large director, subject to Board approval.

Board Limitations:
Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1 (open seat), 2, 3 (one-year term), 4 (one-year term), 5, 6 (open seat), 7, 8 and Group V (one-year term). If you're unsure of your district's region or group, please see the list on page 2.

- **Region 1 has a vacant seat as no nominations were received**
- **Region 2 will continue to be represented by Dawn Kaiser, Iosco RESA, (unopposed, no ballots will be sent)**
- **Region 3 will continue to be represented by Rick Dernberger, Zeeland Public Schools and Ottawa Area Intermediate School District, (unopposed, no ballots will be sent)**
- **Region 4 will continue to be represented by John Tramontana, DeWitt Public Schools, (unopposed, no ballots will be sent)**
- **Group V will continue to be represented by Stephen Hyer, Clarkston Community Schools, (unopposed, no ballots will be sent)**

Voting in Regions 5, 6, 7 and 8 will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

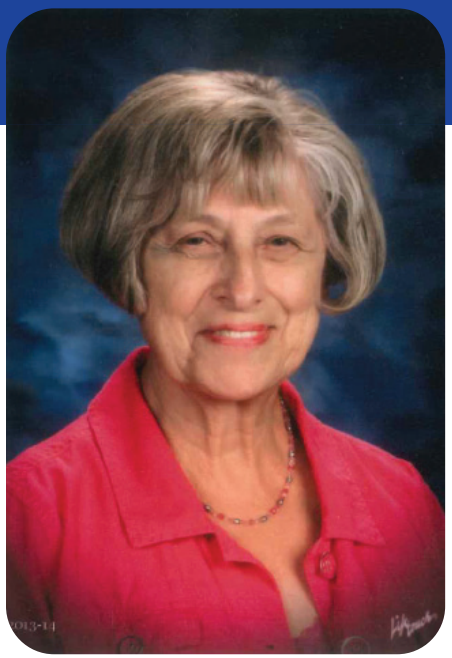
Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on Jan. 26, 2024. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

Completed ballots must be cast and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 6, 2024**.

Unofficial election results will be available on the voicemail recording at 517.327.5915 as soon as possible, but generally after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 22, 2024 Board of Directors' meeting, which newly elected directors should plan to attend.

To summarize:
- Ballot deadline is **1 p.m.** on **Wednesday, March 6, 2024**.
- MASB would like to remind all candidates for the MASB Board of Directors that no school district funds can be used for campaigning during the election. This rule prohibits a candidate from using their school district email account to send messages to other school board members. Therefore, a personal email account must be used for campaigning purposes when running for the MASB Board of Directors. If you have any questions about what may or may not constitute an expenditure of school district funds, please contact MASB's Legal Counsel Brad Banasik, J.D. at **bbanasik@masb.org** or **517.327.5929.**
- An electronic file containing the physical addresses and email addresses for the voting group or region shall be made available to each candidate running for election to the board of directors. The revokable license to use the addresses shall be limited to contacting school board members to share information about the MASB Board of Directors' election.
- Have questions? Contact Cheryl Huffman at **517.327.5915** or **chuffman@masb.org.**

Region 5 (Three-Year Term)



Janice Holz INCUMBENT

Huron Intermediate School District, Huron County

Time served on this board:

32 years

Offices held:

President, Vice President, Secretary and Treasurer

Time served on another board:

25 years

Bad Axe Public Schools

Offices held:

President, Vice President, Secretary and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Data Specialty

Election Statement:

Public education is the foundation of our society. I have a rich knowledge base and a strong passion to maintain excellence in public education. I draw upon my years of experience as an ISD board member, as a current MASB Director and SET SEG Director to analyze and approach issues from multiple perspectives.

Many people arrive at their school board seat in different ways; the common denominator being a desire to help children and strengthen the institution of public education. We must question, listen and learn from our communities, parents, students, staff and administrators. Through curiosity and learning, we can answer the questions of how to best serve students and communities.

We must continue to learn together to address the issues facing our school districts such as: mental health, the need for more counselors in schools, prevention of suicides and other tragedies, social emotional support, artificial intelligence, student achievement, truancy, diversity, equity and inclusion, administrative and teacher shortages, etc. I will encourage and support board members to take classes and improve the member experience in accessing needed information, products and services.

I will continue to be part of the process to find solutions and continue to develop my leadership skills. I am committed to working hard for a well-governed effective public school for every Michigan student. This includes providing the necessary structure and support for every child to achieve and thrive.

I will support the mission statement of MASB – to provide high quality educational services for all Michigan Boards of Education and to advocate for an equitable and exceptional public education that leads to improved outcomes for all students. It will be my honor to continue to provide dedicated service.

Region 5 (Three-Year Term)

Roshawnda Williams

Beecher Community School District, Genesee County

Time served on this board:

6 years

Offices held:

Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:

My name is Roshawnda Williams and I am a dedicated Beecher Board of Education Trustee who has served for six years. I am a valued community member who has lived in the Beecher School District for 15 years. I am a seasoned expert who possesses an unwavering passion for student success and achievement. My commitment to the district is evident through my extensive involvement. My goal is to make sure we deliver excellence in education while empowering students to be successful in every area of their lives.

As a board member, I am able to work with administration, teachers, school staff, students, parents and the community to make sure we provide the best ongoing educational opportunities for all students.

My dedication to the Beecher Community School District extends beyond the campus, as I aspire to represent the educational institution in both the local and state arenas. My enthusiasm for enhancing the district image aligns seamlessly with my candidacy for the MASB Board of Directors. My deep-rooted belief in transformative power of education and my commitment to advancing the district's goals make me an ideal candidate to advocate for the interests of MASB.

My motto is "Passion and positivity can make the impossible happen." You can count on me to share my passion and add to the betterment of the MASB Board of Directors. I truly believe that "We are never in the dark if we are willing to ignite the spark."

I am proud to have been nominated as a delegate and if elected, I will work to grow in my knowledge about MASB.

If you would like to further my discussion, please feel free to contact me at 810.936.1615 or

roshawnda.williams63@gmail.com.

Region 6 (Three-Year Term)

Robert Becker

Barry Intermediate School District, Barry County

Time served on this board:

6 years

Offices held:

President and
Vice President

MASB Certification:

Certified Boardmember Award

Award of Merit

Election Statement:

Michigan must provide a safe learning environment where every student receives a stimulating curriculum of opportunities including academics, arts, sciences, trades and extracurricular offerings guided by highly skilled instructors. We must provide each student with a foundation in reading, writing and mathematics to build upon and unleash their creativity to work in positions not yet created, solving problems that do not yet exist.

My experiences as a classroom teacher, central office administrator for operations and as a school superintendent provide me a multifaceted base of understanding to advocate for student needs and innovative solutions to the myriad of challenges faced in education today.

I am concerned about the fracturing relationship between schools and parents; we need to strengthen this partnership and focus on what is best for students. Schools need to be listening to and involving parents, sharing research and jointly developing strong curriculum. Parents are our strongest ally.

I want to serve on the MASB Board of Directors to make a difference for the students of Michigan. I currently serve our community youth by volunteering on the boards of Court Appointed Special Advocates, Barry County Community Mental Health Authority, Barry Intermediate School District and the Family Support Center of Barry County. I also have served on the MASB Government Relations Committee advocating for positive change for Michigan students. Serving on the MASB Board of

Directors would allow me the opportunity to partner with other strong advocates for Michigan education to make a difference for Michigan children.

Region 6 (Three-Year Term)

Pamela Dickinson INCUMBENT

Comstock Public Schools, Kalamazoo County

Time served on this board:

10 years

Offices held:

President, Vice President, and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Advocacy Specialty

Data Specialty

Election Statement:

Greetings, my name is Pamela Dickinson. I am a member of the Comstock Public Schools Board of Education where I have served as President for the last five years and a board member for nine years.

My professional and personal experiences as a parent, community leader and advocate for public education have prepared me well for the role to represent Region 6.

I would like to continue to serve on the MASB Board of Directors as the Region 6 representative. I currently serve as a Member At-Large on the MASB Board of Directors. I am acutely aware of the many challenges facing our districts as well as the many issues school boards share. I understand the expectation and demands put upon us as servant leaders by our respective communities. I believe that I can make a difference as an advocate at the state level.

As a school board member, I am committed to building equity and creating excellent education opportunities for all students in our state. I bring my passion, experience and commitment to the MASB Board of Directors. I thank you for considering me as a candidate, and I look forward to earning your vote.

Respectfully Submitted,

Pamela Dickinson

Region 6 Representative Candidate

Region 6 (Three-Year Term)

Elizabeth O'Dell

St. Joseph County ISD, St. Joseph County

Time served on this board:

26 years

Offices held:

President, Vice President, and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Election Statement:

I believe the MASB is our collective voice on education at the state level and it provides board members with the opportunity to be informed on educational issues.

I believe it is the Director for the Region's role to ensure that your voice is heard as MASB discusses issues and concerns.

I want to represent you as the Director for Region 6. I have served as an active member of the St. Joseph County ISD for 26 years. I have taken advantage of the opportunities to learn about best practices in how to serve and support the education process in our communities. I have obtained the level 5, Master Diamond award. In my 26 years on the board, I have served in a variety of positions from member of the board to President of the board. My interest and advocacy began when my children entered kindergarten and continues to this day.

I have worked with the parent teacher association, band and athletic booster clubs. I have served on the special education advisory committee. I am an advocate and ally in local, regional and state education. In my county, I have had the pleasure to serve as a delegate to the board membership for MASB membership meetings. I have learned through this process what various boards are concerned about as they present resolutions and amendments to the Board of Directors, which has deepened my understanding of how our collective needs are connected.

I have and will continue to advocate for a strong public education. I along with my children are products of public education. I obtained my bachelor's degree from Ball State University and my graduate degree from Western Michigan University.

Service, advocacy, listening and striving to assist others to make positive change is not new to me. I am a retired CEO of St. Joeseph County Community Mental Health and currently use my time as a volunteer for Red Cross Disaster Relief, local substitute teaching and a variety of social action service through my sorority, Delta Sigma Theta Sorority, Incorporated.

I am seeking this position to voice the needs of our small and large communities. I am a champion for public education and with your vote, I can take my commitment to this service to the next level.

Region 6 (Three-Year Term)

Andrew Robinson

Berrien RESA, Berrien County

Time served on this board:

3 years

Offices held:

Treasurer

Election Statement:

I believe education is crucial to strengthening and revitalizing communities, especially communities of color. The rise of technology has amplified the need for education in providing all youth with the skills, knowledge and competency to solve complex human problems. This type of education can propel them to become entrepreneurs; illustrious employees of corporations, healthcare systems, or financial institutions; or leaders of industry who can radically move our nation forward in developing cutting-edge and innovative solutions. Additionally, this level of education can aid our youth in becoming teachers or service leaders who can encourage future youth to braze new frontiers.

MASB plays a significant role in driving this type of education through the expansion of educational programming and services to equip and empower our kids to dream and achieve big. MASB bridges learning gaps by advocating for resources to aid school leaders and districts in creating educational environments that foster growth. This is the reason I would be honored to join the MASB Board of Directors.

Both my education and current work have prepared me to do so. I am on the verge of receiving my Doctor of Education in Organizational Leadership and Development. This milestone has prepared me to assist agencies and institutions in shaping their vision and developing best practices to generate organizational sustainability and drive maximum results, outcomes and metrics. This is evident in my work with Mosaic CCDA and Emerge Innovation Hub. Both nonprofit organizations are devoted to training and providing individuals with the resources to achieve their dreams and think big. Mosaic, a workforce and community development agency in Benton Harbor, and Emerge, an entrepreneurial support organization in Southwest Michigan, create environments of hope, learning and growth for hundreds of future employees and entrepreneurs each year and empower them to become successful contributors to society.

Region 7 (Three-Year Term)

Sharon Lee

Ypsilanti Community Schools, Washtenaw County

Time served on this board:

9 years

Offices held:

President, Vice President, and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Advocacy Specialty

Data Specialty

Election Statement:

As a candidate for the MASB Board of Directors, my commitment to education is evident through my nine years of dedicated service on the Ypsilanti Community Schools Board of Education, where I currently hold the position of Vice President. My extensive experience in educational governance has provided me with valuable insights into the challenges and opportunities facing our schools.

I am deeply involved in the Michigan Association of School Boards, participating in various board subcommittees and actively engaging with the community at district events. My volunteer work at Joyful Treats Community Development Corp., led by Ms. Khadija Wallace, underscores my commitment to serving the broader community. By distributing food to the Ypsilanti Community and surrounding areas,

I contribute to the well-being of our residents beyond the realm of education.

Student safety is a top priority for me. I am proud of our collective effort to empower teachers, administrators, and staff through training programs such as A.L.I.C.E., Threat Assessment and Mental Health First Aid. Ensuring a secure environment for our students is crucial, and I am committed to fostering a culture that prioritizes their well-being.

One of the pressing issues we face is youth homelessness. Research has highlighted the alarming rates of homelessness among young adults, a situation that demands our immediate attention. While Ypsilanti Community Schools has commendable programs addressing this concern, I believe that a collaborative, all-encompassing approach is necessary. I am determined to work towards expanding and enhancing initiatives to support homeless youth, ensuring they have the resources and opportunities they need to break free from the cycle of homelessness.

In seeking a position on the MASB Board of Directors, my goal is to leverage my experience, passion, and dedication to effect positive change in education. I believe in the power of collaboration and aim to bring diverse perspectives to the table to address the multifaceted challenges our schools face. I am committed to making informed decisions that benefit all stakeholders, with a focus on student success, safety and well-being. Your vote for me is a vote for a stronger, more inclusive education system that prepares our youth for a brighter future. Together, let's build a foundation for excellence in education and ensure that no student is left behind.

Region 7 (Three-Year Term)

Michael McVey

Saline Area Schools, Washtenaw County

Time served on this board:

7 years

Offices held:

President, Vice President, and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Election Statement:

It has been my honor to have spent over 40 years serving students, teachers, schools and educational organizations. I have gained a wealth of experience that has served me well during my service as a trustee.

I began my career in the classroom as an ELA and Special Education teacher. I also taught ESL for a year in Japan. After authoring a book for teachers and parents, "Meeting the Internet Challenge," I shifted gears to help train teachers at The University of Arizona. I earned a doctorate in Education and trained to be a school administrator.

That career path was altered when I became a professor of Teacher Education at Eastern Michigan University. In that role, I earned a reputation for my ability to explain policy issues and plan strategically. Most recently, I have been working with faculty and students as we manage both the disruption and the potential of AI in our classrooms.

Seven years ago, I sought a seat on our local school board because I wanted to be part of an engaged board focused on the needs of our students and the community. I was pleased to discover that the solid expertise of MASB was there to assist us as we worked through our district's challenges.

Since I was elected trustee for Saline Area Schools, I have served as that board's Secretary, Vice President and President. I was also the Washtenaw Association of School Boards president.

From my first day as a trustee, I embraced MASB's CBA program and was recently notified that I will receive the President's Award this spring. I am honored by that recognition.

MASB takes principled stances on current educational issues and provides much-needed guidance about legislative initiatives. I recently began serving on the Governmental Relations Committee and have enjoyed our vigorous debates in service of the districts we serve.

MASB has offered clear guidance, excellent legal support and superb trustee development. For those (and other) reasons, I am proud to run for a seat on its Board of Directors and to represent Region 7. Service on the Board of Directors would provide me an excellent opportunity to help MASB stay the course and continue providing such excellent support to newly elected and long-serving trustees.

Region 7 (Three-Year Term)

Jack Temsey

Eaton RESA, Eaton County

Time served on this board:

7 years

Offices held:

President, Vice President, Secretary and Treasurer

Time served on another board:

8 years

Potterville Public Schools

Offices held:

Secretary and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

Advocacy Specialty

Data Specialty

Election Statement:

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize this voice to ensure we can offer our children the education they deserve, regardless of the struggles we face behind the scenes. We need to direct this voice to those that create legislation we feel will adversely affect public education and remember to offer praise to those that show us favor and offer to help. I believe the voice of our boards and communities can make a difference.

I have strived to become the best board member I can be. The way I have tried to accomplish this is to become certified through the MASB's CBA program. I have gained a wealth of knowledge by attending classes, conferences and other various events as well as networking with board members from around the state.

Public education is as diverse as our country. There are no single fix-all solutions that work for every school district. I feel bringing the voice of small communities and small districts to the forefront is important. I would like to continue advocating to provide adequate and equitable funding for ALL districts. Adequate funding is sufficient funding to provide basic schooling. Equitable funding is based on fairness.

I have served the Potterville Public Schools Board of Education for eight years. During this time, I served on the Policy, Community Relations and Technology Committees, as well as Secretary and Treasurer of the board. I have been an Eaton RESA Trustee for seven years, serving on the Building and Grounds and Finance and Audit Committees as well as Secretary, Vice President and Treasurer. I am currently serving again as President.

Additionally, I have served MASB as a member of the Curriculum and Instruction Committee, Government Relations Committee plus served as its Vice Chairman. I just concluded my term on the Resolutions and Bylaws committee as its Vice Chairman and am currently serving again on the Government Relations Committee.

I would be honored to serve on the MASB Board of Directors, to represent you, our Region, and our students plus bring your voices to the table to further benefit the future for public education.

Region 7 (Three-Year Term)

Mary Vincent

Monroe Public Schools, Monroe County

Time served on this board:

2 years

Offices held:

Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Advocacy Specialty

Data Specialty

Election Statement:

BACKGROUND:

I earned my bachelor's degree in K-12 music education and my master's degree in K-12 administration and educational leadership. I was a public-school music teacher in southeast Michigan for 16 years – I have taught all grade levels, Y5 - 12, and a variety of content areas including general music, band, entrepreneurship and technology. My years of service have given me insights into the changing needs of our students, the new realities in our classrooms, and the important roles teachers, support staff and administrators play in the lives of our students and our community.

I serve on the Monroe Public Schools Board of Education and I am entering my second year as board secretary. I enjoy learning and I take every opportunity to educate myself about effective governance and how to be an effective board member. Since May 2023, I have earned an Award of Merit, Data Specialty, Advocacy Specialty and I am a member of the MASB Resolutions and Bylaws Committee.

PERSPECTIVES ON EDUCATION:

I believe our institutions are compelled to provide educational experiences and environments where all students and families are valued and supported. It is my belief that curricula and learning opportunities must provide high-quality content that reflects the people, the histories and the experiences of the communities we serve. I believe children are more than test scores and that school districts, along with community partners, need to prioritize individual student growth and well-being above summarized standardized test data.

WHY I WISH TO SERVE ON THE BOARD OF DIRECTORS:

One of my main goals as a board member is to advocate for our students and families by amplifying the voices of our school community members. I view the opportunity to serve on the MASB Board of Directors to continue this work on a larger scale. Region 7 embodies complex diversity, and my goal is to express the distinct needs represented in our districts at the MASB board table.

There is significant potential to increase MASB organizational engagement in southeastern Michigan. Increased association engagement will have a ripple effect. Increased MASB participation leads to increased board member development which leads to more effective governance which leads to positive trends in district outcomes. I believe serving on the Board of Directors will provide the needed stimulus to initiate conversations surrounding MASB opportunities while strengthening the network connecting our area school boards.

Region 7 (Three-Year Term)

Dale Wingerd INCUMBENT

Clinton Community Schools, Lenawee County

Time served on this board:

17 years

Offices held:

President and Secretary

Time served on another board:

2 years

Lenawee ISD

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

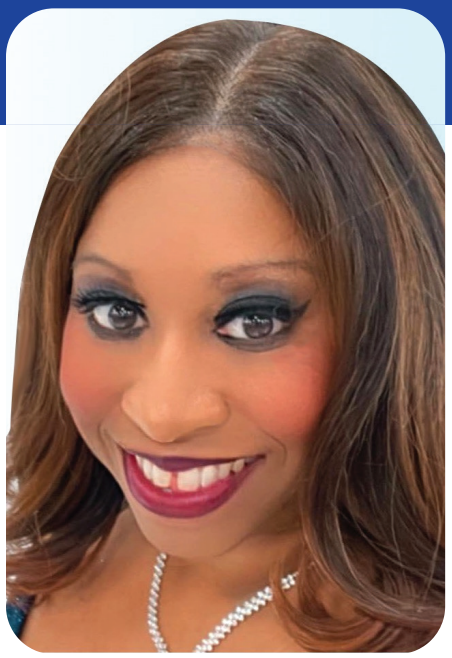
President's Award of Recognition

Election Statement:

I would like to continue serving on the MASB Board of Directors for Region 7. Education is important to me. Serving as a director, I have continued to expand my knowledge as well as serving the learners of the great state of Michigan. I feel you never have enough knowledge; continued learning is important.

I have served on several committees through my two terms with MASB If I am relected, I will continue to provide guidance to the learners of this great state of Michigan.

Region 8 (Three-Year Term)



Melandie Hines

Wayne Westland Community Schools, Wayne County

Time served on this board:

10 years

Offices held:

Vice President
and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Election Statement:

I have served on the Wayne Westland Board of Education for 10 years. In 2018, I was able to get a $150 million bond passed successfully in six communities: Wayne, Westland, Dearborn Heights, Romulus and Inkster. I am a Master Boardmember with MASB. Additionally, I just got a $24.5 million bond passed for the Westwood Community Schools. I'm working on a skill trades program with the Taylor Career Technical Center. I enjoy helping to bring funds to the local school districts. I am a true public servant.

Region 8 (Three-Year Term)

Birgit McQuiston INCUMBENT

Lake Orion Community Schools, Oakland County

Time served on this board:

12 years

Offices held:

President, Vice President, and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Data Specialty

Election Statement:

I believe our children are our future, and advocating for their education while leading our districts is our high calling. Serving on the Lake Orion Board of Education, the Oakland County School Boards Association Board of Directors and the MASB Board of Directors is a distinct privilege that I value and am deeply committed to.

In my three years on the MASB Board of Directors, I have served on the Executive, Finance and Policy Committees. I currently serve as the Chair of the Government Relations Committee and have been appointed by the State Board of Education as the MASB representative to a three-year term on the Special Education Advisory Committee, which advises the State Board and the Michigan Department of Education on the needs of students with special challenges. I have learned so much by serving my community, county and state and hope to continue serving in these areas.

It is my desire to be a part of the ongoing work of developing outstanding board leaders and to advocate for equitable and exceptional public education for ALL students. I fully support and embrace the vision and mission of MASB. It would be an honor to continue serving Region 8 on the MASB Board of Directors.

Region 8 (Three-Year Term)

Evelyn Pridemore

Redford Union School District, Wayne County

Time served on this board:

11 years

Offices held:

President, Vice President, Secretary and Treasurer

Election Statement:

I have served my local district for almost 12 years and have discovered a passion for the work of creating equitable education opportunities for every student in the state of Michigan. I have been through deficit, declining enrollment and the unprecedented changes COVID brought to education. I have held every position from trustee to my current role as President. In addition, I was recently appointed to the leadership team for WCASB. I have helped guide my district through two superintendent searches, a multi-million-dollar bond initiative, served on policy, finance, curriculum and facilities committees.

On a personal note, I have a wonderful husband of 36 years, three amazing sons, two beautiful daughters-in-law and the joy of my life three awesome grandbabies. I say all of that to say this: every single child from my special needs grandson to my little baby granddaughter should have people fighting for their right to quality education. In addition to the children, the people who choose every day to enter a school building and pour into the lives this state's most valuable asset deserve to work in environments that are well funded, top in the country and where their daily sacrifices are valued.

MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

The mission of the Michigan Association of School Boards is to provide high-quality educational leadership services for all Michigan boards of education, and to advocate for an equitable and exceptional public education for all students.

INFO@MASB.ORG | MASB.ORG | 517.327.5900

1001 Centennial Way, Suite 400 • Lansing, Michigan 48917-8249

Melandie Hines
Wayne Westland Community Schools, Wayne County

Time served on this board: 10 years

Offices held: Vice President and Secretary

MASB Certification:
Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award

Election Statement:
I have served on the Wayne Westland Board of Education for 10 years. I was able to get a $150 million bond passed successfully in 6 communities: Wayne, Westland, Dearborn Heights, Romulus, and Inkster in 2018. I am a Master Board Member with the MASB. I just got a $24.5 million bond passed for the Westwood Community Schools. I'm working on a skill trades program with the Taylor Career Technical Center. I enjoy helping to bring funds to the local school districts. I am a true public servant.

Birgit McQuiston - Incumbent
Lake Orion Community Schools, Oakland County

Time served on this board: 12 years

Offices held: President, Vice President and Secretary

MASB Certification:
Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award
Master Platinum Award
President's Award of Recognition
Advocacy Skills Specialty
Data Skills Specialty

Election Statement:
I believe our children are our future, and advocating for their education while leading our districts is our high calling. Serving on the Lake Orion Board of Education, the Oakland County School Boards Association Board of Directors, and the MASB Board of Directors is a distinct privilege that I value and am deeply committed to.

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It is my desire to be a part of the on-going work of developing outstanding board leaders and to advocate for equitable and exceptional public education for ALL students. I fully support and embrace the vision and mission of MASB. It would be an honor to continue serving Region 8 on the MASB Board of Directors.

Evelyn Pridemore
Redford Union School District, Wayne County

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Offices held: President, Vice President, Secretary and Treasurer

MASB Certification:

Election Statement:
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HAZEL PARK SCHOOLS

Communications Plan 2024-2027

Superintendent, Dr. Amy Kruppe

Overview

This overall plan focuses on communication within the schools and overall district, with parents and the community, and with local and possibly national media.

School Communications

The purpose of the Hazel Park Schools Communication Plan is to present a clear and concise framework for communicating with our school community. The plan primarily addresses two types of school district audiences: internal (students, teachers, staff, administration, and Board of Education) and external (parents, businesses, civic groups, other members of the HPS community, and surrounding counties).

Staff support for and involvement in this plan is vital, particularly, teachers and office staff who are highly influential sources of information for the public. HPS staff carries the message of the school district to their families and friends who in turn form opinions about the schools. We must have as a top priority the goal of clearly communicating our unified message at all times.

The Superintendent's Office will implement and manage community relations, publications, marketing, and offer leadership on all comprehensive communication services and strategies for the district under the direct supervision of the Superintendent.

Two driving questions for every program or activity will be:

1. How does this benefit our students?
2. How do we communicate it to our stakeholders?

List of Target Audiences

Internal

1. Students
2. Staff
3. Board of Education

External

1. Parents/Guardians
2. Parent Organizations
3. Key Communicators
4. Business Community
5. Elected City Officials
6. Elected state and Federal Legislators
7. Civic Groups
8. Community Groups
9. Education – other school districts and local colleges & universities
10. Private Schools
11. Electronic Media (i.e. website, social media sites, email, newsletters, etc.)
12. Print Media (i.e. newspapers, flyers, posters, banners, etc.)

Objectives

Meet regularly with every constituent

1. Set up a line of communication and start heading in the right direction of promoting upcoming events.
2. NOTHING will be too minor to promote.
3. Schedule meetings weekly, bi-weekly or monthly in order to make sure we're on track to meeting everyone's needs.

Social media accounts

1. Facebook
    a. Establish, for buildings that don't have them, and maintain accounts.
        i. Have each building post at least five new entries a week.
        ii. Look into possibly paying to help promote the school to strengthen admissions.
2. Instagram
    a. Post at least five new entries a week.
3. YouTube
    a. Post at least one video a week.
4. Linkedin
    a. Post two items a week.
5. TikTok
    a. Start an HPS account.

Social media initiative

1. #MeetYourViking or #FutureViking
    a. Weekly videos featuring elementary students and/or athletes in a Q&A form. This will not only help promote students inside the school but will also help attract other potential students due to the attention it will receive on social media accounts with multiple people sharing it.
2. #HP180 (Beginning with the 2024-25 school year)
    a. A year-long project that will help promote all the good that occurs every single day in our schools. The goal would be to externally and internally feature life in the entire system every weekday, showing students, teachers, administrators, staff, and volunteers from all academic classes and activities/athletics to transportation, and everyone in between.
    b. A number of pictures and videos will be posted weekly. At the end of the school year, a compilation will be put together for a nice summer sendoff and also give us momentum heading into the next school year.

Promote the successes of HPS staff

1. Produce a monthly video series focused on a student, staff member, program, school, department, etc.
2. Video to be shown on social media, website, and at Board meetings.
3. Highlight staff with articles in district communications pieces, outside media, and through recognition at events.

Continue to maintain a robust website

1. Significantly increase district news, events, and overall awareness.
    a. Visual content is powerful in telling our story; it should captivate our audience.
    b. Features could include superintendent and principal blogs, and improved photo galleries.

Build the brand identity to help position the district for a robust future

1. Stakeholders should recognize us for our academic excellence and reputation.
2. Have a consistent brand line
3. Identify logos and the usage of logos: district shield, etc.
4. Reflect on making HPS the same Viking nickname and mascot.
    a. The community was all for it back before COVID hit.
    b. Readdress the mascot to see if any changes need to be made.
5. Explore other digital, print, cable, commercial, and display advertising opportunities.
6. Possible window wrapping district buses and vans.
7. Develop brand line (Realize the Hazel Park difference today).

Work with alumni

1. Collecting much-needed graduate data is essential.
2. Community involvement and visibility are key.
3. Event ideas.
    a. Host a big event around homecoming each year that brings alumni back.
    b. Celebrate past athletic achievements.
    c. Have prestigious alumni lead the homecoming parade and honor them at the pep assembly as well as halftime of the football game.
4. Vikings on Campus (visit alumni on Michigan campuses).
5. Regional Alumni Nights (good outreach to relocated alums).

Promote Promise Zone

1. Put up a picture/poster in the hallway of the high school (and perhaps the junior high and elementary they attended) of each award recipient the Promise Zone hands out each year. Last year was the first person they honored.

Parent/Student Surveys

1. Research & Development cultivates feedback from stakeholders (parents/students).
2. Perhaps create annual senior “exit” surveys.
3. Also, when enrolling ask where they heard about HPS and why they are enrolling their student or students with us.

“What Makes Hazel Park Stand Apart” video

1. This will increase traffic to the site.
    a. Create highlight videos of each individual school, plus district-wide video.
    b. Videos must make sense on all of the district’s social platforms and website.

Plan and create parent/student welcome packets

1. Includes all the essentials that new members of the community would need to reach out to their new school and teachers.

Communicate with civic, community, and other groups

1. Attend community meetings as needed to provide information.
2. Provide district communications materials to key leaders.
3. Develop partnerships with groups.

Be visible in the community

1. Encourage participation in local service clubs.
2. Host HPS “town hall” meetings or forums when necessary and appropriate
3. Encourage school staff to talk positively about HPS to friends, neighbors, and community acquaintances.
    a. Provide staff with talking points about the district so when they meet someone they can talk about the good things going on at HPS.
4. Seek business partnerships through contacts in local groups.
5. Work with businesses to see if you can put things in their windows to promote HPS.
6. Look into possibly putting HPS flags up and down John R.
7. Possibly highlight our seniors each year with banners up and down John R.

Strategies

Keep Communications Simple

1. Use a clear, concise, and non-educational style for all general publications.
2. Vary the types and levels of communication to target diverse audiences.
3. Translate communication pieces for various language groups.

Communicate early and often

1. Prepare information sheets when appropriate to send out to HPS staff members as needed.
2. Follow-up with memos or communications to all staff if necessary.
3. Make telephone calls if in doubt.

Communicate face-to-face

1. The more difficult the situation, the more important it is to communicate.
2. Encourage staff to relay messages through personal interaction when appropriate.

Keep communications brief and to the point

1. In order to keep a person's attention, be brief and to the point.
2. Use bullet points when appropriate.
3. Highlight messages in the title.
4. Proofread all documents for errors.

Emphasize customer service

1. Customers must leave with an answer to their concerns or questions.
2. Never be dismissive.
3. Actively listen to understand the message beyond the words.

Train staff

1. Train staff to understand that what they say to friends, neighbors, and people in the community has an impact on how our schools are perceived.
2. Engage frontline staff in the conversation, and make sure they have access to information immediately. They are the best link to the parents and community.

Develop relationships with our community

1. Develop relationships with merchants by keeping them informed of minimum days, late starts, etc.
2. Ask for input on areas of concern.
3. Develop key communicators groups and deliver messages to them as needed. They will take the messages to the community more effectively than district personnel.
4. Maintain a high level of visibility for the District through the participation of key staff in various professional and community activities.

Study the media

1. Pay attention to the type of stories aired or published.
2. Note who is generally used as a source of information.
3. Develop relationships with editors and education reporters.

Prepare our messages

1. Study issues facing education and be prepared to respond with information sheets.
2. Develop responses that represent our school or district message.
3. Avoid technical jargon by keeping it simple and using quotable “sound bites,” when appropriate.
4. Prepare stories in formats that match those used by the local media.
5. Don’t use education lingo when preparing messages.

Methods

Podcasts

1. Begin a monthly podcast

Newsletters

1. A monthly newsletter that goes out to the community electronically and is posted on social media.
2. Produce a printed newsletter (two a year) that will be mailed out to the Hazel Park residents.

Videos

1. Monthly Superintendent updates.

Social media accounts

1. Create Facebook Pages
    a. For Hoover and Junior High.
2. Facebook Posts
    a. Have each building post at least five new entries a week.
    b. Those posts will be shared regularly on the HPS page.
    c. Phase out posting on other pages HPS is a part of.
3. District Instagram
    a. Post at least five new entries a week.
4. District YouTube
    a. Post at least one video a week.
6. District Linkedin
    a. Post two items a week.
7. Add TikTok

Kindergarten Parents & Graduating Seniors

1. Yard signs & Banners

Cable TV

1. Utilize our cable network to promote the school.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent

From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Dr. Carla Postell, Executive Director of Teaching, Learning, and Equity
Dr. Megan Papsian-Broadwell, Executive Director of Student Services

Subject: Teaching and Learning Handbook Updates

Date: February 26, 2024

Purpose

We are pleased to present the 2024-2025 handbooks, which include updates to existing handbooks and a newly developed handbook from the Student Services Department. These revisions signify our ongoing commitment to excellence, safety, and equity in education. Each adjustment reflects careful consideration, ensuring alignment with board policy, state and federal legislation, and LARA Licensing rules where applicable. These updates aim to enhance the educational experience for all students and foster a supportive environment for our educators. As part of the ongoing efforts to increase clarity and communication, the Teaching and Learning Department has developed a consistent format for all handbooks. For your convenience, updates to existing handbooks are highlighted in red. We appreciate your attention to these updates and look forward to sharing them with our staff, students, and families.

Handbook Title	Updated or New	Targeted Audience
*Hazel Park Schools Latchkey Handbook	Updated	Parents/Guardians
*Hazel Park Schools Webster Early Childhood Center	Updated	Parents/Guardians
Hazel Park Schools Parent Resource Handbook: Understanding Special Education	Updated	Parents/Guardians
Hazel Park Schools K-12 Curriculum Handbook	Updated	Staff and Administration
Hazel Park Schools English Learner and Title III Handbook	Updated	Staff and Administration
Hazel Park Schools MTSS Handbook	Updated	Staff and Administration
Hazel Park Schools 504 Handbook	New	Staff and Administration

***References to the Clark Hill Board policies will be updated following Board approval**

Funding Source: Not Applicable

Strategic Goal Alignment:

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

Hazel Park Schools
Therapy Dog Handbook
2024/2025

Hazel Park Schools Therapy Dog Handbook: Table of Contents

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F. APPENDIX A
   Handler Request to use Therapy Dog in School

G. APPENDIX B
   Parent Consent for Therapy Dog Support

H. APPENDIX C
   Yes Door Sign

I. APPENDIX D
   No Door Sign

This handbook serves as a comprehensive guide for therapy dogs, providing essential information on handling, certification, visit preparation, conduct during visits, ongoing development, and available resources. It is designed to support handlers and their canine partners in their journey to bring comfort, joy, and healing to those in need within various settings.

Hazel Park Schools Therapy Dog Handbook

Hazel Park Schools supports the use of therapy dogs for the benefit of its students subject to the conditions of board policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well being, lower blood pressure, decreased anxiety, improved self esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to and reading to the dog.

DEFINITIONS

Animal includes every vertebrate other than a human.

Service Animal pursuant to 28 C.F.R. Section 35.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition." The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

Animal Assisted Activities and Animal Assisted Interactions are non goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational and/or recreational activities that enhance the quality of life.

Animal Assisted Therapy is a goal-driven intervention which is directed and/or delivered by a health, human or education service professional and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A *therapy dog* is a dog that has been individually trained and registered to work with its

handler(s) to provide emotional support, comfort, therapeutic benefits, emotional well-being or companionship to school district students. Therapy dogs are not "service animals" as that term is used in the American with Disabilities Act (ADA), and therefore approval of the use of a therapy dog on district property is entirely within the discretion of the Superintendent and not considered a required reasonable accommodation under the ADA.Therapy dogs may be personal property of an individual or property of Hazel Park Schools. According to the Alliance of Therapy Dogs, “Their responsibilities are to provide psychological or physiological therapy to individuals other than handlers.” Some traits of therapy dogs are:

- Stable temperaments, friendly, easy-going personalities
- They are encouraged to interact and be pet by a variety of people while they are on-duty
- Owners of therapy dogs do not have the same rights as service dogs to be accompanied by the dog in establishments where they are not permitted

A *handler* is an individual school district staff member or volunteer who owns a therapy dog and who has been individually trained, evaluated and registered with his/her therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.

PURPOSE

Therapy dogs Improve the culture and general mood of the school for all staff and students. Therapy dogs provide many healing effects including:

- Reduced stress and anxiety for staff and students
- Decreased feelings of depression loneliness, and feelings of isolation
- Decrease in aggressive behaviors
- Increased in socialization resulting in a sense of happiness and well-being
- Increase in mental stimulation
- Give children with learning disabilities confidence

Therapy dogs make a connection with at-risk students, and give them a reason to come to school. The emotional well being of students is a large factor in their success. The presence of a therapy dog can give students a sense of happiness that allows them to perform better academically. Animals have been incorporated into schools in order to allow children to discuss issues of grief (Mockler, 2010).

There are many children who struggle to open up to a teacher or counselor about issues that they are facing. Interaction with animals can relieve their anxiety and improve their mood (Siegel, 2004). The therapy dog will give our counselor opportunities to talk with children that otherwise wouldn’t open up about their situation. Children may find comfort in talking to the dog, and in turn, be willing to share with a teacher. Many children who experience emotional troubles often lack trust, and using the intervention of a dog may help the child to develop trust. Interacting with animals helps to decrease anxiety, manipulative/abusive behaviors, depression, increase self-esteem, self-worth, expression of feelings, and ability to trust (Chandler, 2001).

Reading to dogs can eliminate the fear of judgment for many children. Many studies have shown that students are able to improve their reading ability because of the increased motivation and

interest they have in reading with a dog. A study of the All Ears Program was conducted at the Veterinary School at the University of California-Davis, and it showed that school children that read aloud with a handler/dog team improved their reading skills by 12 percent compared to children who read with an adult only. (Paddock, 2010).

THERAPY DOG STANDARDS AND PROCEDURES

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school district property:

Request: At the request of the principal or the principal's designee, a handler who wishes to bring a therapy dog to school district property shall submit a completed written request form (Appendix A) to the Superintendent or the Superintendent's designee, for approval. The request shall be submitted for approval each school year and/or whenever the handler wishes to use a different therapy dog. Such approval may be rescinded at any time at the sole discretion of the Superintendent. Once the Superintendent or the Superintendent's designee approves the request, a plan for dog visits shall be developed with the Principal or the Principal's designee.

Training and Registration: The handler shall submit proof of registration as a therapy dog handler with each individual therapy dog he or she plans to bring to the school district. Such registration shall be from Therapy Dogs International (TDI) or such other therapy dog registering organization as determined by the superintendent. Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years and shall remain current and in good standing at all times.

Health and Vaccination: The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date all times.

Licensing: The handler shall submit proof of licensure from the local dog licensing authority.

Insurance: The handler must submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

Responsibility: A therapy dog is the personal property of the handler and is not the property of the school district. The handler, including handlers that are employed by Hazel Park Schools, shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

DISTRICT RULES

Once a handler has been approved by the Superintendent to bring a therapy dog on school

district property, such handler shall adhere to the rules of his/her registering organization and the following rules of Hazel Park Schools:

Identification: The handler and therapy dog shall wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog. The handler shall bring only registered therapy dogs onto school district property and may bring only one such dog at a time. The handler shall not bring young children along to the school district when handling a therapy dog.

Health and Safety: The handler shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury and of the temperament appropriate for working with children and others in the schools.

Supervision and Care of Therapy Dog: The handler shall be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in a school building or on school property, shall not leave the therapy dog unsupervised or alone on school property at any time and shall limit the therapy dog's work to two consecutive hours at a time.. The school district is not responsible for providing any care, supervision or assistance to the therapy dog.

Authorized Area(s): The handler shall ensure that the therapy dog has access to only such areas of the school buildings or properties that have been authorized by school district administrators.

Allergies and Aversions: The handler shall remove the therapy dog to a separate area as designated by the school administrator in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway or classroom.

Recordkeeping: Volunteer handlers shall sign themselves and their therapy dog in upon arrival at any school and shall sign both out on departure from the building. Handlers who are school district staff shall sign in their therapy dog upon arrival and sign him/her out on their departure.

Photographs: The handler shall not take any photographs of students or staff without first obtaining a photo release.

Fees and Gratuities: The handler shall not charge a fee for the work they perform with the therapy dog, shall not borrow money or personal items or receive any personal gratuity, gift or tip, such as money or jewelry from students in the district.

Multiple Therapy Dogs on Site: The handler shall confirm whether or not there will be any other therapy dog(s) on site prior to scheduling any visit with a therapy dog and shall take steps with appropriate staff to ensure that the dogs do not engage inappropriately while on school property. When multiple therapy dogs are engaged in a planned activity on school district property, the handlers shall ensure that the dogs have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure

that the dogs are each on a four-foot leash, given work space at least eight feet from each other and are given no opportunity for contact or socialization with each other while working.

Damages and Injuries: The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students or others in the school caused by the therapy dog.

Exclusion or Removal from School District Property: A therapy dog may be excluded from school district property Superintendent/Designee determines that:

- The handler does not have control of the therapy dog
- The therapy dog is not housebroken
- The therapy dog presents a direct and immediate threat to others in the school
- The therapy dog's presence otherwise interferes with the educational program.
- The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.

Student/Staff Notification

- Once the handler and therapy dog has been approved by the Superintendent, a letter from the building administrator (Appendix B) must be sent to school families and staff notifying them that it has been recommended that a therapy dog come to school. A copy of that communication will also be forwarded to the Superintendent.
- Families/staff will have ten (10) days to notify the school of any concerns. If concerns are received that could not be addressed by the school, it is the responsibility of the building administrator to notify the Superintendent. If no concerns are received within the communicated deadline, the Superintendent will notify the handler that the request has been approved and the therapy dog can begin the next school day.

Methods of Implementation

- The handler will meet any and all requirements of the district to be a volunteer in a school or on school property. This includes a cleared iChat and possibly background check.
- The therapy dog will be in the presence of its handler at all times to provide care, supervision and any and all assistance for the therapy dog.
- The handler and the therapy dog shall stay within the areas designated as safe for dog therapy, both inside and outside.
- If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the therapy dog will be required to remove the therapy dog to a different location designated by the building administrator.
- The therapy dog must have appropriate identification identifying it as a therapy dog.
- The therapy dog must not disrupt the education process by barking, seeking attention or any other behavior.
- The therapy dog must not pose a health or safety risk to any student, employee or other person at school.

- The handler has sole responsibility for the therapy dog, including but not limited to feeding, exercising, and clean up.
- If decided as necessary, a kennel for the therapy dog will be on campus and placed in an area agreed upon by the handler and building administrator.
- The handler will provide age appropriate instruction to staff and students about how to appropriately interact with the therapy dog. Staff may assist with this instruction. This instruction will include but is not limited to the following:
    - verbal commands used with the therapy dog
    - any limit to number of students around the dog
    - Rewards or treats, if any
    - Time limits
- The therapy dog will be at school during school hours to walk around and greet students both inside and outside of the school.
- Teachers can sign up with the handler and/or building administrator to have the therapy dog come to their classroom at any time the handler and therapy dog are available. That process can be created by the handler and/or building administrator. That process may include a sign for doors (Appendix C) that indicates to the handler whether or not they currently want the therapy dog in their room.
- The handler and therapy dog should avoid students that are in crisis and/or emotional distress.

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APPENDIX A

Handler Request to use Therapy Dog in School

Board of Education Policy 8390 governs the use of therapy dogs in schools. The request shall be submitted to the Superintendent of Schools (or Designee) for approval each school year and/or whenever the handler wishes to use a different therapy dog.

Date: _____ Name of Handler: _____

Handler Address: _____

Handler Phone Number: _____ Handler Email: _____

Name of Dog: _____ School where the Dog will be used: _____

Please describe, in detail, what the dog will do at the school?

_____

_____

_____

_____

_____

Please attach the following to this form:

- Proof of registration as a therapy dog handler with the individual therapy dog to be used *(Note: Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years*)
- Proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date all times.
- Proof of licensure from the local dog licensing authority.
- Copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

Handler's Signature_____ Date _____

Principal's Signature_____ Date _____

Superintendent's Signature_____ Date_____

APPENDIX B

Parent Consent for Therapy Dog Support

Hazel Park Schools will be implementing a therapy dog program. Research has shown that therapy dogs in schools can help build strong social emotional skills in students. A therapy dog presence has also been shown to reduce anxiety, help students work through anger management concerns, reduce bullying tendencies, and address other personal and social issues that all of our developing students deal with. There are specific goals of the therapy dog program:

- Increase empathy and compassion in all students
- Help students connect with something in the school setting and reduce anxiety
- Improve academic performance, while increasing confidence and self-esteem

Our therapy dog will be certified through the Therapy Dogs International (TDI). To belong to TDI, the dog must be tested and evaluated by a Certified TDI Evaluator. A dog must be a minimum of one (1) year old and have a sound temperament. Each dog must pass an TDI temperament evaluation for suitability to become a certified Therapy Dog. The test also includes the evaluation of each dog's behavior around people in a variety of settings.

TDI has specific guidelines to meet cleanliness grooming requirements. TDI also requires regular veterinarian checks for registered Therapy Dogs along with regular evaluations to maintain certification.

Please complete the form below acknowledging your preference as to whether you wish your child to have contact with the therapy dog.

==========

Student's Name:_____ Grade: _____

I understand that my child may have incidental or student-initiated contact with the school therapy dog. I understand that the Therapy Dog may be in my child's room and may be part of the counseling process. I understand that this permission form will remain "active" during the years my child attends Hazel Park Schools. If I should change my mind regarding my child's interaction and participation with the Therapy Dog, I understand I must provide this in writing to the school office. If this form is not returned to the district upon enrollment/start of the program 2023-2024 school year, you are giving permission for your child to participate in the Therapy Dog program.

▢ No, my child may NOT have contact with the Therapy Dog.

- ▢ Due to Allergies
- ▢ Fear of Dogs
- ▢ Other

Parent Signature:_____ Date:_____

If you have questions please contact the building administrator at your child's school.

APPENDIX C

Yes, please!

Our classroom would love to have a visit from our therapy dog!

APPENDIX D

No, thank you!

Our classroom will enjoy the therapy dog another time!

Hazel Park School District

System of Student Support Handbook

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Introduction

Vision, Mission, and Beliefs

Vision: Inspire and empower all learners.

Mission: The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

We believe all students have the ability to learn, and it is our responsibility to ensure that all students learn in an environment driven by equity, membership in the community, and opportunities to participate in meaningful learning experiences designed to inspire, empower, and engage.

We Believe

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity and promotes equity.
- Student achievement and social emotional learning are at the core of every decision.
- Students are successful when staff, families and community are engaged and support learning.
- Research based curriculum, aligned with state standards is the foundation for high quality instruction.
- Student driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation.

We accomplish this by developing learning environments that offer a comprehensive educational experience that addresses both the academic and non-academic needs of our students through a comprehensive multi-tiered system of support.

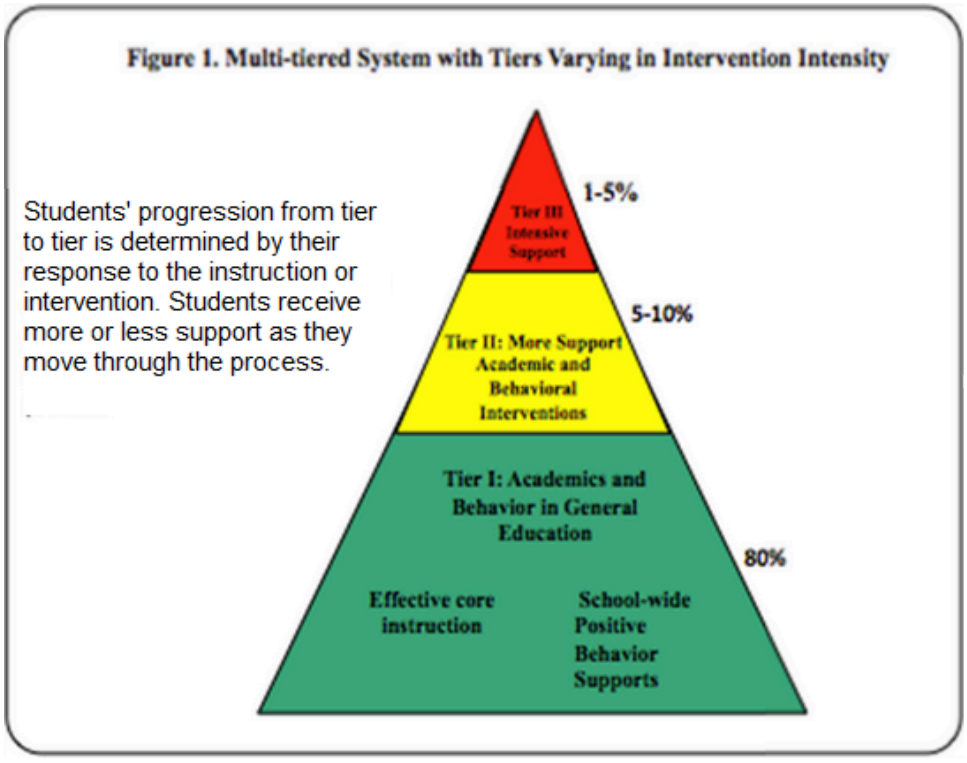
The information outlined in this document is designed to:

- Assist stakeholders in understanding a Multi-Tiered System of Supports
- Provide an in-depth look at the essential components of an effective MTSS Model
- Clarify the usefulness and value of MTSS in regard to student outcomes
- Explain best practices for the implementation of MTSS for ALL students.

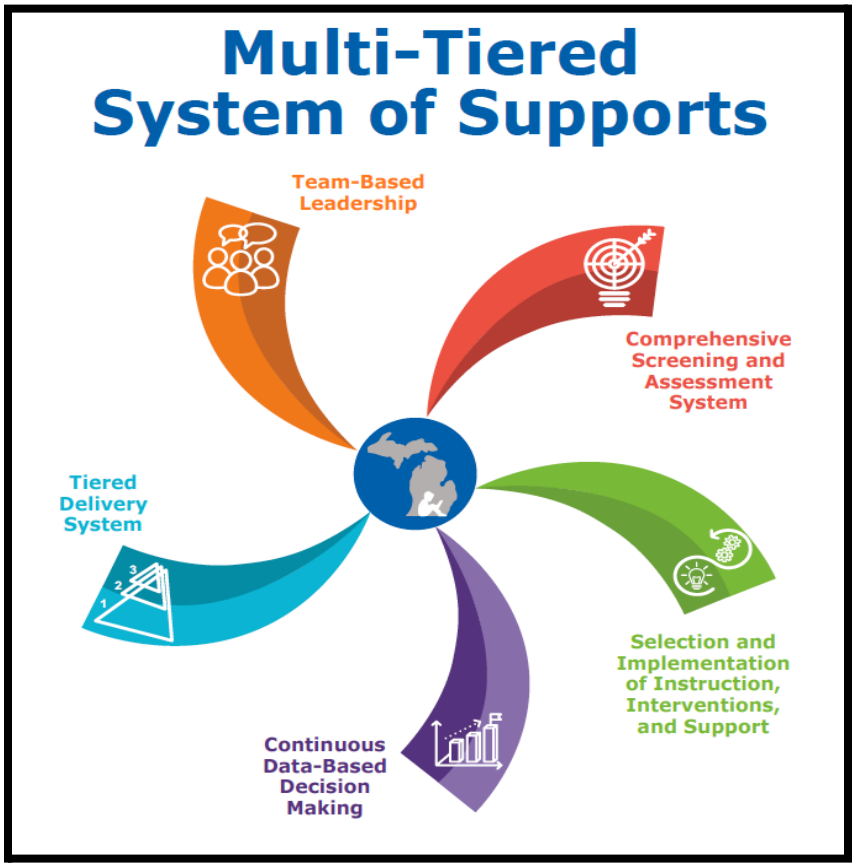
What is a Multi-Tiered System of Support, or MTSS?

A Multi-tiered systems of support (MTSS) is a structure to identify the needs of students and provide support. MTSS is meant for all students; general education and special education alike. MTSS is a framework that provides targeted support on a tiered approach. According to Batsche (et al., 2005) MTSS is the" practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions".This approach is designed to benefit all students, whether in general education or special education programs, with students spiraling between tiers when necessary.

By providing a strong foundation of support, MTSS can ensure that all students have the opportunity to reach their full potential. MTSS focuses on targeted intervention wrapped with progress monitoring to assess student growth in specifically identified academic and behavioral areas with a multi-disciplinary school team. MTSS operates on a tiered approach; tier-one is the general education curriculum and support. Following is tier two, a more targeted approach for a select group of students, often comprised of 15% of your student population. Students requiring more intensive support and targeted instruction move into tier three, which makes up roughly 5% of the student population. Students requiring the most significant support are moved into a tier four level of support, approximately 1-2% of the student population. Tiers are not meant to be segregated, rather, fluidity between the tiers is based on progress monitoring measurements and supporting students' individual needs.



MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to eliminate barriers to learning and support successful learner outcomes (MDE Practice Profile, 2020).



MTSS Guiding Principles:

- A collective responsibility for ensuring growth and success for all learners is assumed by each person within the system (educators, learners, families, and community)
- A proactive approach to ensuring that each and every learner experiences a quality education designed to expand learners' potential
- A commitment to use research and/or evidence-based instruction and interventions
- A commitment to use a systematic problem-solving process to improve outcomes of all learners
- A commitment to ongoing, effective support for educators and leaders including professional learning, feedback, and coaching
- A commitment to use data as a basis for information gathering and to avoid making assumptions
- Attention to fidelity of implementation, honoring both qualitative and quantitative measures
- An investment in systems to promote durability and the scaling up of MTSS (MDE Practice Profile, 2020).

Hazel Park School District MTSS

Hazel Park School District's comprehensive MTSS System of Student Support is designed to create schools where each student has access to high quality learning opportunities, student outcomes are not predictable by demographics, and students feel valued, respected and celebrated for who they are. This means that every single student, regardless of race, ethnicity, gender, socioeconomic status, or any other component of identity, is provided with the support they need to be successful (Bocala and Boudett, 2022). We accomplish this through a system that includes the following components:

Team-Based Leadership: Key Players Roles/Responsibilities

District MTSS Leadership Team

- Develops MTSS guidance handbook
- Provides professional development, resources and materials
- Communicates common message to participants and public
- Establishes roles and responsibilities
- Researches evidence-based instruction/curriculum/intervention
- Evaluates progress and fidelity of the MTSS
- Provide opportunities for feedback from various stakeholders
- Develops, implements, and addresses goals aligned with the District Strategic Plan
- Communicates placement of students in and out of intervention to teachers, staff, and families
- Ensure allocation of resources to support the MTSS process and teaching staff
- Monitor Building MTSS process & data to ensure fidelity of instruction and intervention

Student Services Supervisor

- Member of District MTSS Leadership Team
- Communicate District MTSS procedures to building teams, staff, families, and students
- Support Building MTSS Leadership Team during MTSS meetings/observations when needed
- Monitor Building MTSS process & data to ensure fidelity of instruction and intervention

Building MTSS Leadership Team

- Includes: Building Administrators, Psychologist, Social Worker
- May Include: Ancillary Staff, Teachers, MTSS Coaches/Teachers
- Schedule/attend weekly meetings to identify and discuss students needs & determine the effectiveness of tiered supports/interventions
- Weekly Building Meetings

Building Administrators

- Delegate responsibilities to appropriate staff members

- Communicate procedures to staff, families, and students
- Problem solve with building team to support MTSS process
- Monitor data to ensure fidelity of instruction and intervention
- Hold yearly meeting (usually at Parent Open House) regarding general information about our Title I/Intervention program

Psychologist (academic), Social Worker (behavioral)

- Support staff in analyzing universal screening (benchmark) data and school-wide data
- Complete classroom observations based on Request for Assistance referral
- Problem solve with administrators, interventionists, and teachers in Impact Meetings
- Implement research-based or evidence-based interventions for school-wide use
- Support the analysis, and disaggregation of data to progress monitor and track interventions

MTSS Teachers

- Review and analyze student data to determine student needs and interventions
- Possess knowledge regarding the program being used and how to use it with fidelity
- Provide research-based or evidence-based instruction and/or intervention
- Self-monitor fidelity of instruction, assessment, and intervention
- Review and analyze progress monitoring and diagnostic data to determine tiered supports and apply entry/exit criteria
- When appropriate, problem solve with team members in an Impact Meeting
- Provide letters of entry and exit for families of students receiving Tier 2/3 interventions
- Communicate with parents during Family/School Conferences regarding student progress

Classroom Teachers

- Review and analyze student data to determine student needs within Benchmark Review meetings
- Possess knowledge regarding the program being used and how to use it with fidelity
- Provide research-based or evidence-based instruction and/or intervention
- Self-monitor fidelity of instruction, assessment, and intervention
- Progress monitor on a bi-weekly basis (tier 2)
- When appropriate, problem solve with team members in an Impact Meeting
- Communicate with parents during Family/School Conferences regarding student progress

Instructional Coaches

- Support teachers in selecting and implementing instructional strategies determined in grade level data meetings
- Assist with professional development as on-site “expert” in specific interventions

Collaborative Meeting Structures

District MTSS Leadership Team Meetings

The District MTSS Leadership Team, which includes the Superintendent, Executive Director of Teaching Learning, and Assessment, Director of Student Services, and Supervisor of Support Services meet on weekly basis to review the MTSS process, fidelity of implementation, district and/or building data, and identify short and long term goals regarding barriers to implementation and continuous improvement in the MTSS process. The work of this team is to ensure alignment of all district systems in support of the MTSS process, including the strategic plan and school and district improvement plans.

Screening, Benchmark, and or Diagnostic Review Meeting

After benchmarking, the Building MTSS Leadership team compiles available universal screening data (e.g., curriculum-based measurements, M-Step results, iREady data, SAEBRS). A set of decision-making rules are then used to identify students who meet the criteria for reading, math, and socio-emotional, and behavioral interventions. This data is then reviewed by teachers, ancillary staff and building administrators. Progress monitoring data is reviewed, as necessary, for students transitioning between tiers or exiting intervention. Following this process, the building staff determine students entering and exiting Tier II/III interventions.

Grade Level Meetings

Monthly, grade level teachers meet with instructional coaches and administrators to review trends in data, using the problem solving driver, and set goals for improving instruction for all students. Based on these goals, instructional strategies are then developed and refined to improve areas of need. Formative assessments are used to monitor progress and guide instruction. The ultimate goal is to bolster the core curriculum and positive behavior support for all students based on identified needs.

- Grade/Department-Level Data Meetings (Staff Version)

Request for Assistance Review

Per Request, the Request For Assistance (RFA) review meeting is an organizational time to determine next steps regarding the reported need. A Request for Assistance Form (See MTSS Share Drive Folder) can be completed and submitted online for areas related to behavior management (individual or classwide), instruction, academics, social or emotional concerns, and intervention review, among other things. The school psychologist, social worker, Instructional coach, Special Education Teacher or MTSS Teacher and any other appropriate staff member assigned by the building administrator will respond regarding when the request is reviewed. The team completes observations in at least two settings. Once observations are completed the team reconvenes to review data. The team identifies Tier I strategies and/or Tier II interventions.

The team completes the MTSS Problem Solving & Action Plan, and schedules progress monitoring checks. Per the data, the team may determine to continue, revise, or discontinue Tier II intervention or to implement Tier III interventions.

Impact Meetings

This meeting occurs when a student (general ed, special ed, and/or 504) is not responding to evidence-based interventions (academic or social emotional) delivered with fidelity. The team convenes to discuss a student's rate of progress, barriers to success, and an action plan. The team assesses variables that can be changed to help improve student outcomes, such as time, student ratio, motivation, or the specific program used. Parents are encouraged to participate in the process. Tracking of all decisions, strategies, and outcomes must be included in the building-bases Student Support- Student Support Tracking (linked to RFA as a live form; not linked due to student data). The plans developed during the Impact Meeting must be aggregated in the student level Problem-Solving and Action Plan document listed below.

- Multi-Tier System of Support Problem Solving and Action Plan 2023-2024

MTSS Staff/Stakeholder Review and Feedback Meetings

These meetings occur at periodic intervals throughout the year. The structure gives the district team an opportunity to communicate relevant information, gather feedback about implementation, professional learning needs, and suggestions for improvement. The district also has regular opportunities to collaborate and listen to feedback from parent/guardians in various formats (Superintendent Chats, Title 1 Parent/Family meetings, parent/guardian representation on the district parent leadership team, etc.)

Comprehensive Screening and Assessment System

Universal Screening/Benchmarking, Progress Monitoring, and Diagnostic Assessment

All students participate in universal screening and benchmarking/diagnostic assessments throughout the school year. Assessment data gathered through multiple sources of information is used to determine where an individual student's basic skills are in comparison with other same-aged peers nationally. This information is used to

- Identify which students need intervention
- Monitor students' growth over time
- Assess the effectiveness of programs and interventions

Development and Communication of Yearly Assessment Schedule

Prior to the start of each year, the Executive Director of Teaching, Learning, and Assessment develops a yearly assessment schedule. The district assessment schedule contains the dates of all academic and non-academic assessments (Benchmark, Diagnostic, Progress Monitoring, and State Summative Assessment) and screeners, which is disseminated to school staff and posted on the district website.

- District Assessment Schedule

Key: Assessment Type

- Curriculum-Embedded Local Assessment - LA
- Universal Screener = US
- Benchmark = BM
- Progress Monitoring = PM
- Diagnostic = D
- Summative State Assessment = SSA
- College Board = CB

Reading and Writing

Kindergarten - 2nd Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	☑
IRLA Baseline Reading Levels	US/BM & D	☑		
IRLA Conferencing & Level Checks	PM & D	Ongoing Formative Assessment		
**Easy CBM	US/PM	Ongoing Progress Monitoring		
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

**Students identified for Special Education Supports and Services

3rd - 8th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	
IRLA Baseline Reading Levels	US/BM & D	☑		
IRLA Conferencing & Level Checks	PM & D	Ongoing Formative Assessment		
**Easy CBM	US/PM	Ongoing Progress Monitoring		
Mi-Access	SSA			☑
M-STEP	SSA			☑
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

**Students identified for Special Education Supports and Services

9th - 12th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic (Edison & INVEST)	US/BM	☑	☑	☑
i-Ready Growth Monitoring (Edison & INVEST)	PM	☑	☑	N/A
STAR Reading Assessment (Tier 3)		☑	☑	☑
**Easy CBM	US/PM	Ongoing Progress Monitoring		
College Spring (11th Grade HPHS ONly	CB	☑		
PSAT/NMSQT (9th - 11th HPHS)	CB	☑		
ACT Workkeys	SSA			☑

Mi-Access	SSA			☑
M-STEP	SSA			☑
PSAT 9, 10, & SAT	SSA			☑
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

**Students identified for Special Education Supports and Services

Math

Kindergarten - 2nd Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	☑
**Easy CBM	US/PM	Ongoing Progress Monitoring		
Math Investigations Unit Assessments	LA	Ongoing Unit Assessments (Grades 1-2)		

**Students identified for Special Education Supports and Services

3rd - 8th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	
**Easy CBM	US/PM	Ongoing Progress Monitoring		
Math Investigations Unit Assessments - Grades 3-5	LA	Ongoing Unit Assessments		
Mi-Access	SSA			☑
M-STEP	SSA			☑

**Students identified for Special Education Supports and Services

9th - 12th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic (Edison & INVEST)	US/BM	☑	☑	☑
i-Ready Growth Monitoring (Edison & INVEST)	PM	☑	☑	N/A
**Easy CBM	US/PM	Ongoing Progress Monitoring		
STAR Math Assessment (Tier 3)	US/PM	☑	☑	☑
College Spring (11th Grade HPHS ONly	CB	☑		
PSAT/NMSQT (9th - 11th HPHS)	CB	☑		
ACT Workkeys	SSA			☑
Mi-Access	SSA			☑
M-STEP	SSA			☑
PSAT 9, 10, & SAT	SSA			☑

**Students identified for Special Education Supports and Services

Non-Academic: Social, Emotional & Behavioral

Kindergarten - 1st Grade

Assessment	Type	Fall	Winter	Spring
SAEBRS	Teacher Rating	☑	☑	☑

2nd-12th Grade

Assessment	Type	Fall	Winter	Spring
SAEBRS	Teacher Rating	☑	☑	☑
MY SAEBRS	Student Rating	☑	☑	☑

Assessment Benchmark and Norms - Criteria and Decision Making Rules for Interventions

Hazel Park School district engages in regular review and analysis of student assessment data, both academic and non-academic, using the district's problem solving driver. This information guides data-informed decision-making to measure the effectiveness of the system for the needs of all learners, with a specific focus on equitable, inclusive learning opportunities. As a system, we are also committed to analyzing data for groups of students at the margin or those whose needs may not be met, and ensuring that these labels are not used to deprive students of opportunities.

Students participate in a universal screening/diagnostic process three times a year in fall, winter and spring, along with ongoing formative, diagnostic, and summative assessments. After this occurs, the data are compiled by building and/or district administrators, instructional coaches, school psychologists and/or MTSS teachers. The data is reviewed during grade level and MTSS Building Leadership team meetings to identify areas of growth, impact of instruction and interventions, and students who may need additional tiered support. Tiered support may be provided by the general or special education teachers, MTSS teachers, or ancillary staff.

Hazel Park School District has developed general benchmarks, aligned to the tiered system of support, for both academic and non-academic measures. These benchmarks are part of a balanced, whole child approach to identify the most appropriate support for each child or groups of students. The information below outlines the benchmarks for each tier, providing guidance on student's entry/ exit from interventions.

Academic Measures - Tiered Entrance Criteria

Reading and Writing

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
COR Data - LLC	EC	0 - 3.49	3.5 - 4.99	5.0 - 7
i-Ready Reading Diagnostic	K-8	Two or More Grade Levels Below	One Grade Level Below	Early On, At or Above Grade Level
IRLA Diagnostic	K-8	Emergency	At-Risk	Proficient or Above
Course Grades	6-8	<1.4 F to D-	1.4 - 2.4 D+ to C+	>2.7 B- to A
Fall PSAT/NMSQT	9-11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency

College Spring	11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency

Important Note: Curriculum-embedded and formative assessment data is also used as part of the whole child approach

Math

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
COR Data - Mathematics	EC	0 - 3.49	3.5 - 4.99	5.0 - 7
i-Ready Math Diagnostic	K-8	Two or More Grade Grade Levels Below	One Grade Level Below	Early On, At or Above Grade Level
Investigations Math Unit Assessments	K-5	Tier 3 (Below Basic	Tier 2 (Basic)	Tier 1 (Proficiency/ Above
Course Grades	6-8	<1.0 F to D	1.4 - 2.0 D- to C+	>2.4 B- to A
Fall PSAT/NMSQT	9-11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency
College Spring	11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency

Important Note: Curriculum-embedded and formative assessment data is also used as part of the whole child approach

Non-Academic Measures - Tiered Entrance/Placement Criteria

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
SAEBRS - Teacher Rating	K-12	High Risk	Some Risk	Low Risk
My SAEBRS - Student Rating	K-12	High Risk	Some Risk	Low Risk
MISTAR Chronic Absenteeism	EC-12	>20%	10%-19%	<10%
SWIS Discipline - Minors	K-12	0-3	4-6	6 or More
SWIS Discipline - Majors	K-12	0-1	2-3	4 or More
School Threats	K-12	2	1	0
Substance Abuse	K-12	2	1	0

Important Note: Classroom-based observation and formative assessment data is also used as part of the whole child approach

Monitoring Student Progress in Interventions

Progress monitoring is a way to document and assess student progress over time. Students participating in reading or math intervention are progress monitored on a regular basis, with increased touchpoints for students

in Tier 2 and Tier 3 interventions. Teachers or ancillary staff will monitor student learning using appropriate tools for the specific intervention or diagnostic outcome.

Progress Monitoring Decision Making Rules

- If a student's progress monitoring checks meet or exceed Tier 2 benchmarks and/or the student specific goal(s), the student will transition from Tier 3 to Tier 2 or be exited from intervention support. A minimum of three data points is required.

- If a student's progress is consistently below the student specific goal, as evidenced by 3 data points teachers or Interventionists shall complete a Request for Assistance form.
    - In response to this request, the follow-up may include the addition of instructional coaching to support the interventionist, the review of fidelity checklists, and the review of data to determine the appropriateness of the intervention.

Exit/Transition Criteria

Exit/Transition	**Criteria**
Tier 3 to Tier 2	• Benchmarking/diagnostic data no longer meets the Tier 3 entrance criteria •
Tier 2 to Tier 1	• Benchmarking/diagnostic data no longer meets the Tier 2 entrance criteria • Progress monitoring data indicates grade level performance with at least 3 consecutive data points showing adequate progress toward end of year benchmarks • Progress monitoring data meets or exceeds Tier 2 benchmarks with at least 3 consecutive data points at or above

Tiered Delivery System: Multi-Tiered, Layered System of Support

Tier 1 - Core Instruction

Tier 1 instruction forms the foundational support system for all students within a school. It's designed to provide high-quality, evidence-based teaching that aligns with the core curriculum. This tier employs diverse teaching methods to accommodate various learning styles and needs, ensuring that every student receives effective instruction. For approximately 80% of students, Tier 1 instruction will meet academic and behavioral needs. Tier 1 instruction includes

- High-quality, grade level, and standards aligned instruction for all students
- Researched-based instruction and interventions provided in the classroom, and available to all learners
- Administration of universal screening, benchmark, and diagnostic measures to all students
- Routine analysis of core curriculum through regular data reviews

Tier 2 - Supplemental, Targeted Support

Tier 1 + Increased Time, Narrowed Focus, Explicit Direct Instruction

Tier 2 interventions focus on providing targeted support to students who require more assistance than what's available in the universal Tier 1 framework but don't need intensive, individualized help. These interventions involve small-group instruction or specialized programs that address specific skill gaps in academics or behavior. They go beyond the standard curriculum to offer additional support, utilizing strategies tailored to students' needs. Tier 2 interventions are not a substitution for Tier 1 interventions but are layered in addition to the Tier 1 instruction that is provided. Progress monitoring plays a pivotal role in Tier 2, allowing educators to assess the effectiveness of the interventions and make necessary adjustments. Tier 2 classroom interventions are provided primarily by the classroom teacher and/or the MTSS (academic) and other support staff (behavior paras, ancillary staff). For approximately 10-15% of students, Tier 2 instruction will meet academic and behavioral needs. Tier 2 interventions include

- Supplemental targeted intervention, at the grade or course level, intended for learners who require support in learning course/grade level materials, with a specific focus on skills.
- Small group research-based or evidence-based interventions aligned with Tier 1 instruction
- Focused on increased opportunities for practice and corrective feedback
- Identification of students through universal screening, benchmarking, and or diagnostic measures
- Regular progress monitoring and implementation of the problem solving process for students who may not be showing growth and/or acceleration of learning.

Tier 3 - Intensive Support

Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction

Tier interventions represent a highly individualized level of support for students with significant academic, behavioral, or emotional needs that surpass what Tier 1 and Tier 2 offer. These interventions are tailored to address specific challenges identified through assessments and personalized learning plans. Effective Tier 3 activities are exemplified by systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction. Collaboration among specialized educators, interventionists, counselors, and other professionals is crucial in implementing and monitoring these personalized interventions, ensuring that students receive the focused support necessary for their success. Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional). For approximately *1-5% of students, Tier 2 instruction will meet academic and behavioral needs. Tier 3 interventions include

- Intensive, one-on-one, or small-group interventions designed to accelerate progress.
- Research-based or evidence-based; explicit, direct instruction
- Identification of students through universal screening, benchmarking, and or diagnostic measures
- Regular progress monitoring and implementation of the problem solving process for students who may not be showing growth and/or acceleration of learning.

Tier 4: Specially Designed Instruction/Learning

Students receiving Tier 4 or Specially Designed Instruction move within the Tier in the same manner as students without an IEP. Students with IEPs should participate in Tier 1 instruction as much as possible, even when their programming has been modified. Specially Designed Instruction/Learning is developed specifically for students who meet the respective eligibility criteria for special program placement. ***Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or a separate setting. Tier 4 is not a substitute for Tier 2 or Tier 3, but is layered upon Tier 2 or 3 interventions.*** In most cases, Tier 4 interventions are provided by a special education teacher with specialized credentials and/or ancillary staff (Social Worker, Psychologist. Occupational or Physical Therapist, Speech Pathologist). Tier 4 includes

- Instruction that is targeted and specialized to meet students' needs.
- Special education and related services for eligible students, provided in the general education classroom or, in some cases, in a resource room.

Important Note: The tier-based percentages represent best-practice. Current data indicates significantly higher percentages in Tier 2 and Tier 3. The information outlined in the MTSS Handbook references best practice and serves as a growth target for Hazel Park School District.

Approximate Duration of Interventions

	Tier I: Core Class curriculum	**Tier II Small group Intervention**	**Tier III: Intensive Intervention**
Elementary	Classroom Teacher all day	• 30 minutes Math /Reading Intervention Time • ELA and Math strategy groups • MTSS Teacher and Classroom Teacher • Differentiated instruction	• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, & Special Education Teacher
Middle School	Classroom Teacher all day	• 30 minutes Math /Reading Intervention Time • ELA and Math strategy groups • MTSS Teacher and Classroom Teacher • Differentiated instruction	• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, & Special Education Teacher
High School	Classroom Teacher all day	• 20-30 Minutes 1-2 Times/Week	• 50 Minutes/Day Read 180 Classroom Instructor • 20-30 Minutes 2-3 times/week
Invest	Classroom Teacher All day w ESL Instructional Para Support	• *Friday 1/2 Day Tutoring and Intervention Support	• *Friday 1/2 Day Tutoring and Intervention Support

*Friday is a non-scheduled school day for INVEST. This day is utilized to provide Tier 2 and Tier 3 tutoring and other intervention supports.

Types of Support

Differentiation/Specialized Instruction

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of the core instruction within each tier of instruction. Differentiation may include additional small group instruction and /or purposeful design of instructional centers within the classroom to meet the needs of learners at a variety of levels. Differentiated instruction should be utilized with all students regardless of whether or not they are provided with a 504 or IEP.

Examples of differentiation :

- Ability grouping students for small group reading during the literacy block and using appropriate below level on level , and above level text to teach the emphasized concepts for the current lesson /unit
- Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

Intervention

An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student' s classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills that are necessary to allow him/her to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade level expectations.

An Intervention:

- Must involve instruction.
- Must be provided in a small group or individually
- Must be in addition to and not in place of the general curriculum
- Must be provided consistently a minimum of three times a week over a period of at least 6-8 weeks for duration, per session, supported by research.
- Can not be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specdive identified weakness

An Intervention is not:

- Completing a form or worksheet
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Reading buddies
- Retention
- In or out of school suspension

- Small group or any other instructions, if the instruction is not specific to the student's identified problem and do not include frequent and ongoing process monitoring that measure the impact of the instructions on the students learning
- Other accommodations, motivation or differentiation.

An intervention is what the classroom teacher or another designated and trained interventionist does with a student. An intervention is the specific instructions provided to meet the students academic needs (program/lesson /strategies that are taught)

Accommodations

Accommodations are changes to the way a child is expected to learn or how she/he is tested. Accommodations eliminate obstacles that would interfere with a students' ability to perform or produce at the same standard of performance as all general education students.

Accommodations:

- Are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment /testing setting
- Are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Do not reduce learning expectations.

Examples of Accommodations:

- Reading a test to a student (with no additional help). This does not apply to reading or state testing such as Science or Math (unless noted on an IEP)
- Allowing extra time to take the same test or complete the same assignment
- Signing an assignment book
- Breaking down work into smaller segments, but still expecting all elements to be completed
- Staying after school for homework help
- Preferential seating
- Providing an extra set of books at home
- Home-school communication journal
- Books on tape.

Modifications

Modifications are changes to what a child is taught or expected to learn. Modifications are changes that actually modify the standards of performance. In order to provide modifications, a modification must first be identified on a student's Individual Education Program (IEP).

Modifications:

- Are substantial changes in what the student is expected to demonstrate

- May be changes in instructional level, content and performance criteria , and may include changes in test form or format or alternative assignments.
- Can increase the gap between the achievement of students with academic/ behavioral deficits and expectations for proficiency at a particular grade level.

Examples of Modifications:

- Reading a reading test to a student
- Reading a test and rewording/re-explaining question on the test
- Test created at the student's reading level
- Tests created including pictures or other visual aides
- Construction of test items at the student's cognitive level of development
- Shortening a spelling test or others assignment

Selection and Implementation of Instruction, Interventions, & Supports

Hazel Park School District has a comprehensive process for the development of Tier 1 curriculum and the district's instructional frameworks. The selection of resources to support Tier 1 instruction is a key component of this process. As a district, we are committed to implementing best practice and using research based resources for Tier 1 instruction as well as Tier 2 and Tier 3 MTSS interventions.

Tier 4 instruction is implemented for students who qualify for special education services and are serviced under an Individualized Education Plan (IEP). Students receiving Tier 4 specially designed instruction provide a layer of interventions to be provided in the general education class or separate special education setting. Tier 4 is a layered approach of Tier 2 and Tier 3 interventions with the appropriateness and intensity of interventions determined by the child's special education team.

- Tier 1, Tier 2, and Tier 3 Core and Suppplementary Curriculum & Instructional Resources - Appr… (In Development Stage-Completed by Fall 2024)
- The Intervention Entry/Exit guidelines will be updated to align with the revised definition. This document is in the development state with a completion date of Fall 2024.

Academic Supports - Grades K-8

Tier 1 Curriculum and Instruction

- Tier 1 effective core instruction and supports that are provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports
- Research-based instructional strategies that include
    - Explicit, direct instruction
    - Small group, differentiated instruction
    - Universal Design for Learning
    - Standards-Driven Curriculum
    - High-Level Questioning and Vocabulary Development
    - Student engagement and Discourse

Reading Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Math Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Tier 2 - Supplemental, Targeted Interventions

- **Tier 2** - Tier 1 + Increased Time, Narrowed Focus, Explicit Direct Instruction
- Tier 2 classroom interventions are provided primarily by the classroom teacher and/or the MTSS (academic) and other support staff (behavior paras, ancillary staff).
- Progress monitoring plays a pivotal role in Tier 2, allowing educators to assess the effectiveness of the interventions and make necessary adjustments.
- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
    - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
    - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Reading Strategy Groups - Power Goals	Classroom and/or MTSS Teacher	i-Ready Tier 2 IRLA At-Risk	Curriculum Based Assessments Formative Assessments	Formative Assessments IRLA Level Checks i-Ready Growth Monitoring	i-Ready Tier 1 IRLA: Proficient or Above
Math Focus/Strategy Groups	Classroom and/or MTSS Teacher	i-Ready Tier 2 **Math Unit Asmt**: Basic	Math Unit Assessments	Formative Assessments i-Ready Growth Monitoring	i-Ready Tier 1 **Math Unit Asmt**: Proficient or Advanced

Tier 3- Intensive Interventions

- Tier 3 - Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction (See p.7)
- Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional).
- Systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction
- Instructional Frequency and Duration: 5 times/week, 30-50 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
    - Increased intensity of interventions and layers of Intervention (e.g., smaller group or individualized, increased time, longer duration).
    - Additional support focused on below grade-level essential standards and/or skills deficits

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Reading Mastery	MTSS Teacher	i-Ready Tier 3 (Three of More Grade Levels Below); and/or IRLA Emergency Level	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment; IRLA	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests
Corrective Reading Decoding or Comprehension	MTSS Teacher	i-Ready Three or More Grade Levels Below,, and/or IRLA Emergency Level	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment; IRLA	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests
Connecting Math Concepts	MTSS Teacher	i-Ready Three or More Grade Levels Below,	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests
Touch Math	MTSS Teacher	i-Ready Three or More Grade Levels Below,	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests

Academic Supports - Grades 9 - 12

Tier 1 Curriculum and Instruction

- Tier 1 effective core instruction and supports that are provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports
- Research-based instructional strategies that include
    - Explicit, direct instruction
    - Small group, differentiated instruction
    - Universal Design for Learning
    - Standards-Driven Curriculum
    - High-Level Questioning and Vocabulary Development

Reading Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Math Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Tier 2 - Supplemental, Targeted Interventions

- **Tier 2** - Tier 1 + Increased Time, Narrowed Focus, Explicit Direct Instruction
- Tier 2 classroom interventions are provided primarily by the classroom teacher and/or the MTSS (academic) and other support staff (behavior paras, ancillary staff).
- Progress monitoring plays a pivotal role in Tier 2, allowing educators to assess the effectiveness of the interventions and make necessary adjustments.
- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
    - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
    - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Reading Strategy Groups	Classroom and/or MTSS Teacher	Results from Curriculum Embedded Assessments and/or Grades	Curriculum Based Assessments Formative Assessments	Formative Assessments	Results from Curriculum Embedded Assessments and/or Grades
Read 180	MTSS Teachers	**i-Ready:** Three or More Grade Levels Below (8th scores)	Not Applicable	Intervention specific progress monitoring assessment	Intervention Embedded Placement /Inventories
Math Focus/Strategy Groups	Classroom and/or MTSS Teacher	Results from Curriculum Embedded Assessments and/or Grades	Math Unit Assessments	Formative Assessments	Results from Curriculum Embedded Assessments and/or Grades
Teacher Support, Self-Paced Online Courses (Reading and Math)	Classroom Teacher	Results from Curriculum Embedded Assessments and/or Grades	Not Applicable	Formative and Summative Assessments	Course Completion and Passing Grade
MTSS Daily/Hourly - Reading and Math Support	Classroom and/or MTSS Teacher	Grades, Formative or Summative Assessments; 1.4 - 2.0	Not Applicable	Grades, Formative or Summative Assessments	Grades, Formative or Summative Assessments; >2.0
Tutoring - Out of School Time	Certified Teaching Staff	Support available to all students; Student self selects or teachers may recommend attendance	Not Applicable	Not Applicable	Not Applicable

Tier 3- Intensive Interventions

- Tier 3 - Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction (See p.7)
- Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional).
- Systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction
- Instructional Frequency and Duration: 5 times/week, 30-50 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
    - Increased intensity of interventions and layers of Intervention (e.g., smaller group or individualized, increased time, longer duration).
    - Additional support focused on below grade-level essential standards and/or skills deficits

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Read 180	MTSS Teachers	**i-Ready:** Three or More Grade Levels Below; Below 10% percentile & Teacher Recommendation	Not Applicable	Intervention specific progress monitoring assessment	Read 180 QRI-6. High school level proficiency
MTSS Support Hour(s) - Reading and Math	MTTS, General, or Special Education Teachers	Grades, Formative or Summative Assessments; Failing Grade <1.0	Not Applicable	Formative or Summative Assessments	Grades, Formative or Summative Assessments; 1.4 or Above

Non-Academic Supports - Behavioral and Social Emotional Support

Tier 1 Behavior and Social Emotional Support

- Tier 1 effective universal supports provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports to provide a more safe, positive and culturally responsive environment for all students, families and staff members
- Core principles and practices guiding Tier I include
    - Effectively teach school-wide behavior expectations (ie. lessons, visuals, matrix)
    - Effectively teach appropriate SEL skills based on Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 competencies
    - Consistent procedures for encouraging expected behavior (ie. praise, rewards, celebrations)
    - Consistent data-based monitoring of school-wide, classroom, and student progress
    - Consistent professional development to ensure staff knowledge of procedures/curriculum

Tier 1 Core Curricular Documents

- Positive Behavioral Intervention and Supports (PBIS) (Appendix C)
    - References for the Evidence Base of PBIS

- Family Resources
- Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) (Appendix C)
  - Social Emotional Learning Training Resources
  - Tier I Information Page
- Restorative Practices (RP) (Appendix C)
  - Restorative Practices Handout

Tier 2 - Supplemental, Targeted Interventions

- **Tier 2** - Tier 1 + Increased Time, Narrowed Focus, Explicit Direct Instruction
- Tier 2 classroom interventions are provided primarily by the classroom teacher and/or the MTSS (academic) and other support staff (behavior paras, ancillary staff).
- Progress monitoring plays a pivotal role in Tier 2, allowing educators to assess the effectiveness of the interventions and make necessary adjustments.
- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
  - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
  - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Social Work Small Groups (various social skills)	Social Workers in all buildings	SAEBRS (SEL Scales): High Risk Level Teacher/Parent Request Threat to harm self/others Substance Abuse	Not Applicable	Social Workers data/target behavior	SAEBRS (SEL scales): lower risk level
TRAILS (SEL) Small Groups (anxiety/depression)	Mental Health Professionals Trained (social workers, counselors, psychologists)	SAEBRS (SEL scales): High Risk Level	10 sessions Trails Curriculum	Pre/Post Test Grades 2-8 mood and feelings questionnaire; 9-12 Patient Health Questionnaire, Generalized Anxiety Disorder,(PHQ-9T and GAD-7)	SAEBRS (SEL scales): lower risk level
Restorative Practices	Administrators, Teachers & Mental Health	Discipline Referral/ Re-entry Meeting	Not Applicable	Not Applicable	Not Applicable

Small Groups (repair relationship)	Professionals Trained (social workers, counselors, psychologists)				
Check In Check Out (CICO)	CICO facilitator CICO coordinator	Behavior Intervention Grid per Building (eg. discipline referrals, function of behavior: attention)	Fidelity Checks 2 times per month	CICO SWIS reports Discipline Referrals	Behavior Intervention Grid per Building
Why Try	Social Worker Counselor Psychologist	Behavior Intervention Grid per Building (eg. attendance, SWIS referrals, detentions, failing grades)	Not Applicable	NOWICKI-STRICKLAND Locus of control pre and post test. Scoring document Why Try.org pre and post test	Behavior Intervention Grid per Building
School-Home Note (suitable for elementary/middle school students)	Teachers and parents	Behavior Intervention Grid per Building	Implementation instructions (pdf) Home/school note example	Behavior Intervention Grid per Building	Behavior Intervention Grid per Building
Brief Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP)	School Psychologist or Social worker	Behavior Intervention Grid per Building	Fidelity Checks 2 times per month	*Team must monitor progress at least 2 x per month. *If a student is not making progress, intensify services-only if fidelity has been monitored.	Exit criteria is specific to individual students and decreasing target behavior.

Tier 3- Intensive Interventions

- Tier 3 - Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction (See p.7)
- Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional).
- Systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction
- Instructional Frequency and Duration: 5 times/week, 30-50 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
    - Increased intensity of interventions and layers of Intervention (e.g., smaller group or individualized, increased time, longer duration).
    - Additional support focused on below grade-level essential standards and/or skills deficits

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
TRAILS (SEL) Individual (suicide awareness)	Mental Health Professionals Trained (social workers, counselors, psychologists)	SAEBRS (SEL scales): High Risk Level	10 sessions Trails Curriculum	Pre/Post Test Grades 2-8 mood and feelings questionnaire	SAEBRS (SEL scales): lower risk level
Intensive Functional Behavioral Assessment(FBA) and Behavior Intervention Plan (BIP)	Building PBIS/SEL Team	Limited/none progress to Tier 2 interventions. SWIS data Observational data	FBA form BIP form	Weekly monitoring of SWIS referrals.	Specific to Individual Students and Decreasing Target Behavior.
Referral to Easter Seals	Easterseals Staff	Per Easterseals Criteria/PBIS/SEL Team referral	Easterseals form	Progress Monitoring by Easterseals Team	
Referral to Youth Assistance	Youth Assistance Staff	Per Youth Assistance Criteria/Building Admin Referral	Not Applicable	Progress Monitoring by Youth Assistance Staff	Specific to Individual Students and Decreasing Target Behavior.

Non-Academic Supports - Attendance and Chronic Absenteeism

Tier 1: Attendance and Chronic Absenteeism

Hazel Park Schools utilizes the following Tier 1 universal supports (Attendance Works, 2022)

- Clear, concise and consistent communication about schedules and expectations

- Routines, rituals and celebrations related to attendance and engagement
- Personalized communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance
- Attendance letter sent to parents/guardians when a student has accumulated 5 absences

As a district, we have started the process of implementing the Parent Teacher Home Visit model as a Tier 1 family and student engagement strategy. Expanded use of home visits is a goal for Hazel Park School District, along with other family and student engagement strategies. As stated by Attendance Works, "Reducing chronic absence goes hand in hand with cultivating positive conditions for learning. When schools provide engaging, supporting, welcoming and culturally responsive environments families are included to help their children get to school, and students are motivated to attend, even when there are hurdles to getting there."

Attendance Resources

- Attendance Process and Letter
- Truancy Officer
- Attendance Works

Tier 2 - Supplemental, Targeted Interventions

- **Tier 2** - Tier 1 + Increased Time, Narrowed Focus, Explicit Direct Instruction
- Tier 2 classroom interventions are provided primarily by the classroom teacher and/or the MTSS (academic) and other support staff (behavior paras, ancillary staff).
- Progress monitoring plays a pivotal role in Tier 2, allowing educators to assess the effectiveness of the interventions and make necessary adjustments.
- Tier 2 Interventions applied if students have missed 10 - 15 days.
- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
    - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
    - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Attendance Letters and Parent Communication	Building Principal	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Pathways to Potential Social Work Support	Building Principal	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Student Success Plan (New; not fully in place)	TBD	TBD	TBD	TBD	TBD

Home Visit	Teachers, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Not Applicable
Provide Wraparound Supports (Basic Needs, Transportation, Mental Health, etc.)	District Team, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences; Resolution of Attendance Barrier

Tier 3- Intensive Interventions

- Tier 3 - Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction (See p.7)
- Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional).
- Systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction
- Instructional Frequency and Duration: 5 times/week, 30-50 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
    - Increased intensity of interventions and layers of Intervention (e.g., smaller group or individualized, increased time, longer duration).
    - Additional support focused on below grade-level essential standards and/or skills deficits
-
- Tier 3 Interventions applied if students have missed 20 days or more.

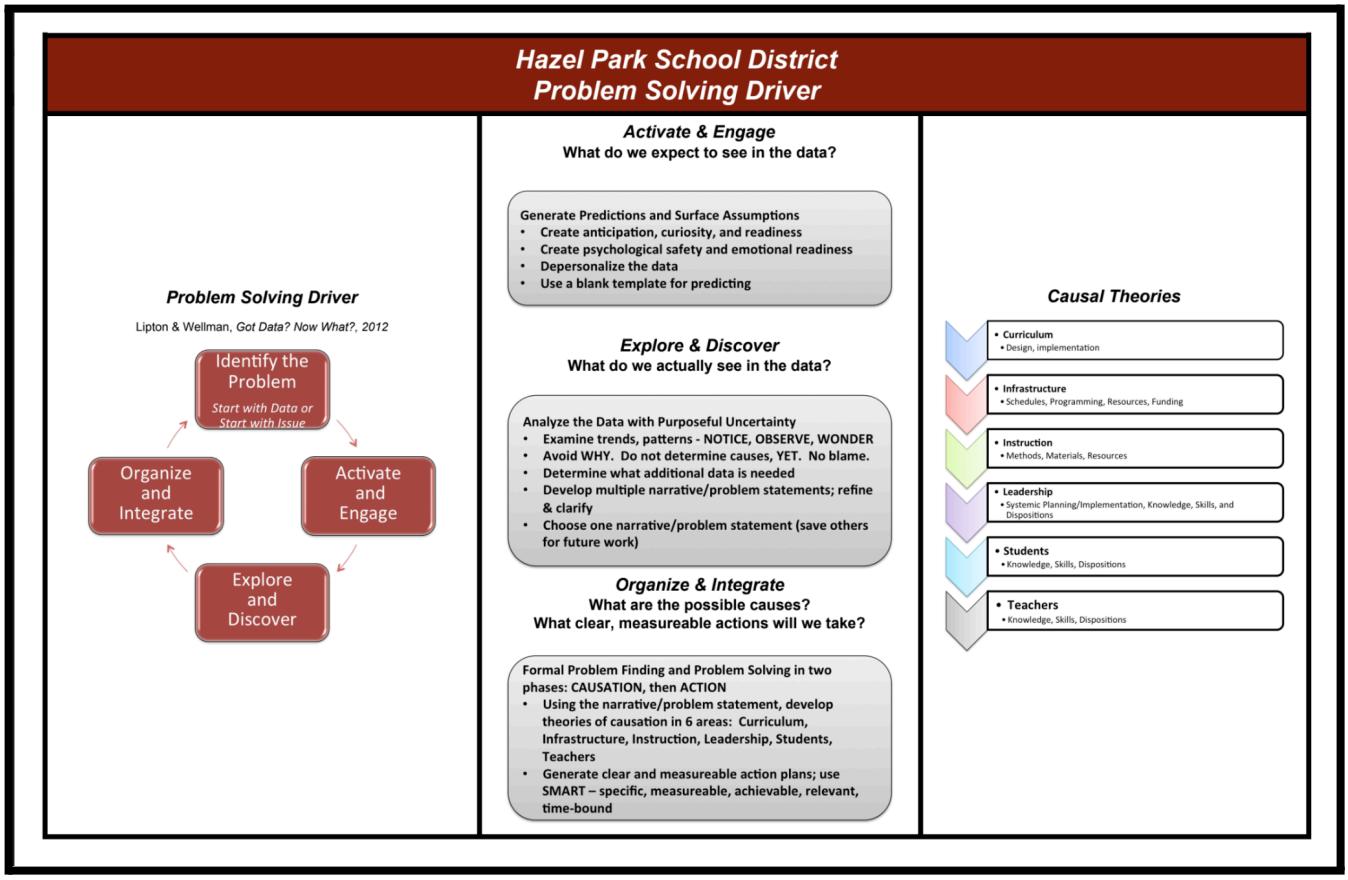
Tier 3 Intervention	Staff Supporting Intervention	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Attendance Letters and Parent Communication	Building Principal	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Pathways to Potential Social Work Support	Pathways to Potential Social Worker	Attendance and Chronic Absence Report; 20 days or more	Parent or Guardian Feedback Data	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Home Visit	Teachers, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Not Applicable
Provide Wraparound Supports (Basic Needs,	District Team, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences; Resolution of

Transportation, Mental Health, etc.)					Attendance Barrier
Truancy Referral	Truancy Office	Chronic Absence Report; 20 days or more	Parent or Guardian Feedback Data	Monitored by School and Truancy Office	Reduction in Chronic Absences

Continuous Data-Based Decision-Making

Hazel Park School District utilizes a district-wide problem-solving process, based on the work of Lipton and Wellman in Got Data? Now What? (2012). Data based decision-making, through systematic problem-solving, is an essential component of the multi-tiered system of support. The problem-solving driver is based on careful analysis of multiple sources of academic and non-academic sources of data. Through this process, staff identify trends, areas of need or opportunities for growth, and causal theories. These causal theories lead to strategic actions which are designed to improve Tier 1 instruction and identify students for Tier 2 and Tier interventions. In addition to the problem solving driver, the Multi-Tier System of Support Problem Solving and Action Plan guides the Building Leadership teams to develop plans and monitor progress for individual students.

Problem Solving Driver
Lipton & Wellman, Got Data? Now What?, 2012



Identify the Problem: What is the Problem?

- Define the area(s) of concern and prioritize.
- Review/Collect baseline data on the primary area(s) of concern.
- State discrepancy between what is expected and what is occurring.
- Activate and Engage: Why is it occurring?
- Generate predictions and surface assumptions
- Create psychological safety and emotional readiness
- Use a blank template for predicting

Explore and Discover: Why is it occurring?

- Analyze the data with purposeful uncertainty; examine trends, patterns, NOTICE
- Depersonalize the data
- Avoid WHY. Do not determine causes, YET. No blame.
- Determine if more data is needed
- Develop multiple narrative/problem statements
- Choose one narrative/problem statement (save others for future work)

Organize and Integrate : What are we going to do about it?

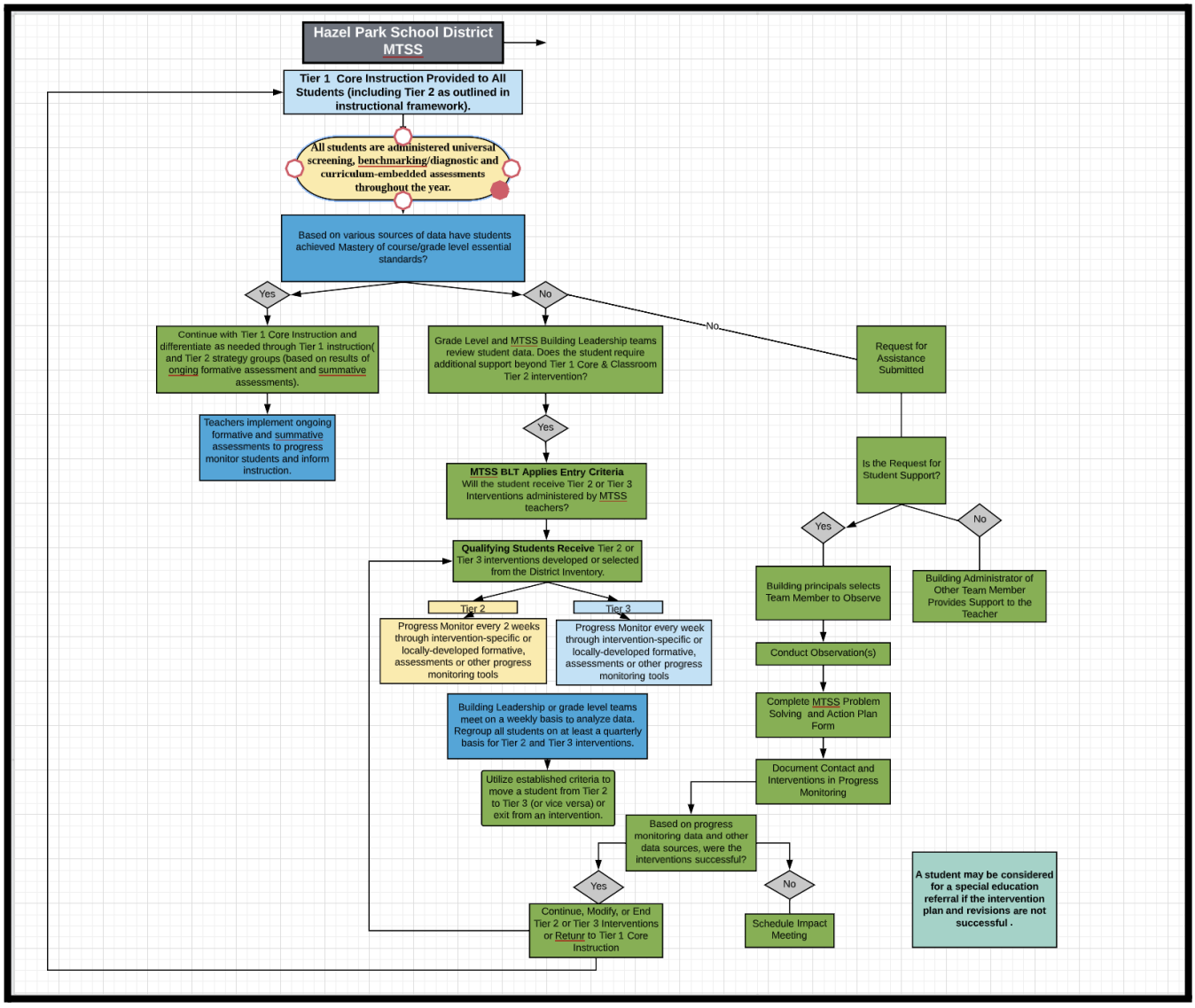
- Formal problem finding and problem solving in two phases: Causation, then Action
- Develop theories of causation in 6 areas: Curriculum, Infrastructure, Instruction, Leadership, Students, Teachers
- Generate clear, measurable action plans.

District Problem-Solving Driver Template - Updated 2023-2024

Early Warning System

The foundation of an Early Warning Systems is in place throughout the district. A formal, comprehensive EWIMS will be developed and implemented during the 2024-2025 school year.

MTSS Implementation Flowchart - Click for Full Version



Quality Assurance Process

Fidelity Checks

Fidelity is defined as the degree to which the program is implemented as intended by the program developer, including the quality of implementation.

Purpose of Fidelity Checks

- To ensure that instruction has been implemented as intended
- To offer an opportunity for the facilitator to document his/her reflection on the instruction and make any necessary changes
- To provide data of implementation validity as a link of student outcomes to instruction.
- To assist in the determination of intervention effectiveness and in instructional decision making.

Timeline for Delivering Fidelity of Programs

- Staff receive training in the intervention programs.
- Staff introduces the fidelity checklist as a self-evaluation tool.
- Staff uses a fidelity checklist daily as a self-monitoring tool to help improve instruction.
- Administrators observe with fidelity checklists.
- Follow-up meeting is held to discuss the observation, providing feedback and making changes as needed.

Types of Fidelity Checklists

- Direct Observation- This is typically done by a person not involved in the intervention. The individual uses the checklist to determine whether specific procedures are being used as specified.
- Behavior Rating Scale- This is typically a self-report in which the person reports on a rating scale how often and how accurate the intervention is done.
- Self Reporting Strategies- These strategies are typically employed as checklists, or templates that are used during an intervention, whereby the person checks off each component as it is completed.

Resources

Center on Response to Intervention
http://www.rti4success.org/

RTI Action Network
http://www.rtinetwork.org/learn/what/whatisrti

Illinois Response to Intervention
http://www.isbe.net/RtI_plan/default.htm

Kansas Multi-tier System of Supports
http://www.kansasmtss.org/resources.htm

National Center for Learning Disabilities
http://www.ncld.org/disability-advocacy/where-we-stand-policies/multi-tier-system-supports-response-intervention

Florida Center for Reading Research
http://www.fcrr.org/

Intervention Central
http://www.interventioncentral.org/

What Works Clearinghouse
http://www.interventioncentral.org/

Center on Multi-Tiered System of Supports at the American Institute for Research
https://mtss4success.org/

Branching Minds
https://www.branchingminds.com/

Maine Department of Education
https://www.maine.gov/doe/MTSS

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Lipton, L., & Wellman, B. M. (2012). *Got data? now what?: creating and leading cultures of inquiry.* Bloomington, IN, Solution Tree Press.

Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan

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National Institute for Direct Instruction, “Corrective Reading” Retrieved from https://www.nifdi.org/programs/reading/corrective-reading

Appendix A:

MTSS Forms (updates to forms in progress) - Updated Letters and Forms

MTSS Request for Assistance Form

- MTSS Request For Assistance Form

MTSS Observation Form

- MTSS Observation Form - Early Childhood - MAKE a COPY
- MTSS Observation Form - K-12 - MAKE a COPY
-

Parent Invitation to Impact Meeting

- Parent Invite to Impact Meeting - MAKE a COPY

MTSS Intervention and Progress Monitoring

- Intervention and Progress Monitoring Tracking Spreadsheet - MAKE a COPY
- Intervention Attendance Tracking Spreadsheet - MAKE a COPY

MTSS Problem Solving & Action Plan

- MTSS Problem Solving, Action Plan and Responsiveness to Instruction Form -MAKE a COPY

Parent Letters

- MTSS Entry Letter - Tier II Intervention Academics - MAKE a COPY
- MTSS Entry Letter - Tier II Intervention CICO- MAKE a COPY
- MTSS Entry Letter - Tier II Intervention Social Skills - MAKE a COPY
- Change of Elementary Intervention and Supports - MAKE a COPY
- Change of Secondary Intervention and Supports- MAKE a COPY
- Exit Letter for Intervention and Supports - MAKE a COPY

Appendix B
Description of Academic Assessment Measures

i-Ready Diagnostic

- **Computer Adaptive**

    - i-Ready Diagnostic tests are computer adaptive, meaning the items presented to each student vary depending upon how the student has responded to the previous items. Upon completion of an item randomly selected from a set of five items around a predetermined starting difficulty level, interim ability estimates are updated, and the next item is chosen relative to the new interim ability estimate.

.

    - The computer adaptive assessment adapts across grade levels to determine what students can do and where optimal instruction, remediation, or enrichment should take place.

- Each diagnostic is approximately 45 minutes in length. However, these assessments are untimed. Breakout rooms can be utilized for students needing additional time.

- Reading: Diagnostic Domains:
    - Phonological Awareness
    - Phonics
    - High-Frequency Words
    - Vocabulary
    - Comprehension: Literature
    - Comprehension: Informational Text
    - iReady Reading Test Flow

- Math: Diagnostic Domains:
    - Number and Operations
    - Algebra and Algebraic Thinking
    - Measurement and Data
    - Geometry
    - i-Ready Math Test Flow

i-Ready Growth Monitoring

- Growth Monitoring (formerly known as Progress Monitoring) is a brief computer delivered, periodic adaptive assessment in Reading and Mathematics for students in Kindergarten through Grade 8. Growth Monitoring is part of i-Ready and is designed to be used jointly with i-Ready Diagnostic to allow for progress monitoring throughout the year to determine whether students are on track for appropriate growth.

- Growth Monitoring is a periodic assessment optimally administered once per month when administering the full i-Ready Diagnostic is not necessary. The reports for these brief assessments

(with an average duration of 15 minutes or less) show whether students are on track for their target growth by projecting where the student's ability level will likely be at the end of the school year and comparing the projected growth-to-growth targets. Additionally, these reports also include the placement levels. For students who are below level, Growth Monitoring can be used as a tool for response to intervention programs. i-Ready Growth Monitoring is a general outcome measure form of progress monitoring.

- Growth Monitoring is available for grades K–8 Mathematics and Reading. Because the same item pool and IRT algorithm are used for Growth Monitoring and Diagnostic assessments, the scale scores reported on both are on the same scale. After accumulating three months of testing results, either from Growth Monitoring or Diagnostic, a trend line will show a projection of student growth at the end of the school year.

IRLA (Independent Reading Level Assessment)

The IRLA is a K–12 developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Common Core State Standards. The IRLA includes every Common Core State Standard for Reading, as well as those Language standards key to reading success, for students in Grades Pre-K to 12.
Each reading level represents a new threshold concept/skill that was not required to read text at the level below.

Teachers use the IRLA to locate each student on this standards continuum to:

- Identify baseline reading levels.
- Match readers with texts, not to limit them, but to nurture their literacy development and
- provide ample opportunities for deliberate practice.
- Identify which skills/standards and in what order (including Foundational Skills) are the most
- crucial for each reader to learn next in order to accelerate their growth trajectory.
- Design individual, small-group, and whole-group instruction targeted to the development of
- specific skills.
- Monitor progress through the standards in real time to ensure all students are on-track to
- make sufficient reading growth or to intervene early.
- Repeat in a relentless march toward grade-level proficiency and beyond.
- The IRLA is a tool, whose daily use develops teachers as reading experts and
- students as agentive readers who read for their own reasons.
- The IRLA has been, and will continue to be, revised in collaboration with
- educators and researchers across the country until every reader is reading on or
- above grade level.

Curriculum Embedded Unit Assessments

The written curriculum in Hazel Park School District contains formative and summative assessments that are aligned to Michigan State Standards. These assessments, along with unit-level performance tasks, are administered to students to determine if they have mastered grade level content-specific standards.

Description of Non-Academic Screeners and Assessments

SAEBRS

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to assess both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills). SAEBRS has a student-rater companion assessment, mySAEBRS, which allows students in grades 2-12 to self-assess their social, academic, and emotional behavior. (Retreived from https://www.illuminateed.com/products/fastbridge/social-emotional-behavior-assessment/saebrs/, 2023).

SAEBRS includes the following Domains:

- Social Behavior (6 items): a student's ability to maintain age-appropriate relationships with peers and adults.
- Academic Behavior (6 items): a student's ability to be prepared for, participate in, and benefit from academic instruction.
- Emotional Behavior (7 items): a student's ability to regulate internal states, adapt to change, and respond to stressful/challenging events.
- Total Behavior (19 items): actions that influence one's potential for behavioral success within the school setting.

STAR Reading and Math

Star tests are computer adaptive, which means they adjust in difficulty to each answer students provide. This helps teachers get the best data to help students in the shortest amount of testing time (about one-third of the time other tests require). Students may take a Star test for early literacy, math, or reading. These assessments can provide valuable information for students in grades 1-12. The target audience for STAR assessments is highschool, with a particular focus on students who are not proficienct in reading and/or math.

EasyCBM

The assessments in easyCBM are curriculum-based general outcome measures, or CBMs, which are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. EasyCBM is for students functioning under 9th grade in the areas of reading and math. Designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model, easyCBM brings 30 years of peer-reviewed research into the hands of classroom teachers. The assessments in easyCBM are curriculum-based general outcome measures, or CBMs, which are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level.

Appendix C
Description of Interventions

Description of Research-Based Interventions

Research-Based Interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/ emotional or functional skills. (Public Schools of North Carolina, n.d.)

IRLA Tool Kits

The IRLA (Independent Reading Level Assessment) is a reading assessment, produced by the American Reading Company. This assessment is given to students in the Fall of each school year. The Independent Reading Level Assessment (IRLA) helps teachers identify what students know and what skills they need to accelerate reading growth. Within the IRLA, students move through a series of skills within color levels. Each level focuses on specific reading skills that increase in complexity as a child progresses.

The results of the IRLA are used to find a student's power goal or the next skill they need to master in order to be successful at their color level and grow as a reader. Once a power goal is selected, the IRLA toolkits are used to provide targeted instruction and focused reading practice so each child can move forward on their specific reading goals.

Reading Mastery

This is a direct instruction program designed to provide explicit,systematic instruction in correspondence and moved into work and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding white teaching students the skills necessary to read and comprehend expository texts. Lessons are desired to be fast-paced and interactive. Students are grouped by similar reading levels, based on program placement tests. The program includes placement assessment snack da continuous monitoring systems,

Read Naturally

This is a web- based intervention designed to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills , support comprehension, and improve vocabulary. It also provides options to differentiate its programs for students' individual needs and opportunities for reading nonfiction readers.

Corrective Reading

Corrective Reading is a direct instruction reading intervention. Explicit, step-by-step lessons are organized around two major strands, decoding and comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundational skills for non-readers through a seventh-grade-level reading level. Corrective Reading is typically

taught to students in grades 4 and above whose reading is characterized by misidentified words, confusion of similar words, word omissions or insertions, lack of attention to punctuation, and difficulty with comprehension.

Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. With progress through each level, students read increasingly more difficult material with accuracy, fluency, solid comprehension and improved study skills. (Retreived from NIFDI https://www.nifdi.org/programs/reading/corrective-reading, 2023).

Read 180

This program by Houghton Mifflin Harcourt School Publishers gives teachers the ability to partner with technology to help maximize teacher effectiveness. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allowing them to master skills at an accelerated pace. Students practice in a blended learning approach. READ 180 gives everyone in the classroom the unique tools they need to thrive at any time, anywhere. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction.

Touch Math

This program is a multisensory math program for kindergarten through third grade students that is used for supplemental mathematics instruction. The program uses TouchPoints that are orally counted and physically touched. These TouchPoints correspond to the digits value. This is designed to engage students of all abilities and learning styles by associating numbers with real life visual values. This multisensory approach incorporates auditory , visual and tactile/ kinesthetic techniques to engage the learner and develop a deep understanding of mathematics and its connection to real life.

Connecting Math Concepts

Connecting Math Concepts is a six level program (Levels A-F) designed to accelerate the math learning performance of students in grades K through 5. The program provides highly explicit and systematic instruction in the wide range of content specified in the Common Core State Standards for Mathematics. The program stresses understanding and introduces concepts carefully, then weaves them together throughout the program. Lessons are designed to introduce concepts at a reasonable rate and help students make connections between important concepts. The lessons provide the practice needed to achieve mastery and understanding. Levels A through F are suitable for students in kindergarten through fifth grade. The series is also highly effective with at-risk students. Specific strategies are taught for all content. (Retrieved from NIFDIhttps://www.nifdi.org/programs/mathematics/cmc, 2023).

Non-Academic Supports

Positive Behavior and Intervention Supports (PBIS)

PBIS is an evidenced-based framework supporting school-wide practices to promote a safe school setting by supporting the learning, behavioral and social-emotional needs of all students. With PBIS, our classrooms use preventative and responsive approaches with all students to develop more consistently positive school settings. The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach & model appropriate SEB skills to all students (e.g, behavior expectations matrix, behavior expectations visuals, behavior expectation lessons, reward positive behavior)
- Intervene early/preventative strategies to prevent unwanted behaviors
- Use research-based, scientifically validated interventions (e.g., TRAILS, Restorative Practices)
- Monitor student progress (e.g. SWIS data reports)
- Use data to make decisions (eg. effectiveness of programs, Tier II/Tier III students/interventions)

TRAILS (SEL)

The Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) program is supported by University of Michigan and is in all Hazel Park Schools. The program provides Social and emotional learning (SEL) for the classroom to promote resiliency and build self regulation skills in all students, plus self-care strategies for staff to prevent stress and burnout. SEL curriculum delivered by a classroom teacher includes:

- 20 brief lessons in each of 4 grade bands (K-2, 3-5, 6-8, 9-12)
- Lessons link to the 5 CASEL SEL competencies with core CBT components to build students' social-emotional and self regulation skills
- Materials include agendas with teacher talking points, discussion guide, class activities, and tips for classroom integration; caregiver communication templates Self-Care for Staff
- Evidence-based self-care strategies that school staff can use to support their own mental health and wellness

Restorative Practices

Restorative Practices (RP) focuses on repairing harm & relationships through inclusive processes that bring together students and educators. The intention of restorative practices is to shift the focus of student discipline from punishment to reflecting learning. It emphasizes accountability, making amends, and facilitating dialogue between affected parties.

The core features of RP Tier I include:

- Acknowledges that relationships are central to building community.
- Builds systems that address misbehavior and harm in a way that strengthens relationships.
- Focuses on the harm done rather than only on rule-breaking.
- Give voice to the person harmed.
- Engages in collaborative problem solving.
- Empowers change and growth.
- Enhances Responsibility.

- Daily community circle
- Student-led norms/rules
- Teaching SEL skills
- Restorative language (affective questions and statements)

Alternatives to Suspension

- In addition to restorative practices, Hazel Park School District is proactively researching and exploring the impact of various alternatives to suspension with the goal of removing exclusionary discipline practices.

Appendix D
A Parents Guide to MTSS

What is a Multi-Tiered System of Support (MTSS)?

- A preventative approach to providing high-quality scientifically-based instruction and intervention
- A system that uses data to assess students' response to instruction or intervention
- A way to proactively provide extra layers of support to students who are not responding to classroom instruction

What are the benefits of MTSS?

- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the "wait to fail" model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

How can parents be involved in the MTSS process?

- Become familiar with children's assessment scores and progress
- Reinforce strategies being taught through interventions
- Provide specific praise to children on any improvements
- Become familiar with the interventions in which their children are participating
- Collaborate with teachers to identify children's strengths and areas of need
- Attend Parent Teacher Conferences and other requested meetings at school

If my child receives support from the MTSS teachers, how will I be notified and involved?

- Parent/guardian notification letters
- Parent/guardians are encouraged to attend Impact Meetings
- In grades K-3, the IRIP summarizes entry or exit from tiered interventions

Hazel Park English Learner/Title III

HANDBOOK

2024 - 2025

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Introduction

Mission Statement

The Hazel Park Schools District in collaboration with all stakeholders prepares and supports students for the future through innovation and technology.

The Hazel Park School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through an English as a Second Language (ESL)/English Language Development (ELD)/Bilingual program which is designed to meet their unique needs.

Our Vision

Inspiring and empowering all learners to achieve excellence.

The Hazel Park Schools District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through an English Learners Program which is designed to meet their unique needs.

The Hazel Park Schools District has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD/Bilingual Program in the district is consistent throughout the district.

The information contained herein has been compiled using the following sources:

- Suzanne Toohey Consultant, ESL/Title III, Oakland Schools
- Pam Schwallier, PhD - Director of EL & Bilingual Programs, West Ottawa
- Michigan Department of Education Office of Civil Rights, Title I and Title III School and District
- Monitoring Indicators
- OCR English Learning Toolkit
- Oakland Schools Title III Handbook
- Wayne Westland Community School EL Handbook

The following staff members are acknowledged for their efforts in developing this handbook:

- Dr. Carla Postell, Executive Director of Teaching, Learning, and Equity
- Yevgeniya Pukalo, EL Teacher

Handbook Revisions (2019, 2021, 2024) were conducted by the following staff members:

- Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
- Kathy Reyes
- Melissa McDonald
- Leah Grasl

Definition of English Learner (ELs)

ESSA Definition of an "English Learner" Student

The term “English learner,” when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;
(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the i individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
(i) the ability to meet the challenging State academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

Legal Responsibilities

Title I & Title III Requirements

Program of English Learners

Title I, Section 1112 NCLB Title III, Sections 3113, 3212, 3213, 3247, 3302

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) must be provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be. The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special

education and disability-related services because of their disability are considered in evaluations and delivery of services;

- Meet the needs of EL students who opt out of language assistance programs;

- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;

- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and

- Ensure meaningful communication with parents of English Learners.

Title III Funding

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency, but school districts are required to "use approaches and methodologies based on scientifically-based research." Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

Title III Schools and School Districts Must:

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.
- Important: Title III funds may be used for supplementing NOT supplanting school district and/or school activities. (See APPENDIX G)

- Required Academic Information and Recording-Keeping

    - Must screen each EL student upon enrollment with the WIDA Screener.

    - Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.

    - Title I requires that States and Local Education Agencies (LEAs) annually report on ELs' progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:

        - Title III programs and activities

        - Number and percentage of ELs making progress toward English language proficiency
        - Number and percentage of ELs who attain proficiency and exit LIEPs
        - Number and percentage of former ELs who meet academic content standards (for 4 years)
        - Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
        - Number and percentage of ELs with IEPs
    - Title I Law requires that all EL students are assessed annually.
        - (b)Academic Standards, Academic Assessments, and Accountability –
          7) Academic Assessments of English Language Proficiency - Each State plan shall demonstrate that local educational agencies in the state will, beginning no later than the school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))

        - ESSA requires states:
            - to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))
            - identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
        - ESSA requires districts and schools:
            - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards (ESSA Section 1111 (b)(2)(B)(iii))
        - ESSA allows states:
            - to provide a partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A)) Michigan has adopted the following exceptions for Newcomer ELs
                - Year one (living in the US for 12 months or less)
                    - exempt from ELA state assessment, student takes WIDA (English language proficiency) assessment
                    - included in English Language Progress indicator

Federal Law

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited English Proficient (LEP) is a historic term where English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and

school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

"... No State shall ... deny to any person within its jurisdiction the equal protection of the laws."

1964 Title VI of the Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

1974 Lau v. Nichols

The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them a meaningful opportunity to participate in the district's educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Student Identification, Placement, and Exit

The following procedures are established for the Hazel Park Schools District to meet the requirements of Title I and Title III.

Entrance and Exit Criteria (1)

A student who scores *Entering (Level 1)* through *Bridging (Level 5)* on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III EL Program Support. For a student scoring, *Reaching (Level 6)*, to continue receiving Title III EL support services, the district takes into account additional multiple academic criteria (e.g., scores from M-STEP, i-Ready, IRLA, Grades etc.). The district's entrance eligibility follows MDE's EntranceProtocol.The district will designate personnel responsible for completing the eligibility determination and getting the identification into MSDS.

Scores from the WIDA ACCESS for ELLs 2.0 are necessary, but not sufficient, for exiting students from the Title III EL program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the Title III EL Program. The MDE's EL Exit Protocol states that a student must meet the following criteria to be exited from the program: 4.8 composite score. Students exited from the Title III EL Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60.

Home Language Survey (2)

The Home Language Survey (HLS) approved by the Michigan Department of Education (APPENDIX A) is included in the Hazel Park School District's online registration platform. It is to be completed at the time of registration. The Enrollment Office is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. To ensure that parents/guardians understand how to complete the Home Language Survey, staff in the enrollment office can use the **Home Language Survey - Enrollment and Registration Support** document. The completed registration information shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD/Bilingual services. If so, the ESL/ELD/Bilingual teacher in the building of attendance will be notified through a MiStar alert and implement the district's Procedures for Determining Eligibility. The EL staff will arrange for prompt assessment of a student's English language proficiency.

Notes:

- In some cases the guardian may make a mistake in the HLS, such as putting English-English when they actually speak another language, or putting a heritage language when the child actually does not speak any other language at all.
- If an error was made, the parent/guardian must edit the Home Language Survey portion in MiStar. We cannot legally change a parent's registration information without written permission. EL Staff CANNOT administer WIDA Screener or Access testing or change the status of a student (PEL/LEP) without appropriate and accurate information in the HLS.
- If a parent/guardian mistakenly put English-English when the student does speak another language, after the HLS is remedied the EL Teacher can follow steps in part E. If the parent/guardian mistakenly put another language when the student speaks English only, once the HLS is remedied simply remove the PEL status.

Identification of Immigrant Students (3)

The district determines if a student meets the definition of an"immigrant"student (students from ages 3-21; enrolled in public or private school; not born in the United States; not attended school in the United States for more than three full years). The Home Language Survey includes a question that addresses when the student first entered the country. This information will be used to determine immigrant status.

If needed, a family interview may be conducted to see if the student has been in the United States schools the entire time or if there has been some back and forth between the home country and in the United States. Once the student has been identified as being within the 3 year window for immigrant identification, staff flags the student as "immigrant"in the student information system and documents when the three years will expire. When the student reaches the end of the three year period, staff removes the immigrant flag from the student record in the district's student information system.,

Home or Primary Language Assessed Proficiency (4)

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD/Bilingual services. If so, the ESL/ELD/Bilingual teacher in the building of attendance will be notified through an alert from the district's student information system. Following the alert, the EL teacher will implement the district's Procedures for Determining Eligibility. The EL staff will arrange for prompt assessment of a student's English language proficiency.

Procedures for Determining Language Proficiency (5,6)

1. Check Student History:
    a. Once the EL teacher receives the name/information of the potential EL student, they will check the MI-Star Snack Pack to determine if they have previously been identified as an EL student (LEP in MI-Star).
    b. If the student was previously identified, the EL teacher must review the most recent WIDA scores in the BAA or Mi Learn. In some cases, district staff may need to contact the student's previous school to request the scores.
        i. Important Note: To protect student privacy scores should be sent via a secure file transfer system, discussed via a phone call, or mailed to the district as a hard copy.
2. If the student was not previously identified or is new to the country, The ESL/ELD/Bilingual staff will administer the WIDA Screener assessment to determine eligibility for ESL/ELD/Bilingual services.
3. Once a student is screened, the staff who administered the WIDA Screener assessment should:
    a. Calculate their results using the WIDA Score Calculator.
    b. Pre-ID the student in the BAA for the Screener assessment, and input the results.
    c. Remove their status as a PEL, or "Potential English Learner" in Mistar
    d. If the student scored 5.0 or above, they are considered "Proficient" and will not be considered an English Learner. Even if they have another language in the district's student information system from the Home Language Survey, they will not be considered EL in this case.
    e. If they scored below a 5.0, they are considered an English Learner or LEP "Limited English Proficiency" in Mistar, and the staff member should create/start this status in Mistar at that time.
    f. If the student scored below a 5 and has LEP status in Mistar, they will need to be pre-ID'ed for that year's WIDA Access test in the BAA.

4. Initial Assessment for Program Eligibility: A student who is identified as potentially eligible on the Home Language Survey must be screened in the first 30 days (school days) of the school year using the Kindergarten W-APT or WIDA Screener, to determine if they are eligible for Title III/ESL/ELD/Bilingual program services. Any EL student who enrolls after the first 30 days must be screened within two weeks (10 school days) of enrollment.

5. The WIDA Screener assesses a student's language skills in listening, speaking, reading, and writing in English. Staff are also encouraged to assess reading and math abilities using other standardized assessments or sources of student data to address learning needs across the content areas.
6. **If eligible, the student's language needs will be reviewed and added to the servicing schedule of the appropriate EL teacher.**

Additional Notes:

- If the general education teacher or other staff member feels that a student MAY need services, and no referral was generated through the Home Language Survey (a parent may have indicated the language as English/English registration), they should notify the EL teacher assigned to their school.
- The EL teaching staff will distribute letters, by the end of October each school year, to our current EL families to inform them that their student is eligible to receive services.
- If a parent/guardian requests that their child not receive services, an ANNUAL letter or request must be submitted in writing (See p. 16).

- If the parent/guardian of the child communicates to staff that their child was *falsely identified* as being an English Learner (LEP) due to mistakes in the Home Language Survey, they must write a written letter or fill out the district form (APPENDIX P). The EL teacher must then submit a False EL Report to the District Assessment Coordinator who will submit it to BAA during the False El window. **The removal of the LEP status in the district's student information system may only occur if the False EL request is approved.**

Eligibility for Title III/ESL/ELD/Bilingual Program Services (5,6)

A student who scores Entering through Bridging on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III/ESL/ELD/Bilingual Program Support. For a student scoring Reaching to continue receiving Title III/ESL/ELD/Bilingual support services, the district takes into account additional multiple academic criteria as noted in the chart.

WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

WIDA ACCESS & SCREENER FOR ELLs	Proficiency Levels
6	Reaching
5 – 5.9	Bridging
4 – 4.9	Expanding
3 – 3.9	Developing
2 – 2.9	Emerging
0 – 1.9	Entering

Placement in Title III/ESL/ELD/Bilingual Program (5,6)

Hazel Park Schools district provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for Title III program instruction described by level of language proficiency and level of instruction.

The Hazel Park Schools district's Title III/ESL/ELD/Bilingual program provides language and academic content support to ELs through:

- English as a Second Language Instruction
- Content Classes (Bilingual)
    - At INVEST Roosevelt some of the core classes are taught in English with the support of a translator
- Content Tutorial (ESL/Bilingual)
- Language Tutorial
- Reading Support
- Title I Reading Support

Exiting from Title III/ESL/ELD/Bilingual Program Services (1)

Districts should put in place a team review process for K-12 English Learners who meet the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol, and include additional multiple academic criteria in their decision making. Students in grades 3-12 who meet the minimum criteria established in the Entrance and Exit Protocol will be auto-exited from the Title III/ESL/ELD/Bilingual Program unless the district chooses to maintain EL status, and students in grades K-2 can be manually exited from the Title III/ESL/ELD/Bilingual Program. The MDE's Exit Protocol states that a student must meet the following criteria to be exited from the program: 4.8 composite score. Students exited from theTitle III/ESL/ELD/Bilingual must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60. If exited, Parents/Guardians will receive the EL Tested Proficient Letter (APPENDIX F).

- EL Auto Exit Reporting Guidelines
- EL Auto Exit Q&A

Student Folder Contents and CA-60

Each English Learner will have a folder maintained by the ESL/ELD/Bilingual teacher at the building. The folder will contain:

- Home Language Survey (Available in the district's Student Information System; see APPENDIX A)
- Parent notification letters *(*APPENDIX B, C, or F)
- Denial of Services (If applicable - APPENDIX D)
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Monitoring records

Family and Community Engagement

Parental Communication/Interpreter Services (7)

Parents of limited English proficient students will receive readily understood notices of school programs and activities impacting their child's education. The Student Handbook, which includes the Code of Conduct, is an important document. Therefore translated documents are available. As needed, the Handbook will be translated in additional languages.

The Code of Conduct will be translated into the major languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language. All EL letters and other important documents will be translated for our parents/guardians, and provided for them in a second language, if required. Starting next year, the EL team will proactively send all important documents to families, and provide resources for staff members to translate school or classroom based information.

- HP Student Handbook - 2023 - 2024
- Translated copy of HP Student Handbook (Arabic) - 2023 - 2024
- Translated copy of HP Student Handbook (Spanish) - 2023 - 2024

Many bilingual parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are, the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may facilitate successful communication when using an interpreter:

Prior to Meeting

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.

2. Send notices for school meetings and conferences home in English on one side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.

3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.

4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.

5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

1. Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter on your side rather than between you and the parent.

2. Speak at a normal rate and volume.

3. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.

4. Stop periodically and ask if there are any questions.

5. Support your statements with examples of student work that parents can take with them and examine further.

6. Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting

1. Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.

2. Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.

Regular Parent/Guardian Meetings (8, 9)

For parents/guardians and families of EL students, Hazel Park School District will provide quarterly meetings facilitated by the EL Staff and /or the Assistant Superintendent of Teaching and Learning. Additionally, the EL staff is always available for individual parent/guardian meetings as requested by the family or other district staff.

Hazel Park School District does not currently have a Parent Advisory Committee. The goal of the PAC will be to develop rapport with families, solicit questions and suggestions regarding student progress in schools, and develop more effective student and family engagement events. It will also serve as a base for an International/Multicultural Task Force. It is our goal to work toward the development of an ESL/Bilingual PAC for the 2024-2025 school year.

Prompt Parental Notification (10)

The Hazel Park Schools District must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL/ELD/Bilingual program (Appendix B or C)

- no later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year.
- EL Notification Letter (Appendix B or C) must inform parents of their right to opt out of the EL Program and services, but the waiver should not be included in this letter. If a parent/guardian requests to opt out of EL services, the following letter MUST be completed by the parent/guardian. For returning ELs, the Denial of Services form (APPENDIX D) must be completed, and kept on file, annually.
- Parents/Guardian are also notified of the requirement to take the WIDA assessment, which includes the translated WIDA guidance from the state of Michigan (APPENDIX E)

Provide Information to Parents in Comprehensible Format (11)

Our Language Access Plan (APPENDIX Q) details how we provide access to families in different ways in their language. The district has a plan to translate or acquire translations of vital documents into additional languages as needed.

Parent Notification letters are available in the following languages:

- English
- Arabic
- Add Spanish

School Districts Must Inform Parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;

- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 220 a-d).

Parent/Guardian Refusal of Services (12)

- If a parent/guardian requests that their child not receive services, an ANNUAL letter or request must be submitted in writing (See p. 16). Once received, the Refusal of Services (ROS ATTACHMENT) form must be completed and returned to the EL teacher and placed in the English Learner student folder in the CA-60.
  - The students who have a ROS letter on file will not be serviced for the school year in which there is a letter, but will need to take the annual WIDA test. If the student tests out of WIDA they will be exited from the program.

Instructional Programs and Assessment

Research Based Program of Service (13)

Provides coherent sustained English language development based on research or accepted theories. The Sheltered Instruction Observation Protocol (SIOP) is the only empirically validated model of sheltered instruction. SIOP is widely considered as the best instructional model that supports English Learners (ELs) for English proficiency development as well as for academic achievement. SIOP Model Components will be used for all EL students to provide meaningful access to all aspects of the instructional programs, including special areas (elementary), electives (secondary) and self-contained classrooms. Services will be provided as a blend of a push-in/pull-out model, with as little impact to Tier instruction as possible. Furthermore, this staff supports classroom teachers in learning and implementing SIOP strategies.

Development of English Language Assistance Program (14)

Ensures that the language assistance program and the supplemental language instruction educational program (LIEP) focus on the development of the English Language proficiency and student academic attainment of the state content standards. The yearly Program Evaluation, submitted with the Section 41 report, indicates how the use of data will be used to continually evaluate the program. This is completed on a yearly basis following the review of our programs and results of the WIDA assessment.

Provide Meaningful Access (15)

The instructional program includes meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies), and electives, is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time.

- See Chapter, pgs. 1-5 in: U.S. Department of Education English Learner Tool Kit - LINK
  - NOTE: 6 Key principles of Teaching ELs

The district will schedule a yearly professional learning session for SIOP (Sheltered Instruction and Observations Protocol). SIOP is the only empirically validated model of sheltered instruction. The protocol is widely considered as the best instructional model that supports English Learners (ELs) for English proficiency development as well as for academic achievement. SIOP Model Components will be used for all EL students to provide meaningful access to all aspects of the instructional programs, including special areas (elementary), electives (secondary) and self-contained

- US Department of Education Newcomer Toolkit - Link

Interventions for Exited Students (16)

Interventions are made available when exited students are not succeeding. These may include Tier 2 and Tier 3 interventions, explicit, direct instruction, and/or extended day/year. In the event such interventions have proven inadequate, evidence that the LEA has considered whether a persistent language barrier may be the cause of academic difficulty, and if the LEA has so determined, additional language assistance services are offered. In no case should re-testing of an exited student's ELP be prohibited.

Students who have been exited from EL programming will be identified in the district's student information system. Reports will be pulled to monitor progress and be shared with the building MTSS Teams, EL Teachers and Building Administrators. Building Teams will be expected to review the status of these students during weekly student data meetings, as needed, to determine progress and support, if needed. All students are monitored through the site based MTSS process and provided support unique to their needs. Appropriate interventions will be provided for the students once a need is determined. If it is determined that a student needs direct EL support, we will reclassify them as EL.

Monitoring Former English Learners (FELs)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ESL/ELD/Bilingual staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress every semester. The tracking of this information is kept in a district spreadsheet along with hard copy records of relevant information.

If, during the four year monitoring period, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the Title III/ESL/ELD/Bilingual program, or if other services are appropriate.

A record of monitoring, as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ESL/ELD/Bilingual files.

Special Education Referral Process (17)

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the Request for Assistance team to be evaluated for MTSS-supported interventions, if appropriate. Periodic reviews will be conducted to determine the success or failure of the strategies. Hazel Park Schools district has an established procedure for referring students for special education evaluations. These procedures must be utilized to ensure that a student is not referred for a formal Special Education evaluation when the lack of academic progress is primarily related to language background or a need for more Title III/ESL/ELD/Bilingual support services. In the event the

various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

The expectation of the Multidisciplinary team with regard to ELs is to ensure that a student's special education eligibility is exclusive of any language barrier that may be present. An EL student should have the EL teacher present with the special education team at all meetings. When evaluating ELs it is important for the team to decide in what language the child should be evaluated. We do that to ensure the validity of the evaluation. Guidance can be found in the documents below.

- School/District Tool for the Development of IEPs for English Learners (ELs) with Disabilities
- Separating Difference from Disability in English Learners Who Struggle
- Protocol for Separating Difference from Disability in English Learners Who Struggle
- Getting Started: English Learners Difference or Disability in Oakland County
- Language Learning Differences vs Disabilities

Comprehensive High School Education (18)

There is a program of service for ELs that leads to graduation with a high school diploma. All students, including ELs have access to the Hazel Park School District Course Description Guide (document will be translated on an as needed basis. If appropriate, EL students have the opportunity for a Personal Curriculum. Counselors monitor all students including English Language learners to ensure they are on target for graduation. Additionally, they work with students to ensure that they are taking the best course to meet their needs. Additional resources for high school students can be found here: HPHS Counseling Website

Annual English Language Proficiency Assessment (19, 34)

Hazel Park School District has a WIDA test coordinator assigned to oversee WIDA testing. Test administration training is provided through district level Test Administration training. The District Assessment Coordinator provides training for all staff regarding Test Material ordering and security, along with district specific logistics. The district EL teaching team, sets up building-specific testing schedules and test sessions at each building. Once testing is completed at the building level, all materials are returned to our board office for packing and return to Data Recognition Corp.

When the WIDA Pre-ID window opens in December, the building EL teachers and test coordinators, and the District Assessment Coordinator cross reference the pre-populated Pre-ID Rosters and the district EL rosters to investigate any discrepancies. The discrepancies are then corrected whenever necessary to ensure that all students currently designated as EL students are identified for WIDA testing.

Annual State Proficiency Assessments (20)

All students registered in the district, grades 3 – 8 & 11, participate in the annual state assessments. The chart below summarizes required assessment by grade level. The lone exception is that students that are new to the country and have been enrolled in U.S. schools for less than one year are not required to participate in the state's annual ELA content assessments. They would take the mathematics assessment, with accommodations as appropriate.

States may, but would not be required to, include results from the mathematics and if given, the reading/language arts content assessments in AYP calculations, which are part of the accountability requirements under NCLB. States must annually assess LEP students for English language proficiency K-12. The language assessment scores are not included in the state accountability system for AYP purposes. The English language proficiency assessment

(WIDA ACCESS for ELLs) must be aligned to state English language proficiency standards (WIDA) which are linked to the approved state academic content standards.

Grade	Test	Content Area
3-7	M-STEP or MiAccess	English Language Arts Math
5,8, and 11	M-STEP or MiAccess	Social Studies and Science
8 - 10	PSAT 9, PSAT 10	Evidence-Based Reading and Writing; Math
11	M-STEP WorkKeys SAT	Social Studies and Science Read, Writing, Math, and & Essential Skills Evidence-Based Reading and Writing; Math

Supports and Accommodations (21)

Tier 2 and Tier 3 Interventions

- In addition to the support provided by the ESL teacher, All EL students are eligible for intervention provided by the district MTSS teachers. MTSS staff provide research and evidence-based reading and math interventions. Additional support is provided by all general education teachers, based on input from the EL teacher, with a focus on SIOP-based strategies. EL Staff will support general education classroom teachers with specific accommodation suggestions for each student on their caseload.

Assessment-Specific Supports and Accommodations

- All EL students are eligible for test-specific support and accommodations. The following supports are available to all EL students.
    - Extended Time
    - Bilingual Glossaries
    - Word-by-Word Dictionary

- Other supports may be available as decided by a mulit-disciplinary team. The MDE guidance document provides a comprehensive overview the the EL
    - M-STEP Guide for Teachers of Students Who are English Learners
    - Supports and Accommodations - WIDA, M-STEP, Mi-ACCESS, SAT, WorkKeys, SAT

- Criteria for adding extended time on College Board or M-STEP
    - Overall 3.9 or lower and/or 3.9 in reading or comprehension
        - If a student has an overall 3.9 but scores in reading and comprehension at 4.5 or above; student may not need extended time

- Exempt from English portion of PSAT/SAT or M-STEP ELA
    - Student has been in the country less than one year from the test administration date; will need to enter reason for not testing following state assessments

- EL Students with a 504 or IEP will utilize those supports outlined in the 504 and IEP plan.

Teacher Qualifications and Professional Learning

- **Supplemental Professional Learning (22)**

  ESL/ELD/Bilingual staff meet regularly to update knowledge and skills, obtain additional training, and share information and materials. ESL/ELD/Bilingual staff will have the opportunity to attend conferences and in-services inside and outside the district. Training for regular education teachers on ESL/ELD/Bilingual issues will be provided.

  - Yearly Training

Staff	Content of Training	Training Schedule	Staff Condcuting Training
Enrollment Office	Home Language Survey & Identification Process	March-April	EL Teacher Assistant Superintendent of Teaching and Learning
Building Staff	Identification Process & EL Services SIOP	September - October August	EL Teacher Assistant Superintendent of Teaching and Learning EL Trained Teacher
EL Staff	SIOP (If needed) EL Processes & Procedures WIDA Test Administration	Ongoing Ongoing November - January	EL Teacher Assistant Superintendent of Teaching and Learning

- **Effective Professional Learning (23)**

  As noted in the SIOP English Learner Professional Learning Overview, the Sheltered Instruction Observation Protocol (SIOP) is the only empirically validated model of sheltered instruction. SIOP is widely considered as the best instructional model that supports English Learners (ELs) for English proficiency development as well as for academic achievement. SIOP Model Components will be used for all EL students to provide meaningful access to all aspects of the instructional programs, including special areas (elementary), electives (secondary) and self-contained classrooms.

  In order to determine the effectiveness of professional development activities provided to teachers of ELs
  - Building and district administrators will look for SIOP strategies while conducting walkthroughs and required teacher evaluations
  - Teachers will discuss and review SIOP strategies (and any other strategic EL support) during department meetings
  - EL Teachers will provide support to teachers in implementing the strategies
  - MDE's Program Evaluation Tool will be utilized

- **EL Staff (24)**

  - Personnel Practices - El Position Postings

Hazel Park Schools District will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just ESL or bilingual positions.

- Role of ESL/ELD/Bilingual Teachers

The ESL/ELD teacher is certified in his/her teaching area and has an ESL endorsement and the Bilingual teacher is certified in his/her teaching area and has a Bilingual endorsement in a specific language(s). The ESL/ELD/Bilingual teacher has primary responsibility for providing English language instruction to the EL. The ESL/ELD/Bilingual teacher also shares the responsibility with the general education teachers for ensuring that the EL receives content instruction while learning English. The ESL/ELD/Bilingual teacher supports the instruction in the general education class by by providing direct English langage instruction, sheltered or content specific instruction, or bilingual instruction in both the students' home language and English. The ESL/ELD/Bilingual teacher is responsible for language development and content specific instructional support.

ESL/ELD Teacher Responsibilities

- provide instruction to each English Learner to support their language development and access to content
- meet regularly with mainstream teachers to determine the academic needs of English Learners
- support “Entering/Emerging” learners in their development of language needed for everyday functions and classroom activities
- support the general education staff in their understanding of the cultures and languages of the EL students, their families, and communities; including communication with mainstream teachers, providing professional development for staff, and more
- work collaboratively with staff to develop curriculum, intervention plans, scheduling, etc.
- identify, supports, teachers, monitors, counsels, assesses and advocates for each EL student
- In cases where the ELL/ELD/Bilingual teacher is a teacher of record, he/she must assume the same responsibilities/functions as the mainstream teacher

In some settings, Hazel Park School District utilizes bilingual teachers. Bilingual teachers play an essential role in the instruction of English Learners. Because a bilingual teacher speaks the language of the student and English, he/she is able to support the student in all aspects of the school environment. The bilingual teacher is able to support the instruction of the general education class by discussing the content in the student’s first/home/primary language.

The Bilingual teacher also serves as liaison with the parents/guardians of English Learners, their community, and the school. This bilingual expertise is valuable to the Hazel Park School District because it provides a bridge between parents and school. Bilingual staff assists during enrollment when language is a barrier to gaining accurate vital information. They contact parents in writing or by phone to announce important school events, schedule parent-teacher meetings, share student successes and challenges, ask for advice and support when disciplinary problems arise, and ask for parent volunteers for school activities. In addition, bilingual staff are often asked to share their own knowledge and expertise of the community from which they come with school colleagues and community groups.

- ESL/ELD/Bilingual Paraprofessional/Classroom Aids

  The ESL/Bilingual paraprofessional supports and reinforces the English language acquisition and content instruction provided by ESL/Bilingual teachers and mainstream teachers.

  ESL/ELD/Bilingual Paraprofessional/Tutor/Aid Responsibilities

  - assist ESL/Bilingual teachers, general and special education teachers in providing content instruction and language development;
  - meet regularly with ESL/Bilingual staff to determine the academic needs of ELs enrolled in their classes;
  - assist teaching basic survival skills to the most limited English proficient students;
  - inform general education staff about culture and language of the ELs and their families;
  - provide general and special education teachers with cultural and linguistic background of the language minority students in their classes
  - assist in identification, assessment, and teaching of EL students

  General Education Teacher

  The general education teacher has primary responsibility for the instruction of the EL. The student spends a majority of the day in the classroom with this teacher and classmates. Because of this, the general education teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The General Education teacher does not accomplish this alone. The support of EL students is accomplished through a collaborative relationship between the general education classroom teacher and the ESL teacher.

  Role of Special Services Staff

  Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in the Hazel Park Schools District. Counselors, social workers, and curriculum support personnel are a very new phenomenon for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

English Fluent Staff (25)

All **teachers teaching ELs are fluent in English** and any other language used for instruction including having written and oral communication skills.

Supervision for Paraprofessionals (26)

The district ESL teachers are responsible for providing guidance on instructional materials and activities, training, and the development of schedules for ESL paraprofessionals and/or classroom aids. The building princiapls and the Assistant Superintendent of Teaching and Learning provide building and district level supervision.

Administrative Responsibilities

Program Evaluation (27)

A District ESL Department, and other building and district leaders, will meet annually to assess student progress using standardized, criterion-referenced, and other local assessments. They will also assess the program's effectiveness, resources, and staff needs. This committee will make any necessary program recommendations to the Superintendent, Assistant Superintendent of Teaching and Learning, and the Board of Education. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation. The district commits to using the MDE's Title III monitoring indicator and review process on a yearly basis. This self-assessment tool will be used to obtain diverse perspectives regarding the level of implementation for each indicator and the quality of the ESL/ELD program.

The School District uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting ELs toward achieving State content standards and attaining English language proficiency.

As a part of the annual evaluation of the district EL program, the School District monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived)
- the number and percent of ELs who have attained full English Language proficiency, are exited from the program and placed on a four-year monitoring status

Monitoring Progress of EL Students (28)

Hazel Park School District monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived)
- the number and percentage of ELs meeting proficiency on state assessments and criterion-referenced benchmark assessments
- the district commits to improving its longitudinal tracking in the followin areas:
    - the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA
    - the number and percent of students who have been reclassified as EL
    - the number and percent of ELs who have attained full English Language proficiency, and who are exited from the program by the of each school year
    - monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation

- Hazel Park School District has a robust multi-tiered system of student support. A key component of the MTSS is the use of multiple sources of information to assess and monitor proficiency in the areas of reading and math. If a student is identified as EL Tier 2 or Tier 3 support, these will be provided above and beyond EL supports. In some cases, if the student has no English proficiency or very little, these services may be delayed so the ESL teacher can develop basic proficiency.

Title III/EL Plan and Funding (29)

Submit a Title III/EL plan with objectives, strategies and activities indicating how the Title III funds (in addition to other local, state and federal funds) will be used to support the implementation of the plan. The budget created to support this plan is on file in the district office.

Immigrant Program Activities (30)

In one of our education settings, there are a high number of immigrant students. To address the needs of these students, the majority of Title III Immigrant Funds are budgeted for this school and the related supports listed below:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

Provision of Services (31)

The Hazel Park School District has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. The School District facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. On a yearly basis, the district designee contacts, through a variety of avenues to assess The District's Equitable Shares Letter, has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools.

Private School Consultation (32)

Facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. The district sends out yearly communication to the PNPs, located within their jurisdiction regarding available services for ELs. The county ISD, Oakland Schools, communicates the schools expressing interest in receiving support from Hazel Park School District.

Early Childhood Transition Students (33)

The School District has a process for welcoming potential English Learner students into our elementary buildings. A goal for the 2024-2025 school year is to add Kindergarten transition meetings. Considerations for potential English Learners transitioning from the School District's Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the preschool program. The district's EL teacher will

conduct a transition meeting to make a plan for potential English Learners as they transition from the preschool program(s) into Kindergarten.

Annual English Language Proficiency Assessment (19, 34)

Hazel Park School District has a WIDA test coordinator assigned to oversee WIDA testing. Test administration training is provided through district level Test Administration training. The District Assessment Coordinator provides training for all staff regarding Test Material ordering and security, along with district specific logistics. The district EL teaching team, sets up building-specific testing schedules and test sessions at each building. Once testing is completed at the building level, all materials are returned to our board office for packing and return to Data Recognition Corp.

When the WIDA Pre-ID window opens in December, the building EL teachers and test coordinators, and the District Assessment Coordinator cross reference the pre-populated Pre-ID Rosters and the district EL rosters to investigate any discrepancies. The discrepancies are then corrected whenever necessary to ensure that all students currently designated as EL students are identified for WIDA testing.

Consortium Agreement (35)

If an LEA is determined eligible for a Title III allocation of less than $10,000, the LEA will ensure that it has entered into a Consortium Agreement with LEAs to be eligible to receive Title III, Part A funds and services. The Consortium Lead provides services or funds and services. The Consortium fiscal agent is legally responsible to MDE for the grant.

Hazel Park School District receives more than $10,000/year. Therefore these actions have not been implemented.

Coordination of Funds (36)

Hazel Park School District has documentation that demonstrates coordination of funds from all local, state, and federal fund sources and the LEA budget spends no more than two percent of the Title III allocation for administrative costs. The district complies with the supplement, not supplant provision of Title III, Part A by demonstrating that services provided with Title III funds are in addition to services that students would otherwise receive from State, local and other Federal funds and that it is not using Title III funds to provide services that it provided in the prior year with State, local or other Federal funds. The Language Assistance Plan (LAP - APPENDIX J), the ESL Staffing Plan, and the Section 41 budget provide

General Funds (37)

The LEA uses only general funds to pay for the costs of administration, scoring and reporting of the English Language Proficiency Assessment (WIDA) and the WIDA screener.

Effective Plan (38)

The LEA has an effective plan for implementing allowable activities that includes oversight and coordination among the Superintendent, Assistant Superintendent of Business and Operations, and the Assistant Superintendent of Teaching and Learning. Selection and implementation of allowable activities are based on a review of student performance, specific needs that have been identified through the use of the Title III Monitoring Indicators, and feedback from the ESL staff.

Fiscal Records (39)

The LEA maintains separate fiscal records for Title III and has submitted all required reports to the MDE.

* Numbers next to headings correlate to the MDE EL Indicators.

APPENDIX A

Home Language Survey Questions

The Home Language survey questions are embedded in the district's online registration platform.

Is your child's native tongue a language other than English?

_____ yes _____no What is that language? _____

Is the primary language used in your child's home or environment a language other than English?

_____ yes _____no What is that language? _____

Was the student born outside of the US or Puerto Rico? _____ yes _____no

If yes, when did the student enter the US schools?

APPENDIX B:

EL Program Letter for Previously Identified ELs

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Date: _____

Dear Parents or Guardians,

Greetings from Hazel Park School District! We are delighted to collaborate with you in fostering the academic growth of your child. This letter is being sent to you because your child has been identified as eligible for supplemental services in our English Learner (EL) Program. Our EL Program is designed to provide unique opportunities for students and families whose home or primary language is other than English.

To ensure the civil rights of our emerging bilingual and multilingual students are protected, and in adherence to federal and state requirements, public schools are mandated to identify and support the distinctive needs of students with a home or native language other than English. Your child was previously identified as an English Learner using Michigan's EL Entrance Protocol.

Once a student is identified as an English Learner in Michigan, English language proficiency is annually assessed with the WIDA Access for ELLs assessment in the spring. This assessment helps measure growth, identify appropriate educational supports, and determine the continued suitability of participation in the English Learner Program.

Refer to the table below for scores that qualify students to exit the EL Program:

Exit Scores	WIDA Access for ELLs Kindergarten- Grade 12	WIDA Alternate Access for ELLs Grades 1-12
Minimum scores to exit the EL Program	Composite: 4.8	Overall: P2
Your Child's Score	Composite:	Overall:

- ❏ Based on these results, your child will continue to qualify for services through the EL Program
- ❏ Your child does not have scores for the most recent WIDA Assessment due to

_____

The EL Program offers various services tailored to support your child's unique strengths and needs, including:

- Direct instruction from an English as a Second Language (ESL) certified teacher
- Co-taught classes
- Support from MTSS interventionists
- Accommodated assignments and assessments
- Before/after school tutoring and/or Summer school

Your child will have meaningful access to all grade-level core curriculum, ensuring they are on a path to on-time graduation. If your child also qualifies for additional support with an Individualized Education Program (IEP), they will be

eligible to receive services through both the Special Education Program and the EL Program, providing coordinated opportunities for their success.

As a parent or guardian, you have the right to refuse any or all of the services in the EL Program. If you have questions or concerns about the program, please set up a meeting with your building principal or EL Teacher. An annual EL Services Waiver will be provided upon request; however, your child will continue to be required to participate in the annual WIDA assessment (English language proficiency assessment).

Thank you for the privilege and honor of serving your child on the path to English proficiency and academic success at Hazel Park School District. You are an essential partner in your child's education, and we look forward to your involvement and support throughout the year!

Sincerely,

EL Teacher or Administrator
Contact Information

Please sign this form and return it to school.

Parent/Guardian Signature_____

Date_____

APPENDIX C:

EL Program Letter for New Identification of ELs

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Date: _____

Dear Parents or Guardians,

Greetings from Hazel Park School District! We are delighted to collaborate with you in fostering the academic growth of your child. This letter is being sent to you because your child has been identified as eligible for supplemental services in our English Learner (EL) Program. Our EL Program is designed to provide unique opportunities for students and families whose home or primary language is other than English.

To ensure the civil rights of our emerging bilingual and multilingual students are protected, and in adherence to federal and state requirements, public schools are mandated to identify and support the distinctive needs of students with a home or native language other than English. Your student qualifies for our EL Program based on these scores:

	Kindergarten Screener	**Grades K-12 WIDA Screener**
Minimum scores to *not* qualify for EL services	A score of 5.0 or higher in both the listening and speaking domains	A score of 5.0 or higher in all four domains, and overall: Listening, speaking, reading and writing
Your child's scores	Listening: Speaking:	Reading: Writing: Listening: Speaking: Composite:

The EL Program offers various services tailored to support your child's unique strengths and needs, including:

- Direct instruction from an English as a Second Language (ESL) certified teacher
- Co-taught classes
- Support from MTSS interventionists
- Accommodated assignments and assessments
- Before/after school tutoring and/or Summer school

Your child will have meaningful access to all grade-level core curriculum, ensuring they are on a path to on-time graduation. If your child also qualifies for additional support with an Individualized Education Program (IEP), they will be eligible to receive services through both the Special Education Program and the EL Program, providing coordinated opportunities for their success.

As a parent or guardian, you have the right to refuse any or all of the services in the EL Program. If you have questions or concerns about the program, please set up a meeting with your building principal or EL Teacher. An annual EL Services

Waiver will be provided upon request; however, your child will continue to be required to participate in the annual WIDA assessment (English language proficiency assessment).

Thank you for the privilege and honor of serving your child on the path to English proficiency and academic success at Hazel Park School District. You are an essential partner in your child's education, and we look forward to your involvement and support throughout the year!

Sincerely,

EL Teacher or Administrator
Contact Information

Please sign this form and return it to school.

Parent/Guardian Signature_____

Date_____

APPENDIX D

Annual Denial of Services

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

Date: _____

Student Information:

Last name _____

First name _____ M.I. _____ Birth Date _____

School _____ UIC _____

Parent/ Guardian Information:

Last name _____

First name _____ Phone # _____

- ❒ I am aware of my child's English language assessment (WIDA) score and current academic progress and understand why he/she qualifies for EL services.
- ❒ I am familiar with the EL Program and the services available to my child.
- ❒ I have had the opportunity to discuss these services with the school.
- ❒ The school has explained the benefits of EL services.
- ❒ I understand that my child will still be designated as an "English Learner" and will be assessed annually with the WIDA Assessment until he/she meets the Michigan Department of Education's exit criteria.
- ❒ I understand that I can opt my child back into the EL Program at any time.
- ❒ This information has been explained in a language I fully understand.

I, _____ *(insert name),* with full understanding of the above information, wish to

- ❑ Decline **all** of the EL Program services offered to my child.
- ❑ Decline **some** of the EL Program services offered to my child.

I wish to decline *(list services)*

_____

_____

_____ _____
Parent/guardian signature Date

_____ _____
Administrator Signature

APPENDIX E:

WIDA Testing Notification Letter

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Dear Parent or Guardian,

All students who have a language other than English spoken at home must take a state test named WIDA ACCESS for ELLs 2.0. The home language survey on the enrollment form that was completed when your son/daughter enrolled in Hazel Park Schools tells us this information.

- WIDA Parent/Guardian Guide: English https://bit.ly/3vug0mq
- دليل WIDA العربية :للوالدين/الوصي https://bit.ly/47ybd0C
- WIDA Parent/Guardian Guide: Spanish https://bit.ly/3vzLO9t

Students will take the test even if they are not in ESL/ELL classes. The test is for Reading, Writing, Listening, Speaking, and Comprehension in English. Students will take this test between _____ & _____. We will mail your child's test results to you when we receive them from the Michigan Department of Education.

Please contact us if you have any questions.

Stephanie Dulmage,
Assistant Superintendent of Teaching and Learning

APPENDIX F

EL Tested Proficient Letter

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Date _____

Dear Parents or Guardians of _____

Enclosed are the results of the WIDA test that your student took last spring. I am pleased to tell you that your student's scores were high enough to be considered proficient in the English language. Because of this, your student has been exited from the English Learner Program for the current school year.

We will continue to monitor your child's progress for the next four years to make sure that he or she is still being successful in school. If, at any time you feel that language is a barrier to your child's learning, please contact your child's teacher and ask him or her to get in touch with me. I will work with the staff at your student's school to make sure that your student receives services that are needed to help your students be successful.

Please pass along "Congratulations!" to your Student for doing such an outstanding job on the WIDA test! We are very proud, because it is not easy to pass this test, and your student's success on this test is something to celebrate!

Sincerely,

Stephanie Dulmage,
Assistant Superintendent of Teaching and Learning

APPENDIX G

Descriptions of English Language Proficiency Levels

To meet the instructional needs of English learners (ELs) in Michigan, six (6) levels of English language proficiency are used to more accurately describe student proficiency in listening, speaking, reading, and writing skills. Included in the table below is a general description of the characteristics of ELs at each level of proficiency.

WIDA English Language Proficiency Levels	Description of English Learners (ELs)
Level 1 Entering	Students with limited formal schooling: Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of the school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level. Recently arrived students (less than 30 days) These students have not been assessed with the WIDA ACCESS Placement Test (W-APT) or other tests used for placement. Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases and begin to use English spontaneously (WIDA, 2012). At this earliest stage, these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012). They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features, and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).

Level 2 Beginning	Early intermediate (Speech emergent) Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012). When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context.

	They can begin to identify the main idea and supporting details of passages (WIDA, 2012).. Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)
Level 3 Developing	Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012). Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012). Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)

Level 4 Expanding	Transitional Intermediate At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012). Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently but may have occasional comprehension problems (WIDA, 2012). They produce written text independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).
Level 5 Bridging	Proficient At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this

	level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports (WIDA 2012). Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade-level texts independently (WIDA, 2012). They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade-level material (WIDA 2012).
Level 6 Reaching	Monitored (Advanced Proficiency) Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade-level content area classes. The academic performance of these students is monitored for two years as required by federal law.

Appendix H

Complaints Regarding School Personnel

Board Policy 9130 - PUBLIC COMPLAINTS

Any person or group, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

First Level
If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and District administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the supervisor.

Second Level
If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

Third Level
If a satisfactory solution is not achieved by discussion with the supervisor, a request for a conference shall be submitted to the Superintendent.

Should the matter be resolved in conference with the Superintendent, the Board shall be advised of the resolution.

Fourth Level
Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board. Any determination by the Board shall comply with all State and Federal law along with any relevant collective bargaining agreements. The Board may determine that notification of the outcome or findings may be withheld from the complainant due to contractual or statutory reasons.

The Board’s decision will be final and not subject to appeal.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the

complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding an Administrative Staff Member
Since administrators are considered members of the District's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding a Support Staff Member
In the case of a support staff member, the complaint is to be directed, initially, toward the person's supervisor, and the matter then brought as required to higher levels in the same manner as prescribed for "Matters Regarding a Professional Staff Member."

Matters Regarding District Services or Operations
If the request, suggestion, complaint, or grievance relates to a matter of District procedure or operation, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program
If the request, suggestion, complaint, or grievance relates to a matter of District program, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials
The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection. (see AG 9130A and Form 9130 F3)

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

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Legal
20 U.S.C. 1232h
Last Modified by Brenna Sparger on February 25, 2019

APPENDIX I

Definitions

ACCESS for ELLs refers to the annual assessment given to all students participating in the Title III/ESL program.

Basic Interpersonal Communication Skills
(BICS) refers to a student's social English language skills. Research indicates that a student takes 1-3 years to acquire functional social language skills. (Cummins, 1981)

Bilingual Instruction
Bilingual instruction is defined as instruction in curricular content areas, including instruction in English language skills (listening, speaking, reading, writing, and comprehension), through a combination of a student's native language and English language.

Bilingual Paraprofessional
A bilingual paraprofessional provides support services to the LEP student. Language proficiency must demonstrate in listening, speaking, reading, writing, and comprehension of both the English language and the native language for which they provide support services.

Bilingual Program
Bilingual programs use a student's native language, in addition to English, for instruction by bilingual staff.

Bilingual Teacher
A Bilingual teacher is required to be certified in the area of instruction and in addition, have a bilingual endorsement. This teacher may provide bilingual or ESL instruction or support services to the ELs. Frequently, this teacher will provide consultative services to the regular classroom teacher.

Building Instructional Team

The following staff should be part of the team working with ESL students:

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

The ESL/ELD/Bilingual teacher and ESL/ELD/Bilingual paraprofessionals assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum or placement, the team outlined above will address these issues at a Building Instructional Team meeting. The Building Instructional Team referrals may be requested by any staff member. The District ESL/ELD/Bilingual/Title III supervisor will be notified when a particular ELs problem persists after interventions have been implemented as recommended by the Building Instructional Team.

CA-60 File
This file is kept in the school office and is the official record of the student. It contains birth certificates, immunization records, registration documents, standardized test scores, report cards, and other official school documents.

CALP

Cognitive Academic Language Proficiency (CALP) refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from 3-7 or more years to acquire such academic language skills. (Cummins, 1981)

Content-based Language Development Programs

Content-based Language Development programs group ELs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

Co-Teaching

Co-teaching is defined as having an ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELs in the building.

ELs (English Learners)

ELs refers to students whose first language is not English and encompasses both students who are just beginning to learn English (often referred to as limited English proficient or LEP) and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are learning English.

ESL/ELD

English as a Second Language (ESL)/English Language Development (ELD) instruction is used to teach English language components (grammar, vocabulary, and pronunciation) and language skills (listening, speaking, reading, writing, and comprehension) as well as content areas.

ESL Programs

ESL programs emphasize learning English for both social and academic purposes. English is the language of instruction.

ESL Class Period

A student receives ESL instruction during a regular class period, often grouped by English language proficiency levels.

ESL Instruction

ESL is defined as a structured language acquisition program designed to instruct a student in the English language (speaking, reading, writing, and comprehending) and core academic content.

ESL Student File

This file is kept by the Bilingual/ESL teacher at the building of enrollment. It contains a copy of the district registration, assessment data, and family information.

ESL Teacher

An ESL teacher is required to be certified and have specific training in ESL instruction. The ESL teacher may provide ESL instruction or support services to LEP students and may provide consultative services to regular classroom teachers.

ESSA

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA).

FEL Students

Formerly Limited English Proficient (FEL) student has been exited from Title III/ESL program because: The student has scored proficient on the ACCESS, W-APT, and multiple district assessments.

Inclusion

An EL is placed in general education and may receive tutorial support or receive service through a team approach.

Language Instruction Educational Program (LIEP)

Under Title VI and the EEOA LEAs must provide a language assistance program that is effective—educationally sound and proven successful. Consistent with ESEA section 3124, the Department does not recommend any particular curricula, program of instruction, or instructional materials, nor does it prohibit any language instruction educational program used with ELs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA.

Title III

Title III is an entitlement program under the Elementary and Secondary Education Act. The purpose of Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging academic standards that all children are expected to meet. Title III funds are directed to states and eligible local districts or consortia through a formula grant allocation to:

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs, and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
- Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

WIDA Screener refers to the English language screening assessment given to students new to Hazel Park School District when indicated on the home language survey, that a language other than English is spoken in the home.

WIDA refers to a consortium of states with the purpose of advancing academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators.

APPENDIX J

Guidelines

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.

- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lectures, memorization, and worksheets may be the least appropriate for second language learners.

- Bilingual paraeducators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.

- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.

- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL/Bilingual staff explicitly teach about the culture and language of schools.

- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ESL/ELD/Bilingual teachers or tutors, other content area classes such as science and math may be crucial to maintaining students' interest in school.

- Consideration is given to alternative means of assessment for the LEP student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of the student's progress over time. The placement team recognizes that every test is a language test; the student may understand the content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.

- The placement team encourage the LEP student's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The English Learner needs to be invited to participate.

- Additional standardized and curriculum-based assessments inform the decision of the team. Criteria used to exit a student will be placed in the student’s CA 60 and ESL/ELD/Bilingual file.

APPENDIX K

Allowable Uses of Title III Funds

Title III English Language Acquisition: Generally Allowable Expenditures

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. Required activities include:

1. High-quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.

2. High-quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment, enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.

3. High-quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c)(3)).

Title III supplemental EL funds can be used, in priority order, for the following:

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.

2. Professional development that is planned based on student achievement data and provided in a systematic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school-based or community-based organizational personnel who serve ELs.

3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.

4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support the child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.

5. Cost for educational field trips if part of high-quality language instruction educational programs/activities (buses and admission).

6. Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation.

Title III Non-Allowable Expenditures:

- Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
- Title III may NOT supplant any other federal, state or local expenses.
- All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
- Title III funds may NOT be used for Intake/Eligibility or Annual progress assessments.

Immigrant Program: Generally Allowable Expenditures:

Sub-grants to LEAs and ISDs are made if significant increase is experienced in the numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. The purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth §3115 (C). Allowable activities include

- Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
- Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
- Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
- Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

Title III Immigrant Non-Allowable Expenditures:

- Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
- Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
- All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.

APPENDIX L

Language Assistance Program

Hazel Park School District maintains a consistent focus on meeting the required service minutes, as outlined by the OCR/DOJ Settlement. The state of Michigan provides guidance in the document that follows: Staffing EL Programs in Michigan Schools. We will accomplish this through active recruitment of certified ESL teachers, leveraging opportunities to groups students, co-teaching, and collaborative planning and scheduling of servicing hours. Hazel Park School District has developed a 4 year staffing plan to expand the number of certified EL teachers.

WIDA Level 1

Entering/Level 1: WIDA ACCESS for ELLs Score 0 – 1.9

Newcomer's/Immigrants

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	300	Elementary EL Teacher	Designated ELD & Integrated Student Support
Junior High (Grades 6 - 8)	300	Secondary EL Teacher	Designated ELD & Integrated Student Support
High School (Grades 9 - 12	300	Secondary EL Teacher	Designated ELD & Integrated Student Support

WIDA Levels 2-4

Beginning/Level 2: WIDA ACCESS for ELLs Score 2 – 2.9

Developing/Level 3: WIDA ACCESS for ELLs Score 3 – 3.9

Expanding/Level 4: WIDA ACCESS for ELLs Score 4 – 4.9

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	150	Elementary EL Teacher	Designated ELD and/or Integrated Student Support
Junior High (Grades 6 - 8)	150	Secondary EL Teacher	Designated ELD and/or Integrated Student Support
High School (Grades 9 - 12	150	Secondary EL Teacher	Designated ELD and/or Integrated Student Support

WIDA Levels 5-6

Bridging/Level 5: Eligibility criteria: WIDA ACCESS for ELLs Score 5 – 5.9

Reaching/Level 6: Eligibility criteria: WIDA ACCESS for ELLs Score 6

- FEL Monitoring

APPENDIX M

Notice of Non-Discrimination

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Hazel Park School District that no person shall on the basis of race, color, national origin, sex, age, disability, height, weight, religion or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity, or in employment. Any person believing that the Hazel Park School District or any part of the school organization has inadequately applied the principles and/or regulations of:

(1) Title VI of the Civil Rights Act of 1964

(2) Title IX of the Education Amendment Act of 1972

(3) Section 504 of the Rehabilitation Act of 1973

(4) Title II of the Americans with Disability Act of 1990

(5) Age Discrimination Act of 1975, may bring forward a complaint,

which shall be referred to as a grievance, to the Civil Rights Coordinator at the following address:

Civil Rights Coordinator

1620 E. Elza

Hazel Park, MI 48030

(248) 658-5200

STEP 1: The complaint must be written, using the Discrimination Complaint Form, within one (1) calendar week after the alleged civil rights violation and presented to the Civil Rights Coordinator. The Coordinator will, if requested, assist the grievant in the filing, preparation, and the processing of the grievance and will arrange a time to investigate the complaint and give the complainant (or representative) the opportunity to present evidence and provide testimony. After any hearing of the complaint and subsequent investigation, the Coordinator will prepare and distribute a final written response within five (5) work days. If there is no resolution, move to STEP 2.

STEP 2: A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Schools within five (5) business days after receipt of the Coordinator's response. The Deputy Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days. The written complaint, the Civil Rights coordinator's response, and any written evidence and testimony by the complainant or other witnesses will be considered by the Deputy Superintendent for review or additional hearing. If a hearing is required it will be scheduled at a mutually agreed upon time. After such review or hearing, the Deputy Superintendent will prepare and distribute a final written response within ten (10) work days. If there is no resolution, move to STEP 3.

STEP 3: The written complaint can be appealed to the Superintendent of Schools and subsequently to the Board of Education if the case has not been resolved. Again, the complainant (or representative) will have the opportunity to submit evidence and provide testimony. Any Board level hearing will be arranged at a mutually agreed upon time, will be governed by provisions of the "Open Meetings Act," and will be mechanically recorded. If there is no resolution, move to STEP 4.

STEP 4: If at this point the grievance has not been satisfactorily settled, further appeal may be made to the:

Office for Civil Rights

Department of Education

Washington, D.C. 20202

Inquiries concerning the nondiscriminatory policy may be directed to the Director:

Office for Civil Rights

Department of Education

Washington, D.C. 20202

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's Office.

Revised 05/16/11

APPENDIX N

Program Entry and Exit and Summary Chart

WIDA ELD Levels	WIDA Screener (Placement)	WIDA ACCESS for ELLs
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5

Exit Criteria

*Students must reach **4.8 overall proficiency on the WIDA ACCESS** or **P2 on the WIDA Alternate** in order to qualify to exit the ESL/ELD/Bilingual Program.*

Students in grades 3 - 12, scoring at or above 4.8 overall proficiency on the WIDA ACCESS or P2, on the WIDA Alternate, will "auto exit". "Auto exit" refers to the process of automatically exiting a student from EL status in the Michigan Student Data System when they reach the WIDA ACCESS Overall Score of 4.8 or higher or the WIDA Alternate ACCESS overall score of P2. Auto exit is completed by the state (CEPI) over the summer. At present, auto exit does not include students in grades K-2 that meet these predetermined thresholds.

Note, for the 19-20 school year, any K-2 student meeting the exit criteria will need to be exited via the district initiated manual exit protocol in MSDS before the September deadline if the district feels strongly that the student is ready for EL exit.

APPENDIX O

Home Language Survey - Enrollment and Registration Support

- Before starting the enrollment process, have the parent/guardian translate the page into their primary or preferred language by clicking on the Google Translate button in the top right corner.
    - Use the document below to indicate the need for translated information. It is important not to assume a parent/guardian is not proficient in English.
        - Request for Translation
- When you get to the page containing the "Home Language "Survey" (pictured below), please explain in easy English and show translations to avoid confusion.

Home Language Survey Page Contents:

1) Is your child's native tongue a language other than English?

(The child's native tongue/language is the language most often spoken by the student.)

Yes: No: If Yes, what is the language:

2) Is the primary language used in your child's home or environment a language other than English?

(The primary language is the dominant language used at home regardless of the language spoken by the student.)

Yes: No: If Yes, what is the language:

3) Was the student born outside of the US or Puerto Rico? _____ yes _____no

4) If yes, when did the student enter the US schools?

Explanation in Easy English & Translations:

1) This is the language YOUR CHILD speaks most of the time.
2) This is the language people in YOUR HOME speak most of the time.

Spanish:
1) Este es el idioma que SU HIJO habla la mayor parte del tiempo.
2) Este es el idioma que la gente en SU CASA habla la mayor parte del tiempo.
3) ¿El estudiante nació fuera de los EE. UU. o Puerto Rico? _____ si _____ no
4) En caso afirmativo, ¿cuándo ingresó el estudiante a las escuelas de los Estados Unidos?

Portuguese
1) Esta é a língua que SEU FILHO fala a maior parte do tempo.
2) Este é o idioma que as pessoas na SUA CASA falam na maioria das vezes.
3) O aluno nasceu fora dos EUA ou de Porto Rico? _____ sim _____ não
4) Se sim, quando o aluno ingressou nas escolas dos EUA?

Arabic:
1) هذه هي اللغة التي يتحدث بها طفلك معظم الوقت.
2) هذه هي اللغة التي يتحدث بها الناس في منزلك معظم الوقت.
3) هل ولد الطالب خارج الولايات المتحدة أو بورتوريكو ؟ _____ نعم _____ لا
4) إذا كانت الإجابة بنعم، متى دخل الطالب المدارس الأمريكية؟

Bengali:
1) এই ভাষাটি আপনার শিশু বেশিরভাগ সময় কথা বলে।
2) আপনার বাড়ির লোকেরা বেশিরভাগ সময় এই ভাষায় কথা বলে।
3) শিক্ষার্থী কি মার্কিন যুক্তরাষ্ট্র বা পুয়ের্তো রিকোর বাইরে জন্মগ্রহণ করেছিলেন? _____ হ্যাঁ_____ না
4) যদি হ্যাঁ, ছাত্র কখন মার্কিন স্কুলে প্রবেশ করেছিল?

Chinese:
1) 这是您的孩子大部分时间使用的语言。
2) 这是您家中的人大部分时间使用的语言。
3) 该学生是在美国或波多黎各境外出生的吗？ _____ 是 _____否
4) 如果是，学生是什么时候进入美国学校的？

Amharic:
1) ይህ ልጅዎ ብዙ ጊዜ የሚናገረው ቋንቋ ነው።
2) ይህ በእርስዎ ቤት ውስጥ ያሉ ሰዎች ብዙ ጊዜ የሚናገሩት ቋንቋ ነው።
3) ተማሪው የተወለደው ከአሜሪካ ውጭ ነው ወይስ ፖርቶ ሪኮ? _____ አዎ_____ አይ
4) አዎ ከሆነ፣ ተማሪው መቼ ነው ወደ አሜሪካ ትምህርት ቤቶች የገባው?

French:
1) C'est la langue que VOTRE ENFANT parle la plupart du temps.
2) C'est la langue que les gens de VOTRE MAISON parlent le plus souvent.
3) L'étudiant est-il né en dehors des États-Unis ou de Porto Rico ? _____ Oui _____ Non
4) Si oui, quand l’élève est-il entré dans les écoles américaines ?

Vietnamese:
1) Đây là ngôn ngữ CON BẠN nói hầu hết thời gian.
2) Đây là ngôn ngữ mà mọi người trong NHÀ BẠN nói hầu hết thời gian.
3) Học sinh có sinh ra ở bên ngoài Hoa Kỳ hoặc Puerto Rico không? _____ có _____ không
4) Nếu có, học sinh vào trường Mỹ khi nào?

APPENDIX P
FALSE EL - Parent Documentation

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

Ford Administration
Dr. Stephanie Dulmage, Ed.D., Director of 21st Century Learning
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5234 | F: 248-544-5443
www.hazelparkschools.org

School Name:_____

Parent Explanation Letter for False EL Status

Dear Parent/Guardian of _____,

This form is to follow up on the request you initiated as the guardian of your child to remove their "English Learner" (EL) status, as they may have been falsely given this label. To apply for consideration from MDE, an explanation letter must be submitted. If you feel that your child was incorrectly identified as EL, please select the statement below and write an explanation in the box provided. Please sign this form at the bottom and return it to school.

_____ The "Home Language Survey" was not correctly filled out during the Hazel Park Schools enrollment process. ONLY English is spoken at home with my child, and they do not need EL services.

Further parent explanation/notes:

Parent's Signature: _____ Date: _____

HAZEL PARK SCHOOL DISTRICT

K – 12
Curriculum Handbook
Writing, Renewal, and Adoption

2024 - 2025

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Introduction

We believe all students have the ability to learn, and it is our responsibility to ensure that all students learn in an environment driven by equity, membership in the community, and opportunities to participate in meaningful learning experiences designed to inspire, empower, and engage. The Hazel Park School District is committed to the following beliefs which should be fully supported by the curriculum, instructions, and meaningful assessment practices.

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity promotes equity.
- Student achievement and social-emotional learning are at the core of every decision.
- Students are successful when staff, families, and the community are engaged and support learning.
- A research-based curriculum, aligned with state standards is the foundation for high-quality instruction.
- Student-driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation

We accomplish this by developing learning environments that offer a comprehensive educational experience that addresses both the academic and non-academic needs of our students through curriculum, instruction, and assessment that provides system-wide support to schools, families, and the community. This requires the development of a high-quality, ambitious curriculum in both core and non-core content areas.

The K-12 Curriculum Revision, Renewal, and Adoption process is guided by the district's core beliefs, educational equity, and the importance of continuous growth and improvement. It is intended to provide a framework for guiding planned educational change to assist the district in fulfilling its mission. The document outlines the overarching principles along with a systemic and systematic process for addressing all aspects of curriculum, instruction, and assessment

Hazel Park School District Vision

Inspire and empower all learners.

Hazel Park School District Mission Statement

The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

Strategic Plan Goals

Goal Statement - School Climate and Culture

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

Goal Statement - Curriculum & Instruction

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.

Goal Statement - Community Relations

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

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.

K-12 Curriculum Development and Revision

The Curriculum development and design processes are driven by the Hazel Park School District Instructional Framework and best practices in implementation science. According to the Active Implementation Hub, “Implementation Drivers are key components of capacity and infrastructure that influence a program’s success. They are the core components needed to initiate and support classroom, building, and district-level change.” Generally speaking, implementation drivers fall into three categories: organization, competency, and leadership. Hazel Park School District approaches decision-making, resource allocation, and support through the lens of systems thinking. Organization and leadership drivers are at the core of this work, including communication and the use of data to inform, guide, and make decisions.

To fully embrace the vision, mission, and beliefs, the curriculum development and revision process are driven by a number of important competency drivers. These include designing for equity, diversity, and inclusion, a written curriculum focused on the transfer of learning and understanding using the UbD framework, ongoing professional learning, and instructional coaching, progress monitoring, and checks for the fidelity of implementation.

Competency Drivers

Designing for Equity, Diversity, and Inclusion:

The Assessing Bias in Standards & Curricular Materials Tool enables users to determine the extent to which developed standards and curricular materials reflect educational equity (Fraser, 1998; GLEC, 2011). The tool is built using culturally responsive standards to help one review content standards and materials and resources used in the class.

The Assessing Bias in Standards & Curriculum Materials tool is broken into two parts: Standards and Curriculum. Each category is broken into specific domains. All curriculum, instruction, and assessment will be analyzed against these domains: Assessing Bias in Standards and Curricular Materials.

- Standards Domain
    - I. Build Consciousness
    - II. Reflect on Students' Cultural Repertoires and View Them As Worthy of Sustaining
    - III. Stimulates Social Improvement
- Curricular Materials Domains
    - I. Invisibility
    - II. Stereotyping
    - III. Imbalance and Selectivity
    - IV. Historical Whitewashing
    - V. Fragmentation and Isolation
    - VI. Linguistic BiasVII. Cosmetic Bias

Understanding by Design Curriculum Development Framework

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. The UbD framework is based on seven key tenets (McTighe and Wiggins, 2013):

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning-making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.

Alignment with Core Beliefs

The curriculum writing, renewal, and adoption process is driven by the Hazel Park School District's core beliefs. These beliefs are the lens through which all curriculum, instruction, and assessment work is filtered and acted upon.

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity promotes equity.
- Student achievement and social-emotional learning are at the core of every decision.
- Students are successful when staff, families, and the community are engaged and support learning.
- Research-based curriculum, aligned with state standards is the foundation for high-quality instruction.
- Student-driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation.

Hazel Park School District Instructional Frameworks

The implementation of the Hazel Park written curriculum is guided by K-12 instructional frameworks. These frameworks represent research-based, best practices, guiding the non-negotiable components of reading and writing instruction, an overview of each component, and the expected teacher and student actions.

ELA

- K-5 Reading Instructional Framework (Revisions in Progress)
- K-5 Writing Instructional Framework (Revisions in Progress)
- 6-8 ELA Instructional Framework (Revisions in Progress)
- 9-12 ELA Instructional Framework
- 6-12 Writing Instructional Framework

Math

- K-5 Instructional Framework
- 6-8 Instructional Framework
- 9-12 Instructional Framework

Science

- K-12 Science Instructional Framework

Social Studies

- K-12 Instructional Framework (Revisions in Progress)

Sustained Professional Learning and Coaching

Professional learning produces changes in educator practice and student learning when it sustains implementation support over time. To accomplish this goal, professional learning will be built into the resource adoption process and the roll-out of new curricula or yearly revisions. The curriculum writing, revision, and adoption process includes opportunities for formal and informal professional learning and job-embedded coaching.

Curriculum Monitoring, Adoption, and Revision Process

The Curriculum Writing Team is selected through an interview process conducted by the Teaching and Learning Department on a yearly basis. Members of the Curriculum Writing Team and Curriculum Council will receive a yearly stipend. Acceptance of this position includes regular meetings throughout the school year, ongoing curriculum revisions, and work during the summer months.

K – 12 Curriculum Writing Team

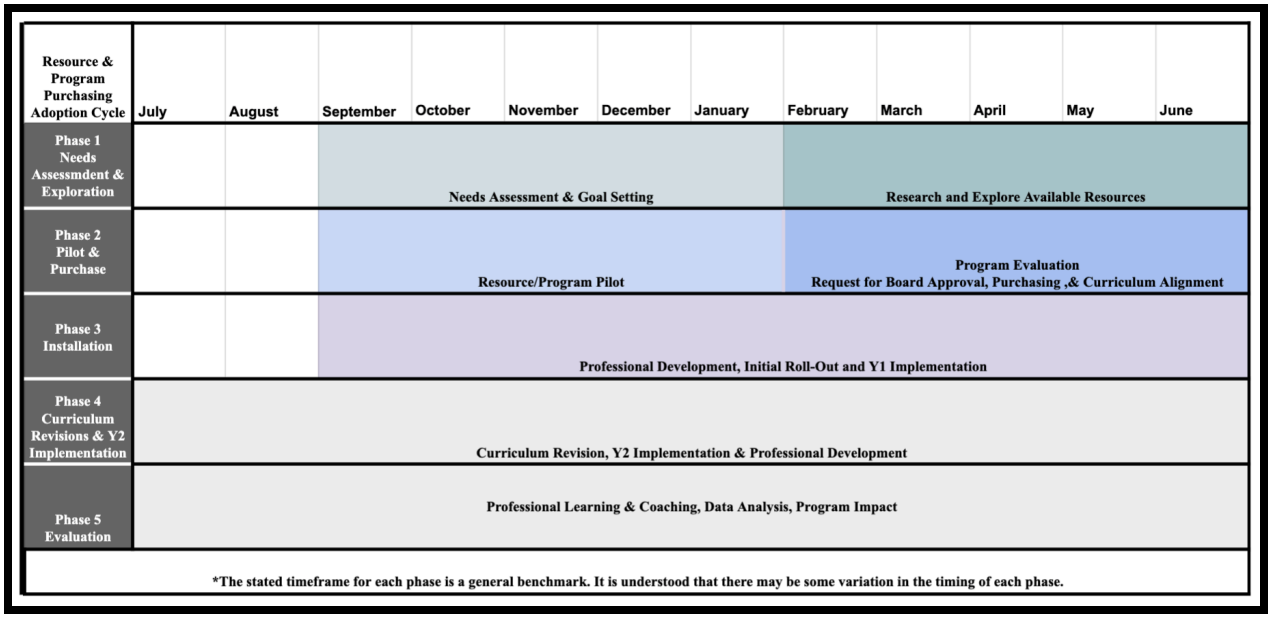
The Curriculum Writing Team (CWT) will work collaboratively to write and revise the curriculum using the Understanding by Design (UbD) framework. Curriculum review and revisions focus on the following principles:

- Collection of ongoing feedback from teachers, building administrators, and other instructional staff.

- Curriculum revisions (minor edits) may occur throughout the school year and during the comprehensive year-end review.
- Determination of what students should know and be able to do as a result of their education will be a collective, rather than an individual decision.
- Development and revision of a written curriculum that helps teachers, students, and parents clarify the specific knowledge, skills, and understanding that students should be able to transfer as a result of their schooling.
- Standards-based curriculum and identification of essential standards will reduce content and enable all parties to focus on essential and significant learning, understanding, and transfer.
- Designing and defining common evaluative criteria and assessments that will enable an individual teacher, a teaching team, the school, and students to monitor achievement and growth.
- Designing authentic and varied assessments, aligned to the essential standards.
- Curriculum and assessment development follows the continuous improvement process.
- Curriculum Writing Team Responsibilities and Yearly Application Process:
    - Curriculum Writing Team Responsibilities and Application Process - K-12 Social …

Renewal and Adoption Process - Resources and Programs

Hazel Park School District uses a 5 phase cycle to renew and adopt resources, materials, and programs that support the effective implementation of the K-12 curriculum and Hazel Park School District instructional frameworks. The phased approach is driven by the collection and analysis of multiple sources of information including achievement, process, perception, and demographic data. These data sources, along with a careful review of relevant research, will drive the analysis and selection of aligned resources and programs. The renewal and adoption process values and includes stakeholder voice and systematic decisions.



*Yearly Renewal and Adoption Process Details (2023-2024 Revisions Progress)

Phase 1 - Needs Assessment & Exploration

Guiding Questions:

1. What data sources will be collected and analyzed to complete a comprehensive needs assessment?
2. Based on the analysis of the data, what are the specific needs for a new resource, material, or program?
3. What criteria or measures will be used to evaluate the resource, material, or program?
4. What sources will be used to determine if a resource, material, or program is research-based?
5. What are the associated costs, training, and other supports needed for effective implementation of the pilot?
6. How will the pilot team be selected?

Phase 1 Action Steps

1. Collection of Multiple Sources of Data
2. Data Inquiry and Analysis
3. Development of needs and resources, material, or program criteria
    a. Exploration of Research and Evidence-Based Resources and Programs
4. Selection of Pilot Materials and Pilot Planning

Phase 2 - Pilot and Purchase

Guiding Questions:

1. When will the pilot start?
2. What is the financial impact of the recommended methods, materials, and professional development?
3. What professional development will be needed to support effective implementation?

Phase 2 Action Steps

1. Develop a Pilot Implementation Plan
    a. Pilot Team Training
    b. Pilot Implementation
    c. Review, Analysis, and Selection
2. Develop Proposed Adoption Budget and Contract Proposal
3. Board of Education Recommendation

Phase 3 - Installation

Guiding Questions:

1. What is the roll-out and initial implementation timeline?
2. What actions need to be taken to organize and execute the roll-out and initial implementation?

3. How will I leverage district systems and stakeholder's voices?
4. How will the pilot team members support the installation and year 1 implementation?
5. What is the plan for initial and ongoing professional development and instructional coaching?
6. What is the plan and what data will be collected for year 1 program monitoring?

Phase 3 Action Steps

1. Develop Roll-Out Plan
2. Professional Development
3. Other Implementation Needs
4. Program Monitoring, Feedback, Data Collection, and Analysis

Phase 4 - Curriculum Revision & Implementation Y1

Guiding Questions:

1. Is the curriculum obtaining the desired results?
2. Are there questions or concerns about the curriculum and materials?
3. What are the ongoing staff development needs?
4. How will we monitor and collect stakeholder feedback regarding impact and curriculum revisions?

Phase 4 Action Steps

1. Curriculum Revisions
2. Professional Development
3. Program Monitoring, Feedback, and Data Collection and Analysis

Phase 5 - Evaluation

Guiding Questions:

1. What sources of data will be collected and analyzed?
2. How effective are the instructional resources, materials or programs?
3. What is the impact on student growth and achievement?

Phase 5 Action Steps

1. Professional Learning & Coaching
2. Analysis of Program Impact

Curriculum Council

Overview

As a part of the Curriculum Writing, Renewal, and Adoption process, Hazel Park School District has established a District Curriculum Council. The Hazel Park School District Curriculum Council (HPSDCC) is responsible for reviewing curriculum, instruction, and assessment in collaboration with the District's Cabinet and Administrative Council.

Purpose and Responsibilities of the Hazel Park School District Curriculum Council

The District Curriculum Council is an advisory body. As an advisory body, the HPSDCC reviews and makes recommendations on topics related to curriculum, instruction, and assessment such as the curriculum framework, high-quality instruction, professional development, equitable curricular resources and programming, and other new and innovative programming. All recommendations must be presented to the Superintendent before seeking approval from the Board of Education. The HPSDCC does not replace the Curriculum Writing Team.

Committee Composition:

The District Curriculum Council shall consist of the Superintendent, Curriculum Directors, administrators, and teachers representing all grade bans, departments, and schools. Committee membership will be determined on an annual basis through a yearly application process. This is a year-long commitment that will require attendance at after-school meetings along with summer work and/or meetings.
The HPCC **may** include members representing the following grades and departments:

- Curriculum Directors (Chairpersons)
- Early Childhood
- Special Education
- Instructional Coach
- K-2
- 3-5
- 6-8 ELA
- 6-8 Math
- 9-12 English
- 9-12 Math
- K-12 Fine Arts
- Alternative Schools

Curriculum Council - Course, Program, or Supplementary Resource Adoption Process

Course Approval Timeline

- Fall Submission Deadline: OCT 15
  - Course will be offered in the fall of the following school year
- Spring Submission Deadline: APR 15
  - Course will be offered in the spring of the following school year.

Step 1

1. The teacher proposes the course to the building administrator - the building administrator has to approve or not approve. If approved, the new course request will move to the next step.
2. The building administrator will contact the appropriate Curriculum Director to discuss the intentions of a new course. The discussion must include the following:
   a. Identified need and supporting research and/or data
   b. Overview of the course and alignment with the curriculum
3. Teachers and/or Administrator(s) will complete the course proposal form (**New Course Proposal**) and submit it to the Curriculum Director. If approved for consideration, the course/material/instruction-based proposal will be presented by the teacher and/or administrator to the PK-12 Curriculum Council.
4. Committee members will utilize the Hazel Park Course Adoption rubric to review the course and make a recommendation.
5. The PK-12 Curriculum Council will review the course proposal and approve or disapprove with one of the following designations:

   ☐ Approved
   ☐ Decision Pending
   ▫ Revisions
   ▫ Request for Additional Information/Documentation
   Other:
   _____
   _____
   _____

   ☐ Not Approved
   ▫ Duplication of Content
   ▫ Overlapping Subject Areas
   ▫ Funding
   ▫ Not Aligned to State Standards

Comments:

_____

_____

_____

6. If approved by the PK- 12 Curriculum Council, the proposal is presented to the Superintendent and the Hazel Park Public Schools' Board of Education for approval/disapproval. If approved, the course is implemented.

Step 2: Program/Course Impact Requirement

1. Submission Date
2. Feedback
    a. Student
    b. Teacher
    c. Administrator
    d. Other
3. Course Enrollment Numbers
4. Academic Impact - Based on Identified Course Standards/Learning Outcomes
    a. Final Exam
    b. Pre and Post
    c. Project
5. Course Revision/Modifications

References

Coomer, N., Skelton, S. Kyser, T. Thorius, K., Warren, C. “Assessing Bias in Standards and Curricular Materials.” Great Lakes Equity Center. February 2017. Retrieved on May 23, 2021

McTighe, J. and Grant, W. “Understanding by Design Framework.”ASCD. March 2012. Retrieved on May 5, 2021.

Webster Early Childhood Center
Parent/Guardian Handbook

2024/2025

~~Hazel Park GSRP is~~ Programs at Webster Early Childhood Center are licensed by the Department of Human Services.
~~They can be contacted at: (248) 975-5064 or~~ ~~www.michigan.gov/dhs~~
A licensing book is available in the office for review.

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Introduction

Hazel Park Schools' Webster Early Childhood Center (Webster ECC) is a high-quality early childhood center servicing children ages birth to four and is FREE to families who qualify.

The Hazel Park School District offers preschool for children ages two to four years old and special education services for children ages birth to four at Webster Early Childhood Center. Our building is the home to Hazel Park Schools' State of Michigan grant funded Great Start Readiness Program (GSRP) and our district's Early On Program and Preschool Academy, our tuition-based program.

We believe that all children should have access to a high-quality preschool setting. To accomplish this, we have designed an innovative and inclusive preschool program for children ages 3-5 eligible for early childhood special education services.The classroom environment is a general education preschool classroom with push-in and pull-out services from special education staff that are available for all students. The class is led by a highly qualified Preschool Teacher coupled with services provided by an Early Childhood Special Education Teacher with support services provided by an Occupational Therapist, Physical Therapist, and Speech/Language Therapist. A strong home-school connection is encouraged so that each child's educational program can be enhanced.

Webster ECC is fortunate to host the Oakland Livingston Human Service Agency (OLHSA) federally funded Early Head Start and Head Start Programs which offer services for children ages birth to four years old. All enrollment, supervision of, and questions for Early Head Start and Head Start Programs are referred to OLHSA.

Points of Pride

- ~~FIVE STAR Great Start to Quality Rated Program~~
- Nurturing, Experienced and Innovative Professional Teachers
- Family FUN Events
- ~~Age-Appropriate Technology Choices~~
- Outdoor Learning Spaces - Courtyards, Playground, Field, Learning Garden
- Parent and Staff Education Opportunities
- STEAM room - students are immersed in science and art activities

Community Collaborations

Hazel Park Schools Webster Early Childhood Center has proudly partnered with a number of community organizations, including:

- Oakland Livingston Human Service Agency (OLHSA)
- Oakland Schools
- The Hazel Park Memorial District Library
- The Great Start Collaborative Oakland County
- Michigan Association for the Education of Young Children Southeastern Chapter
- The Lions Club District 11A-2
- Panera Bread of Troy
- Dentists R Us

Vision, Mission, Beliefs, Philosophy

Our Vision

- Inspire and empower all learners.

Mission Statement

- The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

We Believe

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A school culture should celebrate diversity and promote equity.
- Student achievement and social emotional learning are at the core of every decision.
- Students are successful when staff, families and community are engaged and support learning.
- Research based curriculum aligned with state standards is the foundation for high quality instruction.
- Student driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation.

Webster Early Childhood Center Philosophy

- Children learn best in a safe, orderly, and healthy environment. We create predictable routines, develop plans based on our children's interests and developmental levels, arrange the classroom environment to engage and support children's active exploration, and support children's physical, emotional and cognitive growth.
- Families are children's first and most influential teachers. We invite family participation in all aspects of our programming and welcome families to visit our classrooms, participate in activities, share their family customs, assess our program, provide input into program policies, and participate in their child's education at home and in the classroom.
- It is our responsibility to prepare children for success in school and life. We choose to implement the Creative Curriculum and use Teaching Strategies Gold as our child assessment tool. Both the chosen curriculum and the chosen assessment tool are aligned to Common Core Standards for Kindergarten and when implemented with fidelity, prepare children for success.
- One of life's greatest strengths and a great gift to children is the ability to solve problems and resolve conflicts respectfully. We see conflict and frustration as teaching opportunities and support children as they work to gain the skills necessary to meet life challenges.
- We value lifelong learning. We provide opportunities for parents and staff to learn together, provide for continuous and meaningful staff professional development, and take great joy in learning from and with our children.
- Children, families and the community of Hazel Park and neighboring counties deserve the very best early childhood program we can offer. We invite staff, families and community stakeholders to join us in program assessment and planning as we strive for excellence.

Our Programs

The Great Start Readiness Program (GSRP), 2 year old Preschool Academy and 3 and 4 year old Preschool Academy are fully administered by the Hazel Park School District. Program oversight of the program is conducted by Ms. Sheila O'Kane, Webster Early Childhood Supervisor.

State of Michigan Child Care Licensing

The program licensing notebook is available on-site for parental inspection. Also, it can be accessed at the State of Michigan Licensing and Regulatory Affairs. Licensing Rules for Child Care Centers - Amended 2/22/2022

The Webster Early Childhood Center licensing notebook includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP) since May, 2010. The notebook is available to parents during regular business hours. Licensing inspection and special investigation reports from at least the past two years are also available on the child care licensing website. LARA Child Care Licensing Search

Hours of Operation

Main Office	Latchkey	Classrooms
Monday - Friday	Monday - Friday	7:45am-2:45pm
7:30am-4:00pm	6:30am-8:30am	8:00am-3:00pm
	2:45pm-6:00pm	8:15am-3:15pm

Location, Parking, and Entrance

431 West Jarvis Ave
Hazel Park, MI 48030

Parking
Families are encouraged to park in the parking lots located on the right and left of the building. There is also a rear parking lot accessible by West Harry Avenue. All visitors will need to go to door 1 and ring the doorbell. Please be advised that you may get a parking ticket from the city if you are parked on the street illegally.

Building Entrance and Exit
All external leading doors remain locked throughout the day. All families and visitors are to enter and exit through the doors in the front of the building.

Contact, Communication, and Calendar Information

Supervisor
Sheila O'Kane
Email: sheila.okane@myhpsd.org
Office Phone 248-658-5501

Secretary
Shreyl Durka
Email: sheryl.durka@myhpsd.org
Office Phone 248-658-5501

Standard Forms of Communication

Communication between home and school is important. We try to meet the family communication needs as much as possible. Some of the ways we may communicate with families are listed below:

- In Person
- Office Phone Call
- Event Flyers
- Take Home Folders
- Email
- TSGold App
- ~~Bi-Weekly~~ Classroom Newsletter
- Monthly Supervisor Newsletter

Please be sure to keep all contact information up to date with our program. If your phone number or email address changes, please make the necessary changes in Power School or call the office at 248-658-5501 and we will be happy to do it for you.

ESL and Bilingual Families and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose primary language is not English.

Arrival and dismissal times are great opportunities to say hello to the teachers and build relationships. If you have a concern, please wait until all children are picked up, email, write a note or leave a message with your child's teacher to schedule a time to meet.

Classroom Newsletter and Supervisor Newsletter
Classroom newsletters are sent often and teachers use the avenue of their choice, such as email or the TS Gold My Family app. Your child's teacher will let you know which communication app they will be using. Watch your email for newsletters and updates from the building supervisor.

Program Calendar

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or see the Hazel Park Schools Website.

GSRP Enrollment Policy and Procedure

Great Start Readiness Program (GSRP) is a state funded school day preschool program offering a kindergarten readiness curriculum to those that qualify. Our classrooms service four year olds who meet income eligibility requirements.

~~Acceptance into GSRP is based on income and other eligibility factors. Applications are collected and placed in order of eligibility. Students are assigned available slots beginning August 1. Applications will continue to be collected until all slots are full. Any remaining applicants will go on a waitlist, again based on eligibility.~~

Enrollment Schedule:

- January 1, 2024 - Families that live in-district, with an income up to 400% of state guidelines can enroll
- March 1, 2024 - Families that live in-district and are over income can enroll
- August 1, 2024 - Families that live out-of-district can enroll
- September 1, 2024 - children that are 3 years old and turn 4 on or before December 1 can enroll

If it is determined that a child is eligible for Head Start, a referral is made to the OLHSA Head Start Program. The family has the option to decline the Head Start program and request placement in the Great Start Readiness Program. ~~by signing an OLHSA Head Start waiver.~~

~~If it is determined the child may qualify for GSRP, an appointment will be scheduled for an in-depth interview and parents may be asked to bring required documentation with them to the appointment.~~

If the family does not meet the eligibility for Head Start or GSRP, Hazel Park Preschool Academy will be offered to the family.

Application Process

1. Apply online with the county at MiECC. Be sure to specify Hazel Park School District Early Childhood Center as the school you are applying for.
2. Complete pre-enrollment process online at HazelParkSchool.org
3. Complete GSRP Application Packet:
    a. Child Information Record
    b. GSRP Application
    c. Latchkey Request
    d. ASQ Consent Form
    e. Media Release Consent
    f. Parent Responsibilities and Guidelines
4. Provide the following documentation:
    a. Birth Certificate
    b. Immunization Record
    c. Proof of Residency
        i. Lease/Mortgage Statement AND
        ii. Current Utility Bill
    d. Valid Government Parent Photo ID
    e. Proof of income (current 1040, W-2 or three recent paycheck stubs)
    f. Any other form of household income
5. ~~Complete an interview to review:~~

~~a. Income Verification Form~~
~~b. Eligibility Factors~~
~~c. Preference Form for class time, latchkey, bus~~
~~d. ASQ Screening Consent Form~~
~~e. Head Start Waiver (if applicable)~~
~~f. Medication Forms (if applicable)~~
~~g. Custody Paperwork (if applicable)~~
~~h. Health Appraisal (must be turned in within first 30 days of school)~~

6. Complete a Home Visit and Assessment with assigned teacher
    a. Complete an ASQ questionnaire
    b. Complete Getting to Know Your Child And Family questionnaire
    c. Review Parent Handbook and sign Acknowledgement Form
7. Complete Household Information forms for Food Services (district requirement)
    a. Education Benefits Form
    b. Household Income Eligibility Statement – Child Care Institutions
    c. CACFP Participant Enrollment Form

Families will also be required to complete Hazel Park School District's enrollment process.

Preschool Academy Enrollment Policy and Procedure

Preschool Academy is a tuition-based, school day preschool program offering a kindergarten readiness curriculum. Our classrooms service two year old children, and three and four year olds. Priority for enrollment is given to the children of Hazel Park resident families and Hazel Park Schools staff members. Families receiving DHS assistance may apply for child care benefits. DHS must be approved before your child can attend our program, unless willing to pay tuition until DHS is approved. All preschool programs are explained to the family to determine which preschool program is best for the child and their family.

Application Process

- Complete pre-enrollment process online at HazelParkSchool.org
- Complete Preschool Academy Application Packet:
    - Child Information Record
    - Preschool Academy Application
    - ~~Preschool Academy~~ Latchkey Request
    - Media Release Consent
    - ASQ Consent Form
    - Parent Responsibilities and Guidelines
- Provide the following documentation:
    - Birth Certificate
    - Immunization Record
    - Proof of Residency
        - Lease/Mortgage Statement AND
        - Current Utility Bill
    - Valid Government Parent Photo ID
    - Medication Forms (if applicable)
    - Custody Paperwork (if applicable)
    - Health Appraisal (must be turned in within first 30 days of school)
- Complete a Home Visit and Assessment with assigned teacher

    - Complete an ASQ questionnaire
    - Complete Getting to Know Your Child And Family questionnaire
    - Review Parent Handbook and sign Acknowledgement Form
- Complete Household Information forms for Food Services (district requirement)
    - Education Benefits Form
    - Household Income Eligibility Statement – Child Care Institutions
    - CACFP Participant Enrollment Form

Tuition and Payment Information

Two year old Preschool Academy and three and four year old Preschool Academy is a tuition-based program. The tuition requirements are as follows:

Tuition for the year is $5,625 per child. Parents/guardians can pay in full by September 1, 2023 or in monthly installments of $625 September - May. We do not bill for the days your child attends in August or June. Below is the 2023/2024 payment schedule:

2024/2025 Preschool Academy Monthly Tuition Due Dates	
September 1, 2024	$625
October 1, 2024	$625
November 1, 2024	$625
December 1, 2024	$625
January 1, 2025	$625
February 1, 2025	$625
March 1, 2025	$625
April 1, 2025	$625
May 1, 2025	$625

- Payment is the full responsibility of the parent or guardian who registers the child.
- Payment is due in full no later than on the 1st of each month. Families are encouraged to pay in full or in advance. Families will receive a full payment calendar prior to the start of the first day of school.
- There will be no refunds for days the program is closed for inclement weather up to five days per school year. After five days have been used for inclement weather, families will receive reimbursement for inclement weather for the remainder of the school year.
- No refunds will be given if a child is sick, sent home sick, on vacation, or other family reasons.

- Payment can be made with cash or check in the black box located at Door 1. Online payment with debit or credit card is available. Parents/guardians ~~can~~ must create a login for School Works for tuition submission.
- A late tuition payment will result in a late payment fee of $15 per week. This will be applied to all outstanding balances on the first day of each week and will continue until the balance is no longer outstanding.
- Online payment information will be emailed prior to the first day of school and sent home on the first day of school.
- Accounts more than 30 days past due will be contacted by the HPS Finance Department and may be turned over to a collection agency.
- DHS CDC (State assistance) is also accepted. If DHS financial assistance is going to be used, written authorization paperwork PRIOR to registration into our program is required. Otherwise, your child will be placed on the waitlist until completed. The waitlist does not guarantee enrollment.
- If the payment date falls on any 'no school' day, the payment schedule received prior to the first day of school will indicate that payment is required in cash or check the last school day before the 'no school' day or online no later than the 'no school' day. Families are encouraged to pay online in this case but we understand that cash or check may be preferred.
- You will receive a receipt for each payment made through the online system. If you are unsure as to how to access it, it is your responsibility to contact the supervisor.
- The parent or guardian email address on file must be accessible to the parent or guardian and up-to-date to receive statements and billing. This is the full responsibility of the parent or guardian to ensure~~.~~

Registration Fee

A nonrefundable registration fee of $40.00 is required at the time of registration.

Waitlist

When maximum enrollments are reached, names will be placed on a waiting list for the current school year only. A child may be put on the waiting list when age eligible. Should an opening become available, families are contacted in order. Families have 48 hours to respond and confirm acceptance of the opening. If no contact is received by our office, the next family on the waitlist will be contacted.

~~Child Development and Care~~ DHS Assistance

Financial help is available to parents who meet eligibility requirements to receive assistance with the costs of accessing high-quality preschool (child development) and care. Please contact the office to get more information about Child Development and Care through DHS.

Remain In Good Standing Policy

The following four occurrences will impact the good standing that all preschool families have entering the first day of school.

Incomplete Forms
Enrollment documents are required to be completed in FULL and on file in the main office. Failure to complete in full according to the timeline given will result in your child being placed on the waitlist which does not guarantee enrollment.

Health Appraisal
A Health Appraisal is required by the State of Michigan Child Care Licensing to be on file within the first 30 days of initial attendance. The Health Appraisal must have a physician's signature, stamp, and the date. Neglecting to complete this within 30 days of the child's first day of school will result in removal from the program and placement on the waitlist.

Late Tuition
Preschool Academy is self-supporting through tuition fees. The tuition requirements set forth in this handbook must be enforced in order to maintain a high-quality program. If you are not in good standing due to falling behind in payments by more than one week, the following will occur.

- 1st Incident
  - A conversation with the Supervisor will be required to continue program attendance.
- 2nd Incident
  - A meeting with the Supervisor and a written plan of action to rectify the issue will be required to continue program attendance.
- 3rd Incident
  - Withdrawal from the program.

Late Pick Up
Starting ~~at 3:30~~ 15 minutes after dismissal, a $10.00 fee will be charged for every 15 minutes your child or children are in the late pick-up room. If you have more than one child, the fee will be applied to each child. As a school district, we understand that a situation may occur that will impact your ability to pick your child or children up on time. Therefore, we have built some flexibility into the fees that will be charged. The fees will be charged as outlined in the table below:

First Late Pick-Up	No Fee
Second Late Pick-Up	Fee Applied (unless extreme emergency as approved by Principal)
Third Late Pick-Up	Fee Applied (up to 4:30 pm - *see note below) and follow-up phone call with the building principal
Four or More Late Pick-Ups	Fee Applied (up to 4:30 pm - *see note below) and meeting with the building principal

* If a student is not picked up by 4:30 the Hazel Park or Ferndale Police will be contacted.

Safety and Security Information

Webster Early Childhood Center monitors all individuals entering and exiting the building. All doors including the main office entrance will be locked and secured at all times. An electronic monitoring system has been installed throughout the building. The main office door has a video security camera allowing office personnel to talk to the person prior to entering the building. Individuals MUST check in with office personnel upon entering the building. Your child's safety is of vital importance to us! A bit of inconvenience in order to maintain the best possible security standards is a small sacrifice to make.

Building Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. To request entry press the button on the intercom device to the right of the main door on West Jarvis. Office staff will buzz you in so please listen for the faint click at the door, indicating the door is momentarily unlocked for you. If you are dropping off something for your child, office staff will be happy to take it back to your child's classroom at a time that will not interfere with instruction.

Visitors are required to produce a picture ID and inform office personnel of their reason for being at school. Approval to visit the school needs to be scheduled in advance with the principal. Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting.

Visitors volunteering in the classroom or attending school-related events must complete an ICHAT each year and be approved before visiting the school (some exceptions may be made for certain school events). Approved visitors must wear a badge identifying themselves as a guest and leave their picture ID with the office staff. Visitors must place the badge on their outer clothing in a visible location. The badge connects to the district's visitor management system, which allows us to electronically monitor the location of all school visitors. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself appropriately will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

Child Information Record (Emergency Cards)
For your child's safety it is very important your contact information is up-to-date at all times. Calls will be made in case of an illness, injury, emergency or building problems. Child Information Records (Emergency Cards) are kept in the main office AND your child's classroom. Information needs to be updated at both locations immediately any time you have changes affecting the information listed. Children will only be released to persons listed as an emergency contact. Therefore, if there is a possibility someone will pick up your child (even one time), please list them.

Legal Custody
Our center cannot refuse to release a child to the child's parent (per birth certificate or listed on emergency card). Both parents have equal custody rights unless a court or valid written separation agreement proves otherwise. If you are experiencing custody difficulties, please inform the center director and your child's teacher. Custody documentation is required prior to center enforcing. Information will be kept confidential.

Staff Screening

- The Hazel Park School District requires a criminal history check and fingerprints on all preschool and childcare employees.
- All childcare/preschool employees are required to complete the Michigan Child Care Background Check and fingerprint required by LARA.
- All staff are familiar with the Child Protection Law as it relates to child abuse and neglect.

Important Note
Hazel Park School District does not encourage nor accept responsibility for employees who care for children outside of our programs while they are not at work.

Emergency Procedures

Fire Drill
In the event of a fire, staff will follow the emergency evacuation plan per location to ensure the safety of the children. An alarm will notify staff members to evacuate the building. A teacher will gather the emergency cards and daily sign-in/sign out sheet, then begin leading the children from the classroom following the posted fire evacuation route. The second teacher will check the room and restroom to verify all children have evacuated, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. Staff and children will remain out of the building until the "all clear" signal is given. In the event it is not safe to return to the building, staff will proceed with children to the designated evacuation shelter and call families to pick up children.

HOLD IN YOUR ROOM OR AREA. There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an situation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe. If a Hold is called, students and staff can do business as usual but must clear the hallways and remain in the room or area until the "All Clear" is announced.

SECURE GET INSIDE, LOCK OUTSIDE DOORS. The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to an unsafe situation in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection. Students and staff are required to get inside the building, lock all doors, and do business as usual. During a Secure alert no one leaves or enters the building.

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT Lockdown is called when there is a threat or hazard inside the school building. Lockdown uses classroom and school security actions to protect students and staff from the threat. A Lockdown practice could require the classroom teacher to position students within the room so they are hidden from view by someone either outside or indoors. A Lockdown Action requires staff to lock individual classroom doors, offices and other securable areas, move students out of the line of sight, turn off lights to make the room seem unoccupied, and maintain silence.

EVACUATE TO A LOCATION Evacuate is called when there is a need to move people from one location to another for safety reasons. Each school building is assigned a designated evacuation shelter. In the event it is necessary to take children to the designated evacuation shelter, staff will begin contacting families/ emergency contact persons for immediate pick up. An on-site evacuation is usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal. An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or fire.

SHELTER STATE THE HAZARD AND SAFETY STRATEGY Shelter is called when specific protective actions are needed based on a threat or hazard. Threats or hazards may include:

- Tornado
- Severe weather
- Flooding
- Hazmat spill or release

Tornado Watch
If the National Weather Service states conditions are possible for a tornado to occur, the school office will notify staff of any changes in weather conditions. No further action is needed during a tornado watch.

Tornado Warning
If the National Weather Service states a tornado has been spotted in the area and immediate action is necessary, an announcement will be made over the building loudspeaker to notify staff members to take shelter due to a tornado warning. A teacher will gather the emergency cards and daily sign-in/sign out sheet, then begin leading the children to the posted tornado shelter. The second teacher will check the room and restroom to verify all children are out of the room, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. If a tornado warning occurs at dismissal time, children will be kept in the school until there is an "all clear" or until they are picked up by an adult listed as an emergency contact.

School Closing Information

Webster Early Childhood Center follows the Hazel Park School District school closings due to inclement weather, power outages, or other issues that may require that school be closed. Families are encouraged to tune in to school closings listed on the local TV and radio stations to learn if school is closed for the day. Look for Hazel Park School District and/or Webster Early Childhood Center on the television or online. If school is in session and needs to be closed, families will be contacted via phone and/or electronically to pick up their child.

Confidentiality

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student's assessments and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

Photographing and Videotaping

Photographs and videos may be taken in the classroom or during school events. These photos and/or videos may be used to create environmental print for children's use, classroom books, document children's work for portfolios, child observation records online, parent information and staff training. They may be used for educational training at workshops or conferences and to produce slide shows for parent meetings, program

recruitment (flyers and social media), and district events. You will be asked to sign a consent form allowing us to photograph and video your child in the classroom. If you do not wish to have your child recorded, please notify your child's teacher.

Mandated Reporters

All employees of Webster Early Childhood Center are mandated reporters of suspected child abuse and neglect. If we have reasonable suspicion to believe that a child is being abused or neglected, we are required by law to report our suspicions to the Department of Human Services Child Protective Services Division. The law states that we are not to attempt to investigate the suspicion ourselves; we are to report any suspicion immediately. Webster Early Childhood Center will comply with the Hazel Park School District policy on reporting suspicion of child abuse or neglect. In the event that a report is made to the Department of Human Services, the staff will provide the family with referral for appropriate support services. All reports are strictly confidential.

Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Using an object to hit a child - this could mean a switch, a paddle, a belt, a cooking spoon, a shoe or any other object that could cause serious harm
- Unusual bruising, marks, or cuts on a child's body
- Severe verbal reprimands
- Improper clothing relating to size, cleanliness, season
- Transporting a child without appropriate child restraints (e.g. car seats, seatbelts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Not providing appropriate nutrition for a child
- Leaving a child unattended for any amount of time
- Sending a sick child to school over-medicated to hide symptoms which would typically require the child to be kept at home until symptoms subside

Family/Community Visitors Mutual Respect Requirements

Students have the right to learn and teachers have the right to teach in a safe environment. Therefore, families and community members are expected to model the following behaviors while in the presence of children or on school property:

- Use appropriate language at all times, whether you are mad or having a casual conversation.
- Speak kindly and respectfully to all children and staff.
- Seek to resolve conflict and disagreements in private.
- Respect the privacy of all families. Please do not discuss children other than your own.
- Refrain from the use of tobacco and vaping products while on school property or in the presence of children. All Hazel Park Schools are smoke and vape free environments.
- Refrain from using threats, raising your voice or using intimidation when correcting your own child's behavior or when experiencing conflict with other adults.
- Refrain from confronting another parent regarding their child's behavior or conflicts between families. If you have concerns regarding conflicts between your child and other children in the program, please direct your concerns to the teacher or director.
- Dress appropriately. Please do not wear clothing that has inappropriate language or symbols while on school property.
- Leave dogs at home. No dogs are allowed on school premises or in vehicles during drop off and pick up times, and school hours, unless the dog is an approved therapy dog for the district.

All circumstances where adult behavior is perceived as threatening or disruptive to the emotional or physical safety of our children or staff will result in immediate and possibly permanent exclusion of the offending adult from our program.

At no time is any person permitted to carry any type of weapon, firearm or ammunition on school property or school event. Violation of this policy will result in immediate exclusion of the offending party.

Health Policies, Procedures, and Resources

Health Appraisal
As per Michigan child care center licensing, students are required to have a Health Appraisal completed and turned into the office within 30 days of their first day of school. If a child does not have their Health Appraisal on record 30 days after the child's first day of school, the child will not be able to return to school until the Health Appraisal is on file in the office. As a result, the child may be placed back on the waitlist. Health Appraisals can be compelted at the Accension Health Center located at Hazel Park High School. For more information, visit the Hazel Park School District website: https://bit.ly/4bEaT3Lr/

Hearing and Vision Screening
Each year the Oakland County Health Department screens 4 year old students for vision and hearing. This is a requirement for Kindergarten. Parents will be notified of results.

Immunization Record
Michigan Law for child care centers and preschools requires every student enrolling in a Michigan school be properly immunized, or have a signed waiver from the health department. A parent notification letter may be sent regarding any needed immunizations. If the immunization record or signed waiver stamped by a notary is not on file, the student, in accordance with the law, shall not be permitted to attend school. The Oakland County Health Division has a free immunization clinic available to all ages, including adults. The clinics are located in Pontiac, Southfield and Walled Lake.

The immunization records of children born in Michigan from 1994 to present are in the Michigan Care Improvement Registry (MCIR). Many older children and adults are also in MCIR. You may request your own or your child's Official State of Michigan Immunization Record by contacting your physician's office or your local health department.

Parents/guardians seeking to obtain a nonmedical immunization waiver for their child(ren) who are enrolled in school or licensed childcare programs are required to attend an educational session, where they are provided with information about vaccine-preventable diseases and vaccinations. For more information go to Nonmedical Waiver Rule for Childhood Immunizations in School and Licensed Childcare Programs: Information for Parents/Guardians

Illness/Undiagnosed Rash
The school may request certain children be excluded from school attendance if the child is thought to have a contagious illness or has an undiagnosed rash. The school will readmit the child when they are free of symptoms or receive written permission from the doctor. This is done for the protection of the child and the rest of the children in the school, and follows the guidelines provided by the Oakland County Health Department.

Health Guidelines

Staff will be alert to any unusual behavior in children that may signal illness. Whenever a child exhibits any of the symptoms listed below, staff will contact the parents to have the child picked up immediately. If the parent is unable to be contacted or does not come within 30 minutes, staff will begin calling other emergency contacts listed on the Child Information Record.

- Fever - The child must be 24 hours free of fever, without medication, before returning to school.
- Vomit/Diarrhea - The child must have a minimum of 24 hours free of vomiting or diarrhea before returning to school.
- Pink Eye Symptoms - The child must be treated with medication and may return with a doctor's note after 24 hours with no eye drainage
- Persistent Cough – A child who is coughing constantly and/or 'hard' will be excluded until cough is not as persistent.
- General Appearance of being Ill – A child who is not participating in activities, is very tired, unusually pale or has flushed skin, watery eyes and just appears to be too sick to be in school will be excluded until the child looks and feels well.

Notification of Sick Children Within the Classroom

Families will be notified of outbreaks of illnesses in individual classrooms. A note will be sent home with children. Classroom staff will be responsible for ensuring children do not return to the classroom until they are well enough as described as above. In the event of illness in the classroom, staff will pay particular attention to disinfecting toys and surfaces used by children.

ALL families are required to notify the school office of diagnosed communicable illnesses and/or rash or bump causing issues. Notification will be required for the following and more, as listed on the Oakland County Health Division Communicable Disease Reference Chart 2024:

- Bed Bugs
- Chickenpox
- Hand, Foot and Mouth
- Head Lice
- Impetigo
- Flu
- Pink Eye
- Pneumonia
- RSV
- Ringworm
- Scarlet Fever
- Strep Throat

Doctor's Note Requirement

A doctor's note for return to school may be requested at any time to ensure the health of all children and staff at Webster. This will be left to the discretion of the director.

Reporting to MDSS

The report of some conditions to the Michigan Disease Surveillance System (MDSS) or local health department is required within 24 hours if the agent is identified by clinical or laboratory diagnosis. Reportable Diseases in Michigan 2024.

Head Lice

The following policy was adopted by the Hazel Park Board of Education and is coordinated with the procedure of the Oakland County Health Department. Children with lice and/or nits are to be kept out of school (excluded).

The school will observe the following protocols regarding head lice.

- The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
- Infested students will be sent home following notification to the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
- A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the designated staff member and the child is determined to be free of the head lice and eggs (nits).
- Children may return when they are nit-free.

Handwashing

- Hands will be washed with soap and running water. Water basins, hand sanitizers and pre-moistened wipes may not be substituted.
- Have a clean paper towel available
- Turn on water to a temperature between 60 and 100 degrees F.
- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds.
- Rub areas between fingers, around nail beds, under fingernails, jewelry and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper towel. Turn taps off with the paper towel.
- Dispose of the paper towel in a lined trash container.

CDC Guidance

Staff will use and actively teach children the hand washing procedure below in order to avoid spreading illness. Children and staff wash their hands before each meal, after using the bathroom, playing with animals, blowing their nose, before and after using the sensory table and any time hands are visibly dirty.

Children's Medication

State of Michigan Child Care Licensing Rule 400.8152 Medication Administrative Procedures states:

(1) Medication, prescription or nonprescription, must be given to a child by a child care staff member only.

(2) A child care staff member shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent.

~~State of Michigan Child Care Licensing Medication Permission and Instructions~~

~~Hazel Park Schools Medication Form~~

*Self-administration is not applicable for Webster ECC

(3) All medication must be in its original container, stored according to instructions, and clearly labeled for the named child, including all nonprescription topical medications described in subrule (8) of this rule.

(4) Prescription medication must have the pharmacy label indicating the physician's name, child's first and last name, instructions, name and strength of the medication, and must be given according to those instructions.

(5) A child care staff member shall keep all medication out of the reach of children and shall return it to the child's parent or destroy it when the parent determines it is no longer needed or it has expired.

(6) A child care staff member shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order of the child's physician. Our staff members will not give the first dosage.

(7) A child care staff member shall not add medication to a child's bottle, beverage, or food unless indicated on the prescription label.

(8) Topical non-prescription medication, including but not limited to diapering cream, triple antibiotic, sunscreen, and insect repellant, requires written parental authorization annually.

(9) A center shall maintain a record as to the time and the amount of medication given or applied, with the exception of medications described in subrule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. One form per medication is required. The signature of the child care staff member administering the medication must be included.

Children requiring an epipen or inhaler/nebulizer at school WILL NEED THEIR MEDICATION BEFORE THE START of school and the required signed forms. A Medication Administration Authorization Form must be completed and signed by the parent and physician.

These are considered life saving medications and we cannot make any exceptions. Children indicated on the Health Appraisal as having a severe allergy where an epi-pen may be required or asthma where an inhaler/nebulizer may be required must have a letter from their doctor if the medication is not needed to be at school.

Accidents/Emergencies

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report (incident report), or both will be provided to the parent at or before dismissal on the day of the minor injury

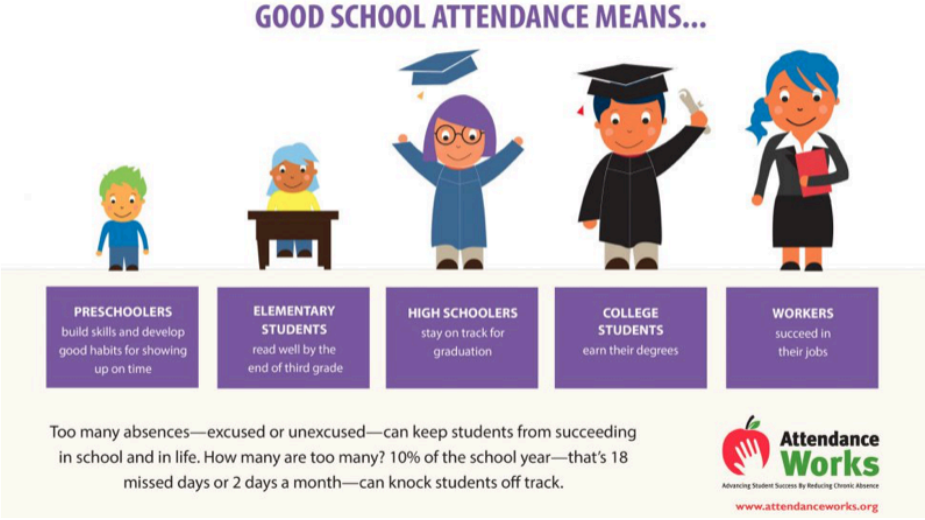
When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1- is called, while the certified CPR/First Aid staff member remains with the injured child.

2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital.
4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Department of Regulatory Services Licensing Division followed by a written report within three days of the injury.

Attendance Procedures

One of our program goals is to ensure that every student attends school regularly when healthy. For consistency of learning, please demonstrate appropriate attendance. We realize some absences are unavoidable due to health problems or other circumstances. Certainly, if your child is ill we do not want them in school as rest is what is best for a sick child.



Absent Procedure for Parents and Guardians
If your child will not be in attendance, please contact the school office at 248-658-5501 to inform them of the reason for your child's absence, the classroom teacher's name, and the reason for not attending. If no one answers, please leave a message.

Absent Procedure for Staff
The Lead Teacher or Associate Teacher is to check in with verbal communication to parents or guardians after the second day a child is absent. Only if unable to reach parents via phone call (2 attempts), send a message via the TSGold App or email. Email and verbal communication to parents or guardians may be required to request needed doctor's documents for the child's return to school.

Ongoing Absence Without Parent or Guardian Contact
If a child is absent and the program is not contacted by the parent or guardian, the program will attempt to make contact with the parent. If the program cannot make contact with the parent or guardian for 3 consecutive days, then a letter will be sent to the parent or guardian. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

Bus Transportation

Families residing in Hazel Park School District may request bus transportation for certain programs.. Let your child's teacher know if you are interested in having your child ride the bus. It is the responsibility of the transportation department to notify families of their pick up and drop off time. Families should be aware that the bus may arrive ten minutes before or after their child's scheduled time due to different reasons. Any issues regarding the bus must be discussed with the transportation department at 248-658-5948. However, you may notify the school office to make them aware of the situation. If your child is going to be absent from school, you must notify the transportation department and the Webster office.

Drive Through Drop Off And Pick Up

At the beginning of the year, each family will receive a car tag and a backpack tag that has a specific color and number. The car tag must be displayed from the rearview mirror. Some classes will enter through Door 1, and some through Door 2. Door 1 is at the front of the building off of West Jarvis. Door 2 is on the west side of the building off of West End. To access Door 2, please use the circle drive, entering through the south entrance and exiting out the north exit. When you meet with your child's teacher at the beginning of the year, you will be assigned a door.

Please pull up when you can, and remain in your vehicle. Your child should remain buckled in their carseat until you are pulled up close enough for a staff member to come to your vehicle for your child. When it is time to pick up your child, please pull up when you can and remain in your vehicle. A staff member will bring your child to your vehicle.

If you are dropping off or picking up your child late, please go to Door 1 and ring the doorbell. We will be happy to help you.

If you have someone other than a parent picking up your child please notify the office. That person must be on your emergency contact list and have picture identification.

Picking Up your Child During the School Day

Parents/guardians should give the school advance notice if their student will be checked out early. At the elementary schools, no students can be checked out early after 2:30 PM. This policy is in place at the junior high and high school as well. Students should not be checked out early at the junior high after 2:15 or after 2:00 at the high school. It is disruptive to the classes and prevents important learning at the end of the day.

Visitors who are checking students out of school buildings early are required to show a picture ID and must be listed as an emergency contact on Power School for that student. **The school must have prior notification (note or email/call from the email or contact number on file in the district's student information system) from the parent/guardian if a visitor/emergency contact is checking students out of the building.** Visitors who are not listed as emergency contacts in Power School cannot check a student out of school.

Latchkey

Before and after care is available Monday through Friday. It will open at 6:30 am and your child will be picked up by the classroom teacher when it is time for their class to begin. Latchkey will open at 2:45. Your child will be dropped off by their teacher at dismissal time. All children need to be picked up before 6:00 pm. There will be no latchkey offered on non-school days. Please check the district website or contact our office at 248-658-5501 for more information and the cost of the latchkey program. DHS payments are accepted but must be in place before entering the program.

Child Clothing and Blanket

Clothing for Learning and Play
Preschool children learn best from hands-on exploration. Children will be provided many hands-on opportunities.

- Children should wear comfortable clothing to allow them to crawl and jump while strengthening their arm and leg muscles.
- Children should wear "play clothes". They will learn many developmental skills while "playing".
- No open toed shoes or flip flops. Sneakers that your child can easily take on and off are best.

While we take precautions to keep children clean, clothing may become messy at times. A change of clothing may be needed due to spills, messy play or bathroom accidents. Children should have a complete extra change of clothes in their cubby DAILY. Clothing is to be placed in a sealed and labeled plastic bag.

Cold Weather Outdoor Clothing Requirements
Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Your child is required to be dressed in clothing that is appropriate for the weather conditions. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots.

Rest Time Blanket
Children will have a rest time each day. Children should bring a small blanket that fits in their backpack. Bedding must be taken home at the end of each week for laundering. Please be sure all items are labeled with your child's name.

Label

Each item must be clearly labeled with your child's first and last name or initials with class number.
If you are in need of any of these items please let your classroom teacher or program administrator know in advance. We will try our best to locate resources for you.

Behavioral Expectations and Conflict Resolution

General Behavior Expectations
We believe that children learn best in a well-ordered environment that is free from disruptions. To promote such an environment, the Early Childhood department, teachers and staff work together to help children to:

- Respect all persons and property
- Act in a courteous and cooperative manner
- Use acceptable and appropriate language
- Be safe and learn to act responsibly

Teachers will handle the majority of discipline within the classroom. Repeated and/or harmful behavior to others or self will be called to the attention of the Webster ECC Supervisor and parents will be notified.

Conflict Resolution/Discipline
Staff supports children as they begin to understand their behavior choices and learn acceptable ways to interact with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts. The steps are as follows::

1. Approach children calmly and stop any hurtful actions.
2. Acknowledge children's feelings.
3. Involve children in identifying the problem by gathering information.
4. Restate the problem in children's vocabulary.
5. Ask children for solutions and encourage them to choose one together.
6. Give follow-up support when children act on their decisions.

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is strictly prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment
- Restricting a child's movement by binding or tying him or her
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child
- Depriving a child of meals, snacks, rest, or necessary toilet use
- Excluding a child from outdoor play or other gross motor activities
- Excluding a child from daily learning experiences
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle

Family Involvement

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection which benefits children, we offer the following ways for families to be involved:

- Open House - Takes place at the school before your child starts the school year. This gives the parent and child time to get comfortable in their new classroom before their first official day.
- Parent Orientation - Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- Volunteering in the Classroom - Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy. All school volunteers must complete the Volunteer Form, submit a copy of their picture ID, and have clearance before assisting at the school. For school-wide volunteer opportunities, please contact the supervisor.
- Parent-Teacher Conferences - Teachers work with families to schedule two parent-teacher conferences. Additional meetings may be arranged by the teacher or parent.
- Parent Advisory Meetings - two or more are scheduled to share program goals, share community resources, provide at-home learning resources and attain input related to program decisions. Data Analysis will take place with participation from parents, an administrator, and teaching staff to review program data and set goals.
- Parent Connection Meetings - The Great Start Collaborative hosts Parent Connection Meetings following the Parents Advisory Meetings. Dinner and child care are provided. A range of topics for parents are addressed.
- Family Events - Family events are part of the excitement for children who attend our school. Events will be announced in advance and the majority of events are scheduled on the calendar prior to the start of the school year.
- ESL and Bilingual Resources - Families and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose priority language is not English.

Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. If documentation and/or observations result in a concern about a child's development, we will begin a process to follow up on that concern. If you have any concerns or questions about your child's development, please reach out to the building administrator at 248-658-5501.

The Individuals with Disabilities Act (IDEA) is a federal law that provides federal assistance to states and local school districts and that requires all public schools to make available a free appropriate public education (FAPE) to all children with disabilities. IDEA is also supported by a comprehensive set of federal regulations that are also legally binding on public schools.

A component of a public schools' obligation to provide FAPE is to ensure that the school has in place a system to support what is known as "Child Find". This typically involves students enrolled in the Hazel Park School District; however, this obligation applies to all children who reside within the boundaries of the District. This applies even if children are homeless, a ward of the state, enrolled in a private school, transient or home schooled, whether or not they are registered with the state or Oakland Schools.

*The Hazel Park School District has an obligation to "locate, evaluate, and identify" any child that has or is suspected of having a disability, or who may be in need of special education services.

*The Child Find process is a collaborative one with school personnel working in conjunction with parents to locate, evaluate, and identify children who may need special education and related services. Children in need of special education services or an accommodation for a disability should be identified in a timely manner. If the child is referred for a comprehensive evaluation, informed parental consent must be obtained prior to beginning the evaluation. The initial evaluation must be conducted within 30 school days of receiving parental consent for the evaluation.

Family Needs
Families may also need different forms of support. If there is a non-educational need that your family has, please notify a staff member. Staff will assist you in seeking the resources you need and follow up accordingly. Alternatively, there are a variety of resources and supports that can be accessed on the Hazel Park Schools website.

Cultural Competence Plan

The purpose of this plan is to be a starting point for improved cultural competence throughout Webster ECC.

Cultural competence is a key component to equity in high-quality early childhood education. The National Center for Cultural Competence states that "culture is an integrated pattern of human behavior, which includes but is not limited to – thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature" (National Center for Cultural Competence 2004, 4). Webster ECC strives to ensure cultural competence and is committed to evolving what that means to our program over time.

Understanding culture and developing cultural competence is important so that we all (i.e., students, staff, families) understand how we interact with individuals from different cultures. This understanding helps us see our students and their families more clearly, and shape policies and practice in ways that will help our students to succeed. There are five basic cultural competence skill areas that Webster ECC staff seek to continue to develop (Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005):

1. Valuing Diversity - Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
2. Being Culturally Self-Aware - Culture, the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests, shapes an educator's sense of who they are and where they fit in their family, school, community, and society.
3. Dynamics of Difference - Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
4. Knowledge of Students' Culture -. Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.
5. Institutionalizing Cultural Knowledge and Adapting to Diversity - Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.

Birthdays and Celebrations

We know that birthdays are important to every child and that children like to celebrate with their classmates. Classrooms will acknowledge children's birthday and special occasions on the message board. However, sending in a food treat to the classroom to celebrate can exclude those children who have food allergies, diabetes, celiac disease, or other dietary restrictions. We ask that you do not send any snack (or other item) on your child's birthday.

Nutrition Services

All meals will be fully compliant with the final rule for nutrition standards in the Child and Adult Care Food Program. Menus with noted food substitutions will be posted in a place visible to parents. If there is a need for a child to receive substitutions due to medical or religious reasons, a Request for Food Service Individualization and Adjustments Form must be submitted. The center will comply with rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs. Webster ECC Current Menus

Allergies or Special Diets
Food accommodation will be made by the program with documentation from the child's physician regarding allergies. An allergy action plan must also be filled out by a physician. All allergies requiring an epi-pen must have above documentations and medication form filled out by physician and turned in with an epipen BEFORE the child can attend school.

Children who have low frequency dietary needs (organic, kosher, vegan, etc.) will be allowed to supply snacks and meals for the child. Alternative snacks and meals supplied by families should be similar to what is being offered on the school menu and follow the CACFP. Families will be asked to sign a statement indicating they wish to provide food for their child because of family preferences (specific preference must be listed).

A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits. Families are NOT allowed to send in food for their child simply because the child does not like the food served or prefers something from home. Shared meals are an important part of the program and encourage children to try new foods with peers.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Teaching Team

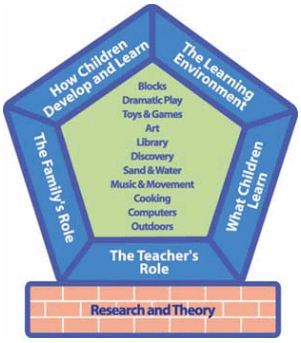
The teaching team in the GSRP classroom consists of two co-teachers who have extensive education in teaching your children. Lead teachers are required to possess at least a bachelor's degree in child development or early childhood education. Associate teachers are required to possess either an associate degree in early childhood or a child development associate credential (CDA). All teaching staff participate in a minimum of 24 hours of professional development per year.

Lesson Plans

Teaching Teams meet daily to create lesson plans. They apply intentional teaching practices by:

- Planning developmentally appropriate activities
- Supporting and extending children's learning
- Providing materials that reflect children's interests, community events and curriculum content
- Actively engaging children through direct experiences in pursuit of shared learning goals
- Collaborate with families to create individual goals for children

Curriculum



Webster Early Childhood Center uses Creative Curriculum in all of the classrooms. This curriculum focuses on developmentally appropriate practices to create a positive learning environment that meets the needs of multiple learning styles. Several interest areas in the classroom are stocked with materials that focus on a theme or study, and also have resources to support learning in reading, writing, literacy, math, science and social studies. Through interactions and observations, teachers record anecdotal notes in the following areas of development and objectives to assess students' learning, and create lessons that meets the needs of all students:

- Social-Emotional
    - Regulates own emotions and behaviors
    - Establishes and sustains positive relationships
    - Participates cooperatively and constructively
- Physical
    - Demonstrates traveling skills
    - Demonstrates balancing skills
    - Demonstrates gross-motor manipulative skills
    - Demonstrates fine-motor strength and coordination
- Language
    - Listens to and understands increasingly complex language
    - Uses language to express thoughts and needs
    - Uses appropriate conversational and other communication skills
- Cognitive
    - Demonstrates positive approaches to learning
    - Remembers and connects experiences
    - Uses classification skills
    - Uses symbols and images to represent something not present
- Literacy
    - Demonstrates phonological awareness, phonics skills, and word recognition
    - Demonstrates knowledge of the alphabet
    - Demonstrates knowledge of print and its uses
    - Comprehends and responds to books and other texts
    - Demonstrates writing skills
- Mathematics
    - Uses number concepts and operations
    - Explores and describes spatial relationships
    - Compares and measures

    - Demonstrates knowledge of patterns
- Science and Technology
    - Uses scientific inquiry skills
    - Demonstrates knowledge of the characteristics of living things
    - Demonstrates knowledge of the physical properties of objects and materials
    - Demonstrates knowledge of Earth's environment
    - Uses tools and other technology to perform tasks
- Social Studies
    - Demonstrates knowledge about self
    - Shows basic understanding of people and how they live
    - Explores change related to familiar people or places
    - Demonstrates simple geographic knowledge
- The Arts
    - Explores the visual arts
    - Explores musical concepts and expression
    - Explores dance and movement concepts
    - Explores drama through actions and language
- English Language Acquisition
    - Demonstrates progress in listening to and understanding English
    - Demonstrates progress in speaking English

~~GSRP~~ Sample Daily Routine

Children learn concepts of time, self-regulation skills, trust, a sense of order and safety from following a consistent daily routine. The following parts of the day occur in the same order each day. The daily schedule for each classroom will be posted in the hallway.

Greeting Time/ Message Time	8:15-8:30
Breakfast Time	8:30-8:50
Outside Time	8:50-9:30
Read Aloud	9:30-9:50
Planning Time	9:50-10:00
Work Time	10:00-11:00
Clean-Up Time	11:00-11:10
Recall Time	11:10-11:15
Lunch Time	11:15-11:45
Outside Time	11:45-12:15
Small Group Time	12:15-12:45

Read Aloud	12:45-1:00
Rest Time	1:00-2:15
Snack Time	2:15-2:45

Child Assessments

Hazel Park GSRP collaborates with Oakland Intermediate School District to provide a free on-line developmental screening for all children. Each family will be asked to complete an Ages and Stages Questionnaire online for child development and social development. The data entered by families will then be scored by the computer and the results will be forwarded to the family and the child's teacher. The results of ASQ-3 and ASQ-SE-2 will be shared with families and teachers will use to plan lessons. Sometimes the results suggest for the child to be re-screened again after 60 days or referred for further evaluation with the school district special education department.

Children's progress is assessed ~~three~~ four times throughout the school year using the Teaching Strategies GOLD assessment tool. Teachers intentionally record what they see children saying and doing in the 38 learning objectives listed under the Curriculum section of this handbook. Parents are informed of a child's developmental progress at family conferences and the second home visit and given a report card.

Program Assessment

Oakland Schools assigns Early Childhood Specialists to classrooms for the school year. Early Childhood Specialists meet with teachers at the beginning of the school year to introduce themselves and answer any questions. Within the first two months of school they will evaluate the classroom teaching and program operations using the county approved fidelity tool. They arrive before the students, stay the entire time students are in session and stay afterwards to observe team lesson planning. Teaching teams then meet with Early Childhood Specialists to go over results and create goals. Mid-year Early Childhood Specialists and the teaching team meet again to discuss how they are progressing on their goals. A final observation by the Early Childhood Specialists is held at the end of the year. The results of the program evaluations are shared with families at the Family Advisory Meeting and those in attendance will collaborate with staff for continuous program improvements.

In addition, Hazel Park Schools policy for all staff observations and evaluations are followed throughout the school year, providing coaching, support and resources for classrooms.

Home Visits and Family Conferences

All of our classrooms require two home visits per school year, one in the fall and one in the spring. Families will be contacted prior to school starting or as soon as possible to schedule the first home visit. Our first home visit provides the teaching staff an opportunity to greet the child and their family in their home where they are most comfortable. Teachers will review paperwork needed, share important information about the classroom, provide ideas to transition from home to school and provide a developmentally appropriate activity. Staff will make every attempt to schedule home visits at a convenient time for the family. The second home visit is scheduled in ~~May~~ June to transition families from school to home, and transition to elementary school for the next school year. Teachers will discuss your child's progress throughout the school

year, share their portfolio and provide a summer packet of activities for families to do with their child throughout the summer.

Family conferences are scheduled two times throughout the school year. Teachers will reach out to each family to schedule a time for their conference. You will be given a report card and samples of your child's work. We expect each family to partner with us to maximize your child's learning experience and prepare them with the necessary skills for kindergarten readiness.

What to expect during a Home Visit and Family Conference:

1. Teachers will begin by asking "Are there any family changes, concerns or celebrations you would like to share with us?"
2. Review Emergency Card, make necessary changes and initial/date at the bottom
3. Discuss child's strengths and interests
4. A report card will be printed and discussed regarding individual child's development.
5. Portfolio is compiled throughout the school year with children's work and photos to share with families.
6. Create and Review Child's Educational Goals
7. Handouts with activities for families to do with children
8. Teachers will end the conference asking "Do you have any questions in regards to your child or the Creative Curriculum?

Outdoor Play

Children go outside for a minimum of sixty (60) minutes a day. Some classrooms have two outside times, thirty (30) minutes each. Research shows there are many health benefits to playing outdoors. It improves distance vision, promotes social skills among peers and adults, increases attention span, reduces stress and provides vitamin D. Please dress your child appropriately based on the weather and your child's outside time listed on their daily schedule outside of the classroom. In the winter we will go outside as long as the temperature is 21 degrees or above and it is not raining. Your child will need a warm coat, snow pants, boots, hat and gloves. Talk to your child's teacher if you are in need of assistance regarding any of these items.

Rest Time

All children will be provided with a mat on which to rest. Families are welcome to provide their child with a small blanket. Talk with your child's teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their rest time belongings and place them on their mat. The lights dimmed and soft music may be played. Rest time is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a mat, or at a table. After an hour, the lights are turned on and children are encouraged to return their mats to the cart. Children that are still resting will be gently encouraged to wake up but not forced to get up.

Toileting

Each classroom has a bathroom inside the room for children to use. Children are able to use the toilet whenever they need to without having to ask. Most children are "potty trained" prior to the start of school. However, some children still need help. Teachers will work with families to "potty train" children and create a plan to follow at home and at school. GSRP requests families provide a change of clothing in their child's backpack daily. Soiled clothes will be changed immediately without judgment expressed regarding the accident. At the end of the day families will be notified soiled clothes are in their child's backpack so they can be removed and washed.

Classroom Cleaning

Every staff member is responsible for keeping the entire classroom clean, orderly and pleasant looking daily. The room should be ready for the next day at the closing of each night. Custodians will clean the floors and bathrooms daily. All door knobs, rest time mats, play equipment and surfaces used by children will be cleaned and sanitized regularly using the method below. In the event of an illness, sanitation will occur immediately.

Step 1: Sprayed with soapy water and wiped clean with paper towels.
Step 2: Sprayed with water and wiped clean with paper towels.
Step 3: Sprayed with a solution of bleach water and wiped with clean paper towels.
(Note: bleach water must be replaced daily and should be tested to ensure that it is at food service strength.)

Early 5s or Kindergarten Transition

Kindergarten Transition
Families will be notified as soon the Kindergarten Open House dates are set. Children who turn five before September 1, will be eligible for kindergarten in the fall after their school year. During your child's Spring Parent/Teacher Conferences, the Early 5s and Kindergarten options will be discussed. Contact the Early Childhood Supervisor for additional information and guidance.

Complaint Procedure

We strive to provide a positive, nurturing environment for all. It may occur that an employee makes decisions or performs in a manner with which others disagree. Family and community members are asked to follow the district's communication procedure, outlined in the student handbook, to address questions or concerns. The Student Handbook can be found on the Hazel Park School District website.

SIGN AND RETURN

Hazel Park Staff Welcomes You to our Program

I have read the Webster Early Childhood Family Handbook. I understand my rights and responsibilities as presented in the handbook. I agree to abide by all the Hazel Park policies.

- Complete all enrollment paperwork as soon as possible.
- Complete ASQ-3 and ASQ-SE parent questionnaires.
- Turn in Health Appraisal form completed by physician within 30 days of first day of school.
- Update Emergency Information Record in the school office.
- Notify teaching staff of any health concerns, allergies or special diets immediately. Complete and return required forms for medication and/or accommodations.
- Send your child to school Monday-Friday at their classroom's designated time.
- Notify the office when your child will be absent before 8:30 a.m.
- Keep your child home when they are ill.
- Sign your child in and out daily and notify teaching staff of any changes.
- Schedule and meet teaching staff for two home visits and two family conferences.
- Follow the Family/Community Visitor Mutual Respect Policy.
- Follow parking guidelines listed.
- Follow birthday and special occasion policy.
- Attend Family Meetings and Advisory Board Meetings, if possible.
- Collaborate with Webster Early Childhood staff to successfully transition your child from home to school at the beginning of the school year and from preschool to elementary school at the end of the school year.

"When families, school and community work together to support learning, children tend to do Better in school, Stay in school longer, And Like school more."
Anne Henderson & Karen Mapp

Child's Name:_____ Teacher Name_____

Parent or Guardian Signature: _____ Date: _____

Parent Resource Handbook
Understanding Special Education
Hazel Park Schools: Department of Student Services

2024 - 2025

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Introduction

If your child has a disability, special education can help!

Special education is a system of specially designed instructional services designed to meet the unique needs of students with disabilities. Our goal is to provide all students with an education that addresses their individual strengths and challenges, and to ensure they have equal opportunities to learn, succeed and develop a sense of belonging in school.

A "disability" refers to a condition that significantly impacts a person's ability to learn, communicate, or engage in daily activities. Disabilities, or different abilities, can be physical, intellectual, emotional, or any combination of these. Special education aims to support students with disabilities in developing the knowledge and skills necessary for academic achievement and personal development.

If you are a new parent navigating the world of special education, it's important to work closely with your child's principal, teacher/s and school staff. You are an important part of the process in assuring your child's rights, and actively participate in the development and review of your child's IEP. This collaborative approach helps ensure that your child receives the support needed to reach their full potential in the educational setting.

Our Vision

Inspire and empower all learners.

Mission Statement

The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

We Believe

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity and promotes equity.
- Student achievement and social emotional learning are at the core of every decision.
- Students are successful when staff, families and community are engaged and support learning.
- Research based curriculum, aligned with state standards is the foundation for high quality instruction.
- Student driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation.

A Letter from our Director of Student Services

I hope this letter finds you in good health and high spirits. As the Special Education Director of Hazel Park Schools, it is my distinct pleasure to extend a warm welcome to you and your family for the upcoming academic year.

Our dedicated team in Hazel Park Schools is committed to fostering a learning environment where every student belongs! Our schools value the unique strengths and abilities of each student and we recognize and appreciate the diversity that each child brings to our community. We are excited to embark on this collaborative educational journey with you.

We are dedicated to nurturing the holistic development of every child. We believe that every student has the right to reach their full potential and we are here to provide the necessary resources, accommodations, and support to ensure their success in both academics and social/emotional. Throughout the year, you can expect open communication with our team of educators and support staff. We encourage you to share your insights, concerns, and aspirations for your child and we believe that effective collaboration between home and school is vital for a student's growth.

We understand that each child is unique and that learning needs vary. Our team is well-equipped to tailor individualized education plans (IEPs) that support your child's unique learning style. We are committed to regularly reviewing and adjusting these plans to ensure that your child receives the best possible education.

Please feel free to reach out to our team if you have any questions, concerns, or if you simply wish to discuss your child's progress. We are here for you every step of the way, and together, we can create an environment where your child feels valued, supported, and ready to thrive.

Once again, welcome to Hazel Park Schools!. We are excited to have you as part of our community and look forward to working closely with you to ensure a successful and enriching educational experience for your child.

In Kindness,

Dr. Megan Papasian-Broadwell
Executive Director of Student Services
Hazel Park Schools

Contact Information:
megan.papasian-broadwell@myhpsd.org
248-658-5206

What do Parents do if you suspect a disability?

Special Education Evaluation Process

Why does my child need an evaluation?

An evaluation helps answer these questions:

- Does the child have the characteristics of a disability or specific disability?
- How is the child currently performing in school?
- What are the child's educational needs?
- Does the child need special education and related services?
- What additions or modifications, if any, are needed to enable the child to meet annual goals in the Individualized Education Program (IEP) and participate, as appropriate, in the general curriculum?

What are the steps in the evaluation process?

Before a child is evaluated for the first time, the school must notify the parent and describe any evaluation the school proposes to conduct. The consent process involves gathering and reviewing existing information on the child by an IEP team. This includes consideration of current classroom assessments, observations, and information provided by parents and school staff. Additional assessments are identified, and the parent must give informed consent for the child to be evaluated.

How is a child evaluated for the presence of a disability?

A full and individual evaluation will be conducted by a multidisciplinary team in the child's native language. Standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel.

Who decides if a child is eligible for special education services?

After the evaluation has been completed by the multidisciplinary evaluation team (MET), the IEP Team, consisting of qualified professionals, the parent, and the child whenever appropriate, will decide if the child is eligible for special education service(s).

Who is a "child with a disability?"

Any child age birth through age 25 who has not graduated with a regular high school diploma and, as the result of a comprehensive evaluation;

- Has the characteristic of a specific disability as defined in the Michigan Administrative Rules for Special Education (MARSE) eligibility areas, and:
- Needs special education and related services because of that disability.

Special education eligibility areas:

As identified in the Michigan Administrative Rules for Special Education (MARSE), each district must provide appropriate special education programs and/or services for students identified as having:

- Autism Spectrum Disorder (ASD) R 340.1715
- Cognitive Impairment (CI) R 340.1705
- Deaf or Hard of Hearing (DHH) R 340.1707
- Deaf-Blindness (DB) R 340.1717
- Early Childhood Developmental Delay (ECDD) R 340.1711

- Emotional Impairment (EI) R 340.1706
- Other Health Impairment (OHI) R 340.1709a
- Physical Impairment (PI) R 340.1709
- Severe Multiple Impairment (SMI) R 340.1714
- Specific Learning Disability (SLD) R 340.1713
- Speech and Language Impairment (SLI) R 340.1710
- Traumatic Brain Injury (TBI) R 340.1716
- Visual Impairment (VI) R 340.1708

What happens after a child/student is found eligible?

Another role of the IEP team is to develop the student's Individualized Education Program(IEP). As stated earlier, the IEP team is composed of the parents, school professionals, and the student, whenever appropriate. After the IEP is developed, the student begins to receive special education and related services as described in the IEP team report.

Parent Involvement in the Special Education Process

Both state and federal laws and regulations governing the administration of educational programs for students with disabilities have recognized the important role of parents in the special education process. Parents and school personnel should establish a positive relationship with shared goals and a common understanding of the child's needs at home, at school, and in the community. Parents and schools must work cooperatively together to improve student performance. Research, in conjunction with federal and state laws continually states the importance of student outcomes based on parental involvement in their child's education. Below are some tips to help you with parent involvement.

***Parents are their child's best advocate! Tips to be an active participant in your child's education*:**

In the School Environment:

- Share letters, reports, or other materials that can help the school understand your child and provide appropriate services to your child. This information could be from teachers, doctors, or community agencies. Be sure to keep a copy of these items for your records.
- Inform yourself about what help is available in or through your child's school.
- Be able to talk about your child's strengths and needs
- Participate in the meetings that look at information to decide if your child is eligible to receive special education services.
- Send emails or letters confirming important conversations regarding your child and/or promises made concerning what the school will or will not do.
- Always put in writing any important requests to the school, including requests for an evaluation (as well as requests for IEP meetings and records).
- Attend and be prepared to participate in the Individualized Education Program (IEP) meetings. Parents are key decision-makers and an equal member of the IEP team.
- Ask questions if you do not understand terms, language, or other things that happen during your child's meeting(s).
- Call, email, or request a meeting if you are worried about how your child is doing at school.
- Be able to talk about your child's strengths and needs.

- Always put in writing any important requests to the school, including requests for an evaluation (as well as requests for IEP meetings and records).
- Communicate positive information as well as concerns.

In the Home and/or Medical Environment:

- Talk to other parents, teachers, doctors, and community providers.
- Learn about your child's legal rights
- Start a file or log in which you write important dates and milestones of your child's learning. This will also be a good place to record the results of important conversations and meetings you have had with teachers and others regarding your child's progress.
- Keep a copy of all letters that you send.
- Whenever possible send your correspondence by certified mail, return receipt requested to assure delivery of the letter, or hand carry the letter and request a receipt.
- Keep printed copies of important e-mail messages to or from the school.
- Keep all papers and letters from the school that you feel are important such as IEPs, samples of your child's work, and notices regarding the dates of meetings. Keep these documents in your file.
- Develop an ongoing working relationship with those persons who are responsible for providing services to your child. Get to know the names and responsibilities of all those working with your child.
- Communicate positive information as well as concerns.

In summary, successful parent collaboration in the special education process involves open communication, mutual respect, and shared decision-making. It recognizes the unique insights that parents bring to the table and emphasizes a team approach to support the child's educational journey.

Referral Process:

The special education process begins when a student is suspected of having a disability and is referred for evaluation to determine eligibility for special education services. A referral must be a verbal or written request from the parent or any person or agency who has knowledge of the child and suspects a disability.

If the Collaborative Team decides that the student has a suspected disability, a **REED (Review of Existing Evaluation Data)** must be conducted within **ten (10) days** following the date of the written or verbal request. However, if the parent and all required members are present at the collaborative team meeting meeting, and the parent agrees, the **REED** can be conducted immediately.

A great resource to understand and follow the process is the Oakland Schools Education Passport and Related Materials:

Special Education Referral Process (Flowchart)

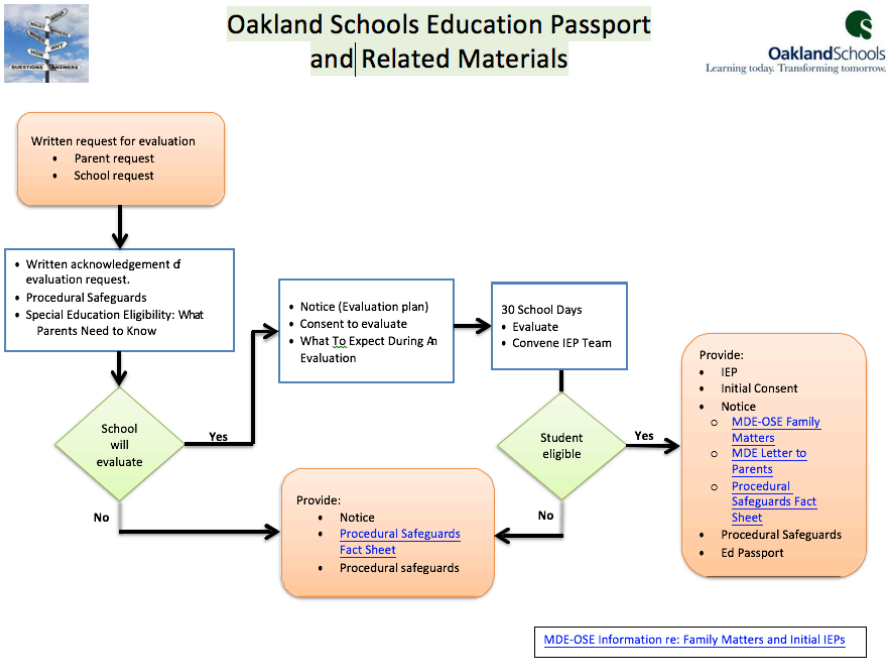
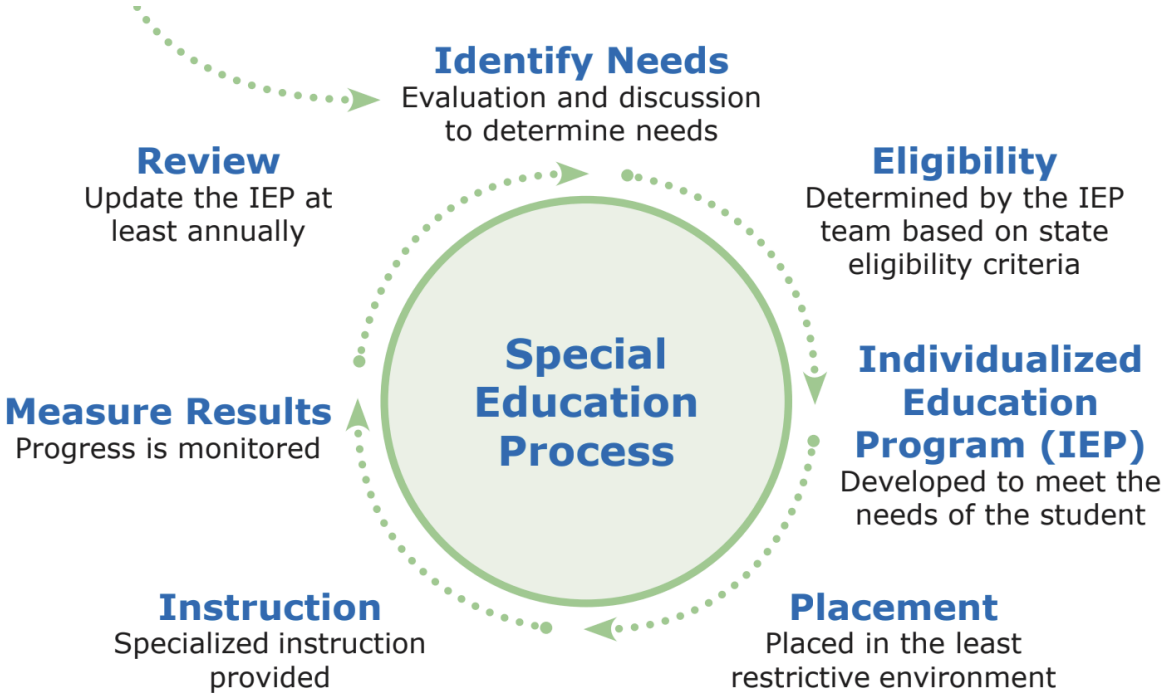


Image adopted from Oakland Schools

Special Education Referrals and evaluations follow a strict timeline as guided by the Federal IDEA and the State of Michigan (MARSE) timelines to ensure evaluations are conducted in a timely manner. Below you will find an infographic provided by *Family Matters* that outlines the Special Education Process:



Timeline of the Special Education Process

1. Upon receipt of a verbal or written request for a Special Education evaluation, the school team will respond to the request within ten (10) days.
2. If the school team suspects a disability
    a. Schools may opt to try different interventions before evaluating a child if there is no suspicion of a disability. Families will be informed of proposed interventions and be given a timeline for review.
3. If a disability is suspected, parents can expect:
    a. A special education team member to set up a REED (Review of Existing Evaluation Data) to create an evaluation plan
    b. Parents must sign and consent to the evaluation
    c. The evaluation plan will target testing (cognitive, achievement, rating scales, etc.) and observations related to suspected disability or concerns shared by team members
    d. Multi-disciplinary teams will conduct and complete testing and observations within a thirty (30) school-day timeline
    e. The multi-disciplinary team will reconvene to determine eligibility and share assessment results at a MET (Multidisciplinary Evaluation Team)
    f. If a child is determined to meet Federal, State, and County requirements as a student with a disability, the team will then transition into an IEP (Individualized Education Plan) - see IEP information in the following section:
    g. Ten (10) days from the date of the initial IEP meeting, parents have ten days to consent to the offer of FAPE (free appropriate public education) from their child's home district.
    h. Consenting to services will enact the IEP and programming and services will begin for your child
4. Individualized Education Plan (IEP) meetings: Parents are important members of the IEP team and are involved in developing, reviewing, and revising their child's IEP. They can provide input on their child's goals, accommodations, and services.

What is an IEP?

- An IEP stands for Individualized Education Plan
- An IEP is data-driven based on student-specific needs
- The purpose of an IEP is to create access to the general education curriculum
- Students who qualify for special education services under Federal, State, and County guidelines are provided an IEP to address their identified needs
- Reviewed annually with the student's special education team
- An IEP states a student's current present level of performance in academic skills, social-emotional, functional skills, transition services, communication and language skills, perception/mobility/motor skills, and current medical history
- An IEP creates a plan for:
    - Special education programming and services
    - Accommodations and modifications needed to access the general education curriculum and state and district assessments
    - Goals and objectives to support student's identified areas of need
    - Transition services for students fourteen and older
- At every annual IEP meeting, you will receive a copy of the Procedural Safeguards which outline the special education process and share your rights as parent(s) regarding the special education process

Evaluation and Re-evaluation

INITIAL EVALUATION

An evaluation is the first step in the special education process. A child must have a full and individual first (or initial) evaluation to determine whether he or she has a disability and may be eligible to receive special education programs and/or services. Initials must follow a certain timeline.

A special education evaluation is done to:

1. See if a child has a disability as defined by the IDEA or Michigan Administrative Rules for Special Education (MARSE). (Parents may be concerned about one disability, but districts must consider all suspected disabilities.)
2. Find information which helps define the child's educational needs.
3. Provide information about appropriate educational programming for the child.

A team of school professionals called a "multidisciplinary evaluation team" (MET) will:

- Assess the child according to the parent's consent.
- Meet to review the information about the child.
- Make a recommendation(s) to the IEP team about whether the child meets (eligibility) requirements for special education programs and/or services.
- The Michigan Administrative Rules for Special Education (MARSE) defines 13 disability categories. The child must meet the requirements in one of the disability categories to be eligible for special education services. During the evaluation, the MET will review test results, observations, and other measures and make a recommendation to the IEP team regarding eligibility

Michigan Administrative Rules for Special Education (MARSE) With Related IDEA Federal Regulations

- Information should be collected through a variety of approaches (observations, interviews, tests, curriculum-based assessment, and so on) and from a variety of sources**.**

Re-evaluation

A student's special education needs may change throughout the course of their educational career, and the reevaluation process is developed to assess these evolving needs. A district must ensure a reevaluation of each student with a disability is conducted when the district determines the student's special education and related services and the student's educational needs, including improved academic achievement and functional performance, warrant a reevaluation; or the child's parent or teacher requests a reevaluation.

When a Re-evaluation Can Be Done

- Re-evaluations can occur one time per calendar year, unless the parent and school team agree to evaluate for additional areas.
- Must occur every 3 years, unless the parent and school agree re-evaluation is not necessary.
- The three-year date for re-evaluation is not reset based on an evaluation to add or remove a service.

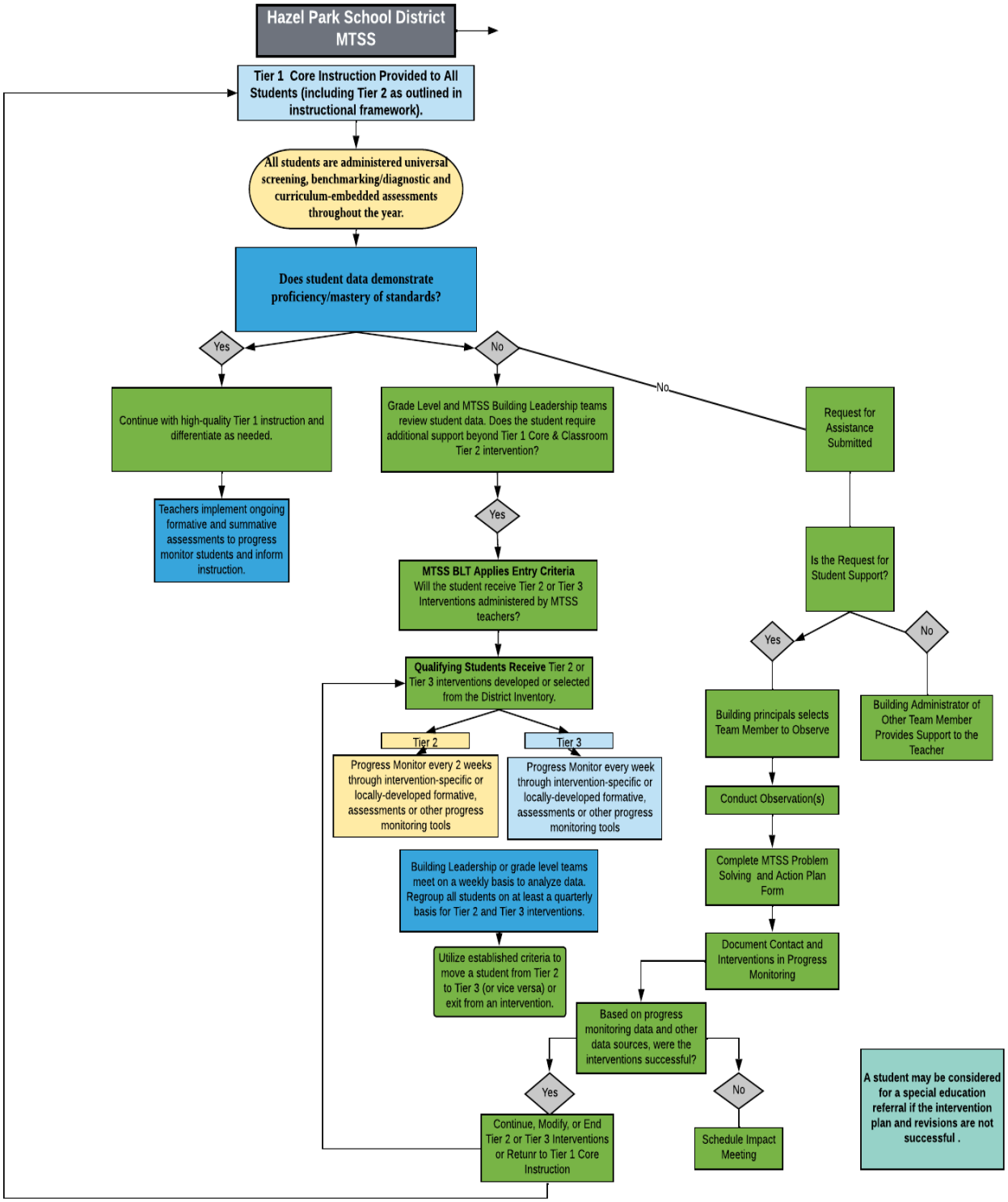
- A REED is the first step to a re-evaluation. This activity includes: Evaluation and input from parents; Current classroom, local or state assessments; Observations in the classroom or by teachers and related service providers.
- Review of Existing Evaluation Data (REED) Based on the REED, the IEP Team decides if additional data is needed to determine: The educational needs of the student; Whether the student maintains the disability; Present level of academic achievement and related developmental needs; If special education or related services are still needed; If additions or modifications to the special education or related services are needed to enable the student to meet their IEP goals, and to access the general education curriculum.
- If the IEP Team determines no additional data is needed, the IEP Team must notify the parent of the reasons for this determination.

When Additional Data is Needed

When the IEP Team and other qualified professionals determine additional data is needed to decide whether the student continues to be a student with a disability, and to determine the student's educational needs, the district must:

- Develop an evaluation plan.
- Get parent consent to implement the evaluation plan.
- Use needed measures to produce the noted data.

Special Education Referral Process



Child Find Programs and Services

What is Child Find?

Child Find is a federal mandate that requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. Child Find offers special education evaluations to children suspected of having a disability, at no charge. Following the special education evaluation, eligible children are referred to appropriate programs and services.

How does Child Find work?

A team specializing in the areas of concern works with the parents and child to determine eligibility for Special Education Services. The Child Find Team and parents work together to determine the appropriate programs and services for eligible children. The Child Find Team can include the following highly qualified specialists:

- Teacher Consultant
- Speech/Language Pathologist
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist
- Special Education Teacher

Child Find for Children Birth to Three is provided through Early On Referrals:

If you suspect your child may have a disability or not meeting milestones (ages 0-3) contact the Oakland County Early On referral line: 248.209.2084

If you suspect that your child may need special education services (ages birth to four years), please call the Student Services Department, at 248-658-5207. For ages five through 25, please contact your child's school administrator. Eligible children are referred to appropriate programs and services.

What is Early On?

- Birth to age 3 services for children with developmental delay(s) and/or disabilities or who are at risk of delays due to certain health conditions
- FREE services to families provided in the child's natural environment (home, daycare, etc.)
- Services provided by qualified practitioners (Speech, Social Work, OT, PT, Teacher) in a child's natural environment to promote development of infants and toddlers
- Early On emphasizes early identification and early referral to minimize the potential for delays and support families
- Anyone can make a referral; family, physician, childcare worker, teacher, etc.

Early On (Early Intervention):

Early On is a varied combination of school and home-based services to children ages birth to three. The goal of this educational service is to support and guide parents, who are considered the young child's primary teacher. The services are led by a highly qualified Early Childhood Special Education Teacher. Additional support services may be provided by a Speech/Language Pathologist, Occupational Therapist, or Physical Therapist, as needed. Early On is designed to provide support to children under age three and their families. Non-profit agencies in Oakland County have partnered together to do assessments and provide service coordination for eligible children and their families. If your child is under age three, please call the Early On referral line at 248.209.2084.

Developmental Milestone Guide by Age

The provided developmental milestones are general guidelines developed by the CDC, and individual children may vary in their development. If you have concerns or questions about your child's development, it's best to discuss them with your pediatrician or another healthcare professional.

1 Month:

- Lifts head briefly when lying on the stomach.
- Focuses on a face.
- Responds to loud sounds.

2 Months:

- Holds head up and begins to push up when lying on the stomach.
- Smiles responsively.
- Follows a moving object with eyes.

4 Months:

- Holds head steady without support.
- Rolls from stomach to back.
- Reaches for and grabs objects.

6 Months:

- Sits with support.
- Rolls over in both directions.
- Begins to babble and imitate sounds.

9 Months:

- Sits without support.
- Crawls or scoots.
- Responds to simple verbal commands.

1 Year:

- Stands with support.
- Takes a few steps while holding onto furniture.

- Says a few words.

18 Months:

- Walks independently.
- Scribbles with a crayon.
- Points to body parts when named.

2 Years:

- Runs and climbs.
- Uses simple sentences.
- Imitates washing hands and brushing teeth.

3 Years:

- Climbs stairs.
- Speaks in sentences.
- Copies circles and squares with crayons.

4 Years:

- Hops and stands on one foot.
- Draws basic shapes.
- Uses scissors to cut paper.

5 Years:

- Skips and jumps with coordination.
- Dresses and undresses independently.
- Draws recognizable pictures and writes some letters.

For questions relating to Developmental Milestones and/or Child Find, please contact our Early Childhood Program at: 248-658-5530 or the Student Services Department at: 248-658-5206

Special Education Services and Programs

Hazel Park Schools is committed to providing quality services and programs designed to meet students' individual needs by offering a full continuum of services to identified students birth through age 26. With a few exceptions, students receive educational support in their neighborhood school with assistance from a resource teacher, a speech and language provider, a social worker, a teacher consultant, a psychologist, a physical therapist or an occupational therapist. Special education services are available at all of the District's schools. Students who require more support than is available at their neighborhood school, may attend programs at designated schools within the district or at regional centers. All placement and programming decisions are made at Individual Educational Planning Team meetings.

What programs and services are available?

A variety of programs and service options are available at Hazel Park Schools and through other Oakland County School districts. Programming for students is data driven decisions with students being educated in their Least Restrictive Environment (LRE) and maximizing general education time where most appropriate for each individual student. Some of the possible programs that service special education students in Hazel Park are:

Services

- Speech/Language Therapy
- School Psychology Services
- School-based Social Work Services
- School-based Occupational Therapy
- School-based Physical Therapy
- Teacher Consultant Services

Speech and Language Services:

The Speech and Language Department provides programs and services that will meet the communication needs of students within Hazel Park Schools. Consultation services at a pre-referral level are provided to parents and professional staff by the Speech and Language Pathologist (SLP). They are also involved in identification, assessment, and delivery of services to speech and language impaired students ranging in age from birth through 26 years. Programming for eligible students is planned to meet their individual communication needs. Infants and preschoolers may receive services individually, in small group settings, or attend programs designed to meet specific needs. Elementary, middle, high school, and post-secondary level services are provided through a variety of models. Speech and Language Pathologists work closely with professional and paraprofessional staff at all of these levels in order to effectively integrate a child's speech and language skills into their school and community environments.

Psychology Services

School psychologists help students across the age and grade levels to succeed academically, socially, and behaviorally. They also work with their fellow educators and parents to create safe, healthy and supportive learning environments for all students. School Psychologists work with students and their families as part of the school community to identify and address learning/behavior/emotional problems that can interfere with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. They participate in the gathering and interpretation of relevant academic and behavioral data which can guide general education interventions. They also assist with the development and employment of behavior plans with their fellow team members. A School Psychologist also consults with parents, teachers, and professionals in the community on behalf of students.

School Social Work Services (SSW)

School Social Workers play a primary role in assessing, evaluating and observing a student's social, emotional, and behavioral adjustment that may be interfering with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. School Social Workers in Hazel Park Schools provide services to students eligible for special education in need of direct support for social, emotional or behavioral problems. They also provide support for general education students, when appropriate, through short-term direct support groups, crisis intervention, and resources/referrals to parents and educational staff. School Social Workers serve as resource persons to educational staff, students and parents in providing problem solving techniques, behavior intervention, resources, consultation and training on various topics, and act as a liaison between the school, home and community. School Social Workers also facilitate completion of functional behavior assessments, as well as the development, implementation and monitoring of behavior intervention plans.

Occupational and Physical Therapy Services (OT/PT)

The Occupational and Physical Therapists evaluate and provide services to students whose level of functional fine and gross motor abilities impede them from maximizing their participation in the educational process. They provide direct or consultative support to students, families and staff. Their services include:

- Defining the impact certain physical limitations may have in the educational or vocational setting.
- Assisting with the development of reasonable performance expectations.
- Acquiring and instructing on the use of adaptive equipment and assistive technology.
- Developing and training on daily exercise routines.

- Activities of daily living, as well as mobility training.
- Additional Information on OT/PT Services

Physical Therapy

School-based physical therapists focus on removing barriers from students' ability to learn, helping students develop skills which increase their independence in the school environment, and educating school personnel about the different considerations required for students with disabilities. Everything the therapist does with students in the school must be educationally relevant. Therapists examine and intervene to improve students' functional abilities in school classrooms, hallways and other areas that may be part of their educational program (i.e., community facilities and vocational settings).

Physical therapy services include the following;

- Evaluating students with disabilities by performing and interpreting tests and measurements and/or clinical observations of neurophysiological, musculoskeletal, cardiovascular, respiratory, and sensorimotor functions.
- Planning and implementing treatment strategies for students based on evaluation findings.
- Improving, maintaining and slowing the rate of regression of the motor functions of a student to enable him/her to function in his educational environment.
- Administering and supervising therapeutic management of students with disabilities, recommending equipment, and providing training to parents and educational personnel.

Teacher Consultant Services (TC)

The Teacher Consultant is a teacher with expertise in one or more areas of special education. The Teacher Consultant may participate on the diagnostic team. They also provide services to students whose disability requires a minimum amount of intervention. Middle and high school students receiving TC services participate fully in the general education classroom and may see the TC for such services as test-reading, organizational assistance, or special materials. The Teacher Consultant also consults with and provides assistance to general and special education classroom teachers regarding the student's individual needs.

The Teacher Consultant facilitates the inclusion of students with special needs into the most appropriate environment. Often, the placement is in a general education classroom at the student's home school with peers of their same age. The TC assumes many other responsibilities. These responsibilities include ensuring that accommodations are made so that students can actively participate in classroom and school activities. The TC also functions as a resource locator, searching for appropriate material, equipment, or specialists who have expertise in a particular area. Teacher Consultants often organize and conduct training sessions for paraprofessionals, school staff and parent organization

What is a "Free Appropriate Public Education" (FAPE)?

FAPE means that education and related services are provided at public expense, under public supervision and direction, and without charge. The services provided must meet the standards of the Department of Education for all students and be designed to meet the student's IEP goals and short-term objectives.

What is the Least Restrictive Environment (LRE)?

LRE looks at the setting in which the student will be receiving an education. The law presumes that students

with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting. Attending special classes or separate schools, or removing students with disabilities from the general education classroom, occurs only when the nature or severity of the disability prevents the student from achieving satisfactory progress even when supplementary aids and services are used.

What are Accommodations and Modifications?

Accommodations are a change in the way students access instruction and demonstrate understanding. Accommodations do not change content, benchmarks, or performance criteria. Ex: extended time, alternate test formal (oral or written). Students who have accommodations are generally working towards a diploma. Modifications change what students are expected to learn. Modifications change the content, benchmark or performance criteria. Ex: content at instructional level instead of grade level, reduction in the number of benchmarks or new ideas. Students who have modifications are usually working towards a certificate of completion.

Programs:

- Early Intervention through Early On
- Braided Preschool Program
- Resource Room
- Level 4 Resource Room
- Emotionally Impaired Classrooms
- ASD Classrooms
- Cognitively-Impaired Classrooms
- Severely Multiply/Severely Mentally Impaired Classroom
- Post-secondary (up to age 26)

Early Intervention through Early On Program:

Early On is Michigan's early intervention system for helping infants and toddlers, birth to three years of age who have a disability, developmental delay(s) or are at risk for delay(s) due to certain health conditions, and their families. It's designed to help families find the social, health, and educational services that will promote the development of their infants and toddlers with special needs. These programs are typically provided through the Individuals with Disabilities Education Act (IDEA) Part C, which focuses on services for children from birth to three years old.

Early-On Process:

Identification and Referral:

- Children are identified as potentially needing early intervention through screenings, assessments, or referrals from parents, healthcare providers, or other community members.

Evaluation:

- Once a child is referred, a comprehensive evaluation is conducted to assess the child's developmental needs and determine eligibility for early intervention services.

Individualized Family Service Plan (IFSP):

- If a child is found eligible, an Individualized Family Service Plan (IFSP) is developed. The IFSP is a written plan that outlines the child's and family's needs, as well as the specific services and supports that will be provided.

Family-Centered Services:

- Early On services are family-centered, meaning that the needs and priorities of the family are considered when planning and delivering services. The goal is to support the family in enhancing their child's development within the context of everyday activities.

Service Coordination:

- Families are assigned a service coordinator who works with them to coordinate services, facilitate communication between different service providers, and ensure that the IFSP is implemented effectively.

Service Delivery:

- Early On services may include a variety of interventions such as speech therapy, physical therapy, occupational therapy, and special instruction. These services are typically provided in the child's natural environment, which could include the home, childcare settings, or other community locations.

Transition Planning:

- As the child approaches the age of three, transition planning begins to help families smoothly transition from early intervention services to preschool services if needed.

Regular Review and Updates:

- The IFSP is regularly reviewed and updated to reflect the child's progress and any changes in the family's priorities or needs.

Braided Preschool Program:

The Braided Preschool Program is an innovative and inclusive classroom program for children ages three to five. The classroom environment is a general education preschool classroom with push-in and pull-out services from special education staff that are available for all students. The class is led by a highly qualified Preschool teacher coupled with services provided by an Early Childhood Special Education Teacher with support services provided by an Occupational Therapist, Physical Therapist, and Speech/Language Therapist. A strong home-school connection is encouraged so that each child's educational program can be enhanced.

Resource Room:

The areas of support identified in a Resource Room for students with disabilities are typically tailored to the individual needs outlined in the student's Individualized Education Program (IEP). The IEP is a personalized plan that is developed collaboratively by a team, including parents, educators, and other relevant professionals. The areas of support may vary depending on the student's specific disabilities, strengths, and challenges. However, some common areas of support often addressed in a Resource Room include: Reading Comprehension, Reading Fluency, Written Expression, Mathematic Calculation and Mathematical Reasoning. The principles underlying this program are guided by the Individuals with Disabilities Education Act (IDEA).

Key features of the Special Education Resource Room Program based on IDEA:

Individualized Education Program (IEP): Students who qualify for special education services, including the Resource Room Program, have an Individualized Education Program (IEP) developed. The IEP is a personalized plan that outlines the student's unique learning needs, goals, and the services they will receive.

Targeted Support: The Resource Room Program is designed to provide targeted support for students with disabilities in specific academic areas. This may include additional instruction in reading, math, writing, or other subjects based on the student's IEP goals.

Small Group or Individual Instruction: Students in the Resource Room often receive instruction in smaller groups or on an individual basis. This allows for more focused attention on each student's needs and facilitates differentiated instruction.

Supplementary Services: The Resource Room Program may offer supplementary services, such as specialized teaching techniques, assistive technology, or accommodations, to help students access the curriculum more effectively.

Collaboration with General Education: While students may receive additional support in the Resource Room, there is typically an emphasis on collaboration with general education settings. The goal is often to help students participate in the general education curriculum to the greatest extent possible.

Progress Monitoring: Student progress is regularly monitored, and adjustments are made to the instructional approach as needed. Progress toward the goals outlined in the IEP is a key focus of the Resource Room Program.

Level 4 Resource Room 1832(e)--Oakland Schools:

Oakland Schools is committed to high expectations for all students and ensuring access to the general education curriculum in a general education setting for all students of school age, and in the case of students in post high school programs, access to their community. Improving the educational results for students with disabilities is an essential element of promoting equitable opportunity, full participation, independent living, economic self-sufficiency, and further education. In all cases, it is the Individualized Education Program (IEP) Team that determines the programs and services provided to a student based on individual student need and are not predetermined based on disability. The process of identifying programs and services for each student includes consideration of maximal student achievement and social and emotional development. The school districts of Oakland County are dedicated to operating under a well-defined plan for the delivery of special education programs and services. Oakland Schools and each constituent district are committed to providing services that are research-based, data driven and considerate of individual student needs in every way. In recognition of the diverse needs of students, Oakland County provides the opportunity for its districts to operate special education programs and services according to the Individuals with Disabilities Education Act (IDEA), inclusive of those identified under the Michigan Administrative Rules for Special Education, R 1832(e).

Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who exhibits a need for extensive, ongoing support across environments may be provided with Level 4 Programming.

A student in Level 4 Programming:

A. May need behavior accommodations or supports
B. May receive paraprofessional support based on individual needs
C. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)
D. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)
E. May receive either a regular diploma or a certificate of completion

Emotionally Impaired Classroom:

An Emotionally Impaired (EI) classroom serves students who experience significant challenges related to their emotional and behavioral well-being. The purpose of an Emotionally Impaired classroom is to provide a supportive and structured environment where students with emotional or behavioral disorders can receive specialized education, therapeutic interventions, and social-emotional support. The specific goals and purposes of an EI classroom include:

- Targeted Intervention:
    - Addressing the unique emotional and behavioral needs of students who may struggle with self-regulation, impulse control, anger management, or social interactions.
- Individualized Education:
    - Developing and implementing Individualized Education Programs (IEPs) that are tailored to the specific needs of each student, focusing on academic, behavioral, and emotional goals.
- Therapeutic Support:
    - Providing access to therapeutic interventions, such as counseling or behavior therapy, to help students understand and manage their emotions and behaviors.
- Structured Environment:
    - Creating a structured and predictable learning environment to offer a sense of security for students who may be easily overwhelmed by changes or unpredictability.
- Positive Behavior Support:
    - Implementing strategies for positive behavior support to reinforce appropriate behaviors and teach alternative, more adaptive responses.
- Social Skills Development:
    - Offering explicit instruction and practice in social skills to help students build positive relationships and navigate social interactions more effectively.
- Crisis Intervention:
    - Implementing crisis intervention strategies to de-escalate situations and ensure the safety of students and staff when challenging behaviors arise.
- Collaboration with Professionals:
    - Collaborating with mental health professionals, special education staff, and other support personnel to address the multifaceted needs of students with emotional or behavioral challenges.
- Inclusive Practices:
    - Promoting inclusion and fostering a sense of community within the classroom, encouraging positive peer relationships and social integration.
- Transition Planning:
    - Preparing students for successful transitions, whether it be transitioning to a less restrictive educational setting, returning to a mainstream classroom, or moving on to other post-school opportunities.
- Family Involvement:
    - Involving families in the educational process, providing resources and support to help parents and caregivers understand and reinforce strategies used in the classroom.

The overall goal of an Emotionally Impaired classroom is to help students develop the skills and coping mechanisms necessary to succeed academically and socially while addressing their emotional and behavioral challenges. This supportive and specialized environment aims to empower students to reach their full potential and gradually transition to less restrictive settings as their skills improve.

Autism Spectrum Disorder (ASD) Classroom:

An Autism Spectrum Disorder (ASD) classroom is designed to meet the unique educational and social needs of students diagnosed with Autism Spectrum Disorder. The purpose of an ASD classroom is to provide a structured and supportive environment where students with autism can receive individualized instruction, social skills development, and therapeutic interventions. The specific goals and purposes of an ASD classroom include:

- Individualized Education:
    - Developing and implementing Individualized Education Programs (IEPs) that are tailored to the specific strengths and challenges of each student with autism.
- Structured Environment:
    - Creating a structured and predictable learning environment that helps students with autism thrive by providing clear routines, visual supports, and minimizing sensory distractions.
- Communication Support:
    - Implementing strategies and interventions to support communication development, which may include the use of augmentative and alternative communication (AAC) devices, visual schedules, and social stories.
- Social Skills Development:
    - Offering explicit instruction and practice in social skills to help students with autism build and maintain positive relationships, understand social cues, and navigate social interactions.
- Behavioral Support:
    - Utilizing evidence-based behavioral strategies to address challenging behaviors commonly associated with autism, such as repetitive behaviors or difficulty with transitions.
- Sensory Integration:
    - Addressing sensory processing challenges by providing sensory-friendly environments and incorporating sensory activities to support self-regulation.
- Inclusion Opportunities:
    - Promoting inclusion opportunities, where students with autism can interact with neurotypical peers in mainstream settings, fostering social integration and acceptance.
- Therapeutic Support:
    - Collaborating with related service providers, such as speech therapists, occupational therapists, and behavioral therapists, to offer targeted interventions that address the unique needs of students with autism.
- Life Skills Training:
    - Integrating life skills training into the curriculum to help students develop essential skills for daily living, such as self-care, time management, and problem-solving.
- Transition Planning:
    - Preparing students for successful transitions, whether it be transitioning to a less restrictive educational setting, entering the workforce, or pursuing post-secondary education.
- Family Involvement:
    - Engaging families in the educational process, providing resources and support to help parents and caregivers understand and reinforce strategies used in the classroom.

The overall goal of an ASD classroom is to support students with autism in reaching their full potential academically, socially, and emotionally. By providing a specialized and supportive learning environment, educators and support staff aim to enhance the quality of life for students with autism and empower them to participate fully in school and community life.

Cognitively-Impaired Classroom:

A Cognitively Impaired (CI) classroom is designed to address the unique educational needs of students who experience challenges in intellectual functioning and adaptive behavior. A Cognitively Impaired classroom also helps to provide a supportive and structured environment where students with intellectual disabilities can receive individualized instruction, life skills training, and support to maximize their potential for learning and independence. Some specific goals of a CI classroom may include:

- Individualized Education:
    - Developing and implementing Individualized Education Programs (IEPs) that are tailored to the specific cognitive and adaptive needs of each student.
- Academic Instruction:
    - Providing specialized instruction that aligns with the academic abilities of students with intellectual disabilities, emphasizing functional skills and practical application of knowledge.
- Life Skills Development:
    - Integrating life skills training into the curriculum to help students develop essential skills for daily living, including self-care, personal hygiene, cooking, and money management.
- Functional Literacy and Numeracy:
    - Focusing on functional literacy and numeracy skills that are relevant to daily life, work, and community participation.
- Social Skills Training:
    - Offering explicit instruction and support in developing social skills to help students with intellectual disabilities navigate social interactions and build positive relationships.
- Communication Support:
    - Implementing strategies to support communication development, including alternative communication methods and assistive technology tools.
- Adaptive Behavior Skills:
    - Addressing adaptive behavior skills, such as problem-solving, decision-making, and self-regulation, to enhance independence and participation in various settings.
- Inclusive Opportunities:
    - Promoting inclusive opportunities within the school and community whenever possible, allowing students to interact with peers without disabilities and fostering social integration.
- Community-Based Instruction:
    - Incorporating community-based instruction to provide real-life learning experiences and facilitate the transfer of skills to different settings.
- Transition Planning:
    - Preparing students for successful transitions, whether it be transitioning to a less restrictive educational setting, entering the workforce, or participating in post-secondary education and community life.
- Collaboration with Families:
    - Engaging families in the educational process, providing resources and support to help parents and caregivers understand and reinforce strategies used in the classroom and promote continuity between home and school.

Severely Multiply/Severely Mentally Impaired Classroom:

A Severely Multiply Impaired (SXI) classroom is designed to meet the unique educational needs of students who experience severe challenges in multiple areas, including intellectual functioning, sensory processing, physical abilities, and communication. Students in a severely multiply impaired classroom may have complex

medical conditions, significant cognitive impairments, and multiple disabilities that impact their overall development. The purpose of a severely multiply impaired classroom is to provide a highly individualized and supportive learning environment where students can receive specialized instruction, therapeutic interventions, and comprehensive care. Some goals of an SXI classroom may include:

- Individualized Education:
    - Developing and implementing highly individualized education plans, often including Individualized Education Programs (IEPs), that address the specific needs and abilities of each student.
- Functional Life Skills:
    - Emphasizing the development of functional life skills that are essential for daily living, including self-care, mobility, feeding, and communication.
- Communication Support:
    - Utilizing alternative communication methods and augmentative and alternative communication (AAC) tools to facilitate communication for students with limited verbal abilities.

- Physical and Occupational Therapy:
    - Collaborating with physical and occupational therapists to address students' physical needs, enhance motor skills, and provide support for mobility and positioning.

- Adaptive Technology:
    - Incorporating adaptive technology to enhance access to educational materials and activities for students with severe physical or cognitive impairments.

- Health and Medical Support:
    - Providing necessary health and medical support, including medication management, monitoring of medical conditions, and collaboration with healthcare professionals.

- Behavioral Support:
    - Implementing behavioral support strategies to address challenging behaviors that may arise due to the complex needs of the students.

- Community Involvement:
    - Promoting community involvement and socialization opportunities for students, recognizing the importance of social interactions and inclusion.

- Transition Planning:
    - Preparing students for transitions, whether it be transitioning within the educational system, preparing for life after school, or moving to different levels of care.

- Family Collaboration:
    - Collaborating closely with families to understand the unique needs of each student, providing support, and creating a consistent approach to care and education between home and school.

Post-Secondary Classroom (up to 26 years of age):

A Post-Secondary Special Education Program’s primary focus is on promoting independence, building vocational skills, fostering social integration, and providing the necessary support structures for individuals with

disabilities to succeed in their chosen post-secondary pursuits. Key components of the post-secondary special education program may include:

Transition Planning:

- Developing and implementing comprehensive transition plans that address the unique needs and goals of each student with a focus on academic, vocational, and independent living skills.

Individualized Support:

- Providing individualized support services based on the specific disabilities and strengths of each student.

Academic Support:

- Offering academic support services to help students succeed in post-secondary coursework. This may involve tutoring, study skills development, and specialized instruction.

Vocational Training:

- Providing vocational training opportunities and job skills development to prepare students for meaningful employment in line with their interests and abilities.

Life Skills Training:

- Offering training in essential life skills, such as money management, time management, self-care, and problem-solving, to enhance independence in daily living.

Social Skills Development:

- Focusing on social skills development to help students build positive relationships, navigate social interactions, and integrate into the social fabric of post-secondary environments.

Career Counseling:

- Offering career counseling and guidance to help students explore and identify career paths that align with their skills, interests, and aspirations.

Advocacy Skills:

- Teaching self-advocacy skills so that students can effectively communicate their needs, access accommodations, and navigate post-secondary environments.

Community Involvement:

- Encouraging community involvement and engagement to promote social connections and a sense of belonging.

Collaboration with Agencies:

- Collaborating with vocational rehabilitation agencies, community organizations, and employers to create pathways for employment and community integration.

Ongoing Support Services:

- Providing ongoing support services to ensure the continued success of students in their post-secondary endeavors. This may involve periodic check-ins, counseling, and assistance with problem-solving.

Family Involvement:

- Engaging families in the transition process and providing resources and support to help them understand and contribute to their child's post-secondary journey.

The goal of a post-secondary special education program is to empower individuals with disabilities to achieve their highest level of independence, pursue meaningful careers, and actively participate in their communities. These programs recognize the diverse strengths and abilities of individuals with disabilities and aim to create inclusive and supportive post-secondary environments.

Diploma versus Certificate of Completion

High School Diploma

A general education diploma is given to students meeting all of the graduation requirements as defined by Hazel Park Schools. Students need:

- 4 credits of English Language Arts
- 4 credits in Mathematics
- 3 credits in Science
- 3 credits in Social Studies
- 1 credit in Physical Education and Health
- 1 credit in Visual, Performing and Applied Arts

Certificate of Completion

A Certificate of Completion is not an academic credential. There are no state, course or grade requirements for receiving a Certificate of Completion. Credits are not earned towards a Certificate of Completion. Generally, students concentrate on their IEP goals. The student's IEP team will determine if the student will receive a High School Diploma or a Certificate of Completion.

Students who do not receive a High School Diploma are eligible to continue receiving special education services until the age of 26 or per Rule 340.1702. The student who accepts a Certificate of Completion is still able to participate in senior graduation activities if they choose.

Participation in the General Curriculum

The participation of students with disabilities in general education, as emphasized by the Individuals with Disabilities Education Act (IDEA), is pivotal for fostering an inclusive educational environment that upholds the principles of equity and individualized support. IDEA underscores the concept of the least restrictive environment, encouraging students with disabilities to engage in general education settings to the maximum extent appropriate for their unique needs. Inclusion facilitates social and academic growth, offering students with disabilities opportunities to learn from and with their non-disabled peers. This participation not only enhances their educational experience, but also promotes socialization, communication skills, and self-advocacy. Moreover, IDEA recognizes that an inclusive education prepares students with disabilities for life beyond school by encouraging their participation in society, thereby contributing to the broader goals of diversity, acceptance, and equal access to education for all students.

The IEP must explain how the child's disability affects and adversely impacts his/her participation in the general education setting and other school activities. If a student is removed from any part of the general curriculum, a statement explaining the reason(s) why must be part of the IEP. Adaptations or modifications can be used to support student success in the classroom.

Statewide assessments

All children with disabilities must be part of state and district-wide assessments with appropriate

accommodations, including English language proficiency, where appropriate. The IEP team decides whether the student should be given state and/or district assessments, with or without accommodations; or if the student should take the alternate assessment.

- An explanation of why the child cannot take the regular ***assessment***
- A statement explaining how the student will be assessed

Frequency, location, and duration of services

This is the "what, when, where, and for how long**"** part of the IEP. Each of the services the student needs should be written into the IEP and indicate:

1. How long or how often each session will last (the number of minutes);
2. Where the services will be provided (i.e., general education classroom, a resource room, or another setting such as the community); and
3. When the services will begin and end.

Transition Services

For students who will reach the age of ***16*** during the school year, the IEP must document a statement of transition service needs that focuses on the student's course of study and goals to address those needs. Transition services are a coordinated set of activities that focuses on improving academic and skill achievement to prepare for life after school.

The goals should include the needs for: training, education, employment, and independent living, where appropriate. Transition services may include academic instruction, related services, postsecondary education, vocational training, supported employment, community experiences, daily living skills, and work evaluation. Transition plans must include the student's strengths, preferences, and interests. The student must be invited to the IEP meeting.

In preparing for the meeting, parents and teachers should:

- Think about what the child needs to learn to help them be successful after graduation
- Help students explore work and career options while still in high school
- Decide what skills the young person needs to live and work in the community after high school
- Make connections with education and training programs, colleges, agencies, and support services
- Assist in the selection of classes and services that might help the child be successful in his/her adult life
- Learn what agencies provide services to adults with disabilities in the community and invite them to the IEP meeting.

Families align with the Individuals with Disabilities Education Act (IDEA) to help improve results for children with disabilities.

The Michigan Department of Education Office of Special Education provides a Guidance document dedicated to Transition Services.

Other IEP Considerations

In addition to the required parts of the IEP described in the previous section, the following components may also be part of the IEP. The decision to add one or more of the following pieces will depend on the nature of the child's disability and how it impacts the child's performance in school.

Behavior

If a child's behavior interferes with their learning or the learning of other students, then the IEP team should consider the use of positive behavioral interventions and supports. The IEP of a student who requires a behavioral intervention plan (BIP) shall:

- Summarize the findings of the functional behavioral assessment (FBA);
- Summarize prior interventions implemented;
- Describe any behavioral interventions to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors;
- Identify the measurable behavioral changes expected and methods of evaluation;
- Identify a schedule for a review of the interventions' effectiveness; and
- Identify provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions.

Limited English Proficiency (LEP)

The language needs of a student who has difficulty understanding and speaking English must be considered by

the IEP team. The IEP must include a statement as to the languages or modes of communication in which special English language learning services the student may require, along with necessary support services.

Braille

For a student who is blind or visually impaired, the school shall provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. For a child who is functionally blind or visually impaired to the extent that Braille instruction is determined necessary, the IEP team must consider the student's reading and writing skills, the student's communication needs, the student's use of reading and writing media, and the student's future needs for instruction in Braille or the use of Braille

Assistive Technology

The term "assistive technology" encompasses a broad range of devices from "low tech" (e.g., pencil grips, splints, paper stabilizers, visual cards) to "high tech" (e.g., computers, voice synthesizers, Braille readers). These devices include the entire range of supportive tools and equipment from adapted spoons to wheelchairs and computer systems for environmental control. Assistive Technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Consideration should be given to the needs of the student for assistive technology devices and services. The IEP team must decide if the student needs assistive technology devices and services in order to receive a Free, Appropriate, Public Education (FAPE)

Communication Needs

The communication needs of the student must be considered by the IEP team. An IEP shall be considered "linguistically and culturally appropriate" if it addresses the language and communication needs of a student as a foundation for learning, as well as any cultural factors that may affect the student's education. For students who are deaf or hard of hearing, the IEP team must consider the student's language and communication needs and opportunities for direct communications with peers and professional personnel. The needs must address the student's language and communication mode. The IEP team must consider the student's academic level and full range of needs, including opportunities for direct instruction in the child's language.

Paraprofessional Responsibilities/Duties

Special education paraprofessionals are responsible for supporting the work of special education teachers. They may help students with disabilities learn new skills, assist with daily activities, or provide other forms of support as needed. In general, paraprofessionals should be working with students in support of the teacher.

Paraprofessional duties may include the following:

1. Assisting students in achieving academic success.
2. Working with students who may be aggressive or disruptive in class.
3. Behavior support which includes physical management (training provided upon hire).
4. Personal care, social integration and being proactive in matters relating to health and safety.
5. Consultation and collaboration with Special Education and related service staff, as well as behavior supervisor/director.
6. Assist in transportation as an aid or driver.
7. Support the Mission Statement of Hazel Park School District.
8. Attend staff and team meetings.

Acronyms and Abbreviations

AAC: Augmentative & Alternative Communication

ADA: Americans with Disabilities Act

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactive Disorder

AG: Annual Goal

ASD Autism Spectrum Disorder

AT: Assistive Technology

AYP: Adequate Yearly Progress

BIP: Behavior Intervention Plans

CA: Chronological Age

CBM: Curriculum Based Measurement

CI: Cognitive Impairment

DD: Developmental Delay

DHH: Deaf and Hard of Hearing

DHS: Department of Human Services

ECSE: Early Childhood Special Education

EDP: Education Development Plan

EI: Emotional Impairment

EO: Early On (Birth-3 yrs old)

FAPE: Free and Appropriate Public Education

FBA: Functional Behavioral Assessment

HI: Hearing Impaired

H/H: Homebound and Hospitalized

IDEA: Individuals with Disabilities Act

IEP: Individualized Education Program

IEPT: Individualized Education Planning Team

IFSP: Individual Family Service Plan

LEA: Local Educational Agency

LRE: Least Restrictive Environment

MDE: Michigan Department of Education

MDR: Manifestation Determination Review

MET: Multidisciplinary Evaluation Team

MMC: Michigan Merit Curriculum

OHI: Other Health Impairment

OSE/EIS: Office of Special Education and Early Intervention Services

OT: Occupational Therapist

PA: Public Act

PC: Personal Curriculum

PI: Physical Impairment

PLAAFP: Present Level of Academic and Functional Performance

PSW: Pattern of Strengths and Weaknesses

PSY: Psychologist or Psychological Services

PT: Physical Therapist

PWN: Prior Written Notice

REED: Review of Existing Evaluation Data

RR: Resource Room

RTI: Response to Intervention

SEA: State Educational Agency

SLI: Speech and Language Impairment

SXI: Severe Multiple Impairment

SLD: Specific Learning Disability

TBI: Traumatic Brain Injury

TC: Teacher Consultant

VI: Visual Impairment

Notice of Nondiscrimination

Hazel Park Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Human Resources: Humanresources@hazelparkschools.org

IEP Development

Understanding an IEP: Parent Input
This document reinforces the importance of parent input in creating a successful IEP. Parents can give information on background and detailed information on a student's strength, previous strategies, and their level of success.

- Understanding an IEP: Parent Input (Arabic)
- Understanding an IEP: Parent Input (Spanish)

Individualized Education Program (IEP) Team Consideration of the Need for Extended School Year (ESY) Services (PDF)
This ESY guidance document and form will assist ISDs and LEAs with IDEA compliance and IEP development.

Individualized Education Program (IEP) Development: Present Level of Academic Achievement and Functional Performance (PLAAFP) (PDF)
This document supports IEP teams in developing a present level of academic achievement and functional performance statement that supports both the compliance and substantive obligation of providing a free appropriate public education (FAPE) under IDEA.

Determining the Need for Special Education Transportation (PDF)
This document provides guidance on how to determine the need for special education transportation for students with IEPs consistent with least restrictive environment requirements for safe travel to and from school, field trips, and sports/extracurricular activities.

Least Restrictive Environment (LRE): Nonacademic Settings (PDF)
This guidance assists districts in developing an understanding of the requirements of the IDEA regarding services provided to students with disabilities in extracurricular and nonacademic settings.

Least Restrictive Environment (LRE): The Requirements Package (PDF)
IDEA requires state education agencies to carry out activities to ensure teachers and administrators in all public agencies are fully informed about their responsibilities for implementing LRE. The OSE encourages districts and intermediate school districts to utilize this document with district teams comprised of general education and special education staff as a professional learning opportunity, as a resource to build awareness of LRE requirements for all staff, to ensure LRE decisions are made consistent with IDEA requirements, and to ensure each student receives a FAPE in the LRE.

Transition Planning for Students with Disabilities (PDF)
Guidance outlining transition requirements, components of transition planning, and a list of community agencies and other transition resources.

Individualized Education Program (IEP) Development: Special Education Programs and Services (PDF)
This document supports the development of an IEP based on the unique needs of the student, which are described in the Present Level of Academic Achievement and Functional Performance (PLAAFP)

Individualized Education Program (IEP) Development: Supplementary Aids and Services (PDF)
When developing an IEP for a student the IEP Team is required to include a description of the supplementary aids and services, based on peer-reviewed research to the extent practicable, including modifications, accommodations and supports for school personnel.

Individualized Education Program (IEP) Amendment Guidance (PDF)
This guidance is intended to assist IEP Teams that may need to amend an IEP document over the course of the school year.

Alternate Assessment Participation
MI-Access is Michigan's alternate assessment system and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP Team has determined that General Assessments, even with accommodations, are not appropriate.

Measurable Annual Goals and Short-Term Objectives (PDF)
IEP goals and objectives must include certain components to measure and report student progress.

Measurable Annual Goals and Short-Term Objectives - Substantive Compliance (PDF)
Information for determining substantive compliance for the purposes of educational benefit.

Standards for Extended School Year Services in Michigan (PDF)
Extended School Year (ESY) services refer to special education and/or related services provided beyond the normal school year or school day for the purpose of providing a free appropriate public education (FAPE) to a student with a disability.

Guidance for Extended School Year Services in Michigan (PDF)
Extended School Year (ESY) services must be considered for every student with a disability at each IEP team meeting. This guidance defines ESY services and helps the IEP team determine whether a student needs ESY services.

Guidance for Extended School Year Services in Michigan-Spanish (PDF)

Graduation Decisions for Students with Disabilities (PDF)
This document supports Individualized Education Program (IEP) Teams in developing an individualized plan for graduation over a multi-year time frame.

Guidance for Notice (PDF)
Districts must follow certain requirements for providing notice.

HAZEL PARK SCHOOL DISTRICT

504 PLAN HANDBOOK

2024 - 2025

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Eligibility Considerations Under Section 504

Definition: A student having a physical or mental impairment that substantially limits one or more major life activities, has a record of such a disability, or is regarded as having such a disability (34.CFT104.3(j))	
A physical or mental impairment...	Although there are resources that offer a possible list of impairments, there has been no identified resource that provides an exhaustive list that may make an individual eligible. A diagnosis is not required to determine eligibility. Without a formal diagnosis, a district remains responsible for assessing students under Child Find if a disability is suspected.
...that substantially limits...	A comprehensive evaluation is conducted by a team of individuals having knowledge of the student. An evaluation may include consideration of the following: parent input/observations; medical information; standardized assessment scores; attendance; behavior intervention plans, etc. (this is not an exhaustive list) to determine whether the student's impairment substantially limits one or more major life activities. The focus should not be solely on grades but rather on the extent that the student demonstrates limitation(s) in one or more major life activities when compared to same-aged non-disabled peers. Team members must have an understanding of typically developing peers and the extent, if any, that the limitations adversely affect access to the educational environment and content.
...one or more major life activities.	A non-exhaustive list providing examples of major life activities is available per the ADA's regulations. The team will determine whether a major life activity is impacted and to what extent based upon the information reviewed and considered.

If a student is determined eligible, is a 504 Plan required?

No. Not every student identified as eligible will require accommodations. Access is a critical factor when determining whether accommodations must be provided. If a 504 team determines that a student requires accommodations in addition to what the local district may offer, then a 504 Plan must be developed and implemented immediately.

Frequently Asked Questions

This is not legal advice. Hazel Park Schools will continue to stress the important distinction between compliance and recommended practice in technical assistance and training. Section 504 is a Federal law with broad regulations prohibiting discrimination on the basis of a disability. Each district may adopt more stringent policies with which staff may be expected to adhere to and the extent of information needed to determine eligibility should be involved in the evaluation process.

1. What constitutes eligibility under Section 504?

   To qualify under Section 504, an individual must have a mental or physical impairment that substantially limits one or more major life activities. Districts must consider all major life activities, not just learning. However, eligibility alone does not constitute the need for a 504 Plan. A 504 Plan within the educational setting is based upon the need for accommodations within that environment, including academic and non-academic areas (e.g., recess, lunch, extracurricular activities).

2. Are substitute teachers required to have knowledge of students having a 504 Plan and be expected to implement them?

   Yes; it is the responsibility of the school district to ensure that substitute teachers have sufficient familiarity with and implement the provisions identified in Section 504 Plans of students with disabilities prior to teaching them.

3. How often are eligible students required to be re-evaluated under Section 504?

   Periodic re-evaluation and reviews are required. Section 504 does not stipulate timelines. Hazel Park Schools chooses to adhere to the IDEA regulations, which require reevaluation at three-year intervals or more frequently if conditions warrant. It is recommended reviews be conducted annually, which again is in accordance with the Individuals with Disabilities Education Act (IDEA) regulations.

4. If a student no longer qualifies for an IEP (determined not to be eligible under IDEA, but may benefit from accommodations provided under a Section 504 Plan (e.g. social work, OT, PT) in the general education environment, is the district required to evaluate the student for a 504 Plan?

   If an IEP team has determined that a child does not qualify for services under the Individuals with Disabilities Education Act (IDEA), and the district team thinks the student may benefit from services under Section 504, then Yes, an evaluation is required. Section 504 of the Rehabilitation Act of 1973 (Section 504) is designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education. A districts' obligation under Child Find includes students who may require a Section 504 plan. A school district must provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability pending an evaluation and the identification of the need for a 504 Plan**.**

5. If a student has an active behavior plan, must the behavior plan be included in and/or attached to the 504 plan?

   The use of a behavior plan as an accommodation must be identified in the plan, but the actual behavior plan need not be attached to the 504 Plan. Doing so would require that a 504 Plan meeting be held and modified each time the behavior plan is modified.

6. What is Specially Designed Instruction?

   Specially Designed Instruction is customized, supplemental instruction that includes evidence-based methodologies aligned with student needs.

7. What is required for the 504 evaluation process?

   A group of individuals, who are knowledgeable about the student being evaluated, understand the evaluation data and the extent of information needed to determine eligibility should be involved in the evaluation process. The actual evaluation must include a variety of sources, such as standardized assessment, teacher and parent input observations, a records review, and any other information pertinent to the proposed need for accommodations. A medical assessment, or diagnosis, is not required under Section 504 and districts may not require a parent to provide any medical information or diagnoses. If a district requires a medical diagnosis from a licensed practitioner, the district is obligated to cover the expense.

   Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. The Section 504 regulatory provision at 34 C.F.R. 104.35(b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be validated for the specific purpose for which they are used and appropriately administered by trained personnel. (U.S. Department of Education Protecting students with disabilities.

8. Is a district required to provide bussing to and from school under Section 504?

   Transportation is considered a related service under Section 504 and must be provided to ensure equal opportunity and access to all district educational, extracurricular, and school-sponsored events, if transportation is provided to all students.

9. How do districts determine the need for a 504 Plan vs. an IEP?

   Determination for eligibility for an Individualized Education Program (IEP) under the IDEA is made by the IEP team. An IEP indicates that the student requires specialized instruction in order to receive educational benefit. Any general education accommodations deemed necessary by the IEP team are typically identified in the Supplementary Aids and Services section of the IEP. A student eligible under the IDEA is also eligible under the Americans with Disabilities Act Amendments Act (ADAAA). Eligibility under Section 504 requires that an individual has a physical or mental impairment that substantially limits one or more major life activities. Learning and/or grades may not be considered in isolation when determining whether a student meets the criteria of a substantial limitation in a major life activity. If a student requires accommodations without specialized instruction, then a 504 Plan may be what the team determines is most appropriate.

10. If a student is eligible for both an IEP and a 504 Plan, must the district provide both an IEP and a 504 Plan?

    No; the district must only provide an IEP. All general education accommodations that would be provided in a 504 Plan would be identified in Supplementary Aids and Services and/or Programs and Services.

11. What do you do when an evaluation is requested for a 504 Plan with the sole intent of getting accommodations for the SAT, when the student has no need for testing accommodations in the classroom throughout the school year?

    The district must consider the request for an evaluation within the confines of the definition of eligibility (see question #1) and not narrow the evaluation to accommodations for testing only. If the student does not require testing accommodations at any other time, it would be unlikely that the student would only require testing accommodations for district, state, and/or national assessments. Some testing accommodations require State Board approval. Adhere to all assessment practices if accommodations are required.

12. What is required for progress monitoring, specifically logs/documentation?

    All accommodations that are identified on a 504 Plan must be documented by the person responsible for implementation; this is often the general education teacher. The frequency of documentation is dependent upon the type of accommodation. Districts must be able to provide evidence of each accommodation as written in the Plan. Data is critical when making decisions regarding the need for new or continued accommodations. Records/logs are used when reviewing the effectiveness of accommodations. If accommodations are not recorded and a complaint is filed with the Office for Civil Rights (OCR), the district is at risk for being found noncompliant whether the accommodations were provided or not. This could result in the need for corrective action and financial retribution for the district.

13. What accommodations are allowable on a 504 Plan? I have been told that services (e.g., occupational therapy) and programs (e.g., resource program) are not allowable. Is this true?

    Services such as OT, speech, social work, etc. and programs are allowable on a 504 Plan. If offered under a 504 Plan, IDEA funds may not be used to cover the cost. Staffing must be prorated in accordance with the provision of accommodations per a 504 Plan. If a student requires such support, teams may want to consider whether the student may need to be evaluated under the IDEA. If so, the IEP team will determine whether there is a need for specialized instruction. Refer to question #9.

14. If a student requires related services in a 504 Plan, what must be included (e.g., logs, goals)?

    Goals for related services are not required under Section 504. The related service, frequency and duration must be identified. Service logs must be maintained.

15. What is the difference between documentation and progress monitoring? Must both be done when a student has a 504 Plan?

    Documentation is a record of the implementation of each accommodation. Progress monitoring is an analysis of the effectiveness of an accommodation. This information may be used when determining whether an accommodation is necessary.

16. Are there specific forms that districts must use for the Section 504 process?

    Districts are required to designate a 504 coordinator, adopt grievance procedures, identify and locate students with disabilities, provide notice of nondiscrimination, and establish procedural safeguards. The forms in this document are utilized for those purposes.

17. Does Oakland Schools offer a list of “go to” accommodations that may be used in 504 Plans?

    No, accommodations are individualized and based upon the data collected to determine the extent to which major life activities are substantially limited within the educational environment(s).

18. Must a student have a 504 Plan to allow a teacher to provide accommodation?

No, teachers may accommodate students without a plan. This is often a great way to gather data to determine the need for specific accommodations. If it is determined that the accommodations are an effective intervention, then this may trigger your Child Find obligation and the team may want to conduct a comprehensive evaluation. If a student meets the criteria under Section 504, and benefits from the accommodations provided to all students, districts must be able to provide evidence that the accommodations are being offered to all students (e.g. handbook, website). This allows for consistency among teachers, grade levels, and school districts if the student leaves the district.

19. Is a health plan the same as a 504 Plan?

A health plan is not equivalent to a 504 Plan. However, those with health plans are likely eligible for a 504 Plan. The health plan should be reflected in the 504 Plan.

FORM A: SECTION 504 CHECKLIST

Section 504 requires that the School District offer a Free Appropriate Public Education (FAPE) to each eligible student who has a physical or mental impairment that substantially limits a major life activity. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of non-disabled students, and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement and procedural safeguards. The FAPE obligation extends to all students described in this paragraph, regardless of the nature or severity of their disability. If a district staff member suspects, or is made aware of, that a student may have a disability, a Section 504 Referral (Form B) must be completed. Form B may also be completed by the parent, student, or other professional.

Student: _____ DOB: _____ Grade: _____

District: _____ School: _____

Action	Date
Section 504 Referral (Form B) completed or received by staff member.	
District provides Parent Notice– Section 504 Referral (Form D), to parent/guardian to inform them of proposed evaluation, the Notice of Procedural Safeguards – Section 504 (Form C), and Consent for Section 504 Evaluation (Form E).	
District receives signed parental consent.	
If applicable, the district provides Authorization For Release And Exchange Of Student Educational And Medical Information (Form F), Cover Letter to Physician (Form G), and Physician's Statement (Form H), to parents and physician(s).	
Section 504 team members identified; team leader identified	
District begins an evaluation; must be completed within a reasonable timeframe to determine the student's eligibility under Section 504. Refer to district timelines for additional guidance.	
Team Leader distributes the General Education Teacher Report Section 504 Evaluation (Form I) to each general education teacher.	
Completed General Education Teacher Report (Form I) received by team leader.	
Team Leader sends Evaluation Team Meeting Invitation (Form J).	
Section 504 Team reviews all documentation (completed forms and related information), determines eligibility, and completes the Section 504 Eligibility Determination Report (Form K). The Team Leader provides a copy of this completed form to the School District Section 504 Coordinator.	
Team Leader provides Parent Notice – Section 504 Eligibility or Non-Eligibility Determination (Form L) and Notice of Procedural Safeguards – Section 504 (Form C) to parent/guardian.	
If the student has been found eligible under Section 504, the Team Leader sends Parent Invitation – Section 504 Accommodation Plan meeting. (Form M).	
Section 504 Accommodation Plan (Form N) is developed by the team. Team Leader is responsible for informing all impacted staff members that they are aware of the Plan and the requirement that the plan be implemented and all accommodations documented.	
Team Leader provides a copy of the Section 504 plan to the parents and the School District Section 504 Coordinator - Dr. Megan Papasian-Broadwell	

FORM B: SECTION 504 CHECKLIST

Student: _____ DOB: _____ Grade: _____

District: _____ School: _____

1. Please state the nature of your concern(s).

A. Academic concern(s):

B. Behavioral concern(s):

C. Motor/Movement:

D. Social/Emotional:

E. Other (medical, etc.):

2. Describe supporting observations (including academic, behavioral or other concerns).

3. List interventions that have been provided at school or home.

4. Please attach a copy of the student's most recent grades and/or standardized test scores, if available. Also, attach any medical documentation that supports the student's physical or mental disability.

Signature of PersonMaking Referral Relationship to Student

_____Date_____

FOR SCHOOL DISTRICT USE ONLY:

Notice sent to parent(s) requesting consent to conduct a Section 504 evaluation. Date: _____

Notice sent to parent(s) denying their request for a Section 504 evaluation. Date: _____

FORM C: NOTICE OF PROCEDURAL SAFEGUARDS

The following is a summary description of the rights provided by Section 504 of the Rehabilitation Act of 1973 to students with disabilities, or suspected disabilities. The intent of the law is to keep you fully informed about decisions concerning your child, to have you be an active participant in the educational planning for your child, and to inform you of your rights in the event you disagree with any decisions concerning your child.

You have the right to:

1. Have the Hazel Park School District advise you of your rights under federal law;

2. Receive notice with respect to Section 504 identification, evaluation, and/or eligibility determinations of your child;

3. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a team of persons who are knowledgeable about the student, the evaluation data, and placement options;

4. Examine all education records related to your child, including those concerning the decisions regarding your child's Section 504 identification, evaluation, educational program, and placement;

5. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;

6. Receive a response from the Hazel Park School District on reasonable requests for explanations and interpretations of your child's records;

7. Request an amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the Hazel Park School District refuses this request for amendment, the School District shall notify you within a reasonable time and advise you of your rights to an impartial hearing;

8. Have your child receive special education services and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act or appropriate educational services and related services if he/she is found to be eligible under Section 504 of the Rehabilitation Act;

9. Have your child take part in, and receive benefits from, the School District's education programs without discrimination because of his/her disabling condition(s);

10. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the [insert your district here] make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;

11. Have your child educated in facilities and receive services comparable to those provided non-disabled students;

12. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the Hazel Park School District;

13. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the Hazel Park School District;

14. Request an impartial due process hearing regarding the Section 504 identification, evaluation, eligibility or placement of your child.

15. File a complaint in accordance with the Hazel Park School District Section 504 grievance procedure.

FORM D: PARENT NOTICE –SECTION 504 REFERRAL

Student: _____ DOB: _____ Grade: _____ District: _____ School: _____

[Date]

[Insert Parent/Legal Guardian Name]
[Address Line 1]
[Address Line 2]

Dear [Insert Parent/Legal Guardian Name]:

As part of our continuing efforts to monitor the educational performance of our students, we have found that [**Insert Child's First Name**] is experiencing some difficulties. I am prepared to form an evaluation team to determine if [**Insert Child's First Name**] may have a qualifying disability under Section 504 of the Rehabilitation Act. Members of the evaluation team would collect and review information on your child's learning and behavior. Your child's teacher(s), the school's guidance counselor, the school psychologist, and other staff members will be involved in observations, assessments, and other data-collection activities.

Once the information has been collected, a meeting will be scheduled to discuss the results. You will receive notice of the meeting and are welcome to attend and participate in the discussion and decision-making process.

Under Section 504 you have specific rights concerning this evaluation process, which are designed to keep you fully informed concerning decisions about your child. These rights are summarized in the Notice of Procedural Safeguards – Section 504 document that is enclosed with this letter. Also enclosed is Consent for Section 504 Evaluation. Please sign and return the form to me so that we may begin the evaluation process.
If you have any questions with regard to the evaluation process, please feel free to contact me at [insert contact information here].

Sincerely,

[Insert Name, Role],
Enclosures

FORM E: CONSENT FOR SECTION 504 EVALUATION

Student: _____ DOB: _____ Grade: _____

District: _____ School: _____

Parent/Guardian: _____

☐ I have received information regarding the Section 504 evaluation procedures and have been informed of the procedural safeguards afforded under Section 504.

☐ I consent to a Section 504 evaluation for my child.

☐ I refuse permission for a Section 504 evaluation for my child.

Date: _____ _____

Parent/Guardian Signature

FORM F: AUTHORIZATION
AUTHORIZATION FOR RELEASE AND EXCHANGE OF STUDENT EDUCATIONAL AND MEDICAL INFORMATION

_____ Date of Birth:_____/_____/_____
Student's Name

_____
Parent(s)/Legal Guardian(s)

_____
Street Address Phone: (__)_____-_____

_____
City, State Zip Code:

I hereby authorize the release and exchange of otherwise confidential educational and medical information between the [insert your district here] and:

_____
Physician's Name

_____
Address

(_____)_____-_____Phone Number

(_____)_____-_____Fax Number

I understand that any information released or exchanged will be treated in a confidential manner and will not be transmitted to a third party without my permission. This authorization is valid for a period of ninety (90) days unless earlier revoked by me in writing.

_____
Signature of Parent, Guardian or Adult Student

Relationship to Student: _____

Address: _____

_____

Office Use Only

Received by District: _____ Date Received: _____

Team Leader: _____ Date Received: _____

FORM G: COVER LETTER TO PHYSICIAN

[Insert Date]

[Insert Physician's Name]
[Insert Company Name]
[Address Line 1]
[Address Line 2]

Re: [Insert Student's Name]

Dear [Insert Physician Name]:

[Student's Name] is currently being evaluated by the [insert district here] district to determine eligibility as a person with a disability under Section 504 of the Rehabilitation Act of 1973. The student may be eligible for educational support accommodations under Section 504 if he/she has a mental or physical impairment which substantially limits a major life activity.

We ask that you please assist us by completing the attached form. If you have any questions, please do not hesitate to contact me at (__)___-____.

Thank you for your cooperation in this matter.

[Insert Name, Role],

Section 504 Team Representative

FORM H: PHYSICIAN'S STATEMENT

TO THE PARENT: Please complete this section before giving the form to the child's physician.

DATE: _____

STUDENT NAME: _____ DOB: _____/_____/_____

PARENT(S)/GUARDIAN(S): _____

HOME ADDRESS: _____

TELEPHONE: _____ OTHER PHONE: _____

ENROLLED SCHOOL: _____ DISTRICT: _____

TO THE PHYSICIAN: We are in the process of evaluating this student for Section 504 services. Please fill out the information below as thoroughly as possible to assist our office in making a service determination. Your assistance in this matter is critical for appropriate educational and medical support.

Diagnosis: _____

Brief History in relationship to medical care:

_____

_____

_____

Nature/Severity of Illness:

_____

Date of Last Physical and Results:

_____

_____

If Neurological, date of latest EEG and Results:

_____

_____

Medication(s):

Name: _____ Dosage: _____

Name: _____ Dosage: _____

Name: _____ Dosage: _____

_____ _____

Physician's Name Printed Physician's Signature

Address /Street City, State, Zip

_____ _____

Student's Name:_____ Date of Birth: _____

PLEASE RETURN TO: NAME: _____ POSITION: _____

ADDRESS: _____

OFFICE TELEPHONE: _____ OFFICE FAX: _____

FORM I: GENERAL EDUCATION TEACHER REPORT

Student's Name:_____Grade: _____ Subject/Teacher: _____

1. The student comes to class prepared and with appropriate materials:

   - less often than other students within grade
   - same frequency as others

2. The student attends and participates appropriately in class discussions/activities:

   - less often than other students within grade
   - same frequency as others

3. The student completes homework assignments:

   - less often than other students within grade
   - same frequency as others

4. Based on collected data, the student's reading skills are:

   - adequate to handle the material/work that is expected in this class
   - inadequate to handle the material/work that is expected in this class
   - unknown at this time due to the short time student has been in class
   - unknown at this time due to lack of work output upon which to base an assessment

5. Based on collected data, the student's writing skills are:

   - adequate to handle the material/work that is expected in this class
   - inadequate to handle the material/work that is expected in this class
   - unknown at this time due to the short time student has been in class
   - unknown at this time due to lack of work output upon which to base an assessment

6. Based on collected data, the student's math skills are:

   - adequate to handle the material/work that is expected in this class
   - inadequate to handle the material/work that is expected in this class
   - unknown at this time due to the short time student has been in class
   - unknown at this time due to lack of work output upon which to base an assessment

7. Accommodations/ interventions have been provided?

- No
- Yes, explain and include documentation:
  _____
  _____
  _____

8. The student exhibits behavior that is disruptive to others:

- Yes
- No

If you checked "**yes**" describe the types of behaviors observed (include frequency and duration (include documentation):
_____
_____
_____

If you checked "**yes**" describe intervention used and student response (include documentation):_____
_____
_____
_____

9. Based on your observations, interactions, and evaluation(s), does the student's mental or physical condition substantially limit access to educational opportunities?

- Yes; describe:
  _____
  _____
  _____
- No

Teacher: _____ Date: _____

Please return to Section 504 Team Leader [Name] by [Insert Date].

FORM J: EVALUATION TEAM MEETING INVITATION

Student's Name: _____

Attending School: _____Grade_____

You are invited to attend a Section 504 Evaluation Meeting to discuss the results of [student's name] Section 504 evaluation. The purpose of this meeting is to determine if [student's name] is eligible to receive, or continues to require accommodations/services under Section 504 in order to have access to and can receive a Free Appropriate Public Education (FAPE).

The meeting will be is scheduled for

Date:_____Time:_____

Location: _____

Persons invited to Section 504 evaluation team meeting:

PLEASE COMPLETE & RETURN YOUR RESPONSE TO [team leader name]

_____ I will attend the scheduled Section 504 Evaluation Team Meeting

_____ I am unable to attend the scheduled meeting and am requesting the meeting be rescheduled.

_____ I am unable to attend the scheduled meeting but am requesting that the process continue and the paperwork be sent to my home address.

_____ I would like my child to attend the Section 504 Evaluation Team Meeting.

_____ I do not want my child to attend the Section 504 Evaluation Team Meeting.

FORM K: SECTION 504 ELIGIBILITY DETERMINATION REPORT

Student Name: _____ DOB: _____ Grade _____ Date: _____

School: _____ ☐ Initial Section 504 Evaluation ☐ Section 504 Reevaluation

ELIGIBILITY: Based on the evaluation data gathered from a variety of sources, the Section 504 Team answered the following questions to determine Section 504 eligibility.

SOURCES OF DATA (check the data obtained for the evaluation. All data obtained must be carefully considered.)

☐ Grades	☐ Individual Achievement Tests
☐ Parent Report	☐ Work Samples
☐ Classroom Teacher(s) Report	☐ Group Achievement Test
☐ School Records	☐ Medical Report(s)
☐ Psychoeducational Evaluation Date: _____	☐ IEP Date: _____
☐ Other Information Used: _____	

COMMITTEE DETERMINATION

1. ☐ **Yes** ☐ **No** The student has a physical or mental impairment. Impairment: _____

2. ☐ **Yes** ☐ **No** The physical or mental impairment substantially limits one or more major life activities or major bodily functions.

a. Major life activities are substantially limited:

☐ Bending	☐ Concentrating	☐ Lifting	☐ Sleeping	☐ Walking
☐ Breathing	☐ Eating	☐ Performing manual tasks	☐ Speaking	☐ Working
☐ Caring for one's self	☐ Hearing	☐ Reading	☐ Standing	☐ Other: _____
☐ Communicating	☐ Learning	☐ Seeing	☐ Thinking	

☐ Bladder	☐ Digestive System	☐ Normal Cell Growth
☐ Bowel	☐ Endocrine System	☐ Respiratory System
☐ Brain	☐ Immune System	☐ Reproduction
☐ Circulatory/Cardiovascular System	☐ Neurological System	☐ Other: _____

b. Major bodily function(s) substantially limited:

3. Describe, as a result of the physical or mental impairment, how the student is substantially restricted as to the condition, manner or duration under which the student can perform a particular major life activity as compared to the condition, manner or duration under which the student of the same age/grade level in the general population can perform that same major life activity: _____

☐ **Yes** ☐ **No** The student is eligible under Section 504/ADA as a person with a disability.

☐ **Yes** ☐ **No** The student requires related aids and services, including but not limited to, accommodations/ modifications/interventions.

COMMITTEE RECOMMENDATION

☐ A Section 504 Plan is recommended and attached.

☐ The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 Plan.

☐ The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.

SECTION 504 COMMITTEE

Name	**Title**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FORM L: NOTICE – SECTION 504 ELIGIBILITY OR NON-ELIGIBILITY DETERMINATION

Student: _____ DOB: _____ Grade: _____

District: _____ School:
_____

[Date]

[Parent/Legal Guardian Name]
[Address Line 1]
[Address Line 2]

Dear [Insert Parent/Legal Guardian Name]:

On _____, an evaluation team met to determine whether your child has a qualifying disability under Section 504 of the Rehabilitation Act. Based on the team's review of all of the information collected, the evaluation team determined that:

- Your child has a qualifying disability under Section 504 of the Rehabilitation Act and requires an Accommodation Plan to ensure that he/she receives an appropriate education.
- Your child does not have a disability or condition that meets the definition of a qualifying disability under Section 504. Therefore, your child is not entitled to accommodations under Section 504.

Please contact me if you have any questions. Enclosed is a copy of the Notice of Procedural Safeguards. This document summarizes your rights and the rights of your child under Section 504.

If you have any questions or would like to schedule a meeting to discuss this determination, please contact me at _____.

Sincerely,

[**Name Role**],

Enclosure: Procedural Safeguards

FORM M: PARENT INVITATION – SECTION 504 ACCOMMODATION PLAN MEETING

Student: _____ DOB: _____ Grade: _____

District: _____ School: _____

[Insert Parent/Legal Guardian Name]
[Address Line 1]
[Address Line 2]

Dear [Parent/Legal Guardian Name]:

You are invited to attend a meeting to develop a Section 504 Accommodation Plan for your child. You are encouraged to attend this meeting. The meeting will be held at:

Date:_____ Time:_____

Location: _____

The school staff members listed below have been involved in the Section 504 evaluation of your child. Each person will attend the meeting or be represented by someone else who is knowledgeable about your child and the information that will be reviewed in the meeting.

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

Sincerely,

[Name, Role]

[Contact Information]

Section 504 Team

Name	Role

FORM N: SECTION 504 ACCOMMODATION PLAN - CONFIDENTIAL

NAME: **DATE OF BIRTH:**
SCHOOL: **AGE:**
DATE OF PLAN: **GRADE:**

☐ **Initial Section 504 Plan** ☐ **Continuing 504 Plan**

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

What Physical or mental Impairment did the team identify (See Eligibility Determination Report)?

What Major Life Activity or Bodily Function is substantially limited?

Pertinent education and additional medical information (summary):

Area(s) of Need (substantial limitation)	Accommodation(s), Aids, Services or other Supports	Person Responsible

Describe location of services, if other than the classroom setting and the reason(s) necessary, or any other relevant information:

Participation of Eligible 504 Student in State of District Wide Testing:

☐ The student should take State or District Wide testing under routine conditions, without any accommodations.
☐ The student should NOT take State or District wide testing under routine conditions and is recommended for the following Standard Accommodations (NOTE: College board assessments require approval from the Assessment developer for college reportable scores):

Parent Consent (Required for Initial Plan Only)

☐ **I give consent for the initial provision of Section 504 Services**
☐ **I refuse consent for the initial provision of Section 504 Services**

My signature indicates that I have been informed and received notice of Section 504/ADA Procedural Information and Rights.

_____ _____

Signature of Parent/Guardian Date

Participants	Position/Title	Date

PERSON RESPONSIBLE FOR MONITORING PLAN: _____

ANTICIPATED REVIEW DATE: _____

Distribution:

☐ Current Teachers
☐ Parent
☐ Building 504 Compliance Officer
☐ District 504 Compliance Officer

FORM O: GRIEVANCE / COMPLAINT PROCEDURE

The Hazel Park School District has adopted the following Grievance/Complaint Procedure for addressing complaints of discrimination:

Step 1: A person who believes that he/she has been discriminated against by the Hazel Park School District shall discuss the matter informally with the immediate supervisor in the case of an employee, or the building principal, in the case of a student. [NOTE: If it is the immediate supervisor or building principal who is the subject of the complaint, the employee or student may, instead, contact the applicable School District Section 504 Coordinator]. The person receiving the complaint shall verbally convey his/her findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 days.

Step 2: If the informal Step 1 process does not resolve the matter, a written complaint may be submitted to the employee's immediate supervisor (to the school's principal if by a student). A complaint may also be filed directly with the applicable School District Section 504 Coordinator. The complaint shall include 1) the employee's or student's name; 2) the facts of the incident or action complained about; 3) the date of the incident or action giving rise to the complaint; 4) the type of discrimination alleged to have occurred; and 5) the specific relief sought. A Step 2 meeting shall be conducted within 10 days following the submission of the written complaint. Within the next 10 days, the immediate supervisor or principal shall issue a written disposition, with copies to be given to both the person who alleged the violation and the person who is the subject of the complaint.

Step 3: If the supervisor or principal's reply does not resolve the matter, a written complaint may be submitted to the Hazel Park School District Section 504 Coordinator within 10 business days of the Step 2 disposition. A meeting shall be conducted at which both parties shall have the right to present witnesses and offer other evidence. Following the meeting, the Section 504 Coordinator shall reply in writing to the complainant and the person who is the subject of the complaint within 10 business days.

Step 4: If the complainant wishes to appeal the decision of the Section 504 Coordinator, he/she may submit a written appeal to the Superintendent of Schools within 10 business days after receipt of the Section 504 Coordinator's reply. The Superintendent or his designee shall meet with all parties involved and respond to the complaint, in writing, within 10 business days of the date of the appeal. Copies shall be provided to both parties.

The Hazel Park School District provides assurance that it strictly prohibits any form of retaliation against persons who utilize this Grievance/Complaint Procedure.

FORM P: SECTION 504 GRIEVANCE/COMPLAINT FORM

Name of Grievant: _____
(Please Type or Print Clearly)

Contact Information:

_____

(Please Type or Print Clearly)

_____
(Telephone Number(s); Email Address)

Student: DOB: _____School: _____

State the nature of the complaint and the remedy requested. Please be specific. (Attach additional sheets if necessary)

_____

_____

_____

_____

_____

_____

_____

_____
Signature of Grievant Date

Please submit the completed form to: District Section 504 Coordinator, Dr. Megan Papasian-Broadwell

FORM Q: SECTION 504 MANIFESTATION DETERMINATION REVIEW

Student Name: Birthdate:
School: Grade:
Current 504 Plan: Manifestation Determination Date:
Date:

Notice of Section 504/ADA Procedural Information and Rights provided to parent/guardian by:

Nature of the student's disability (See Eligibility Determination/504 Plan):

Describe the behavior or incident that is subject to disciplinary action:

What relevant evaluation and diagnostic information describes the student's disability?

What accommodations or services are indicated on the current 504 Plan?

Check the following statements that the 504 Team determines to be true:

Yes No The 504 Team has reviewed and considered all of the above information.

Yes No Was the behavior subject to discipline caused by, or did it have a direct and substantial relationship to the student's disability?

Yes No Was the behavior subject to discipline the direct result of the school district's failure to implement the 504 Plan?

The last two questions must be checked "No" in order for the behavior to not be a manifestation of the student's disability. If either answer is checked "Yes," the student's behavior is a manifestation.

Check the following statement that the 504 Team determines to be true:

- **The current behavior under consideration IS a manifestation of the student's disability.**
- **The current behavior under consideration IS NOT a manifestation of the student's disability.**

Participants	Position/Title	Date

Please copy for committee meets

MODEL BOARD OF EDUCATION BYLAWS AND POLICIES

CLARK HILL PLC
Revised, January 2024

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ARTICLE I. BYLAWS

A. GENERAL.

Section 1. Name and Legal Status.

The legal name of the school district is Hazel Park School District ("the District"). The District is a Michigan general powers school district as provided in the Michigan Revised School Code ("RSC"), MCL §380.1, *et seq.*

Section 2. Authority.

The District is governed by the Board of Education ("the Board"). The Board shall have all powers and authority granted to districts by the RSC, state law generally, and, where applicable, federal law.

Section 3. Bylaws.

These bylaws set forth the internal rules which govern the operations and business of the Board. To the extent these bylaws may be inconsistent with applicable federal and state law, the applicable federal or state law shall govern.

Section 4. Board Policies.

In addition to these bylaws, the Board shall adopt policies to govern the administration of the District.

Section 5. Amendment of Bylaws or Policies.

The Board may amend these bylaws or the policies of the Board by a majority vote. Any such amendment shall take effect on the date specified by the Board, but not sooner than the next regular meeting of the Board.

Section 6. Suspension of Bylaws or Policies.

Bylaws or policies may be suspended during a Board meeting by a two-thirds vote of the Board members present at such meeting. Unless amended by the Board, the suspended bylaw or policy shall resume full force and effect upon the adjournment of the Board meeting at which the suspension occurs.

Section 7. Superintendent.

The Board shall at all times employ a Superintendent in conformity with the RSC. The Superintendent shall enforce Board policies, as well as applicable state and federal law, within the District. The Superintendent shall, as necessary, adopt administrative guidelines for the implementation of Board policies. Administrative guidelines do not require formal approval by

the Board, but shall be provided to the Board at the time or before they become effective. In cases in which the Board has not adopted policies, the Superintendent may act, and shall thereafter notify the Board of such action. References in these bylaws and the Board policies to "the Superintendent" shall also mean the Superintendent's designee except if action solely by the Superintendent is expressly required.

B. ORGANIZATION OF THE BOARD.

Section 1. Composition of the Board.

The Board is composed of seven members, elected or appointed as provided by the RSC and Michigan law. Board members shall be elected on a staggered basis on the November general election date in even-numbered years.

Section 2. Term of Office.

Board members are elected for four-year terms. ~~[Note: Bylaws may provide for six-year terms.]~~ Terms of elected Board members shall commence on January 1 of the year following their election.

Section 3. Board Vacancies.

If a Board position becomes vacant, the Board shall appoint a qualified person to fill the position within 30 days after the vacancy occurs. The appointee shall hold office until the next regular school election. Board positions may become vacant for any of the reasons provided by Michigan law. Resignations of Board members are effective without acceptance or approval by the Board.

Section 4. Acceptance and Oath of Office.

Elected, re-elected or appointed Board members shall file an acceptance of office and affidavit of eligibility as required by state law, and, before taking office, shall take the oath of office required by Article XI, Section 1 of the Michigan Constitution of 1963.

Section 5. Board Officers.

Members of the Board shall elect by majority vote a President, Vice-President, Secretary and Treasurer at the Board's annual organizational meeting. Officers shall hold office for one year, or until their successors are elected and take office. Officers are eligible for re-election to their offices.

Section 6. Vacancies in Board Offices.

A Board office shall become vacant if the holder of the office ceases to be a Board member, resigns from the Board office, or is removed from the Board office by a majority vote of the Board. A vacancy in a Board office shall be filled by a majority vote of the Board.

board meeting after the expenses have occured and prior to reimbursement.

Section 7. Compensation and Reimbursement.

Board members shall receive (choose one)

___ no compensation
___ compensation of ____ per annum
X compensation of ~~$0~~ $40 per ~~Board meeting~~ month.
___ compensation of _____ (specify).

Board members shall be reimbursed for actual and necessary expenses incurred in the discharge of their official duties. Board members will not be reimbursed for entertainment expenses, or for the purchase of alcoholic beverages. The Board will ordinarily not approve expenditures of District funds for members to attend meetings outside Michigan, and any such attendance must first be approved in advance by the Board. The Board may establish policies for the reimbursement of expenses of Board members.

Section 8. Committees. A voch voucher details the expense shall be submitted to the board for approval at the

The Board may create standing or *ad hoc* committees to gather information for and make recommendations to the Board. The President shall appoint the members of committees. No committee may consist of more than three Board members.

C. FUNCTIONING OF THE BOARD.

Section 1. Duties of Board Officers.

A. President.

The Board President shall preside at all meetings of the Board, and shall conduct meetings in the manner prescribed by these bylaws and state law. The President is the official spokesperson for the Board. The President, in cooperation with the Superintendent, shall prepare agendas for Board meetings. In the absence of the Secretary at a meeting of the Board, the President shall appoint an Acting Secretary, who shall sign the minutes of that meeting. The President shall perform such other duties as authorized by the Board, or as otherwise required by law and appropriate to the office. The President may consult with the Superintendent and/or legal counsel prior to bringing an issue before the Board.

B. Vice-President.

The Vice-President shall preside at Board meetings when the President is not in attendance, and shall have the duties and responsibilities of the President in the absence of the President. The Vice-President shall perform such other duties as authorized by the Board.

C. Secretary. → designee

The Secretary shall take and keep the minutes of meetings of the Board in conformity with the Open Meetings Act and other state law, and shall perform all other duties as may be authorized by the Board.

D. Treasurer.

The Treasurer, working with the Superintendent or other District staff designated by the Superintendent, shall perform such duties as may be authorized by the Board or state law.

Section 2. Duties and Role of Individual Board Members.

The Board acts as a whole, and only at properly convened and noticed Board meetings. Individual Board members do not possess the powers that reside in the Board, and may not act or purport to act for the Board unless the Board has specifically delegated the authority of an individual member to act. Individual members of the Board may not speak for the Board. A Board member who speaks to or otherwise communicates with the media, the public or other officials on District matters shall make clear to the audience that the Board member is expressing only that Board member's views, and that those views do not necessarily reflect the views of the Board as a whole or any other Board member.

Section 3. Confidentiality.

Board members will on occasion receive information that is not available to the general public, including information about students or employees, information subject to the attorney-client or another privilege, and information disseminated during a closed session of the Board. An individual Board member shall not disclose or share confidential information without the authorization of the Board or as may be required by law.

Section 4. Board Ethics.

The Board by majority vote shall prescribe a Code of Ethics applicable to the conduct of individual Board members, and each Board member shall be asked to acknowledge and sign the Code of Ethics at the commencement of his or her term.

Section 5. Conflict of Interest.

Board members shall perform their official duties in a manner free from conflict of interest, and shall refrain from actions that create the appearance of a conflict of interest prohibited by law. Board members shall familiarize themselves with and at all times comply with the requirements and prohibitions of state law relative to conflicts of interest. The Board by policy may prohibit the hiring by the District of immediate family or other relatives of Board members during their terms on the Board.

Section 6. Indemnification.

The District shall indemnify the Board and individual Board members to the fullest extent permitted by law. The District will purchase and maintain in effect insurance policies for the indemnification and defense of the Board and individual Board members.

Section 7. Professional and Consulting Services.

The Board shall employ an independent auditor to examine the books and records of the District, to render an opinion on the financial statements of the District prepared at the close of the fiscal year, and to perform such other services as may be requested by the Board. The Board may appoint qualified individuals or firms to provide legal, architectural, insurance and other professional services for the District, and may appoint other consultants as it deems appropriate.

Section 8. Discipline of Board Members.

By majority vote, the Board may censure a Board member for violating these bylaws, the policies of the Board, or state or federal law, or otherwise acting in a manner inconsistent with the duties and responsibilities of a Board member. By majority vote, the Board may petition the Governor to remove a Board member from office in accordance with MCL §380.1107.

D. MEETINGS OF THE BOARD.

Section 1. Organizational Meeting.

The Board shall conduct an organizational meeting annually during the month of January. During the annual organizational meeting, the Board shall elect its officers for the coming year, shall establish a schedule of regular Board meetings for the coming year, and may conduct any other business it elects to address.

Section 2. Regular Meetings.

Regular meetings of the Board shall be held in accordance with the schedule established by the Board at its organizational meeting. The schedule of regular meetings may be amended by the Board.

Section 3. Special Meetings.

Special meetings of the Board may be called by the President, or by any two members of the Board, upon not less than 24 hours' notice to each Board member. Notice to Board members of a special meeting may be provided by personally delivering a notice to the Board member, by delivering the notice to the Board member's household and leaving it with a responsible member of the household, or by sending the notice to the Board member on his or her District-provided email account.

Section 4. Emergency Meetings.

In the event of a severe and imminent threat to the health, safety or welfare of the District, its students or employees, the Board President may call an emergency meeting, and the Board may meet and take action without complying with public notice requirements, provided that two-thirds of the members of the Board determine that delay would detrimentally affect the ability of the Board to respond to the threat. Actual notice to all Board members of an emergency meeting shall be attempted, but is not required.

Section 5. Meetings Open to the Public.

All meetings of the Board in which a quorum is present for the purpose of deliberating toward or rendering a decision on public policy shall be open to the public.

Section 6. Open Meetings Act.

Meetings of the Board are subject to and shall comply with applicable provisions of Michigan's Open Meetings Act ("OMA"), MCL §15.261, *et seq.* Depending upon its function, a Board committee may be a public body whose meetings are subject to the OMA.

Section 7. Public Notice of Meetings.

Public notice of Board organizational, regular and special meetings shall be given as provided in OMA.

Section 8. Closed Sessions of the Board.

In accordance with the Open Meetings Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of a majority of the Board members voting:

1. 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 Board member, employee, staff member or individual agent of the District, if such person requests a closed hearing.

2. To consider the dismissal, suspension, or disciplining of a student, if the student or the student's parent or guardian requests a closed hearing.

3. For strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement, if either negotiating party requests a closed session.

In accordance with the Open Meeting Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of not less than two-thirds of

the members of the Board then elected or appointed and serving (*i.e.*, not less than five members of the Board if all seven Board positions are then filled):

1. To consider the purchase or lease of real property, up to the time an option to purchase or lease that property has been obtained.

2. To consult with its attorney(s) 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 litigation or settlement position of the Board.

3. To consider the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential. Interviews of candidates must take place in open session.

4. To consider material exempt from disclosure or discussion by state or federal statute (including, without limitation, written opinions of legal counsel).

5. To consider security planning to address existing threats or prevent potential threats to the safety of the students and staff.

Section 9. Minutes of Meetings.

A. Open Meetings: Minutes of open meetings of the Board shall be kept, made available and approved as provided by OMA. Minutes shall, at a minimum, include the date, time and place of the meeting; Board members present and absent; decisions made by the Board; roll call votes; a record of other votes; the purpose(s) of a closed session; and corrections to the minutes of a previous meeting.

B. Closed Sessions: A separate set of minutes of a closed session shall be maintained. Closed session minutes shall be provided to Board members confidentially, shall be retained by the Secretary or the Superintendent, and may be destroyed one year and one day after their approval of the Board.

C. Committee Meetings: Minutes of meetings of committees whose function renders them subject to OMA shall be kept, made available and approved in the same manner as for open meetings of the Board.

Section 10. Meeting Procedures.

A. Location. All meetings of the Board or Board Committees shall be held in District facilities.

B. Agenda. The President, in consultation with the Superintendent, shall prepare and publish a written agenda prior to each regular meeting and each special meeting unless otherwise directed by the Board. Individual Board members may include

items on the agenda upon the concurrence of the President. The Board shall adopt or amend the agenda at the start of the meeting.

C. Quorum. A majority of the serving members of the Board shall constitute a quorum. A meeting of the Board may not be called to order in the absence of a quorum.

D. Remote Participation.

(1) If a member of the Board is required to miss one or more meetings due to military duty, the Board shall make arrangements, if feasible, to allow such member to participate by conference telephone connection or other electronic voice communication that allows persons participating in the meeting to communicate with each other and persons attending the meeting to hear the comments, including the votes, of the member attending remotely. The notice of a Board meeting at which a member will be participating remotely due to military duty shall include notice of such member's remote participation, and shall provide information about how to contact that member sufficiently in advance of a meeting to provide input on any business that may come before the Board.

(2) Pursuant to state law, between March 31, 2001 and December 31, 2021, a Board member may participate remotely in a Board meeting under the procedures identified in the paragraph above in the following additional instances:

a. When the Board member is unable to attend the meeting due to a medical condition, including any illness, disease, disability or other health-related condition; or

b. When the member is unable to attend the meeting, or the Board is unable to meet in public, due to a statewide or local state of emergency or disaster called by the governor or a local official, governing body, or chief administrative officer, that would risk the health or safety of members of the public or Board if the member were to attend or the Board were to meet in person.

(3) After December 31, 2021, and absent a change in state law, remote Board meetings shall not be permitted, and remote participation will be permitted only for the reason identified in subsection (1).

E. Procedure for Board Action. The Board shall take action by way of motions duly offered and approved. No motion shall be acted upon until it has been supported by a second member of the Board.

F. Voting. The vote on motions shall be "yes" or "no," and will be taken by voice vote or, if required by law or requested by a Board member, by roll call vote. Unless otherwise required by law or these bylaws, the affirmative vote of a majority of the serving Board members is required to exercise the Board's authority. Following the vote, the President shall announce that the motion either passed or failed, and, if not a unanimous vote, shall announce the number voting "yes" and the number voting "no."

No Board member shall abstain from a vote of the Board absent an identified conflict of interest.

G. Public Attendance at Board Meetings. Any member of the public may attend an open Board meeting. A person shall not be excluded from an open meeting except for a breach of the peace committed at the meeting. Closed sessions of the Board may be attended by members of the Board and any necessary resource persons, such as administrators or legal counsel, designated by the Board. Members of the public may not attend closed sessions unless specifically authorized by the Board.

H. Public Participation at Open Board Meetings. Members of the public may address the Board at open meetings, subject to guidelines to be published by the Board.

I. Rules of Order. To the extent not addressed by these bylaws or the Board's policies, issues of procedure shall be governed by the current edition of *Robert's Rules of Order*. The President, or Vice-President in the absence of the President, shall decide all procedural issues, but may be overruled by majority vote of the Board.

ARTICLE II. ADMINISTRATION

Section 1. The Superintendent.

The Board will at all times employ a Superintendent of Schools, in accordance with state law. The employment shall be evidenced by a written contract, with a term of not more than five years.

The Superintendent is the Chief Executive Officer of the District and the primary advisor to the Board.

The Superintendent shall identify such subordinate administrative positions, such as Assistant or Deputy Superintendent(s) and Director(s), Principals and Assistant Principals, as necessary to administer the District, and shall recommend to the Board the establishment of such positions and candidates to fill such positions.

Section 2. Duties of the Superintendent.

The Superintendent is responsible to carry out the policies of the District as expressed in Board Policies. The Superintendent shall develop and implement Administrative Guidelines to give operational effect to Board Policies. Administrative Guidelines are to be consistent with the Board's Policies.

In a situation in which action must be taken to maintain the orderly operation of the schools, and no Board Policy governs the situation, the Superintendent is authorized to take appropriate action. The Superintendent shall thereafter report the situation and the action taken to the Board, and shall advise the Board whether a formal policy should be adopted.

References to the "Superintendent" in these policies or the Board's bylaws shall be understood to include the Superintendent's designee, unless the policies or their context clearly indicate otherwise.

The Board shall annually review and evaluate the Superintendent's performance and success in meeting the goals established by the Board. If the superintendent Received three effective evaluations in a row the evaluation can be moved to triannually.

Section 3. Non-renewal or Termination of the Superintendent.

If the services of the Superintendent are found to be unsatisfactory to the Board, the Superintendent shall be so notified by the Board President and given a reasonable amount of time to provide satisfactory services. If the Superintendent's services continue to be unsatisfactory, the Superintendent should be notified that his or her contract will be non-renewed, in accordance with applicable law (currently ninety (90) days before the expiration of the contract). The contract of the Superintendent may be terminated during its term in accordance with the provisions of the contract and Michigan law.

Section 4. Incapacity of the Superintendent.

If the Superintendent becomes incapacitated to the extent that he or she is unable to perform the duties of the office, the Board shall appoint an Acting Superintendent, who will serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract, whichever first occurs. The Superintendent may voluntarily indicate that he or she has become incapacitated. Alternatively, the Board may determine the Superintendent to be incapacitated upon the certification of a physician chosen and compensated by the Board, and may compel the Superintendent to undergo an examination by the physician so chosen. Pending or upon a finding that the Superintendent is incapacitated, the Board may employ and interim superintendent. Upon request to the Board, the incapacitated Superintendent may resume his or her duties, unless the request is denied by the Board. The Board may require the Superintendent to demonstrate to its satisfaction that he or she is able to resume the duties of Superintendent.

Section 5. Evaluation of Administrators and Teachers.

The Superintendent shall create evaluation protocols for all administrators and teachers that comply with state law, and shall ensure that evaluations are carried out in the manner prescribed by state law.

Section 6. Non-renewal or Termination of Other District Administrators.

State law prescribes the manner in which the contracts of administrators below the level of Superintendent may be non-renewed. The Superintendent shall advise the Board of the advisability of non-renewing a District administrator, and shall work with the Board to ensure that any such non-renewal takes place in a timely manner and consistent with state law.

Section 7. Councils, Cabinets and Committees.

The Superintendent is authorized to establish and appoint the members of permanent or temporary councils, cabinets or committees deemed necessary or advisable for the proper administration of Board policies and the conduct of District business.

ARTICLE III. CURRICULUM AND INSTRUCTION

Section 1. Curriculum.

The Superintendent is responsible for the development, implementation and ongoing evaluation of the District's curriculum. The curriculum shall:

A) be consistent with the District's mission and any Board Policies establishing guiding principles with respect to student learning and achievement;

B) meet or exceed all requirements of the State of Michigan;

C) be standards-based and based upon legally compliant, research-based learning and achievement standards geared toward the award of a District diploma;

D) include standards-based, legally compliant, research-based learning and achievement standards for students who participate in career and technical education programs; and

E) address the needs of and provide opportunities for students with disabilities consistent with federal and state law.

Section 2. Family Involvement.

Parent and family involvement within the schools is necessary to develop shared educational goals, and to have a positive effect on student learning for all learners. Educational research has shown that strong partnerships between home and school lead to higher levels of achievement. Parents and families are encouraged to provide input through district committees, parent-teacher organizations, school improvement teams, and other committees regarding matters of interest to students and families. Parents and families are also encouraged to visit their child's school and participate in school activities.

References to "parent" or "parents" in these policies shall be understood to include a student's legal guardian, unless the policies or their context clearly indicate otherwise.

District teachers and administrators will strive to encourage family involvement through:

Effective Means of Communication, by facilitating open and ongoing communication between home and school; providing information and resources to families regarding safety, proper health and wellbeing; ensuring accessibility to information about District

programs and policies; providing accurate and timely information regarding State and local academic standards and assessments; and engaging families in monitoring student growth and progress reports.

Facilitating Volunteering, by creating volunteer opportunities for parents and families to participate in and contribute to school activities and encouraging family participation in volunteer activities; and

Community Collaboration, by integrating programs, activities and events that support and encourage family involvement and their participation in their child's educational growth and development; and supporting parents and students in the educational process through referrals to community resources or agencies that support the district's mission.

Section 3. Title I Services.

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

Section 4. Parental Participation in Title I Programs.

Parental involvement is a key component of federal Title I programs. In order to help build a partnership between home and school for purposes of Title I, the District will:

A. Inform parents of the program, the reasons for their children's participation and the specific instructional objectives;

B. Support parents to work with their children to attain instructional objectives;

C. Train teachers and other staff involved in Title I programs to work effectively with the parents of participating students;

D. Provide feedback to parents on a regular basis; ~~[Check Title I Policy]~~

E. Provide opportunities for parents to provide input into the design, operation and evaluation of the program; and

F. Provide opportunities for parents who lack literacy skills or whose native language is not English, to provide input.

The Superintendent will develop and implement regulations that are compliant with Title I. The

regulations shall support the above principles and actions and also assure that services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the District.

Section 5. Parents' Right to Know.

In accordance with Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide, the following information on the student's classroom teachers:

A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.

B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.

C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.

D. The qualifications of any paraprofessionals providing services to their child(ren).

E. Information on the level of achievement of their child(ren) on the required State academic assessments.

F. Timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

Section 6. Special Education.

The District shall enter into an agreement with the Oakland Schools **[Local ISD]** to provide a comprehensive, free, and appropriate educational program to all eligible disabled persons through age 25 which complies with Federal and State laws and guidelines.

The Superintendent shall prepare administrative guidelines necessary to ensure effective implementation of the special education program.

Section 7. Programs for Gifted Students.

The District may conduct appropriate instructional programs to meet the needs of gifted students in grades K through 12. A "gifted student" is one who, through valid assessment, shows specific academic ability superior to that of children of the same age or grade level within the District; creative ability in a particular area superior to that of his/her peers within the District; or superior leadership ability to that of his/her peers within the District.

The Superintendent shall develop administrative guidelines for identification, curriculum development and implementation, and assessment of learning outcomes for gifted students.

Section 8. Students with Limited English Proficiency.

All students are to be provided a meaningful education and access to the programs provided by the District. Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. Students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

The District will endeavor to assist the student and his/her parents in their access to District programs by sending notices to the parents in a language designed to enable them to understand.

Section 9. Postsecondary (Dual) Enrollment Options.

The District recognizes the value to students of participating in courses offered by accredited and degree-granting colleges and universities in Michigan. Eligible postsecondary institutions shall include state universities, community colleges, and independent nonprofit degree-granting colleges or universities located in Michigan and that choose to comply with the Postsecondary Enrollment Options Act.

The District will allow eligible high school students who meet the criteria established in the Superintendent's guidelines to enroll in eligible postsecondary courses while in attendance in the District. The Superintendent shall allow a student in 9th grade or above, upon written request of his/her parent, to take approved readiness assessment(s) in order to establish eligibility for postsecondary enrollment. Students will be eligible to receive appropriate credit for completing any of these courses providing they meet all requirements for the type of credit they wish to earn.

The Superintendent shall establish the necessary administrative guidelines to ensure that such courses are in accord with State law and are properly communicated to both the students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

Section 10. Homebound Instruction.

The District shall provide, pursuant to requirements of state law and the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

The District reserves the right to withhold homebound instruction when the instructor's presence in the place of a student's confinement presents a hazard to the health of the instructor; a parent or other adult in authority is not at home with the student during the hours of instruction; or the condition of the student is such as to preclude his/her benefit from such instruction.
The Superintendent shall develop administrative guidelines for implementing this policy.

Section 11. Career and Technical Education.

The District recognizes the importance of career and technical education in meeting the needs of youth, adults, business, industry, and labor of this State, and agrees to coordinate and cooperate with intermediate, State, and Federal educational agencies in an effort to support, where appropriate, Career and Technical Education (CTE) in the District.

The Superintendent shall develop administrative guidelines necessary to implement this policy.

Section 12. Guidance and Counseling.

A planned program of guidance and counseling is an integral part of the educational program of the District. The Superintendent shall implement an appropriate counseling and guidance program, and shall adopt administrative guidelines with respect to the program.

Section 13. Interscholastic Athletics.

The District's interscholastic athletic program is designed to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The District adopts those eligibility standards set by the Constitution of the Michigan High School Athletics Association (MHSAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of the District.

Use of a performance-enhancing substance by a student is a violation that will affect a student's athletic eligibility and extra-curricular participation, as determined by the Board.

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and an Athletic Code of Conduct for those who participate. The Athletic Code may be made applicable to participants in other extracurricular activities in the District.

To participate in interscholastic athletics an athlete and parent must, as part of the orientation to a high school team, indicate that they have been made aware of the Athletic Code of Conduct, including its provisions banning illicit and performance enhancing drugs, nicotine and alcoholic beverages, as well as the penalties for violating the Code. A list of performance-enhancing substances will be made available on the District website and communicated to student athletes and parents at least annually.

Section 14. Textbooks, Technology, and Other Essential Curricular Materials.

The Superintendent will recommend to the Board, for its approval, textbooks, technology, and other essential curricular materials. The Superintendent may designate qualified administrators and teachers to assist in the selection of textbooks, technology, and essential curricular materials to be recommended to the Board.

Section 15. Selection of Media Center Materials.

District students shall be provided access to a wide variety of educational materials, in various media, to support learning. Consistent with District purchasing protocols, the Superintendent may make or approve purchases for District media centers and may receive recommendations for such purchases from professional staff members, parents and students.

Section 16. Parental Objections.

The Superintendent shall develop regulations that provide an opportunity for the presentation and fair consideration of parental objections to the School District's curriculum, the selection of textbooks and other instructional materials and media center materials.

Section 17. Wellness.

The Superintendent shall prepare and implement administrative guidelines and SMART Goals, in accordance with applicable law, with input from the District's Wellness Committee, that promote students' health, nutrition, well-being, and regular physical activity as part of the learning environment, in accordance with applicable laws, rules and regulations. The Principal of each school building shall have the authority and responsibility to ensure that each school building complies with this policy.

The District will inform the public annually about the wellness policy, provide a link to the wellness policy online, review the wellness policy at least triennially, and provide information to the public on how they can participate on the wellness committee and assist with the development, implementation and periodic review and update of this policy.

Section 18. Non-discrimination.

The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes, including, without limitation, Title IX of the Civil Rights Act of 1964.

The Superintendent shall designate not less than two compliance officers responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Section 19. Field Trips and Other District-Sponsored Trips.

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should supplement and enrich classroom procedures by providing learning experiences in an environment outside the school. A field trip is any planned journey by one or more students away from District premises under the supervision of a professional staff member and an integral part of a course of study. Other District-sponsored trips are any planned, student-travel activity which are approved as part of the District's total educational program.

Board approval is required for field trips and other District-sponsored trips which are planned to take students out of the United States, except that under normal conditions, when no applicable travel alert has been issued by the federal government, trips to Canada may be permitted without approval of the Board. Approval of the Superintendent is required for all other such trips.

Students on all field trips and other District-sponsored trips remain subject to the District's policies and administrative guidelines, including the Student Code of Conduct.

The District does not assume liability for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips on school property without permission from the Superintendent.

The Superintendent shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips.

Section 20. Student Assessment.

The District shall, in compliance with state law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

The Superintendent shall develop and present to the Board annually a program of testing and assessment that comports with state law and is consistent with the policies of the District, and shall develop administrative guidelines as necessary to implement this policy.

Section 21. Placement and Promotion.

The District recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of the District, subject to the Administration's sole discretion, that each student be moved in a continuous pattern of achievement and growth that is in harmony with his/her own development.

The Superintendent shall develop administrative guidelines for the placement and promotion of students consistent with this Policy.

Section 22. Third Grade Reading Requirements.

The District shall comply with the requirements of MCL §380.1282f, governing third grade reading proficiency and requirements. The Superintendent shall develop administrative guidelines as necessary to implement this policy and the state statute.

Section 23. Reporting Student Progress.

The cooperation of school and home is a vital ingredient to the growth and education of the whole child, and the District recognizes its responsibility to keep parents informed of student welfare and progress in school.

The District shall establish a system of reporting student progress which shall include written reports and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents.

Section 24. Grading.

The District is responsible for providing a system of grading student achievement that can help the student, teachers, and parents accurately to judge how well the student is achieving the goals of the District's program.

The Superintendent shall develop guidelines for grading containing clear, consistent criteria and standards. The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Superintendent.

Section 25. Graduation Requirements.

The District will 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 Superintendent shall develop administrative guidelines containing requirements for graduation consistent with state law and the requirements adopted from time to time by the Board. The guidelines shall also identify the requirements and process to be followed by students wishing to graduate early.

Section 26. Compliance with Michigan Sex Education Statute.

The District shall comply with the requirements of MCL §380.1507, dealing with instruction in sex education and related subjects.

ARTICLE IV. STUDENTS

Section 1. Enrollment: Eligible Students.

Except as set forth below, enrollment in the District shall be limited to those students who are residents of the District or are required by Michigan or federal law to be admitted to school in the District. The Superintendent shall implement administrative guidelines in accordance with the requirements of this section and Section 2, below.

Section 2. Enrollment: Non-Resident Students.

Students who are not residents of the District or otherwise required by law to be admitted to school in the District may enroll in the District under the circumstances described below. Decisions with respect to the enrollment of non-resident students shall be made on a non-discriminatory basis.

Schools of Choice Students: The Board may elect to enroll students in the District under MCL §388.1705 and/or .1705c.

Foreign Exchange Students: The Superintendent may develop and administer a program for the enrollment of foreign exchange students.

Children of Staff Members: A child of a District employee who works on a half-time (.5) or greater basis may enroll in the District, in accordance with the provisions of MCL §388.1606(6)(j), under regulations to be established by the Superintendent.

Homeless Students: The District shall comply with the requirements of federal law, particularly the McKinney-Vento Homeless Assistance Act, with respect to the enrollment of homeless students. The Superintendent shall appoint a central office administrator to act as the District's liaison with homeless students and their parents or guardians and to coordinate with state and local officials.

A student who is in Foster Care: If a child who is under probate court jurisdiction and/or is under the care and responsibility of a child welfare agency is placed in foster care, the child will be permitted to enroll in and attend the appropriate grade in the school selected by the department of human services or a child placing agency without regard to whether or not the child is residing in the district.

Section 3. Enrollment: Entrance Age.

Unless otherwise provided by law, a child who is a resident or otherwise entitled to attend school in the District may enroll in the District if he or she is less than twenty (20) years on September 1st of the school year of enrollment. A child who is a resident or otherwise entitled to attend school in the District may enroll in kindergarten if the child is at least five (5) years of age on September 1st of the school year of enrollment, or under the early enrollment provisions of MCL §380.1147. Extended age eligibility may apply to certain students qualifying for special education services. The student's birth certificate or other legal documentation of the student's age is required at the time of registration.

Section 4. School Attendance Areas.

The Board will periodically establish school attendance areas within the District, and students will ordinarily be required to attend the school in whose attendance area they reside. The Superintendent may assign a student to a school other than that designated by the attendance area when such assignment is justified by circumstances and is in the best interest of the student. The Superintendent shall establish a procedure for in-district transfers of students.

Section 5. Student Behavior: Governing Principles.

In support of providing educational opportunity, the District strives to create a school environment that cultivates the development of knowledgeable, responsible and caring citizens. To create and maintain such an environment, respect for the rights of others, considerations of their privileges, and cooperative citizenship is expected of all members of the school community. When a student infringes upon others' education, it becomes the duty of the District to discipline this student and restore the conditions that promote learning for all students. In disciplining students and regulating their conduct, the District strives to assure that guidelines and consequences are appropriate and proportionate in nature, consistent with applicable law, constructive and limited to that reasonably necessary in the judgment of Administration to promote the District's educational objectives.

Section 6. Student Code of Conduct.

The Superintendent shall develop and implement, and shall publish to all students and their parents, a Student Code of Conduct consistent with these principles.

Section 7. Levels of Discipline.

The Board recognizes that exclusion from the educational programs of the District for disciplinary purposes is a serious sanction. The following levels of discipline are permitted in the District.

Emergency Removal: A student may be removed from any class, subject, or activity for up to one (1) day by the student's teacher for certain conduct as specified in

the Student Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Suspension: The Superintendent, the Superintendent's designee, or a building administrator may suspend a student for a period of up to sixty (60) days. Ordinarily a suspension will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Expulsion of 180 days or Less: The Superintendent, the Superintendent's designee, or a building administrator may expel a student for not less than 61 days nor more than 180 days. Ordinarily an expulsion will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Permanent Expulsion or Expulsion of Greater Than 180 Days: Only the Superintendent or the Superintendent's designee may permanently expel a student or expel a student for greater than 180 days. An appeal process is described in this policy.

Removal of a Student From School Pending Investigation or Provision of Due Process. When an administrator deems it necessary, the administrator may remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary:

1. to complete the investigation of an alleged infraction or incident, or
2. to defuse a situation that could become worse without such removal, or
3. in unusual circumstances, to permit the student to be accorded due process, as defined in this policy, which shall be accorded as soon as possible thereafter, or
4. for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident may result in disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

Section 8. Due Process.

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. The due process to be accorded students is as follows:

Students subject to suspensions greater than 10 days or expulsions of 180 days or less. Except in emergency situations, prior to the implementation of a suspension or expulsion a student must be given oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and, if the student denies the charges, the opportunity to be heard and to respond to the charges. When such suspension or

expulsion has occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall provide the student an opportunity to be heard and shall be responsible for making the suspension decision.

Students subject to permanent expulsion or expulsion greater than 180 days. Prior to the imposition of a permanent expulsion or an expulsion of greater than 180 days, a student and the student's parent or guardian must be given written notice of the intention to permanently expel or expel for more than 180 days, a summary of the evidence supporting the expulsion, and notice that the Superintendent or designee shall conduct a hearing to determine whether to accept the recommendation for expulsion. The student and the student's parent or guardian must also be provided a brief description of the student's rights and of the hearing procedure. The Superintendent shall establish guidelines in the Student Code of Conduct governing the procedure to be followed in the hearing to determine whether the expulsion shall be implemented.

Section 9. Considerations Prior to Imposition of Discipline.

In accordance with state law, and except as specifically provided in this policy, before a student may be suspended, expelled or permanently expelled, the District administrators making the disciplinary decision shall consider each of the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student is a student with a disability;
4. the seriousness of the violation or behavior committed by the student;
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member;
6. whether restorative practices will be used to address the violation or behavior committed by the student; and
7. whether a lesser intervention would properly address the violation or behavior committed by the student.

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Superintendent shall develop an appropriate checklist to be used to document consideration of these factors.

Whether student misconduct shall result in discipline, and the level of discipline to be imposed, shall be within the discretion of the Superintendent and designees, including administration of the respective school buildings. In the exercise of this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless administration can demonstrate that it considered each of the factors listed above. The obligation to consider these factors shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

The District shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. The obligation to consider restorative practices shall not

apply to a mandatory permanent expulsion for possession of a firearm in a weapon-free school zone. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. The Superintendent shall establish procedures for the use of restorative practices within the District.

Section 10. Appeal of the Imposition of Discipline.

A student may appeal a suspension greater than 10 days or an expulsion of 180 days or less to the Superintendent or designee. The Student Code of Conduct shall identify the process to be used for such appeals. The decision of the Superintendent or designee shall be final.

A student may appeal a permanent expulsion or an expulsion of greater than 180 days to the Board of Education in accordance with the following procedures:

A. Such expulsion may be appealed to the Board by the student or parent by filing with the Superintendent's office a written request for appeal within fifteen (15) school days after mailing of the notice of such expulsion. The Board shall hear the appeal within a reasonable time at a special meeting called for such purpose. If no such appeal is timely requested, the expulsion shall be deemed final.

B. Upon receipt of an appeal to the Board, the Superintendent shall provide the student or parent with a written notice that appeals to the Board shall be conducted in accordance with the rules and procedures described below.

C. The principal, Board attorney, and any other resource persons that the Board President deems appropriate may be present at the Board hearing. Only members of the Board shall have a vote in determining the appeal.

D. Pursuant to the Open Meetings Act, the hearing before the Board shall be closed to the public at the request of the student or parent(s).

E. Although a hearing to consider the appeal of a permanent expulsion or expulsion greater than 180 days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural questions that arise during the hearing.

F. At the hearing, the principal or other administrator shall first present to the Board the facts of the case and the basis for the discipline. Thereafter, the student (and/or the student's representative and parent(s)) may comment upon the facts as stated by the principal, and may present the basis of the appeal. Board members and other participants in the hearing may ask questions of witnesses.

G. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable, or remand the matter to the Superintendent to impose a consequence less than permanent expulsion; or
3. affirm the expulsion.

H. The Board shall decide the appeal within a reasonable time. The Board Secretary shall promptly notify the appealing party of the Board's decision in writing. The Board's decision shall be final.

Section 11. Reinstatement Following Permanent Expulsion.

A student who has been permanently expelled from school in the District may apply for reinstatement in accordance with the following guidelines:

A. If the student is in grade 5 or below at the time of the permanent expulsion, the parents or legal guardian may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.

B. If the student is in grade 6 or above at the time of the permanent expulsion, the parents, legal guardian, the adult student, or the emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.

C. The Superintendent or designee shall, within ten (10) school days after receiving the request, submit the request together with any other information he or she deems pertinent to the requested reinstatement, to a Board-appointed committee consisting of two (2) Board members, a District administrator, a teacher, and a parent of a District student.

D. The committee shall, within ten (10) school days after being appointed, review all pertinent information, and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of:

1. the extent to which reinstatement would create a risk of harm to students or school personnel;
2. the extent to which reinstatement would create a risk of District or individual liability for the Board or District personnel;
3. the age and maturity of the student;
4. the student's school record before the expulsion incident;
5. the student's attitude concerning the expulsion incident;
6. the student's behavior since the expulsion and the prospects for remediation;
7. if the request was filed by a parent, the degree of cooperation and support the parent has provided and will provide if the student is reinstated, including, but not

limited to the parent's receptiveness toward possible conditions placed on the reinstatement. Such conditions may, as an example, include a written agreement by the student and/or a parent who filed the reinstatement request to:

a. abide by a behavior contract which may involve the student, his/her parents, and an outside agency;
b. participate in an anger management program or other counseling activities;
c. cooperate in processing and discussing periodic progress reviews;
d. meet other conditions deemed appropriate by the committee;
e. accept the consequences for not fulfilling the agreed-upon conditions.

The committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.

E. In the event a student who has been permanently expelled from another school district requests admission to this District, the Board shall, in making its decision, rely upon the recommendation of the Superintendent.

F. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;

2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable under the circumstances;

3. affirm the expulsion.

G. The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and not subject to appeal.

Section 12. Student Discrimination and Harassment.

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment (see specific requirements below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

The Superintendent shall designate not less than two compliance officers responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A student who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291(a)).

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than two Title IX Coordinators responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment.

A student who believes he or she has been or is the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed

with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Grievance Procedure.

Section 13. Bullying.

It is the policy of the District to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors, and volunteers, is prohibited. All students are protected under this policy, and bullying and cyberbullying are prohibited without regard to their subject matter or motivating animus.

Definitions

"Bullying" means any written, verbal, or physical act, or any electronic communication, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

A. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.

B. Adversely affecting the ability of a pupil to participate in or benefit from the District's or school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.

C. Having an actual and substantial detrimental effect on a student's physical or mental health.

D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

A. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.

B. Adversely affecting the ability of a student to participate in or benefit from the District's or school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.

C. Having an actual and substantial detrimental effect on a student's physical or mental health.

D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyberbullying", any reference in this policy to "bullying" shall also be deemed to refer to "cyberbullying."

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the School District. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in MCL §750.219a.

Bullying and cyberbullying that does not occur "at school," as defined above, but that causes a substantial disruption to the educational environment, may be subject to disciplinary action in accordance with this policy and applicable law.

Reporting and Investigating Reports of Bullying

Every student is encouraged to promptly report any situation that he or she believes to be bullying behavior directed toward himself/herself or another student to a teacher, a counselor, a building principal, or an assistant principal. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the building principal. Complaints against the building principal shall be reported to the Superintendent. Complaints against the Superintendent shall be reported to the Board President.

Under State law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official who is responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The building principal or the principal's designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

Each school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The Superintendent is the school official responsible for ensuring that the policy is implemented.

Confidentiality

The District will comply with all applicable laws regarding confidentiality of personally identifiable information from education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The principal, or the principal's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

Notification

This policy will be annually circulated to parents and students, and shall be posted on the District website.

Reporting

As required by State statute, the Superintendent shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by State statute, the District's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

Section 14. Use of Seclusion or Restraint.

Pursuant to Public Act 395 of 2016, MCL §380.1307a, the Board directs the Superintendent to adopt as an administrative guideline a local policy, applicable to all District administrators, staff and contractors, that is consistent with the policy issued by the Michigan Department of Education in connection with the requirements of Public Acts 394 through 402 of 2016, MCL §380.1307, *et seq.*, regarding restrictions on the use of seclusion and restraint in public schools. This policy is to accomplish the following objectives:

A. Promote the care, safety, welfare and security of the school community and the dignity of each pupil.

B. Encourage the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.

C. Ensure that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

Section 15. Search and Seizure.

The Board has charged District administration with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, District administration may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

Lockers and desks used by students remain at all times the property of the District. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy as to prevent examination by a school official. District administrators may search student lockers and desks at any time and for any reason.

Student Person and Possessions

The privacy of students or his/her belongings may not be violated by an unreasonable search and seizure. No student may be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history. Reasonable suspicion shall not be required for the use of canines to search a student's possessions as part of a random drug sweep.

Searches may be conducted by administrators, school resource officer(s), or their designees. Efforts should be made to conduct a search in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened may be conducted with as much speed and dispatch as may be required to protect persons and property.

A search of a student's person or intimate personal apparel shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened. Strip searches by district employees, school resource officer(s) or any other person acting on behalf of or as a representative of the District, on or off school premises, are not permitted.

Administrators or designated staff members are authorized to utilize a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage.

The Superintendent shall prepare administrative guidelines to implement this policy.

Section 16. Interrogation of Students.

The District 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 State's child protection agency.

Such agencies should be encouraged to investigate alleged violations of the law off school property if at all possible. An investigation by such an agency may take place immediately on school property at the request of the building administrator if the alleged violation of law took place on school property or in emergency situations.

When police 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.

Before a student is questioned by police as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the student's parent, and shall request to remain in the room during the questioning if the parent is not available.

If the student is the subject of a child abuse/neglect investigation, and the investigating agency indicates that the parent or a family member is believed to be the perpetrator, the building

administrator will not contact either parent prior to the interview if so requested by the investigator.

If an authorized law enforcement officer or child protection agency removes a student, the administrator shall promptly also notify the parent and the Superintendent.

No school official may release personally identifiable student information in education records to the police or children's services agency without prior written permission of the parent, a lawfully-issued subpoena, a court order, or as otherwise required by law, unless it is an emergency situation involving the health or safety of the involved student or other students. Directory information may be disclosed upon request.

Section 17. Education Records.

The District shall comply with the applicable requirements of the Family Educational Rights and Privacy Act ("FERPA") and Public Act 367 of 2016 (MCL §380.1136). In accordance with FERPA, not later than the 30th day of each school year, the Superintendent shall provide public notice, in writing or electronically, to students and their parents or legal guardians of the District's intent to make available, upon request, certain information known as "directory information."

The Board designates as "directory information" the following information about students:

A. name;
B. participation in officially recognized activities and sports;
C. height, if member of an athletic team;
D. weight, if a member of an athletic team which requires disclosure to participate;
E. grade level, and date of actual or expected graduation;
F. awards or honors received;
G. photographs;
H. videos of students participating in school activities, events or programs.

The Board determines that the following information about students shall <u>not</u> be considered "directory information," and shall thus not be disclosed unless otherwise permitted by FERPA.

A. residence address;
B. email address;
C. telephone numbers;
D. date and place of birth;
E. major field of study;
F. dates of attendance;
G. most recent previous educational agency or institution;
H. Social Security number.

The annual notice from the Superintendent shall inform parents and eligible students that they may refuse to allow the District to disclose such "directory information" upon written or

electronic notification to the District using the "opt out" form provided with the notice. If a parent or legal guardian of a student or an eligible student elects to "opt out" of the disclosure of any specific type of directory information, the District will elect not to disclose any directory information for that student.

The District shall provide a copy of the notice and "opt out" form to a parent or legal guardian at any time upon request.

The District shall develop a list of uses for which the District would disclose a student's directory information.

Section 18. Extra-Curricular Activities; Code of Conduct.

The Board encourages all students to become involved in extra-curricular, co-curricular and athletic activities. Such activities supplement the District's curriculum, and provide opportunities for student enrichment. Participation is contingent on following the rules and guidelines governing those activities, and is a privilege, not a right.

The Superintendent shall develop and administer a program of student clubs and other activities, and shall develop guidelines for the maintenance of student activity funds in support of these organizations.

The Superintendent shall develop and administer a program of interscholastic athletics.

Athletic Code of Conduct

The Superintendent will publish as an administrative guideline an Athletic Code of Conduct, which will apply to students participating in all athletic (including interscholastic) activities. This Code of Conduct will apply on a 12-month basis to all student participants, and to conduct on and off school property. The Athletic Code of Conduct supplements, but does not supersede or modify, the Student Code of Conduct to be published by the Superintendent.

Extra-Curricular Code of Conduct

The Superintendent may by administrative guideline direct that the provisions of the Athletic Code of Conduct shall also apply to students participating in extracurricular or co-curricular activities.

Section 19. Equal Access for Non-District-Sponsored Activities.

Secondary students of the District may also initiate other clubs and activities, which may use District facilities under the following rules. School facilities may not be used by non-District-sponsored student clubs and activities or District-sponsored, extra-curricular clubs and activities during instructional hours. During non-instructional time, no group of students, regardless of the

size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the activity.

An application for permission for non-district-sponsored student clubs and activities to meet on school premises shall be made to the Superintendent or designee, who shall grant permission provided that:

A. The activity has been initiated by students;

B. Attendance at the meeting is voluntary;

C. No agent or employee of the District will promote, lead, or participate in the meeting;

D. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school; and

E. Persons not affiliated with the District do not direct, conduct, control, or regularly attend the activity.

A student-initiated group granted permission to meet on school premises shall be provided the same rights and access and shall be subject to the same administrative guidelines that govern the meetings of student organizations sponsored by this Board, except as provided by this policy. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of a student's race, color, national origin, sex [Optional: including sexual orientation or sexual identity], age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category. There shall be no discrimination on the basis of the religious, political, philosophical, or other content of the speech at the meeting.

Section 20. Medications.

Medications Generally

The Model Policy and Guidelines for Administering Medications to Pupils at School ("the Model Policy"), published by the Michigan Department of Education, as currently in effect and as subsequently amended, and with the revisions noted below, is adopted as the District's Policy for medications at school.

Pursuant to the Model Policy, "medication" includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

The following provisions of the Model Policy are clarified or revised as follows:

A. As used in the Model Policy, the term "physician" means any health care provider licensed by the State of Michigan to prescribe medication.

B. All documentation provided in connection with this policy, including medication administration logs, shall be retained for three years after the student graduates or otherwise leaves the District, or until the student's 19th birthday, whichever occurs later.

Administration is directed to publish the Model Policy, with the clarifications or revisions identified above, as an administrative guideline, and to amend the guideline to comport with any amendment(s) to the Model Policy.

Administration is authorized to make additional non-substantive wording changes in the Model Policy, and to revise or supplement the forms that accompany the Model Policy, to conform with practices in and the policies and needs of the District.

Epinephrine Auto Injectors (Epi-Pens)

Each school building in the District shall have at least two employees at the school who have been trained in the administration of epinephrine auto-injectors.

Each school building in the District shall possess and maintain at least two epinephrine auto-injectors. The epinephrine auto-injectors shall be stored in a secure location, and in accordance with manufacturer's instructions for the preservation of the medication.

Under state law, a prescriber of medication may issue a prescription for, and a dispensing prescriber or pharmacist may dispense, auto-injectable epinephrine. Administration shall take the necessary steps to obtain and fill prescriptions for epinephrine auto-injectors in order to ensure that sufficient quantities are distributed to and maintained by individual schools.

An employee of the District who is a licensed registered professional nurse or who is trained in the administration of epinephrine auto-injectors may administer an epinephrine auto-injectors to a pupil who has an epinephrine auto-injector prescription on file at the school.

An employee of the District who is a licensed registered professional nurse or an employee of the District who is trained in the administration of epinephrine auto-injectors may administer an epinephrine auto-injectors to any pupil who is believed to be having an anaphylactic reaction, regardless of whether that pupil has an epinephrine auto-injector prescription on file at the school.

The Superintendent shall issue administrative guidelines to ensure the proper implementation of this Policy.

Section 21. Personal Communication Devices.

A "personal communication device" is a privately-owned device that is used for audio, video or text communications. "Personal communication device" includes, but is not limited to, computers, tablets (*e.g.*, iPads and similar devices), electronic readers ("e-readers," *e.g.*, Kindles and similar

devices), cell phones (*e.g.*, mobile/cellular telephones, smartphones (*e.g.*, BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), telephone paging devices (*e.g.*, beepers or pagers), and/or other web-enabled devices of any type.

Except as authorized by a teacher, administrator or IEP team, or by regulations issued by the Superintendent, students are prohibited from using personal communication devices during instructional time, including while off-campus on a field trip, to capture, record and/or transmit words or sounds (*i.e.*, audio) and/or images (*i.e.*, pictures/video) of any student, staff member or other person. Students may utilize personal communication devices before and after instructional time, during the student's scheduled lunch time, or as directed by a teacher or other staff member for educational purposes. Students may possess personal communication devices on their person during times when their use is not permitted, but the devices must be powered off and kept out of sight in backpacks or purses, or in lockers during such times.

The Superintendent is authorized to develop regulations to further control student use and possession of personal communication devices.

ARTICLE V. PERSONNEL

Section 1. Administrative, Instructional and Non-Instructional Staff.

The Board shall employ qualified administrators as necessary for the management and operation of the District. The Superintendent shall recommend qualified administrators to the Board for consideration. The Board shall review and approve all administrative positions and contracts on an annual basis.

Board policies apply to all District employees, including those employees covered by a collective bargaining agreement. If a Board policy conflicts with a provision of a current collective bargaining agreement, the collective bargaining agreement shall control that issue only.

Section 2. Non-Discrimination.

The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than two Title IX Coordinators responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment.

A person who believes he or she has been or is the victim of sexual harassment should immediately report the situation to the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a person has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Grievance Procedure.

Section 3. Reasonable Accommodation.

The District will make reasonable accommodation(s) for applicants/employees with disabilities, to allow access to the District's facilities and employment opportunities as required by Michigan's Persons with Disabilities Civil Rights Act ("PWDCRA").

The ultimate decision regarding the "reasonable accommodation" to be implemented rests with the District.

Section 4. Criminal Background Checks and Unprofessional Conduct Checks.

The District shall comply with all applicable laws, rules and regulations regarding criminal history background checks and unprofessional conduct checks for all District employees and individuals who regularly and continuously work under contract with students, in a school building or on District premises.

Section 5. Relationships with Students Prohibited.

Sexual relationships, dating and deep emotional attachments between a staff member and a student are prohibited, regardless of the student's age or sex. Staff members are expected to recognize that adolescents may misinterpret comments of a personal nature and should ensure that their relationships with students are conducted at all times, including periods of school vacations or outside of school, in a professional and appropriate manner.

The extension of relationships between staff and students through social media should also be closely and carefully managed and should be limited to class/school specific sites intended to expand school learning opportunities, or provide classroom information to students.

District staff are prohibited from providing cell phones, computers, tablets, or other electronic devices to students for purposes of communicating with students outside of the classroom. Staff members should not be alone with a student on school premises or off school premises except in appropriate, school-related circumstances.

Section 6. Family Medical Leave Act.

The District shall comply with the requirements of the Family and Medical Leave Act (FMLA), and its corresponding rules and regulations. The District shall use the rolling calendar method of calculating FMLA eligibility. All FMLA leave will be without pay. If the employee has paid leave time available under Board Policy, a collective bargaining agreement or individual contract, the employee will be required to use that paid leave time concurrent with the employee's use of FMLA leave.

Section 7. Paid Medical Leave Act.

The District shall comply with the requirements of the Michigan Paid Medical Leave Act (PMLA) and its corresponding rules and regulations. The Superintendent shall develop and implement legally compliant rules and regulations to implement and enforce the PMLA.

Section 8. Leaves of Absence.

The Superintendent may grant an employee a leave of absence, with a right to return to a vacant position in the District, if a vacant position is available at the time of the expiration of the leave of absence and the employee is qualified for the position. The leave of absence and duration of the leave is at the Superintendent's sole discretion unless the leave of absence is provided for by law, Board policy, or a negotiated contract.

Section 9. Medical Examinations.

Subject to any applicable laws, rules, regulations, collective bargaining agreements or contracts of employment, the Superintendent has the sole discretion to require an employee to submit to a medical/mental health examination, at District expense, to protect the health, safety and welfare of the students, the employee, or the District staff; in the case of a decline in the employee's work performance that may be attributed to a medical/mental health condition; or where there is

a need for a second medical/mental health opinion in the case of an FMLA or other leave of absence.

The employee to be examined shall sign a release authorizing the medical or mental health professional to submit a copy of the medical report to the Superintendent. A copy of the medical report will be maintained in a separate, confidential medical file of the employee as required by law.

If the employee refuses to submit to the District-mandated medical/health professional examination, the employee may be subject to disciplinary action, to and including termination.

Section 10. Health Insurance Portability and Accountability Act.

The District shall comply with all of the requirements of the Health Insurance Portability and Accountability Act of 1996, as amended (HIPAA). The Superintendent shall develop and implement administrative guidelines to ensure the District's continued compliance with the requirements of HIPAA.

Section 11. Consolidated Omnibus Budget Reconciliation Act.

The District shall comply with all of the requirements of the Consolidated Omnibus Budget Reconciliation Act (COBRA), as amended, and its corresponding rules and regulations.

Section 12. Omnibus Transportation Employees.

The District shall comply with the Omnibus Transportation Employee Testing Act of 1991, as amended. The Superintendent shall develop and implement regulations to conduct alcohol and drug testing of all employees working in safety transportation positions as required by law.

Section 13. Probationary Teachers.

The terms and conditions of employment of a probationary teacher shall be in accordance with state law, rules and regulations. A probationary teacher shall be employed by the District as an at-will employee such that his or her employment may be terminated at any time for any reason or no reason at all, or non-renewed in accordance with state law. A probationary teacher shall be evaluated in accordance with state law, rules and regulations.

Section 14. Staffing, Assignment, Layoff and Recall of Tenured Teachers.

Staffing, assignment, layoff and recall of teachers working for the District, as defined under Section 1249 of the Revised School Code, MCL 380.1249, shall be consistent with Section 1248 of the Revised School Code, MCL 380.1248, the Teacher Tenure Act, and other applicable state law. All personnel decisions regarding staffing, assignment, layoff and recall of such teachers, including filling a vacancy, placing a teacher in a classroom, or conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a teaching position, shall be made based on the following factors:

a. Effectiveness as measured under the performance evaluation system prescribed by Section 1249 of the Revised School Code, MCL 380.1249;

b. The teacher's length of service in a grade level or subject area, and recency of such service;

c. The teacher's disciplinary record;

d. Significant, relevant accomplishments and contributions above normal expectations of the teacher's peer group and/or a demonstrated record of exceptional performance;

e. Relevant specialized training (beyond District or state requirements) and the demonstrated integration of that training into instruction in a meaningful way;

f. The teacher's attendance (excluding absences subject to the Family Medical Leave Act or as "reasonable accommodations" pursuant to the Americans with Disabilities Act);

g. The academic needs and interests of District students;

h. Considerations of maintaining consistency of instruction in, and/or not disrupting, a current class or program; and

i. The best interests of the District's educational program; for example, where the disadvantages, drawbacks and/or difficulties that would result from a teacher transferring from one class or program to another would outweigh the advantages or benefits to the overall educational program from such a transfer (e.g., where it would be difficult to fill the vacancy created by such transfer).

Length of service or tenure status may be a consideration in any personnel decisions where the factors listed above are equal. The Superintendent may identify additional job-related tiebreakers related to effectiveness to be utilized before considering length of service or tenure status. The Superintendent shall make personnel decisions based upon the factors above. The decision of the Superintendent shall be final, subject to applicable collective bargaining agreements.

A teacher who has received an end of the year performance review rating of "Ineffective/Needs Support" shall not be given preference that would result in that teacher being retained over another teacher who received an end of the year performance rating that is higher than "Ineffective/Needs Support."

A teacher on an individualized improvement plan (IDP) related to performance issues shall be taken into consideration in evaluating a teacher's effectiveness under the performance evaluation system prescribed by Section 1249 of the Revised School Code.

"Vacancy" shall mean and include any unoccupied position to be filled by the Board, after all other positions have been filled by District assignments, voluntary and involuntary transfers, job sharing, and/or recalls, in the manner and to the extent determined by the District as appropriate, and which vacancy is posted in a manner by the District seeking applicants; a "vacancy" shall not include a position which is unfilled due to the leave of absence of a teacher for less than a full school year and the teacher is expected to return to the position following the leave of absence.

The Board adopts the Administrative Guidelines and procedures therein in further support and implementation of this Policy, entitled "AG 5.14 Staffing, Assignment, Layoff and Recall of Classroom Teachers."

Section 15. Staffing, Assignment, Placement, Layoff and Recall of All Non-Tenured Teaching Staff.

Subject to any applicable collective bargaining agreements, individual employment contracts, or applicable laws, rules or regulations, the Superintendent has the sole discretion regarding the staffing, assignment, placement, layoff and recall of all administrators and staff other than teachers as defined under Section 1249 of the Revised School Code, MCL 380.1249.

Section 16. Performance Evaluations.

Teachers and administrators shall be evaluated in accordance with state law using one of the evaluation tools allowable by the Michigan Department of Education. The goal of the evaluation system is to improve teacher and administrator work performance and promote and support professional growth. Those teachers and administrators who are rated less than "effective" shall be addressed in the manner prescribed by law. Evaluations shall be used as a factor in staffing, placement, layoff and recall decisions as required and/or permitted by state law. Evaluators of teachers and administrators shall be provided training in accordance with state law.

Non-administrators and staff other than probationary and tenured teachers shall be evaluated in accordance with the evaluation process and procedures developed by the Human Resources Department and approved by the Superintendent, or where applicable, as negotiated in the collective bargaining agreements, or in an individual's employment contract with the District.

Section 17. Performance Based Compensation.

The Superintendent shall develop, for Board review and approval, a compensation system that includes a performance bonus as permitted or required by state law and as negotiated in the collective bargaining agreements, or in an individual's employment contract with the District.

Section 18. Discipline, Demotion and Discharge.

District employees whose employment is regulated by the provisions of the Michigan Teachers' Tenure Act, MCL §38.71, *et seq.*, may be disciplined, demoted or discharged for any reason that is not arbitrary or capricious.

All other District employees are considered at-will employees who may be disciplined or discharged based on the sole discretion of the District. To the extent that this Policy conflicts with an individual employment contract or collective bargaining agreement, the employment contract or collective bargaining agreement shall apply.

District employees whose conduct or work performance is inappropriate, unprofessional, involves unethical or immoral behavior, or fails to meet the District' performance expectations, are subject to disciplinary action, to and including termination from employment, in the District's sole discretion. Except as provided by law, an individual employment contract, or a collective bargaining agreement, all disciplinary decisions of the District are final and not subject to any grievance or arbitration procedure.

For purposes of this policy, discipline includes, but is not limited to: verbal and written warnings/reprimands, suspensions, and dismissal/discharge. Discipline does not include verbal discussions, verbal or written directives, placement on a voluntary or involuntary leave of absence, or periodic performance evaluations.

Section 19. Resignations and Retirements.

The Superintendent is authorized to accept resignations and retirements on behalf of the Board. A resignation must be in writing and is effective and irrevocable upon acceptance by the Superintendent.

The resignation or retirement of the Superintendent must be provided to the Board President in writing and is effective and irrevocable upon acceptance by the Board. The Board and the Superintendent may mutually agree upon a date of departure.

Section 20. Professional Development.

The District shall provide professional development to staff as required by applicable laws, rules and regulations and as determined to be in the best interest of the District. The Superintendent must approve all professional development costs and staff attendance at seminars, conferences and workshops.

Section 21. Gifts to District Personnel.

Parents, students and other third parties are discouraged from giving gifts to District employees. Gifts for staff appreciation, recognition and retirement may be appropriate. The value of the gift or contribution toward a group gift should be nominal and must be voluntary.

District staff may not accept gifts of any type or value that has the purpose or appearance of influencing a decision or judgment, or that may be considered a conflict of interest or creating an appearance of impropriety.

Section 22. Professional Appearance by District Staff.

District staff are role models for all students and reflect the educational environment of the District. All staff be physically clean, neat and well-groomed, and dressed professionally in accordance with their job duties and responsibilities.

Section 23. Outside Activities.

District employees are prohibited from engaging in activities that interfere with their District work and responsibilities or have an adverse impact on the District, students, other staff members or the school community. Staff members shall not use school property, District staff, resources, or information to solicit or accept customers for private business or personal gain.

District employees are prohibited from using work time to engage in an outside interest, activity, or association.

Staff members may not receive pay for tutoring or working with students currently assigned to them or their classroom. Staff members may only tutor or work with other students of the District with the permission of the Superintendent. Staff members may not engage in private tutoring during the regular school day, on District property at any time, or use District equipment or supplies.

Staff members shall not use their position with the District to influence parents, students, volunteers, subcontractors or vendors to expend or contribute monies for goods, services, programs, fundraisers or the like. Staff members shall also not solicit one another.

Section 24. Political Campaigns and Ballot Proposals or Initiatives.

Staff members may not campaign for a candidate or ballot proposal on District property, in District buildings or during work hours. Staff members may not use students outside of school hours to campaign for a specific candidate(s) or ballot proposal or initiative without written permission from the student's parent or guardian. Michigan law prohibits the use in any manner of District resources to advance political activities.

Section 25. Proprietary Information.

Staff members are encouraged to prepare scholarly articles, educational publications, manuals, and other written, audio, musical, theatrical, animated, artistic, or digital materials or the like to be considered for publication or distribution. Any works which reference the District require the prior written approval of the Superintendent.

Staff members who seek a copyright or patent interest in their work are subject to the following rules:

A. Works developed within the scope of the staff member's specific job duties and responsibilities, or developed, created, prepared or finalized during the staff member's regular work hours or using District resources, data, facilities, technology, equipment, materials or supplies, are the exclusive property of the District. The District shall retain all rights and privileges pertaining to the ownership of those works.

B. Works developed, created, prepared, or finalized by a staff member outside of their specific job duties and responsibilities, the staff member's regular work hours and without the use of District resources, data, facilities, technology, equipment, materials or supplies, may belong to the staff member.

Section 26. Confidentiality.

Federal and state laws, rules and regulations protect the confidentiality of student educational records, medical records, social security numbers and other student and family information. Staff medical and personnel records and information, social security numbers, or financial and business records may also contain confidential information. District employees have a legal duty to keep information confidential as required by applicable laws, rules and regulations.

ARTICLE VI. FINANCES

Section 1. Fiscal Management.

The Board holds a position of public trust and accountability requiring it to be a good steward of funds received by the District, and to manage and operate the District in an efficient and effective manner. The District shall comply with all applicable federal and state laws, rules and regulations relative to the fiscal management of the District, including, but not limited to, the Uniform Budgeting and Accounting Act, MCL §141.421, *et seq.*

The Superintendent shall oversee financial processes, procedures and internal controls to ensure the proper accounting of all District funds received and expended by the District in accordance with Generally Accepted Accounting Principles ("GAAP") and applicable law. The Superintendent shall ensure that the Board receives in a timely manner monthly financial statements and reports, quarterly reports, and any other financial reports necessary or requested by the Board.

Section 2. Deposit of School Funds.

At the first regular meeting of the fiscal year, the Board shall designate the bank(s) or trust companies in which the funds of the District shall be deposited. Within three (3) business days after it receives funds, the treasurer shall deposit or cause to be deposited, funds of the District in a bank, credit union or other eligible financial institution authorized by the Board.

Section 3. Annual Budget and Fund Equity.

The Board is legally required to adopt an annual budget prior to July 1 of each year for the upcoming fiscal year. The budget is based on projected student enrollment and includes a statement of anticipated revenues from all sources and anticipated expenditures by the District. The annual budget shall be prepared and published in conformity with GASB 54. The Board may establish a minimum fund balance goal consistent with applicable law.

The Superintendent is responsible for preparation of the proposed annual budget and timely presentation to the Board. The Board shall hold a public hearing on the proposed budget in May/June of each year as required by law. The final adoption of the proposed annual budget shall be made by the Board after completion of the public hearing, but no later than June 30.

On a monthly [quarterly] basis, the Superintendent shall inform the Board of actual or anticipated budget variances and the reason(s) for the budget variances. The Superintendent shall prepare amended budgets for the Board's consideration and adoption based on the budget variances, as necessary.

The Board may establish priorities for the District on a short-term, intermediate and long-range basis. The Board encourages the Superintendent to develop a rolling, detailed three (3) year forecast of estimated revenues, expenditures and fund balance, to be reported annually to the Board during its June Board meeting.

Within 30 days after the Board adopts its annual operating budget for the upcoming fiscal year, or adopts a subsequent revision to or amended budget, the District shall make available to the public all of the information required under federal and state law, through a link on its website home page in a form and manner prescribed by the Michigan Department of Education. The Superintendent shall ensure that the District complies with all federal and state reporting requirements.

Section 4. Grant Funds.

The Board encourages the solicitation and use of grant funds to enhance the District's educational program, school environment and opportunities for students. The Superintendent, administrators and staff are encouraged to identify, evaluate and apply for grants that will support the District's programs, goals, projects, and priorities. The Superintendent must approve each grant proposal prior to its submission and the Board must approve and accept all grants offered to the District.

The Superintendent is responsible for the efficient and effective administration of grant funds. The financial management and administration of grants must adhere to all applicable federal, state and local laws, rules and regulations, any grantor rules, regulations and conditions of the grant award, and the District's policies and administrative guidelines, and shall comply with OMB Circular A-87 and EDGAR (part 76) regarding allowable costs for the use of federal grant funds.

Section 5. General Purchasing.

In order to maintain effective control over the purchase of supplies, materials and equipment for the District, the purchase of all supplies, materials and equipment shall comply with all applicable Board policies, as well as all applicable State and Federal laws, rules and regulations.

It is the general policy of the Board that the purchase of all supplies, materials and equipment be at the lowest possible cost in the best interest of the District and all purchases must be within budget allocations. All procurement processes should use good administrative practices and judgement and free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition as required by law. The lowest responsible bidder shall generally be awarded the contract; however, the Board reserves the right to accept any bid/proposal that it feels is in the best interest of the District.

If the reasonably anticipated purchase price for the supplies, materials or equipment exceeds the State of Michigan competitive bidding threshold, as adjusted annually, a procurement process with competitive bids/proposals is required. However, competitive bids/proposals are not required for the purchasing of food unless the food purchased in a single transaction costs $100,000 or more. Board approval is required for purchases over the State of Michigan competitive bidding threshold, as adjusted annually.

Purchases made using competitive bids provided through the State of Michigan programs, other consortiums, or cooperative bids shall satisfy the requirements of this Policy, unless applicable State or Federal law requires otherwise.

The Board reserves the right to: i) accept or reject any and all bids/proposals, in whole or in part; ii) waive any informalities or irregularities in the procurement process or a bid/proposal; iii) award the contract to other than the lowest bidder.

Section 6. Purchasing with Federal Funds

In order to maintain effective control over the purchase of supplies, materials, equipment and services with Federal monies or under a Federal grant, the District shall follow all applicable Federal laws, regulations and standards, as well as all applicable Board policies and applicable State laws, rules and regulations, including but not limited to applicable provisions of the Uniform Grant Guidance, 2 CFR 200.317-200.327.

It is the general policy of the Board that the purchase of all federally funded supplies, materials, equipment and services be at the lowest possible cost in the best interest of the District and all purchases shall be within budget allocations. All procurement processes shall use good administrative practices and judgment and be free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition. The lowest responsible bidder shall generally be awarded the contract; however, the Board reserves the right to accept any bid/proposal that it feels is in the best interest of the District.

When purchasing supplies, materials or equipment with Federal monies or under a Federal grant, the procurement processes shall also be in accordance with and follow Section 5 – General Purchasing.

When procuring services with Federal monies or under a Federal grant, if the reasonably anticipated cost is less than $250,000, then the District shall contact a reasonable number of potential vendors and obtain informal written quotes for the services from at least three (3) vendors, to the extent possible. If the reasonably anticipated cost for services which will be funded by Federal monies or under a Federal grant is at or over $250,000, competitive bidding shall be used for the procurement of those federally funded services. If it is determined that a formal competitive process for the procurement of services costing less than $250,000 is in the best interests of the District, the District may use an appropriate competitive bidding process to obtain bids/proposals for the services.

Procurement of federally funded supplies, materials, equipment or services through solicitation of a proposal from only one source may be used only when one or more of the following circumstances apply:

- The item can be verified to be only available from a single source;
- The public necessity or emergency will not permit a delay resulting from the competitive bid process;
- A noncompetitive bid/proposal is expressly authorized by the awarding agency; or
- After solicitation of a number of sources, competition is determined inadequate.

The Board reserves the right to: i) accept or reject any and all bids/proposals, in whole or in part; ii) waive any informalities or irregularities in the procurement process or a bid/proposal; iii) award the contract to other than the lowest bidder.

Section 7. Construction.

A. General Guidelines

1. The Superintendent shall develop an efficient system for the construction of new school buildings, and additions to, repair or renovation of, or energy conservation improvements to existing school buildings, and shall develop and implement administrative rules and procedures for District personnel regarding the same, that are in compliance with all applicable laws and this policy. All procurement processes should use good administrative practices and judgement and free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition.

2. Before commencing construction of a new school building, or addition to or repair or renovation of an existing school building, the Board of Education shall obtain competitive bids on all the materials and labor required for the complete construction of a proposed new building or addition to or repair or renovation of an existing school building.

3. Subsection A(2) of this section does not apply to the following:

   a. Repair work normally performed by School District employees;

   b. Construction of a new school building, addition to or repair or renovation of an existing school building if the total cost for the materials and labor costs less than the State of Michigan Competitive Bidding Threshold; and

   c. Emergency Repairs to School District Buildings. However, such emergencies must arise as a result of circumstances which if not timely repaired could affect the health, safety or welfare of the School District's students, staff or property. All emergency repairs must be reported to the Board after repair and should be ratified by the Board at its next regularly scheduled Board meeting.

B. Bidding Procedures

1. Construction projects where the materials and labor cost less than the State of Michigan Competitive Bidding Threshold may be made without obtaining competitive bids, provided that such procurement shall be made in accordance with School District Administrative Guidelines and applicable law. Projects may not be divided into subunits or separate contracts for the sole purpose of avoiding the State of Michigan Competitive Bidding Threshold or the bidding requirements of this Paragraph.

2. Construction Projects where the materials and labor cost an amount equal to or greater than the State of Michigan Competitive Bidding Threshold

a. The Board shall advertise for bids by placing an advertisement for bids at least once in a newspaper of general circulation in the area where the building or addition is to be constructed or where the repair or renovation of an existing building is to take place and by posting an advertisement for bids for at least two (2) weeks on the website designated by the State of Michigan and maintained for this purpose.

b. The advertisement for bids shall do all of the following:

   i. Specify the date, time and location by which all bids must be received by the Board;

   ii. State that the Board will not consider or accept a bid received by the Board after the date and time specified for bid submission;

   iii. Identify the time, date, and place of a public meeting at which the Board, or its designee, will open and read aloud each bid received by the Board by the date and time specified in advertisement; and

   iv. State that the bid shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any member of the Board or the Superintendent of the School District. The Board shall not accept a bid that does not include this sworn and notarized disclosure statement.

c. The Board shall require each bidder for a contract under this Policy to file with the Board security in an amount not less than 1/20 of the amount of the bid conditioned to secure the School District from loss or damage by reason of the withdrawal of the bid or by the failure of the bidder to enter a contract for performance, if the bid is accepted by the Board.

d. The Board shall not open, consider, or accept a bid that the Board receives after the date and time specified for bid submission in the advertisement for bids as described in Subsection B(2)(b) of this section.

e. At a public meeting identified in the advertisement for bids described in Subsection B(2)(b) of this section, the Board, or its designee, shall open and read aloud each bid that the Board received at or before the time and date for bid submission specified in the advertisement for bids. The Board may reject any or all bids, and if all bids are rejected, shall re-advertise in the manner required by this Policy.

f. Any procurement which ensues from a competitive bid solicitation shall be awarded to the lowest responsible bidder, and the purchase shall be approved by the Board of Education.

g. Any construction projected funded in whole or in part by Federal monies or under a Federal grant, the School District must follow all applicable Federal laws, regulations and standards, as well as all applicable Board policies and applicable State laws, rules and regulations.

h. All solicitation documents issued by the School District shall reserve in favor of the School District:

   a. The right to accept or reject any or all bids, in whole or in part;

   b. The right to waive any irregularities or informalities contained in any response/proposal to a bid solicitation to the extent not prohibited by law; and

   c. The right to accept a bid other than the lowest bid.

Section 8. District Credit Cards. [Adopt Only if the District Uses Credit Cards]

The Board of Education recognizes that bank credit cards offer a convenient, efficient method of purchasing goods and services for the District. The Superintendent shall designate District employees authorized to use District credit cards for official District related purposes only. The Board authorizes a limit of $5,000.00 for each credit card. The Superintendent shall oversee the use of District credit cards.

All purchases using a District card must be made by the individual to whom the card is issued, and a detailed report with the receipt(s) of the purchase must be submitted to the business office within five (5) business days of the purchase(s). The card may only be used for the purchase of goods or services for the official business of the District, and may not be used for purchases for personal purposes or cash advances. Under no circumstances shall the card be used to purchase alcohol, personal items or services, or personal entertainment. All invoices/statements must be approved by the Superintendent prior to payment. The balance, including any applicable interest, shall be paid within not more than sixty (60) days of the initial invoice/statement date. Card holders shall immediately surrender their card upon request of the Board or the Superintendent, or upon separation from employment with the District. A lost or stolen card must be immediately reported to the Superintendent.

Any unauthorized use or misuse of the credit card by a District employee may result in disciplinary action, to and including termination.

Section 9. Investments.

Prudent oversight of the District's funds by the Superintendent is required. The Superintendent is responsible for making prudent investment decisions of the District's funds that are not speculative, risky or subject to extreme volatility. The Superintendent shall oversee procedures and internal controls to protect the District's investments. The procedures must comply with the

requirements of the Governmental Accounting Standards Board (GASB) and the Michigan Revised School Code.

The financial reports submitted to the Board on a monthly [quarterly] basis shall disclose the District's investments with a summary of allocation of assets, credit, investments and risks to the District's investments in accordance with generally accepted accounting principles.

Investment professionals or advisors utilized by the District shall be approved by the Board in advance of any professional advice or work done on the District's behalf, and must be advised of the School District's investment requirements and restrictions. All investment professionals utilized by the District must meet any required licensing, certification and bonding requirements under state and federal laws, rules and regulations and maintain insurance in the type and amount standard in the industry.

Section 10. Risk Management.

The Superintendent shall be responsible for developing and maintaining a risk management program for the District. The program shall contain methods and procedures for identifying, reducing and eliminating risk and, where prudent and feasible, providing for the purchase of insurance.

Section 11. Audit.

State law requires an annual audit of all accounts of the District by an independent, certified public accountant selected by the Board. The audit shall be conducted in accordance with generally accepted auditing and accounting standards. The audit shall be presented to the Board at a public meeting prior to being filed with the Michigan Department of Treasury and any other reporting entities required by state and federal law.

The auditor shall conduct single audits of grants as required by state and federal law, or the terms and conditions of the grant.

Section 12. Fixed Assets/Inventory.

The Superintendent shall develop and maintain a fixed asset/inventory procedure for equipment and supplies purchased for or on behalf of the District or donated to the District. Equipment is tangible personal property that has a useful life of more than one (1) year and an acquisition cost of $1,000.00 or more. All equipment purchased should be properly tagged and inventoried in accordance with the fixed asset/inventory procedure. Equipment purchased with federal funds should be tagged and inventoried as such and used for the specified purpose only. Disposal of equipment purchased with federal, state or local grant funds must be done in accordance with applicable federal and state laws, rules and regulations. The fixed asset schedule shall be updated on a regular basis to reflect purchases and dispositions of assets.

Section 13. Surplus Property.

The Superintendent shall identify to the Board at least annually District real and/or personal property that is no longer required for District purposes, and shall recommend procedures to be

followed for the sale or disposition of such property. Board approval is required for the process to be used to sell or dispose of the property and the ultimate sale or disposition of the property.

Section 14. Bonded Employees.

The Board shall purchase a blanket or surety bond, in an amount proscribed by the Board, for District employees who routinely deal with funds or money of the District.

Section 15. Electronic Transactions.

The District may be a party to an Automated Clearing House (ACH) arrangement. The Superintendent shall be responsible for the District's ACH agreement, including payment approval, account and compliance. All ACH invoices shall be approved prior to payment.

Section 16. Credit Card Holder Data Security.

If the District accepts credit card payments, all cardholder data obtained by District employees will be protected while in possession, will not be stored or maintained in any format, and will be destroyed when no longer required.

Section 17. Student Activity Fund Management.

All revenues and expenditures of student activity funds shall be properly processed through the internal accounting system of the District. All student activity funds shall be audited annually at the same time as the general fund budget.

Section 18. Fundraising.

Any fundraising projects carried on by a school organization shall require the approval of the Superintendent or building principal. All school-wide fundraising projects shall require the approval of the Superintendent. All fundraising projects shall be compatible with the District's purpose, goals, and general community expectations. The use of the name of the District (either directly or through inference/affiliation) or the Board shall not be used in any fundraising efforts or on any materials, notices or advertising unless the Superintendent's approval is received prior to such use.

Section 19. Vendor Relations.

All contacts by vendors shall be through the Superintendent or the purchasing department. Vendors shall not contact other District employees, Board members or administrators directly unless such contact is approved or authorized by the purchasing department.

ARTICLE VII. FACILITIES AND OPERATIONS

Section 1. Toxic Hazard and Asbestos Hazard Emergency Response.

The Superintendent shall appoint an administrator or staff person to serve as the Toxic Hazard Preparedness (THP) Officer. The THP Officer shall be responsible for identifying potential

sources of toxic hazards, obtaining Material Safety Data Sheets (MSDSs), ensuring that all incoming materials are properly labeled with the identity of the chemical, hazard warning and the source of the chemical, and maintaining a current file of the MSDSs for all hazardous materials present on the District's property, among other duties as required by law. The Board will rely on MSDSs from material suppliers to meet hazard determination requirements.

In accordance with state and federal law, the District shall have an asbestos management plan for each school building; maintain and update the plan to ensure that it is current with ongoing operations and maintenance; engage in periodic surveillance, inspection, re-inspection, and response action activities; and comply with the EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials. The Superintendent shall be responsible for creating and implementing the asbestos management plan. At least once each school year, the District will notify the parents, teachers and other staff of the availability of the asbestos management plan. The Superintendent shall be responsible to ensure proper compliance with federal and state laws and the appropriate training and instruction of staff and students.

Section 2. Pest Management.

Each school building shall have an integrated pest management program. The pest management program shall be designed to minimize the use of pesticides in the school buildings and on school property and use the least caustic pesticides available. Annual notices to the parents of children attending the school shall be given within 30 days after the start of school and contain the information required by Michigan law. Advance notice of the application of the pesticide shall be given at least 48 hours before the application of the pesticide by posting the notice at the school entrance and using one other method permitted by state law, except in cases of emergency. The integrated pest management program shall be available for review by the parents. The Superintendent shall develop rules and regulations for school buildings to comply with Michigan law.

Section 3. Tobacco Free Environment.

Under state law, the District must be tobacco free. Students, employees, volunteers, third party contractors, visitors and the public shall not smoke, chew or otherwise use tobacco in any form in school buildings, on school grounds, whether school is in or out of session, or during District-sponsored events either on or off District premises. Likewise, the use of e-cigarettes and/or vaporizers are prohibited in school buildings, on school grounds, whether school is in or out of session, or during District-sponsored events whether on or off District premises.

Section 4. Alcohol and Drug Free Workplace.

All property of the District shall be free of alcohol, illegal drugs and abuse of prescription drugs. Any student, employee, volunteer, third party contractor, visitor or member of the public who possesses, manufactures, sells, distributes, dispenses, uses or is under the influence of alcohol, illegal drugs, or is abusing prescription drugs, even with a current, valid prescription, in a school building, on District property, attending a District-related event, or driving a vehicle either owned or under contract with the District, shall be disciplined to and including termination, or removed/barred from the District premises.

Section 5. Weapons.

No person shall possess, store, make, or use a weapon in any setting that is under the control and supervision of the District, including, but not limited to, property leased, owned, or contracted for by the District, at a school-sponsored event, or in a District-owned vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons may include, but are not limited to, firearms, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

The Superintendent shall refer a person who knowingly violates this policy to law enforcement officials, as required by law, and may take any necessary steps to exclude the person from District property and District-sponsored events.

This policy does not prohibit:

A. weapons under the control of law enforcement personnel;

B. items approved by a principal as part of a class or individual project or presentation under adult supervision, if used for the purpose of and in the manner approved (working firearms and ammunition shall never be approved);

C. theatrical props used in appropriate settings;

D. starter pistols used in appropriate sporting events; or

E. instruments or equipment as required by the curriculum or District operations.

Staff members shall report possession of dangerous weapons and or/threats of violence by students, staff members, or visitors to a building administrator. Failure to report such information may subject the staff member to disciplinary action, to and including termination.

Section 6. Bloodborne Pathogens.

All District employees must follow the Universal Precautions for Bloodborne Pathogens where there has been an exposure to blood or other potentially infectious disease. Under Universal Precautions for Bloodborne Pathogens all human blood and certain human bodily fluids are treated as if known to be infectious for HIV, HBV, Hepatitis B, and other bloodborne pathogens.

The Superintendent shall develop and implement an exposure control plan as required by law. A copy of the exposure control plan shall be maintained in each principal's office and in each school health office. Training for employees who are at daily or occasional risk of exposure shall be provided by the District.

Section 7. Communicable Diseases.

The District shall work cooperatively with the Oakland County Health Department to enforce and comply with the Michigan Public Health Code relative to the prevention, control and containment of communicable diseases.

Section 8. Cardiac Emergency Response Plan.

Cardiac emergencies may result from sudden cardiac arrest, heart attack, or other causes, and require immediate action. The Superintendent shall develop and implement a written cardiac emergency response plan to provide an appropriate response in the event of a cardiac emergency in school buildings and on the District's premises.

The Superintendent shall conduct an annual review and evaluation of the District's Cardiac Emergency Response Plan, focus on ways to improve the schools response process, and report the evaluation results and Plan improvements to the Board on an annual basis.

Section 9. Health, Safety and Welfare.

The Superintendent shall develop and implement a custodial and maintenance program for the cleanliness, safety and efficient operation of the District buildings and premises that is legally compliant with all safety, health and environmental requirements.

The Superintendent shall develop a school crisis response plan to be implemented in case of an emergency. The Superintendent is authorized to close schools in case of inclement weather or other emergencies, in the Superintendent's discretion, when it is unsafe for students to attend school or engage in school activities.

Section 10. Fire and Emergency Safety.

The Superintendent shall develop a fire and emergency safety operations plan that complies with state and federal law, rules and regulations. In developing that plan, the Superintendent shall consult with local public safety agencies with which the District would work in the case of an emergency.

Section 11. Food Service Programs.

The District shall provide food service programs, including free and reduced lunch programs, to eligible students in accordance with applicable state and federal laws, rules and regulations. The Superintendent shall develop administrative guidelines to ensure the District's compliance with food service program requirements.

Section 12. Transportation of Students.

If bus transportation is provided by the District, the Superintendent shall develop rules and regulations necessary and appropriate for the transportation of students. The District may provide transportation services for field trips, co-curricular and extra-curricular activities, and a

fee may be charged for such transportation. Violation of the District transportation rules and regulations may result in the student's removal from District-provided transportation services.

The District will determine the geographic parameters for student eligibility for bus transportation in accordance with state law, rules and regulations. The District will not provide transportation for open enrollment students, or students admitted to the District through any school of choice program, unless expressly authorized by the Board.

Section 13. Web-Site Accessibility.

The District will adhere to the applicable and existing standards for website accessibility so as to render the online content accessible. In the event that current standards, laws and/or regulations change, the District will conform its policies and procedures to meets these changes. The District will perform periodic accessibility audits of its web site.

The District's website shall be compliant with Section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act so that students, prospective students, employees, contracted staff, parents, visitors, District's guests and members of the public with disabilities are able to acquire the same information, engage in the same interactions and enjoy the same benefits and services within the same timeframe as their nondisabled peers with substantially equivalent ease of use, and are not excluded from participation in, denied the benefits of, or are otherwise subjected to discrimination in any of the District's programs, services and activities that are delivered online, as required by Section 504 and Title II of the ADA.

The District will designate a Website Accessibility Coordinator and a Section 504/ADA Compliance Officer as required by law.

The Superintendent shall develop administrative regulations consistent with applicable law and sufficient to permit the District to comply with its legal obligations.

Section 14. Acceptable Use Policy: Technology and Internet Safety.

The District's technology resources may only be used for learning, teaching, and administrative purposes consistent with the District's mission and goals. The use of the District's computer system and access to the use of the Internet is a privilege, not a right. Users of the District's computer system and the Internet while using District technology have no legitimate expectation of privacy. The District reserves the right to monitor all technology resource activity.

The Superintendent shall develop and implement administrative guidelines, regulations and user agreements that are consistent with the purposes of the District and its mission and that comply with applicable law, including the Children's Internet Protection Act (CIPA). The District shall use technological measures to block or filter access to portions of the Internet containing visual depictions of materials deemed obscene or pornographic, including child pornography, and other material that may be harmful to minors, and to comply with CIPA.

The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District

policies, administrative guidelines, regulations, procedures and user agreements using District provided technology and Internet.

Section 15. Copyrighted Works.

The District shall comply with the federal Copyright Act. The Superintendent will develop and implement administrative guidelines and regulations to implement this policy.

Section 16. Privacy of Social Security Numbers.

The District maintains social security numbers of its students, employees and others in the ordinary course of business. The Superintendent, shall implement necessary administrative guidelines, rules and regulations to protect the confidentiality of the social security numbers and the privacy rights of the individuals as required by applicable laws, rules, and regulations.

Section 17. Generative Artificial Intelligence Use Policy.

Generative artificial intelligence (GenAI) is a type of artificial intelligence that allows users to input prompts that generate text, images, sound, video and other media. GenAI tools include Open AI's ChatGPT, DALL-E2, Google's Vertex AI, Microsoft Copilot and others. While there are appropriate uses of GenAI, it may also be misused or may interfere with learning. This policy explains the appropriate student-uses of GenAI as well as the prohibited uses of GenAI for schoolwork. As always, students are responsible for following classroom rules and teachers' directions when completing graded assignments and other work.

Acceptable uses of GenAI.

A student may use GenAI:

- When a teacher gives the student express permission to use GenAI tools to generate ideas, text, other materials, or media, and then only for that assignment.
- When the student properly attributes credit to the source and does not directly or indirectly represent the GenAI-produced material as the student's original thought.
- When authorized as part of the student's Individualized Education Program (IEP).
- Other times as directed or permitted by the student's teacher.

Prohibited uses of GenAI.

A student may <u>not</u> use GenAI:

- When critical thinking or original work is required.
- When taking a "closed book" test or quiz.
- When claiming the GenAI content as the student's own, or when using GenAI tools to cheat or commit other forms of academic dishonesty.
- When using GenAI tools, including image or voice generator technology, to violate other District rules or policies.

Suspected and Substantiated Violations.

Academic honesty is very important and expected in all student learning activities in the District. For these reasons, administration and staff may utilize plagiarism and AI detection software to review student work. Any suspected violation of this policy will be reviewed. Violations of this policy will be treated as academic dishonesty, and will result in consequences under either the "cheating" or "plagiarism" sections of the Student Code of Conduct.

ARTICLE VIII. COMMUNITY RELATIONS

Section 1. Information Generally.

The Board recognizes and affirms the right of citizens to be regularly informed and to be able to obtain information about the objectives, conditions and achievements of the District.

Section 2. Freedom of Information Act.

In accordance with Michigan's Freedom of Information Act ("FOIA"), MCL §15.231, *et seq.*, the District will make public records, as defined in FOIA, available for inspection or copying. Dr. Krupp [*Title*] is designated as the District's FOIA Coordinator. The Coordinator may designate another individual to act on his or her behalf when the Coordinator is unable to do so. The Superintendent will issue procedures and guidelines necessary to implement the Act, including a schedule of costs to be charged in responding to FOIA requests, and shall publish those procedures and guidelines as required by FOIA.

Section 3. Community Input.

The Board welcomes input from community members at Board meetings or at other appropriate times. The Board believes that community involvement in the affairs of the District is essential and valuable, and will endeavor to provide reliable and efficient ways to permit public input into the decision-making process.

Section 4. Complaints.

The Superintendent shall issue administrative guidelines identifying procedures for investigating and responding to complaints by members of the public against the District or specific District staff members. A complaint concerning the Superintendent may be made to the Board President.

Section 5. Gifts, Grants, Bequests and Donations.

The District appreciates receiving gifts, grants, bequests or donations from members of the public, decedents' estates, or corporate entities, as a reflection of public interest in and good will toward the District. The Superintendent is authorized to accept gifts that 1) are appropriate for District use; 2) are free of any restrictions that are contrary to law or inconsistent with Board policy; 3) contain no commercial advertising; and 4) do not require excessive costs to install, maintain or utilize, or a large commitment of District resources. Income derived from gifts and bequests will be credited, if possible, to the fund designated or requested by the donor. If the

request of the donor cannot be fulfilled, the gift or bequest will be deposited in any other fund specified by the Board.

Section 6. Use of District Facilities.

The Board may permit the reasonable use of its buildings and grounds by responsible community groups, provided that such use does not interfere with the daily school routine or any school-sponsored activity, or unduly jeopardize the condition of District facilities. Rental or use of District facilities may take place only if approved in advance by the Superintendent or designee. The Superintendent shall issue administrative guidelines governing the use or rental of District facilities.

Section 7. School Visitors.

The District encourages visits to school by parents, other adult community residents, or other educators, so long as those visits do not disrupt or otherwise interfere with the educational process. Any such visit shall be arranged in advance with the building administration. The Superintendent and the building principal or designee have the authority to prohibit entry to a school building of any person, or to expel any person, if there is reason to believe that such person's presence would be detrimental to the educational process or the good order of the school. The Superintendent shall develop administrative guidelines specifying the procedures that permit reasonable attendance by visitors but that protect the educational environment.

Section 8. District Support Organizations.

A District Support Organization is a non-profit entity formed and operating for the purpose of supporting District programs. The District's name shall not be used by a District Support Organization without the approval of the Superintendent.

Section 9. Advertising; Distribution or Posting of Information.

Advertising for or against a political candidate or campaign is not permitted on District property. Advertising of religious services or religious-related activities is not permitted on District property. Commercial advertising is not permitted on District property without the written consent of the Superintendent. Distribution or posting of information by outside organizations is permitted only with the prior review and authorization of the Superintendent. The Superintendent shall issue and enforce regulations governing commercial advertising and distribution or posting of information on District property.

Section 10. Volunteers.

The Board recognizes and appreciates the value of volunteers. The Superintendent or designees, including building administrators, are responsible for recruiting volunteers, reviewing their capabilities, and placing volunteers. Any volunteer who will work with or have access to students on a regular basis shall be pre-screened using the Internet Criminal History Access Tool (ICHAT) or similar database. District administrators shall not be required to accept a volunteer

whose history or skills are not in accord with District standards and needs. The Superintendent shall issue and enforce guidelines governing use of volunteers.

Section 11. High School Diplomas to Qualified Military Veterans.

The Board honors the service provided to our country by veterans of World War II, the Korean Conflict and the Vietnam Era. The Board is honored to issue high school diplomas to veterans who began their service without completing high school, and who comply with the provisions of MCL §35.341. The Superintendent is authorized to accept applications and documentation from such veterans, and shall make recommendations to the Board as to whether the veterans should be awarded their diplomas.

MODEL ADMINISTRATIVE GUIDELINES

CLARK HILL PLC
Revised, January 2024

CLARK HILL MODEL ADMINISTRATIVE GUIDELINES

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Article III: Curriculum and Instruction

AG III-4. Parental Participation in Title I Programs

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students' academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities such as those described in 20 USC §6318 on parent and family engagement.

The District will hold meetings with parents at least semi-annually to jointly develop, review and modify the Parental Involvement Plan, and shall send periodic communications addressed to parents through the School District's website and other media

.

The District, with parental participation, will annually evaluate its Parental Involvement Policy will be conducted with parental participation. Revisions to the Policy will be made as needed.

AG III-6. Special Education

Child Find

The District assumes responsibility for Child Find activities and outreach for preschool-aged children. All local educational agencies will assume responsibility for eligible in-school and out-of-school youth up to age 26 through special education programs/services and establish cooperative liaisons with other agencies and professionals who are potential referral sources. District staff will coordinate Project Find activities.

Educational Interventions

Local educational agencies will provide an intervention system that identifies students who are at risk for academic and behavior problems as close to school entry as possible. Intervention systems shall also include strategies for instruction, positive behavioral supports, and progress monitoring. Students at risk will be provided specially designed instruction by highly qualified personnel that targets identified areas as early as possible. Instruction shall be targeted at identified deficit areas and be monitored, paced, and changed according to student progress in mastering the skills taught. Intervention will be provided at the student's achievement level and according to individual needs. Intervention systems will be a coordinated and cooperative effort of the total educational community.

Educational Evaluations

The District will employ or contract for professionals to conduct educational evaluations, and if necessary, provide services, as determined appropriate by the IEP team. Such evaluations may

include, but are not limited to psychological evaluation, speech and language evaluation, social work evaluation, physical therapy evaluation, occupational therapy evaluation, assistive technology assessment, behavioral assessment, audiological evaluation, vision evaluation, and orientation and mobility evaluation.

Medical Evaluations

If educationally necessary and appropriate, the District may contract for specific medical evaluations, as determined by the IEP team.

Programs and Services

The District maintains a full continuum of programs and services. The continuum represents a full range of programs and services that provide the least restrictive environment (LRE) at each educational level (preprimary through secondary). This may include various alternative programs and service arrangements such as cooperative agreements with local educational/community agencies, other Districts, or state agencies.

To the maximum extent appropriate, special education eligible students shall be educated with their non-disabled peers.

Assignment to special classes, separate schools, or non-school settings will occur in accordance with IEP team determination when the nature and severity of the disability is such that education in a regular class, with the use of supplemental aides, services, and accommodations, cannot be successfully achieved.

Transportation

Transportation is an essential component in bringing children with disabilities to special education centers and inter-district programs. The District will ensure students' transportation needs, as determined by the IEPT, are shared with the bus driver. The District will ensure efficient routing to minimize one-way travel time of students.

AG III-7. Programs for Gifted Students

To foster the development of special abilities of each student, the District provides an instructional program to meet the needs of identified gifted students. The learning outcomes of a program for gifted students shall include:

A. Expansion of academic attainments and intellectual skills;

B. Stimulation of intellectual curiosity, independence, and responsibility;

C. Development of originality and creativity;

D. Development of positive attitude toward self and others;

E. Development of desirable social and leadership skills;

F. Career exploration and awareness.

AG III-9. Postsecondary (Dual) Enrollment Options

Before March 1 each year, the high school principal(s) shall provide information regarding the optional postsecondary (dual) enrollment program to the students currently enrolled in grades 8 through 11 and to their parents. This information shall include the District's requirements for participation, and shall be in accord with State rules and regulations. The information shall be posted on the District's website and communicated electronically to each student. The postsecondary institutions to which this option program applies are any State-assisted and degree-granting college or university and any other nonprofit educational institution that is certified to operate in the State.

Eligibility

"Eligible student" means a student enrolled in at least one (1) high school class in the District who becomes eligible by completing all of the required tests and receiving a score(s) that qualifies for entry into the postsecondary (dual) enrollment program.

An eligible student must have at least one (1) parent or legal guardian who is a resident of Michigan. Except as provided by law, an eligible student shall not have been enrolled in high school for more than four (4) school years, including the school year in which the student seeks to enroll in a postsecondary (dual) enrollment course.

A student must have completed the requirements for his/ her eligibility and is limited to enrollment in a subject area in which s/he has met these requirements.

In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution.

AG III-10. Homebound Instruction

A principal who is notified that an enrolled student will be homebound or hospitalized for a medical condition which will extend beyond five (5) school days shall:

A. Request written notification accompanied by certification by a physician who is either an M.D. or a D.O. or a licensed physician's assistant of the student's condition and any limitations that will affect the student's ability to benefit from instruction.

B. If the student is enrolled in special education, contact the District's special education office so that the homebound instruction can satisfy the student's IEP can be met. and the objectives to which homebound instructional efforts should be addressed. The District shall arrange for instruction by a properly-certified

teacher for a minimum of two (2) nonconsecutive hours a week until the student is released to return to school.

C. For a nondisabled student, arrange for instruction by a properly-certified teacher to provide a minimum of two (2) forty-five (45) minute periods of instruction per week until the student is released to return to school. For a student eligible under Section 504, the District shall consider any other factors which must be considered in providing homebound instruction.

The student's regularly-assigned teacher(s) is responsible for assigning the content of the instruction, reviewing the results of the homebound or hospitalized instruction, and assigning a grade. The homebound / hospital teacher is to work with the regularly-assigned teacher(s) to assure the student receives the appropriate instruction.

AG III-11. Career and Technical Education

During the process of developing and reviewing a student's plan for completing education, a student shall be advised of the Michigan Department of Education (MDE)-approved career and technical education program curriculum.

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, MDE approval of such an experience is required.

State-approved career and technical education wage-earning programs shall include the following:

A. A coherent sequence of courses so students gain academic, technical, and work behavior skills.

B. Instruction that includes classroom, laboratory, work-based learning, and leadership opportunities.

C. Instruction that is supervised, directed, or coordinated by an appropriately certified career and technical education teacher.

D. Consists of standards approved by the Michigan Department of Education.

E. Receives approval from the MDE Office of Career and Technical Education through an application process.

Students must show successful completion of the State-approved curriculum through completion of coursework covering all State program standards and must have taken any required technical assessment. Planning regarding any student Career and Technical Education Program requires close coordination with the MDE Office of Career and Technical Education.

AG III-12. Guidance and Counseling

Guidance and counseling play a significant role in the operation of the District and the lives of our students.

Purpose of the Services

The purpose of guidance is to help students:

A. Select and participate in academic and other school activities that will best ensure achievement of defined educational and personal goals that are commensurate with their abilities;

B. Identify, analyze, and contact agencies and institutions that can provide follow-on programs or services related to a student's goals and future plans.

The purpose of counseling is to help students:

A. Resolve problems and overcome obstacles that are preventing them from achieving their educational and personal goals;

B. Maintain productive relationships with other students, staff members, parents, and other adults, and/or organizations and institutions in their community.

Counselors guide students in course selection and career planning without discrimination or bias, and without making predictions of success or failure based on a student's race, color, national origin, gender, age, or disability. If materials or resources are used to recruit students to a particular career path or vocational choice, the counselor and teacher must ensure that such materials and/or presentations do not indicate or imply racial, gender, or disability stereotypes. Efforts should be made, when applicable to a program, to use resource people who represent special populations contained within the student body being recruited for or guided toward the program or career path.

Staff Responsibility

Members of the professional staff and support staff should behave in a caring and respectful manner toward students. If staff become aware that a student needs either guidance or counseling, staff should take whatever steps are necessary to ensure that a student has made productive contact with a member of the guidance and counseling staff.

All staff members are encouraged to be good listeners – that is, to be sensitive to signs that a student has something they need to talk about.

Confidentiality

It is incumbent on all staff members to be knowledgeable about the laws regarding confidentiality of information, whether it be part of a student's educational record or communication with a student.

As it relates to confidentiality of communications, families have an expectation of privacy regarding their family relationships. Such expectation may be superseded in certain situations where the rights of a minor student would prevail, such as one-on-one counseling situations with a licensed counselor. Upon receiving confidential information regarding a student's or family's personal relationship, a staff member who is not a licensed professional counselor or who has a limited counseling license should consult with the building principal regarding disclosure. Examples of situations where disclosure could occur include group counseling sessions, health classes, crisis intervention activities, and informal conversation. Information shared with a licensed counselor is to be considered privileged information and not to be shared with anyone unless the counselor believes a student's health and/or well-being is in jeopardy. In such cases, the counselor should contact the appropriate agency and consult with the principal prior to making contact with a student's parents.

In determining whether or not to disclose information, the principal must consider:

A. The student's need to maintain confidentiality in order to obtain and benefit from assistance balanced against the parents' rights to the care, custody, and control of their child;

B. If there is a compelling need involving the immediate health, safety, or welfare of a student or others.

In balancing these concerns, the principal must also consider:

A. The nature of the relationship between the student and their parents;

B. Potential benefits and risks of maintaining confidentiality versus disclosure;

C. The best interests of the student.

AG III-13. Interscholastic Athletics

Participation in interscholastic athletics is a privilege, not a right. Athletic team members are subject at all times to the provisions of the Extracurricular Code of Conduct which is Appendix B to these Guidelines. Conduct at all times, both on and off the athletic field, will be of the highest standards.

The building principal shall assign responsibility for interscholastic athletics within each building to an athletic director. Coaches shall be chosen by the athletic director, with the approval of the principal. Coaches are evaluated annually for each sport coached based not only upon games won and lost, but also upon their positive effect upon the development of the character of the athletes and their attitude towards the school, the team, and all teammates.

The District is a member of the Michigan High School Athletic Association (MHSAA), and will participate in such approved inter-school athletics activities sponsored by said association as selected by the athletic directors for each school. As directed by Article II, Section 13 of the Board Policies, the District has adopted the eligibility standards established in the Constitution of the MHSAA.

Membership of the schools in the District in interscholastic athletic conferences or leagues shall be subject to Board of Education approval upon recommendation of the Superintendent.

Budgets for athletics shall be a part of the budgeting process and shall be approved by the Superintendent and Board.

No student may participate on any athletic team until he or she has been examined and approved by a medical doctor for competition, and until written consent to participate in the specific sport has been obtained from the parent/guardian. Parent consent will not be necessary for students who have reached their eighteenth birthday. Students shall also comply with any District requirements regarding insurance. A student who has been restricted from participating by a physician due to an illness, injury, or medical condition shall not participate in an athletic practice or contest without written permission from the physician to return.

AG III-16. Parental Objections

A parent who objects to educational material or media center material used by the District may present a written complaint to the Superintendent identifying the material to which he or she objects and the basis of the objection.

The Superintendent will refer the written complaint to the District's Department of Curriculum and Instruction for review by the Director and other staff members the Superintendent and Director deem appropriate. The reviewer(s) will review the complaint and, if necessary to understand the complaint, meet with the parent, and shall then prepare a written response for the Superintendent's consideration. The Superintendent will review the written response and issue a final decision upholding, in whole or in part, or rejecting the objection. The Superintendent's determination will be final. Materials which are the subject of the complaint will remain in use pending the Superintendent's final decision, unless the Superintendent directs otherwise.

AG III-17. Wellness

Schools play an important role in developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The effort to support students' development of healthy behaviors and habits must be collaborative between staff, parents, and the community at large. The District has the following goals to enable students to establish good health and nutrition habits:

A. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.

B. Nutrition education shall include opportunities for appropriate student projects related to nutrition and involving, when possible, community agencies and organizations.

C. Nutrition education posters will be displayed in the cafeteria.

D. Nutrition education shall extend beyond the school by engaging and involving families and the community.

E. Physical education shall be included in the sequential, comprehensive curriculum in accordance with the curriculum standards and benchmarks established by the State.

F. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

G. Physical education planned instruction shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment or any kind.

H. Physical activity shall not be employed as a form of discipline or punishment.

I. Physical activity and movement shall be encouraged across the curricula and throughout the school day.

J. Physical activities that are age-appropriate and promote healthy habits of lifelong physical activity shall be provided throughout the school day (e.g., recess, after school clubs, and interscholastic sports).

The District shall create an environment encouraging healthy eating habits, including offering a variety of fresh produce; whole grain products; fat-free and low-fat milk; and meals designed to meet specific calorie ranges for age/grade groups.

The Superintendent shall appoint a District wellness committee comprised of parents, students, representatives of the school food staff, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the public and school administrators to oversee development, implementation, evaluation, and periodic update of the wellness policy. The Wellness Committee shall be chosen annually.

The Wellness Committee shall be responsible for:

A. Assessment of the current school environment;

B. Review of the District's wellness policy;

C. Presentation of the wellness policy to the school board for approval;

D. Measurement of the implementation of the policy; and

E. Recommendation for the revision of the policy, as necessary.

Each year, the Wellness Committee shall recommend to the Superintendent any revisions to the policy it deems necessary and/or appropriate. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendations.

The Wellness Policy will be assessed at least once every three (3) years to determine which schools in the District are in compliance with the District policy, how the District policy compares to model wellness policies, and the progress made in attaining the goals of the District Wellness Policy.

AG III-18. Nondiscrimination

See AG V-2 for the procedure following complaints by students or others of illegal discrimination, non-sexual harassment or sexual harassment .

AG III-19. Field Trips and Other District-Sponsored Trips

Field Trips

Field trips are defined as within a 40-mile radius of the District and take place within one day or less. All field trips require approval by the building administrator.

A ratio of one (1) adult to every 15 students is required for a field trip. Forms required for a field trip include, but may not necessarily be limited to:

- Field Trip/Student Travel Application;
- Bus Requests (under 250 miles); and
- Permission Slip/Liability Waiver.

Student Travel and Overnight Trips – District Sponsored

Student travel is defined as one-day travel beyond a 40-mile radius of the District, overnight travel, out-of-state travel, or out-of-country travel. Student travel beyond 40 miles requires approval by the Superintendent. Board approval is required for student travel that is overnight, out-of-state, or out-of-country. The ratio of one (1) adult to every 10 students is required for student travel that is overnight, out-of-state, or out-of-country.

Forms that are required for student travel and overnight trips include, but are not limited to:

- Field Trip/Student Travel Application

- Bus Request

- Permission Slip/Waiver MAKE FORM OR MAKE REFERENCE TO CONSENT FOR SEARCH; DO APPENDIX C
- Health – Medical Release Form

When a staff member seeks Board approval for a trip on which students will be away from home for one (1) or more nights, all requests must be submitted to the Superintendent two (2) weeks prior to the Board meeting at which approval will be sought. The staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining written approval from each.

AG III-20. Student Assessment

On an annual basis, the Superintendent will present to the Board and inform District administrators and teachers of the national, statewide and districtwide assessments the District will administer. District personnel shall administer assessments consistent with protocols established by the Superintendent and the testing agencies. Students are expected to participate in assessments. Assessments will be administered to disabled students consistent with their IEPs or Section 504 Plans.

All assessment results shall be made available to parents. School personnel shall be trained to interpret assessment results for parents, and for use in the delivery of educational services. School personnel who administer assessments will be trained in administration procedures.

AG III-21 Placement and Promotion

Placement.

Building administrators shall be responsible for placing students in schools, grades and courses. In addition to their good judgment, building administrators should consider the following factors, among others:

1. The student's academic achievement and ability as reflected in scores on standardized tests;

2. The student's academic performance in District classes or while enrolled in another district;

3. The student's chronological age;

4. The student's emotional and social maturity; and

5. Views and attitudes of parents and student.

Promotion and Retention.

Typically, students will advance to the next grade level after the end of the school year. If retention is a possibility, the following procedure shall be followed:

A. The teacher shall notify the student's parents when it appears to the teacher that retention may be recommended. A conference shall be held with the parents in order to discuss the possibility of retention and develop plans for the student's success.

B. Elementary and middle school teachers will make actual recommendations about retention for the next school year to the principal at least six (6) weeks before the end of the school year. At that time a conference will be scheduled with the principal, teacher(s), and parents.

C. After the conference, the principal, in consultation with the teacher, shall decide whether the student should be retained.

D. In determining whether a student should be retained, the following factors, among others should be considered:

1. The student's academic achievement and ability as reflected in scores on standardized tests;

2. The student's academic performance in District classes or while enrolled in another district;

3. The student's chronological age;

4. The student's emotional and social maturity; and

5. Views and attitudes of parents and student.

E. The principal's determination of whether to retain a student shall be final.

AG III-22. Third Grade Reading Requirements

An initial assessment will be given to all children in young 5/kindergarten through third grade within thirty (30) days of the first day of school. An Individualized Reading Improvement Plan (IRIP) will be written for learners who have been identified as having a reading concern through these assessments. Students who qualify for an IRIP will receive it within thirty (30) calendar days of the student showing a deficit. Reading intervention services will be provided by a reading specialist/literacy coach. A "Read at Home" plan will be developed in collaboration between the teacher, reading specialist, and parent. The District must document any dissenting opinions to the IRIP.

As required by state law, for a grade 3 pupil who has a reading deficiency based on the grade 3 state English language arts assessment, the District shall provide through grade 4 a reading intervention program that is intended to correct the student's specific reading deficiency.

For a student who has a reading deficiency at the end of grade 4, the District shall provide intensive reading intervention beyond grade 4 until the student no longer has a reading deficiency.

AG III-23. Reporting Student Progress.

In addition to the requirements of the Assessment (AG III-20) and Grading (AG III-24) provisions of these Guidelines, administrators and teachers should endeavor using other methods to assist parents to understand how well the student is achieving program objectives and accomplishing the educational goals of the District, including parent conferences according to a schedule set by the District, or more often as necessary; and other means of communication, including an electronic gradebook and other electronic tools as may be available in the District.

AG III-24. Grading

Progress reports and grades are intended to accurately and consistently report student achievement in the District's curriculum. Teachers are expected to follow Board policies and administrative guidelines concerning progress reports and grades. Building administrators are expected to educate new teachers to the Board's policies and administrative procedures concerning progress reports and grades and, upon request, assist teacher compliance.

The District's [identify administrator responsible for academics district-wide] is responsible for creating and, as necessary, updating or revising forms for periodic progress reports and grades for elementary, middle school, and high school students. Teachers shall complete all necessary forms for periodic progress reports and grades in an objective, consistent, and timely manner.

Teachers are also responsible for notifying students and parents when a student's work appears likely to result in a failing grade. A teacher may not award a failing grade to a secondary student unless he or she has provided such notice in a timely fashion.

Academic reports and grades should be based on students' academic work, and not on the student's conduct. Conduct should be reported in citizenship reports or grades.

Building administrators shall assist teachers as necessary to provide progress reports consistent with Board policies and these administrative guidelines.

Grade Appeals. The responsibility for issuing a grade to a student is the teacher's. Disagreement regarding a grade should ordinarily be brought to the teacher who issued the grade. A student or a parent who wishes to appeal a grade awarded by a teacher may do so by notifying the building administrator in writing no later than 15 calendar days after the grade is issued, and identifying the basis for the appeal. The building administrator will promptly schedule a meeting with the parent and/or student and teacher to discuss the appeal. If the

teacher does not concur with the appeal, the building administrator will issue a decision resolving the appeal. The building administrator's decision shall be final.

AG III-25. Graduation Requirements

A building principal may recommend a student for graduation and a diploma when the student has met the requirements established by these regulations.

A student is eligible for recommendation for graduation when he or she has:

1. Completed four years of high school, unless a request for early graduation has been granted;

2. Earned ___ total high school credits, including all required by the Michigan Merit Curriculum courses and credits (which may include middle school courses aligned with Michigan Merit Curriculum, although such courses may not be used in the calculation of the student's high school grade point average); and

3. Completed all scheduled assessments.

The Michigan Merit Curriculum eligibility requirement may be fulfilled through a Personal Curriculum created according to Michigan law and approved by the Superintendent. The Superintendent will not approve Personal Curriculum deviations from District graduation eligibility requirements based on a student's personal preference for one or more subjects over others.

All District students who meet the District's graduation requirements will be issued a diploma. Participation in District graduation ceremonies is a privilege rather than a right.

Early Graduation. A student who is otherwise eligible for graduation and a diploma may make a request for early graduation to his or her counselor and building principal. The building principal may recommend a student's early graduation upon the counselor's certification the student has or will meet at the time of the proposed graduation all District graduation requirements. Parental permission is required for students who are not 18 when the application is filed. If the Superintendent grants an application for early graduation, the student will receive a letter of confirmation of graduation but will not be awarded a diploma until the next graduation ceremony.

Article IV: Students

AG IV-1. Enrollment: Eligible Students.

Residency

The Board has directed that, except as provide below, enrollment in the District shall be limited to students who are residents of the District, or who are otherwise entitled by State or Federal law to attend school in the District. Students in the following categories are eligible to attend school in the District:

A. A student who lives with one or both parents or a legal guardian in a home they own or rent in the District. A parent or legal guardian lives in a home if it is the person's primary legal domicile. To be a resident of the District, a person must actually live in a home in the District; merely owning or renting a home in the District is not sufficient to establish residency.

B. A student who does not live in the District, but whose parent or legal guardian lives within the District. See paragraph 1, above, for definition of when a person resides in the District.

C. A student who lives with a parent or legal guardian who lives with another person in the District. In other words, the parent or legal guardian does not own or rent his/her residence, but lives with another, and the student lives with them.

D. A student whose parent or legal guardian, residing outside the District, is unable to provide a home for the student, and who places the student in the home of a relative of the student within the District for the purpose of securing a suitable home for the child and not for an educational purpose.

E. A student who is placed in a licensed home in the District.

F. A student who is homeless. A person is homeless if s/he lacks a fixed, regular and adequate nighttime residence, or has as a primary nighttime residence a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans.

G. A student who is in Foster Care. If a child who is under probate jurisdiction and/or is under the care and responsibility of a child welfare agency is placed in foster care, the child will be permitted to enroll in and attend the appropriate grade in the school selected by the department of human services or a child placing agency without regard to whether or not the child is residing in the district.

H. A nonresident student attending special education programs hosted by the District under Public Act 18.

I. Non-resident students who meet the requirements of the section of this policy entitled "Non-Resident Students Permitted to Enroll."

If a student attends school in the District on the basis of a parent who resides in the District, and that parent leaves the District as a result of being called to active duty in the armed forces of the United States, the student will continue to be regarded as eligible to attend school in the District through the time that the parent is released from active duty in the armed forces.

For purposes of eligibility to attend school, a "legal guardian" is a person appointed by a Probate Court to be a full legal guardian of a student under M.C.L. 700.5204. A person appointed a limited guardian under M.C.L. 700.5205 is not a "legal guardian" for purposes of this regulation.

Upon receipt by the District of information that a child seeking to enroll in the District is or may be homeless or in foster care, the matter shall promptly be referred to the Homeless Education Liaison, who shall ensure that the child and the child's family or caregiver, as applicable, are provided the protections, including privacy protection, required under the McKinney-Vento Act, and shall thereafter proceed to determine whether the child is in fact homeless or in foster care. If the child is determined not to be homeless or in foster care, his or her eligibility for enrollment shall be determined under Policy 5111 and the accompanying administrative guideline.

Proof of Eligibility

At all times, the governing principle is eligibility to attend school in the District, as established by State law, and not merely whether the specific items of proof called for in this Policy have been provided. The District reserves the right to deny enrollment to a student even if the proofs below have been provided, if the evidence shows that the student is not in fact eligible to attend school in the District.

At registration, the parent or legal guardian registering the student will be expected to sign an affidavit of residency and to furnish the following documentation to prove the student's eligibility to attend school in the District:

A. **Category 1:** Student lives with one or both parents or legal guardian who own/rent in the District Standard Proof of Residency:

    1. A driver's license or state identification card showing parent or guardian's name and address within the District. And

    2. The appropriate documentation as follows:

        a. For a homeowner: A warranty deed or quitclaim deed to the property, a closing statement (dated within two (2) months of the date of enrollment), a current property tax bill, or mortgage payment book or statement relating to the property address within the District.

        b. For a renter: a signed current lease, a landlord affidavit using the district form; or some other proof of the tenancy acceptable to the District. Note: ownership or lease of property must be for the purpose of a primary residence. Merely owning or leasing a residence within the boundaries of the District does not constitute residency in the District.

        c. Legal guardians must also provide a copy of current Probate Court Letters of Guardianship.

3. Any two (2) of the following (showing name of parent/guardian and address within District):

    a. gas/electric bill;

    b. telephone or cellular phone bill;

    c. cable or satellite TV bill;

    d. renter's or homeowner's insurance policy;

    e. bank or credit card statement;

    f. current automobile registration or a current automobile insurance policy or statement.

B. **Category 2:** Parent or legal guardian of the student lives within District boundaries:

Standard Proof of Residency (see Category 1) for the parent or guardian who lives within the District.

C. **Category 3:** Student and parent(s) live with someone else ("host") within the District: All of the following:

1. parent's driver's license, state identification card, or voter registration card showing address within District;

2. verified statement of parent (on District form);

3. verified statement of host (on District form);

4. two (2) current monthly recurring bills (such as credit card, bank statement, cell phone, etc.) addressed to the parent at the host's address.

5. Standard Proof of Residency (see Category 1) for host.

D. **Category 4:** Student placed by parent(s) with a relative residing within the District ("host") for the purpose of providing a suitable home and not for an educational purpose:

All of the following:

1. verified statement of parent (on District form);

2. verified statement of host (on District form);

3. student's driver's license (showing address within District) (if student is sixteen (16) years or older).

Standard Proof of Residency (see Category 1) for host.

E. **Category 5:** Student who is placed in a licensed facility

District Court or other record(s) placing student(s) at such facility.

F. **Category 6:** Homeless student

Proof establishing homelessness, as defined by law, to the satisfaction of the District.

G. **Category 7:** Student who is in foster care.

Proof from the Probate Court or other child welfare agency establishing foster care status to the satisfaction of the District.

H. **Category 8:** Certain special education students under Public Act 18:

Current Individual Education Plan ("IEP") documents as prepared by the student's home school district.

I. **Category 9:** Non-Resident Students Permitted to Enroll:

Non-resident students seeking to enroll under this policy shall provide the documentation necessary to demonstrate their eligibility.

AG IV-2. Non-Resident Students.

Foreign Exchange Students

Each high school may accept a limited number of students from other nations who come to the District from any foreign any exchange program on the most current approved list of the National Association of Secondary School Principal's Curriculum Standards for Educational Travel, American Institute for Foreign Study, and the local Rotary Club Exchange Program, at the discretion of the principal.

Foreign exchange students sponsored by groups other than those identified above may be accepted with the Superintendent's written approval.

Children of Staff Members

Pursuant to MCL §388.1606(6)(j), a child of an employee of the District will be permitted to attend school in the District on a tuition-free basis, under the following conditions:

1. This provision permits the enrollment of a child of a District employee who is a non-resident of the District and is currently employed on a half-time (.5) or greater basis. The term "child" includes step-children, adopted children and wards.

2. Enrollment under this provision must occur prior to the fall student count date (except that a child of an employee hired by the District after the fall student count date may enroll within fourteen (14) days of the commencement of the parent's employment).

3. If the parent's employment with the District terminates or if the parent's employment falls below the half-time threshold during the school year but after the fall student count date, the employee's child will be permitted to complete the school year. If the parent's employment terminates or falls below the half-time threshold prior to the fall student count date, the child's enrollment will terminate at the same time.

4. Enrollment of a child of an employee will be denied on the basis that the child has been suspended for more than 5 school days or expelled by a previous school or district; has failed to maintain a grade point average of at least 2.0 in a previous school or district, or, if coming from a school where grade point averages are not available, has failed to perform acceptably academically; or whose attendance at a previous school or district does not meet the attendance standards or requirements of this District.

5. A child of an employee will be assigned to a particular school by the District in its discretion. Placement decisions will be made using staffing levels as the primary consideration. When determining the availability of staffing capacity in a building, administration shall use the currently operative Board of Education direction regarding staffing levels while being careful to provide staffing capacity for future enrollees that live in the schools' attendance area. Upon enrollment at a school in the District, the child will be permitted to remain at that school for subsequent school years unless it is necessary to make adjustments due to such factors as District staffing, student groupings, discipline infractions, or other contingencies. A change in placement will not take place during a school year.

6. Upon completing the highest grade level at the school in which the child is initially placed, the child will be assigned to a school at the next level by the District using the same process and considerations as for the initial placement. If no school is deemed at the time to have sufficient capacity for in-District transfers, the District shall assign the child to the school with the lowest anticipated class size.

7. A child will not be permitted to enroll in the District under this provision if his or her enrollment would require the District to incur additional staffing costs.

AG IV-6. Student Code of Conduct

In accordance with Board Policy Article IV, Section 6, the Superintendent has developed and implemented a Student Code of Conduct. The Student Code of Conduct has been published to students and their parents and on the District's website, and is attached to these Guidelines as Appendix A.

AG IV-8. Due Process

See Student Code of Conduct, Appendix A to these Administrative Guidelines.

AG IV-9. Considerations Prior to Imposition of Discipline.

See Student Code of Conduct, Appendix A to these Administrative Guidelines.

AG IV-12. Student Discrimination and Harassment.

See AG V-2 for the procedure following complaints by students or others of illegal discrimination, non-sexual harassment or sexual harassment .

AG IV-14. Use of Seclusion and Restraint.

Pursuant to Public Act 395 of 2016, MCL §380.1307a et seq., and Board of Education Policy Article IV, Section 14, the following administrative guidelines are issued to implement the requirements regarding the use of seclusion and physical restraint in the District.

I. Definitions

A. "Chemical restraint" means the administration of medication for the purpose of restraint.

B. "De-escalation techniques" means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

C. "Documentation" means documentation developed by the department that is uniform across the state.

D. "Emergency physical restraint" means a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others. Emergency physical restraint does not include physical restraint that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support. Emergency physical restraint does not include a practice prohibited under MCL §380.1307b. Emergency physical restraint does not include physical restraint when contraindicated based on a pupil's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

E. "Emergency seclusion" means a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others. To qualify as emergency seclusion, there must be continuous observation by school personnel of the pupil in seclusion, and the room or area used for confinement must comply with state and local fire and building codes; must not be locked; must not prevent the pupil from exiting the area if school personnel become incapacitated or leave that area; and must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the pupil and others, in accordance with department guidelines. Emergency seclusion does not include the confinement of preschool children or of pupils who are severely self-injurious or suicidal; seclusion that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support; or a practice prohibited under MCL §380.1307b. Emergency seclusion does not include seclusion when contraindicated based on a pupil's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

F. "Emergency situation" means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

G. "Functional behavioral assessment" means an evidence- and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

H. "Key identified personnel" means those individuals who have received the mandatory training described in MCL §380.1307g(b)(i) to (xvi).

I. "Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

J. "Physical restraint" means restraint involving direct physical contact.

K. "Positive behavioral intervention and support" means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on pupil need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all pupils.

L. "Positive behavioral intervention and support plan" means a pupil-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the pupil, guidance or instruction for the pupil to use new skills as a replacement for problem behaviors, some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

M. "Prone restraint" means the restraint of an individual facedown.

N. "Regularly and continuously work under contract" means that term as defined in MCL §380.1230.

O. "Restraint" means an action that prevents or significantly restricts a pupil's movement. Restraint does not include the brief holding of a pupil in order to calm or comfort, the minimum contact necessary to physically escort a pupil from one (1) area to another, the minimum contact necessary to assist a pupil in completing a task or response if the pupil does not resist or resistance is minimal in intensity or duration, or the holding of a pupil for a brief time in order to prevent an impulsive behavior that threatens the pupil's immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as recommended, or safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in MCL §380.1310, or to take a weapon from a pupil. Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

P. "Restraint that negatively impacts breathing" means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.

Q. "School personnel" includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school.

R. "Seclusion" means the confinement of a pupil in a room or other space from which the pupil is physically prevented from leaving. Seclusion does not include the general confinement of pupils if that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire prevention

code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of pupils.

II. Prohibited Practices

The following practices are prohibited for school personnel in the District's public schools under all circumstances, including emergency situations.

A. Corporal punishment, as defined in MCL §380.1312.

B. The deprivation of basic needs.

C. Child abuse.

D. Seclusion, other than emergency seclusion.

E. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil.

F. Mechanical restraint.

G. Chemical restraint.

H. Any restraint that negatively impacts breathing.

I. Prone restraint.

J. Physical restraint, other than emergency physical restraint.

K. Any other type of restraint.

III. Use of Emergency Seclusion and Emergency Physical Restraint

The following are requirements for using emergency seclusion and emergency physical restraint:

A. Emergency seclusion and emergency physical restraint may be used only under emergency situations and only if essential to providing for the safety of the pupil or safety of another.

B. Emergency seclusion and emergency physical restraint may not be used in place of appropriate less restrictive interventions.

C. Emergency seclusion and emergency physical restraint shall be performed in a manner that, based on research and evidence, is safe, appropriate, and proportionate to and sensitive to the pupil's severity of behavior, chronological

and developmental age, physical size, gender, physical condition, medical condition, psychiatric condition, and personal history, including any history of physical or sexual abuse or other trauma.

D. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.

E. The District must ensure that substitute teachers are informed of and understand the procedures regarding use of emergency seclusion and emergency physical restraint. This requirement may be satisfied using online training and an online acknowledgment of understanding developed or approved by the department and completed by the substitute teacher.

F. Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than fifteen (15) minutes for an elementary school pupil or twenty (20) minutes for a middle school or high school pupil. If an emergency seclusion lasts longer than fifteen (15) minutes for an elementary school pupil or twenty (20) minutes for a middle school or high school pupil, all of the following are required:

1. Additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel.

2. Documentation to explain the extension beyond the time limit.

G. Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended and generally no longer than ten (10) minutes. If an emergency physical restraint lasts longer than ten (10) minutes, all of the following are required:

1. Additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel.

2. Documentation to explain the extension beyond the time limit.

H. While using emergency seclusion or emergency physical restraint, school personnel must do all of the following:

1. Involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil.

2. Continually observe the pupil in emergency seclusion or emergency physical restraint for indications of physical distress and seek medical assistance if there is a concern.

3. Document observations.

4. Ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency physical restraint does not interfere with the pupil's ability to communicate using the pupil's primary mode of communication.

5. Ensure that at all times during the use of emergency seclusion or emergency physical restraint there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.

IV. Documentation and Reporting of Seclusion and Restraint

The following documentation and reporting are required for the use of any seclusion and restraint:

A. Each use of seclusion or restraint and the reason for each use shall be documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately and documented in a written report for each use of seclusion or restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of one (1) school day or seven (7) calendar days.

B. After any use of seclusion or restraint, school personnel must make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on forms developed by the department.

C. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel are encouraged to do all of the following:

1. Conduct a functional behavioral assessment.

2. Develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of seclusion and restraint.

3. Develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least the parent or guardian; the pupil, if appropriate; the individuals responsible for implementation of the positive behavioral intervention and support plan; and individuals knowledgeable in positive behavioral intervention and support.

V. Development and Implementation of Emergency Intervention Plans

The following requirements apply if it becomes necessary to develop and implement an emergency intervention plan:

A. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil. The emergency intervention plan should be developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency seclusion and emergency physical restraint, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of seclusion and restraint. The emergency intervention plan should be developed and implemented by taking all of the following documented steps:

1. Describe in detail the emergency intervention procedures.

2. Describe in detail the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use.

3. Make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion or emergency physical restraint.

4. Conduct a peer review by knowledgeable school personnel.

5. Provide the parent or guardian with all of the following, in writing and orally:

    a. A detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation.

    b. An explanation of what constitutes an emergency situation as defined in section 1307h of the Michigan revised School Code, MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition.

    c. A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion and emergency physical restraint.

d. A detailed explanation of the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use.

e. A description of possible discomforts or risks.

f. Answers to any questions.

B. A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion or emergency physical restraint could be used.

C. Emergency seclusion or emergency physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate educational program. The development of an emergency intervention plan shall be solely for the purpose of protecting the health, safety, and dignity of the pupil and does not expand the legally permissible use of emergency seclusion or emergency physical restraint.

VI. Requirements for Data Collection

The following data must be collected in connection with the use of any seclusion and restraint:

A. The District program in which pupils are enrolled, in accordance with department guidelines, shall collect and report data on and related to the use of restraint and seclusion in the District. In collecting and reporting this data, the District shall use existing data collection and reporting systems whenever possible. Incidents of use shall, at a minimum, be reported by race, age, grade, gender, disability status, medical condition, identity of the school personnel initiating the use of the restraint or seclusion, and identity of the school or program where the use occurred.

B. All of the following should occur with respect to the data collected under subdivision A.:

1. The data should be analyzed by the District in which the pupil is enrolled to determine the efficacy of the school's schoolwide system of behavioral support.

2. The data should be analyzed by the school and District in the context of attendance, suspension, expulsion, and dropout data.

3. The data should be analyzed by the school and District for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion and restraint.

4. The data should be analyzed by the school and the District on a schedule determined by the department.

5. The data should be reported electronically to the department in accordance with department guidelines by the District.

C. The department shall make available redacted, aggregate data on the reported use of seclusion and restraint, compiled by the District on a quarterly basis.

VII. Training

A. In accordance with department guidelines, the District shall implement a comprehensive training framework that includes awareness training for all school personnel who have regular contact with pupils and comprehensive training for key identified personnel as described in subdivision B.

B. The District shall identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with pupils, key identified personnel who may have to respond to an emergency situation shall be trained in all of subparagraphs 1. to 16. as follows and should be trained in all of subparagraphs 17. to 20. as follows:

1. Proactive practices and strategies that ensure the dignity of pupils.

2. De-escalation techniques.

3. Techniques to identify pupil behaviors that may trigger emergency situations.

4. Related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion or restraint is used.

5. Instruction in the use of emergency seclusion and emergency physical restraint.

6. Identification of events and environmental factors that may trigger emergency situations.

7. Instruction on the state policy on the use of seclusion and restraint.

8. Description and identification of dangerous behaviors.

9. Methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted.

10. Types of seclusion.

11. Types of restraint.

12. The risk of using seclusion or restraint in consideration of a pupil's known and unknown physical or mental health conditions or psychological limitations.

13. The effects of seclusion and restraint on all pupils.

14. How to monitor for and identify the physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations.

15. How to obtain appropriate medical assistance.

16. Cardiopulmonary resuscitation and first aid.

17. Conflict resolution.

18. Mediation.

19. Social skills training.

20. Positive behavioral intervention and support strategies.

AG IV-15. Search and Seizure.

The following administrative guidelines are issued to implement the requirements of the Board's Search and Seizure Policy, Article IV, Section 15, in the District.

Basis of Search

If a school administrator has a reasonable suspicion that a student has violated, or is in possession of an object which violates, either a specific law or a specific school policy, and that a search of the student can reasonably be expected to produce evidence of the student's violation, the administrator may conduct a search of the student and/or the student's possessions (including, without limitation, a vehicle if parked on school property). The administrator's reasonable suspicion may be based on any information received by the administrator, including information conveyed by a member of the faculty or staff, or by one or more student(s).

Search Procedure

The search may take place in the office of the administrator or in another place in the school building adequate to protect the student's privacy. Prior to the search, the student shall be advised of the reason(s) that the search is being requested. The student shall then be requested to empty items from pockets, purses, shoulder bags, backpacks, or briefcases, etc. Pat-down

searches should not be conducted as a matter of course, but may be conducted, if deemed advisable by the administrator, by an adult of the same gender as the student. No strip searches shall be conducted by District personnel or on school premises. All searches shall be carried out in the presence of an adult witness. Items obtained in the search which the administrator believes are evidence of a violation of law or school policy shall remain in the custody of the administrator, unless such items are turned over to law enforcement officials, and if this is done, the administrator shall request a receipt for such item so delivered.

Searches of Students While on School Field Trips

Participants in school-sponsored off-campus field trips shall be required to provide permission forms signed by a parent or guardian of the student. Such forms shall, among other things, provide for consent to searches of the student and/or the student's possessions by an administrator (including the staff members and the person in charge of the field trip) in accordance with the requirements of this regulation.

Documentation of Search Incident

An electronic report of each search incident shall be made by the administrator. A copy of the record shall be available to the parents/guardian of the student upon request. The record shall contain the name of the student; the time, date, and place of the search; the reason(s) for the search; the nature and method of search; the extent of law enforcement officials' involvement, if any; the name of the person who conducted the actual search; the name(s) of the person(s) present while the student was being searched, and the result of the search, including a list of items, if any, confiscated from the student.

Refusal by Student to Permit a Search

A student's refusal to comply with a valid search request shall be treated as insubordination under the Student Code of Conduct. If the student refuses to comply with the search request, the administrator shall notify the student's parents/guardian and may request that they come to the school and/or attempt to persuade the student to comply with the search request. If the administrator believes that circumstances warrant involvement of law enforcement officials, such officials may be contacted and requested to come to the school. Any further search of the student shall be at the discretion and under the control of the law enforcement officials. If a search by a law enforcement official takes place on school property, an administrator shall be present.

Alcohol Testing

In accordance with the provisions of the Student Code of Conduct, if an administrator has reasonable suspicion that a specific student who is on school grounds, in or around a school-provided vehicle, or at a school-sponsored activity or trip, has consumed alcoholic liquor or illegal drugs, the administrator may require the student to submit to testing using an alcohol or other testing device, including, without limitation, a preliminary chemical breath test instrument. The results of such a test may be used in determining disciplinary action, if any, to

be taken against the student. The taking of such a test shall not be a condition precedent to discipline for alcohol consumption.

Building administration may conduct random or mass alcohol testing of students attending school events, such as dances, whether such events are on school property or off, using a "spit stick" or other device.

A student's refusal to comply with a valid request for alcohol or drug testing shall be treated as insubordination under the Student Code of Conduct. If an administrator believes that circumstances warrant involvement of law enforcement officials, such officials, may be contacted and requested to come to the school. Any further testing of the student shall be at the discretion and under the control of law enforcement officials.

Lockers are School Property

All lockers in school buildings, whether assigned to students or unassigned, are the property of the District. At no time does the District relinquish its exclusive control of its lockers. The District has assigned to the school principal the supervision and control of the lockers in each school. The principal shall have custody of the combination or key to all locker locks, which shall be stored in a place and manner designed to guard against unauthorized access or use. Only regularly issued school locks may be used on school lockers.

Legitimate Use of School Lockers

Lockers are assigned to the students for the students' convenience and temporary use. Students may use lockers exclusively for the storage of school-related materials, such as books and school supplies, and for the storage of authorized personal items, such as outer garments, footwear, grooming aids, or lunch. Student shall not use the lockers for any other purpose, unless specifically authorized in advance by Board policy or an administrator. Students are solely responsible for the contents of their lockers, and should neither share their lockers with other students nor divulge their locker combinations to other students, unless authorized by an administrator.

Searches of Lockers by School Staff

Consistent with District ownership of the lockers, an administrator may search any locker at his/her discretion while respecting the student's privacy and dignity.

The administrator is not required, but may request the assistance of a law enforcement officer in conducting a locker search. If law enforcement assistance is provided, the administrator shall observe the search. In the course of a locker search, the administrator shall respect the privacy rights of the student whose locker is being searched with respect to items that are not illegal or against school policy or rules.

Seizure of Locker Contents

When conducting a locker search, the administrator may seize any illegal or unauthorized items, items in violation of school policies or rules, or any other items reasonably determined to be a potential threat to the safety or security of others. Such items include, without limitation, firearms, explosives, other dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues, alcohol, tobacco products, illegal drugs, other contraband, poisons, and stolen property. Law enforcement officials shall be notified promptly upon seizure of such dangerous or illegal items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by an administrator shall be removed from the locker and held for evidence in disciplinary proceedings, turned over to law enforcement agencies, or, if appropriate, turned over to the parent or guardian of the student (or the student if over eighteen (18)) for immediate removal from school property. The parent or guardian of a minor student, or a student eighteen (18) years of age of older, shall be notified by the administrator of items removed from the student's locker.

Searches of Lockers by Others

No person other than an administrator shall be permitted to search a student's locker without an administrator's consent, unless such person has a valid search warrant authorizing such search. Any person who wishes to search a student's locker shall report to an administrator before proceeding to the locker. If a law enforcement officer has a warrant to search a student's locker, an administrator shall immediately escort such officer to the student's locker and permit the search to occur. Whenever possible, such search shall be made in the presence of an administrator.

If a law enforcement officer desires to search a student's locker without a warrant, an administrator, consistent with the District's ownership of the locker, may consent to such search. Prior to doing so, however, the administrator shall ask the officer for the basis for the search request, and, if not satisfied that an acceptable basis exists, may decline the request for a search. The administrator shall report to the Superintendent with respect to all locker searches undertaken as a result of a search warrant, all locker searches undertaken upon consent given to a law enforcement officer without a warrant, and all instances where a law enforcement officer's request to search a locker is declined.

Searches Using Canines

The Board authorizes the use of canines, trained in detecting the presence of drugs or devices, such as bombs, in either of the following situations:

A. When the Superintendent or designee has reasonable suspicion that illegal drugs or devices may be present in a school.
B. In a random, unannounced sweep for illegal drugs or devices, but only with the advance authorization of the Superintendent or designee.

Canine detection shall be used only to determine the presence of drugs in locker areas and other places in the school where such substances could be concealed except as limited below. Canine detection must be conducted in collaboration with law enforcement authorities or other certified

organizations and is not to be used to search students unless either a warrant or parental permission has been obtained prior to the search.

Authorization to use specially-trained dogs is made under the following conditions:

A. The presence of the dogs on school property must be authorized, in advance, by the Superintendent or be pursuant to a court order or warrant.
B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.
C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices, or, in the case of a random sweep, the Chief of the local law enforcement agency coordinating the sweep.
D. The dog will be allowed to examine a student's possessions, including vehicles, parked on school property. Students' vehicles parked off school property are not under the authority or control of school officials, and thus school officials should not be involved in searches of such vehicles.
E. The dog may be allowed to examine school property such as lockers as permitted by a building administrator. Any limitation as to areas of school property to be examined by the dog shall be established by the building administrator at the time the use of dogs is authorized.
F. In the case of a random sweep, the areas to be examined shall be determined by an administrator and the lead police agency prior to the sweep, and shall generally include common areas of the school as well as lockers, but excluding classrooms except under conditions described in G below.
G. An administrator may permit examination of classrooms, including student possessions in those classrooms, so long as the students themselves have been removed from the classroom prior to the canines' entrance to that classroom, and only if there is reasonable suspicion that illegal drugs or devices may be present in that classroom.

AG IV-18. Extra-Curricular Activities; Code of Conduct.

Board of Education Policy Article IV, Section 18 directs the Superintendent to publish an Athletic Code of Conduct, and authorizes the Superintendent to extend the provisions of the Athletic Code of Conduct to all extra-curricular activities. The Superintendent has concluded that participants in all extra-curricular activities, including athletic, should be subject to the same expectations and requirements, and has thus established an Extracurricular Code of Conduct, attached to these Guidelines as Appendix B.

AG IV-20. Medications

I. USE OF MEDICATIONS GENERALLY

In Article IV, Section of 20 of its Policies, the Board has adopted as the policy of the district the provisions of the State of Michigan Model Policy for Administering Medications to Pupils at

Schools, with several local revisions and clarifications. The Board has further directed administration to publish the Model Policy as an Administrative Guideline, and to adopt and publish any amendments to the Model Policy.

Definitions

The following definition of "medication" is adopted for use in this district: "medication" includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

For the purpose of this guideline, the term "physician" means any health care provider licensed by the State of Michigan to prescribe medications.

Standard Procedures for Administration of Medications to Pupils in School

A. The pupil's parent/guardian will give the school written permission and request to administer medication(s) to their pupil.

B. Written instructions from a physician, which include the name of the pupil, name of the medication, dosage of the medication, route of administration, and time the medication is to be administered to the pupil shall accompany the request and be kept on record by the school. Physician's instructions on a prescription bottle will be sufficient when the physician has previously provided a blanket approval for all prescriptions issued by the physician or another member of his or her practice.

C. Parental or guardian request/permission and a physician's instructions for administration shall be renewed every school year.

D. The building administrator will designate an individual(s) responsible for administering medications to pupils at that school.

E. Medications must be administered by one adult in the presence of a second adult, except where the individual administering the medication is a licensed nurse (as described in the Michigan Revised School Code, Section 380.1178), or when an emergency threatens the life or health of the pupil.

F. Each building shall have a plan for handling medical emergencies.

G. Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan shall be included under the policy and procedures that govern the administration of medications. Note: The policy and procedures should not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Guidelines for Administration of Medications to Pupils in School

A. A building administrator may set a reasonable designated time for the administration of medications. The parent/guardian shall be informed of this designated time and communicate this to the physician when s/he writes medication administration instructions. The school may request that the physician send a written explanation with the medication administration instructions to the school if an exception to the school's designated time is necessary.

B. A building administrator shall request that a pharmacy supply the medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting doses.

C. Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the pupil's parent/guardian immediately.

D. Any errors made in the administration of medications shall be reported to the building administrator immediately, and a written report completed and entered into the pupil's school record. The building administrator is responsible for reporting the medication error to the pupil's parent/guardian immediately.

E. When it is necessary for a pupil to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication in the original container, and record the necessary information on the medication log upon return from the trip/activity.

School Staff Training

A. All individuals designated to administer medication are encouraged to receive in-service training on all district policies and procedures related to this responsibility. School staff must be trained by a licensed registered professional nurse, physician, or physician assistant who has knowledge of local school medication policies and procedures.

B. In-service training is recommended to be four hours in length, and include actual "hands-on" practice in identifying and dispensing medications. Individuals, with the exception of a licensed registered professional nurse, who are responsible for administering any medications that must be given by injection, by nebulizer, or administered rectally, vaginally, or into the bladder, must receive one-to-one training by a licensed health professional.

C. Documentation that school personnel have completed in-service training shall be maintained by the school and made available, upon request, to a pupil's parent/guardian, physician, licensed registered professional nurse, or by a school district official.

Training Guidelines

Training for all individuals who are designated to administer medications to pupils in the district shall include all of the following content and skill practice:

A. A review and discussion of all Michigan and federal laws pertaining to the administration of medications to pupils in schools, including discussion of confidentiality issues.

B. A review and discussion of all policies and procedures relating to medications in schools including areas of responsibility of school administrators, individuals designated to administer medications (i.e., secretaries, aides, teachers, bus drivers, parents), and medical professionals (i.e., physicians, physician assistants, nurses).

C. Identification of the forms related to the administration of medications in schools.

D. Safe storage and handling of medications in school including procedures for receiving and disposing of medications.

E. The use, effect, and route of administration of the most commonly prescribed medications in schools, including adverse effects.

F. Procedures for safely dispensing medications to pupils in schools, on field trips, and other off-site school activities.

G. Practice in identifying and dispensing medications to pupils.

H. Policies and procedures related to pupil self-administration and self-possession of medication in schools.

I. Review and practice recording administration of medications.

J. Review and discuss procedures for dealing with medication administration errors.

Storage and Access to Medications Administered to Pupils in School

A. All medication shall be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the pupil's name, the name of the medication, dosage, and the frequency of administration.

B. Medications shall be stored in a school location that is kept locked.

C. Emergency medications may be stored in an area readily accessible to the individual designated to administer them.

D. All controlled-substance medications[1] will be counted and recorded upon receipt

from the parent/guardian. The medication shall be recounted on a regular basis (monthly or bi-weekly) and this count reconciled with the medication administration log/record.

E. It is recommended that medications be brought to the school by the pupil's parent or guardian.

F. No changes to medication dosage or time of administration will be made except by instruction from a physician.

G. Parental or guardian request/permission and a physician's instructions for administration of medications shall be renewed every school year.

H. Expiration dates on prescription medication, epi-pens, and inhalers shall be checked at least twice each school year.

I. Medication left over at the end of the school year, or after a pupil has left the district, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the medication log. This procedure shall be witnessed and initialed by a second adult.

Record-Keeping Related to Medications Administered to Pupils in School

A. A log of medication administration shall be kept in a school office and filed in a pupil's permanent record at the end of each school year (see sample Medication Administration Daily Log document).

B. The individual pupil log and all documentation provided in connection with Policy and Administrative Guideline 5330 shall be retained for three years after the pupil graduates or otherwise leaves the district, or until the pupil's 19th birthday, whichever is later.

C. The medications log shall include the pupil's name and the name and dosage of the medication. The individual giving the medication shall record the date and time of administration of the medication. The log shall be signed and witnessed by a second adult.

D. If an error is made in recording, the individual who administered the medication shall cross out, initial the error, and make the correction in the log.

Student Self-Administration and Self-Possession of Medications.

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[1] Controlled-substance is defined as a drug regulated by the Federal Controlled Substances Acts, including opiates, depressants, stimulants, and hallucinogens.

"Self-administration" means that the pupil is able to consume or apply prescription and non-prescription medication in the manner directed by the physician without additional assistance or direction.

"Self-possession" means that the pupil may carry medication on his/her person to allow for immediate and self-determined administration.

A. A pupil whose parent/guardian and physician provide written permission will be able to self-administer and self-possess his/her own medications.

B. A medication that a pupil possesses must be in its original packaging, labeled and prepared by a pharmacy or pharmaceutical company, and to include the dosage and frequency of administration.

C. A pupil's use cannot be denied if the conditions of written permission and physician direction are met. A building administrator may discontinue a pupil's right to self-administer and self-possession if there is misuse by the pupil. The denial shall follow a consultation with the parent/guardian.

D. For example, a pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the pupil's physician and parent/guardian on record at the school (as described in the Michigan Revised School Code, Section 380.1179). A pupil who is in possession of an inhaler under the above conditions shall have each of his/her teachers notified of this by the building administrator.

Parental or guardian request/permission and a physician's instructions for a pupil to self-administer and self-possess medication shall be renewed every school year.

II. RESPONDING TO AN ANAPHYLAXIS EMERGENCY AT SCHOOL

Definition

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. A variety of allergens can cause anaphylaxis, but the most common are food, insect bites, medications, and latex. Anaphylaxis typically begins within minutes or even seconds of exposure. Initial emergency treatment is the administration of injectable epinephrine along with immediate summoning of emergency medical personnel and emergency transportation to the hospital. These guidelines are intended to help schools respond to the challenge of an emergency anaphylaxis situation.

Individuals with Known Allergies

For students who have a known severe allergy:

A. The provisions and requirements of the District's existing policy regarding self-possession and self-administration of prescription medications also apply to epinephrine.

B. All students who have had a prior anaphylactic reaction or have otherwise been identified as at-risk for having a severe allergic reaction should have this addressed specifically in an individualized health care plan. The parent/guardian of a student with known allergies that may be severe enough to cause anaphylaxis should be requested to provide the school with student-specific medical orders, a medical management plan at the start of the school year or upon the student's transfer to the school.

C. At the start of the school year or upon transfer to the school, parent/guardian of a student with known allergies that may be severe enough to cause anaphylaxis should provide the school with student-specific medical orders, a medical management plan, and their own supply of epinephrine.

D. The parent/guardian of a student with a known serious allergy may be requested to provide an extra epinephrine auto-injector or asthma inhaler to the school for use by authorized personnel in case of emergency.

E. a school official will notify each of the student's teachers when aware that a student is in valid possession of an epinephrine auto-injector or asthma inhaler in accordance with the school's medication policies.

Individuals without Known Allergies.

For students, staff, and any other individual on school grounds:

A. As required by state law, every school building shall maintain a stock of at least two (2) epinephrine auto-injector devices at all times regardless of whether or not any student/staff have been diagnosed with allergies.

B. Each school should determine the appropriate dose of epinephrine auto-injector based on their student school population. (i.e., Junior or Adult).

C. Each school building with ten (10) or more instructional and administrative staff will designate at least two (2) employees at the school for authorization to administer an epinephrine auto-injector. Schools with fewer than ten (10) staff will designate at least one (1) such employee. Licensed, registered professional nurses who are employed or contracted by the school to be present during regular school hours may be considered authorized personnel.

D. Each school shall maintain documentation of the training course(s) successfully completed by each employee who is authorized to administer epinephrine and make such documentation available upon request.

E. Schools are encouraged to train and authorize more than the legally required minimum number of school staff to administer epinephrine. All school staff should have a basic awareness of the major signs of anaphylaxis and know whom to alert in case of an emergency and where the stock epinephrine auto-injectors are located.

F. Each school shall designate a staff member who shall check the expiration dates of the stock auto-injector devices at least twice per year. Expired stock shall be discarded in a biohazard sharps container or locate a needle disposal facility and replace any device past its expiration date.

Training Guidelines for Staff on Allergies, Anaphylaxis, and Emergency Response.

The training program for non-nursing staff designated to use an epinephrine auto-injector shall be conducted under the supervision of, and shall include evaluation by a licensed, registered professional nurse. The training shall include:

A. Instruction on the provisions of state laws regarding the emergency use of epinephrine at school for situations of a suspected life-threatening anaphylaxis reaction.

B. Instruction on the District's or School's medications policies and procedures.

C. Orientation to the causes, signs, symptoms, and treatment of anaphylaxis and the anticipated effects and possible adverse effects of epinephrine.

D. Demonstration and instruction using realistic auto-injector models.

E. Skill-based practice using epinephrine auto-injectors in simulated anaphylaxis emergency response situation.

F. Development and implementation of an emergency anaphylaxis response plan of action.

G. Instruction on the procedures for informing emergency contacts, completing a school incident report, and notifying parent/guardian of a student to whom an epinephrine auto-injector has been administered.

H. Instruction on the procedures regarding epinephrine acquisition, expiration date monitoring, maintenance, and storage requirements.

I. A licensed, registered professional nurse is responsible for providing and the supervision of the training which shall include a training evaluation. Documentation of the training competency assessment should be provided to the school demonstrating that the employee was adequately trained.

The attached Sample Protocol for Responding to Anaphylaxis is provided for guidance only, and does not replace the requirement for formal staff training in accordance with this Guideline.

Storage of Epinephrine Auto-Injectors and Additional Materials

A. All epinephrine auto-injectors should be stored according to manufacturer's directions to maintain effectiveness and in a clearly labeled, unlocked, easily accessible cabinet at room temperature (between 59-86 degrees F).

B. Expiration dates on epinephrine auto-injectors should be monitored and documented on an appropriate log. The shelf-life of an epinephrine auto-injector is approximately twelve (12) to eighteen (18) months.

C. The fluid in an epinephrine auto-injector should be clear and colorless. If the fluid has turned brown or is cloudy, the auto- injector should be discarded. Auto-injectors should not be exposed to sunlight, heat, cold, or freezing temperatures.

D. Additional materials associated with responding to suspected anaphylaxis should be stored with the epinephrine auto- injectors (e.g., copy of anaphylaxis emergency response plan with emergency contact numbers, school incident report, etc.).

School and School District Reporting

At least annually, the District is required to report to MDE all instances of administration of an epinephrine auto-injector to a student at any school in the District. Each school shall therefore report the required information to the District administration on an annual basis, at a time established by administration. Each school shall report the following:

A. The number of instances of administration of an epinephrine auto-injector to a student at the school in a school year.

B. The number of students who were administered an epinephrine auto-injector at school that were not previously known to be severely allergic.

C. The number of students who were administered an epinephrine auto-injector at school using the school's stock of epinephrine auto-injectors.

Immunity/Liability

Under state law, an authorized school employee who in good faith administers an epinephrine auto-injector is immune from criminal charges or civil damages unless an act or failure to act was due to gross negligence or willful and wanton misconduct.

SAMPLE PROTOCOL FOR RESPONDING TO ANAPHYLAXIS

Please note this does not replace formal staff training but rather is guidance only.

Responding to Anaphylaxis – CALL 911

A. Based on symptoms; determine that an anaphylactic reaction appears to be occurring. Look for a medical alert bracelet or necklace. Act quickly. It is safer to give epinephrine than to delay treatment. Anaphylaxis is a life-threatening reaction.

B. If you are alone and are able to provide epinephrine, call out or yell for help as you immediately go to get the epinephrine. Do not take extra time seeking others until you have provided the epinephrine.

C. If you are alone and do not know how to provide epinephrine, call out or yell for help. If someone is available to help you, have them get the personnel trained to provide epinephrine and the epinephrine while you dial 911 and follow the dispatcher's instructions. Tell the 911 operator that anaphylaxis is suspected and epinephrine is available. Your goal is to get someone -- trained school staff, or emergency medical staff (EMS) – to provide epinephrine and care as soon as possible.

D. Select appropriate dose of epinephrine auto-injector to administer, based on weight.

1. **Dosage:** Junior 0.15 mg epinephrine auto-injector if estimated weight is between thirty-three (33) and sixty-six (66) pounds; Regular 0.30 mg epinephrine auto-injector if estimated weight is sixty-six (66) pounds or greater.

2. **Frequency:** If symptoms persist or return, a second dose should be administered five (5) to fifteen (15) minutes after first dose.

E. Inject epinephrine via auto-injector:

1. Pull off safety release cap.

2. Place gently on the upper, outer thigh and push firmly (through clothing if necessary).

3. Hold in place for ten (10) seconds (five (5) seconds if using Auvi-Q) to deliver medication and then remove.

4. Massage the area for ten (10) seconds. Note the time.

F. Keep the individual either lying down or seated. Watch for vomiting or choking. If they lose consciousness, check if they are breathing. If breathing, position on side and continue to monitor. If not breathing, begin cardiopulmonary resuscitation (CPR), call out for help.

G. Call school nurse/front office school personnel and advise of situation.

H. Provide EMS with epinephrine auto-injector labeled with name, date, and time administered to transport to the emergency room with the student.

Follow up (to be done the day of the event):

A. Notify parent/guardian as soon as possible and advise them to let the student's primary care physician know about the episode of suspected anaphylaxis.

B. Complete required documentation of incident [school incident report, Michigan Electronic Grants System Plus (MEGS+) report].

C. Order replacement epinephrine auto-injector(s) from central office.

OPIOID ANTAGONISTS

Definitions

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.

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 an individual who has received training approved by a licensed registered nurse in the administration of an opioid antagonist would believe to be an opioid-related overdose that requires medical assistance.

Use of Opioid Antagonists

Each high school in the District shall have at least two 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 a medical professional. Only an appropriately trained school employee may possess and administer an opioid antagonist.

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

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

Any person who administers an opioid antagonist to a student shall promptly notify an administrator, 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.

Storage of Opioid Antagonists

All opioid antagonists should be stored according to the manufacturer's directions to maintain effectiveness and in a clearly labeled, unlocked, easily accessible cabinet in a supervised location, preferably in the same location as other rescue medications.

Expiration dates on the opioid antagonist should be monitored and documented on an appropriate log at a minimum of two times per year.

Additional materials associated with responding to suspected opioid-related drug overdose should be stored with the opioid antagonist (*e.g.*, a copy of the suspected opioid-related overdose emergency response plan, school incident report).

Obtaining an Opioid Antagonist

Any local community prescriber can write a prescription for an opioid antagonist.

Reporting

At least annually, a school district shall report to the Michigan Department of Education all instances of administration of an opioid antagonist to a pupil at school. The reporting shall include the number of pupils who were administered an opioid antagonist at school using the school's stock of opioid antagonists.

AG IV-21. Personal Communications Devices.

Definition

A "personal communication device" or PCD is a privately owned device that is used for audio, video or text communications. PCDs include, but are not limited to, computers, tablets (*e.g.*, iPads and similar devices), electronic readers ("e-readers"; *e.g.*, Kindles and similar devices), cell phones (*e.g.*, mobile/cellular telephones, smartphones (*e.g.*, BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.), telephone paging devices (*e.g.*, beepers or pagers), and/or other web- enabled devices of any type.

Use of PCDs

As established by Board Policy, PCDs may not be used during instructional times. Students may use PCDs before and after school, during their scheduled lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (*e.g.*, extra-curricular activities) at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited. When not permitted to be used, PCDs must be powered completely off (*i.e.*, not just placed into vibrate or silent mode) and stored out of sight.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.
Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held. If the violation involves potentially illegal activity the PCD may be confiscated and turned-over to law enforcement.

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being bullied, threatened, humiliated, harassed, embarrassed or intimidated. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. If a PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity, in which case the PCD may be turned-over to law enforcement. A confiscated device will be held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

Students are personally and solely responsible for the care and security of their PCDs. The District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Article V: Personnel

AG V-2. Non-Discrimination and Anti-Harassment Procedures.

I. NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

Board Policies III-18 and V-2 prohibit discrimination in the District on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations. Harassment generally and Sexual Harassment are addressed in subsections II and III of this guideline, respectively.

Civil Rights Coordinators

Administration designates the following individuals to serve as Civil Rights Coordinators for the District.

[Recommend two coordinators, preferably one male and one female].

Complaints of Discrimination

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the District's Civil Rights Coordinators.

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with one of the District's Civil Rights Coordinators, who shall, in turn, investigate the complaint and reply with an answer to the complainant. The complainant may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, 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.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611. Inquiries concerning such an appeal may be directed to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District Coordinators will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

II. ANTI-HARASSMENT (NON-SEXUAL)

This section of the guideline shall be used to ensure that the anti-harassment portions of Board Policies Article III, Section 18 and Article V, Section 2 are implemented properly and in compliance with Federal and State laws and regulations.

NOTE: This section of the guideline applies only to harassment other than sexual harassment. Sexual harassment is governed by the next section of the guideline.

"Harassment" means any threatening, insulting, bullying or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a member of the School District community or a third party 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.

Anti-Harassment Compliance Officers

Administration designates the following individuals to serve as Anti-Harassment Compliance Officers for the District.

[Recommend two compliance officers; can be same as civil right coordinators]

In the event of an allegation of discriminatory harassment by or involving either or both of the Anti-Harassment Compliance Officers, the allegation may be submitted to the Superintendent.

In the event of an allegation of harassment by or involving the Superintendent, the allegation may be submitted to the President of the Board of Education.

Investigation and Complaint Procedure

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.

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, the Equal Employment Opportunity Commission ("EEOC"), or the Michigan Department of 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 an adult 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 prerequisite to the filing of a formal complaint and will only be utilized where the parties (the alleged target of harassment and the alleged harasser(s)) agree to participate in such process. Any party who has agreed to utilize the informal procedure, or the District itself, may request that the informal process be terminated at any time to move to the formal complaint process. Any party dissatisfied with the results of the informal complaint process, or the District itself, may proceed to the formal complaint process.

However, any allegation that an adult member of the School District community or a third party has committed harassment or retaliation against a student, and any allegation of sexual violence, will be investigated using the formal complaint procedure and/or reported to law enforcement, as appropriate.

As an initial course of action, if an individual believes that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should consider telling or otherwise informing 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 or retaliated against may make an informal complaint, either orally or in writing: 1) to a building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee. If a Complainant informs an administrator or Superintendent, either orally or in writing, about any complaint of harassment or retaliation, that employee must promptly report such information to a Compliance Officer, 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 for persons who believe they are being unlawfully harassed or retaliated against 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 or retaliation, 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 attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint.

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.

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 harassment or retaliation, hereinafter referred to as the "Complainant", may file a formal complaint, either orally or in writing, with an administrator, one of the Compliance Officers or the Superintendent. 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 an administrator or Superintendent, either orally or in writing, about any complaint of harassment or retaliation, that employee must promptly report such information to the Compliance Officer.

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, harassment or 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 deems 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 harassment or retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct (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 an initial 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 or retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. one or more interviews with the Complainant;

B. one or more interviews with the Respondent;

C. one or more 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 or retaliation 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 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 or retaliation 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 promptly specify the additional information that is to be gathered. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

Administration reserves the right to investigate and resolve a complaint or report of harassment or retaliation regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. Administration 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 Administration deems appropriate.

Privacy/Confidentiality

The 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 District'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 (FERPA) or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State laws.

III. HARASSMENT (SEXUAL)

This guideline shall be used to ensure that the portions of Board of Education Policies Article III, Section 18 and Article V, Section 2 forbidding sexual harassment are implemented properly and in compliance with Federal and State laws and regulations, particularly Title IX of the Education Amendments of 1972.

NOTE: This section of the guideline applies only to sexual harassment. Harassment other than sexual harassment is governed by the previous section of the guideline.

Title IX Statement

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any program, service or activity, including but not limited to, educational programs or activities, such as, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation operated by the District, including admission to these programs and activities. Title IX also prohibits sex discrimination in employment.

The District encourages anyone who believes a Title IX violation may have occurred to report their concerns to a District employee or a District Title IX Coordinator who are identified below.

The District's Title IX Coordinator(s) are:

> **[Recommend two coordinators preferably one male and one female. Note: decision-maker of a sexual harassment claim, discussed below, may <u>not</u> be a coordinator]**

Definitions

"Complainant" means the person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

"Third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors or contractors doing business with or seeking to do business with the Board and other individuals who come into contact with students or employees at school-related events/activities (whether on or off District property).

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo* sexual harassment);
B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
C. Sexual assault (as defined in the Cleary Act, 20 U.S.C. 1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C. 12291).

"Formal Complaint" is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

Grievance Procedures

These Grievance Procedures are intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible, and by following the proscribed grievance process before imposing discipline on a Respondent. The Grievance Procedure seeks to ensure objective evaluation of all relevant evidence, including inculpatory

and exculpatory evidence. Individuals involved in the Grievance Procedures – including Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts and those involved in the appeal process – must be trained and not have any bias or conflict of interest.

Reporting and Filing a Formal Complaint

Any student or District employee who believes that they have been subjected to sexual harassment by a student, board member, staff, vendor, volunteer, contractor, or other person doing business with the District, should immediately report the behavior or communication to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator.

All District employees are expected to promptly report actual knowledge of sexual harassment they observe or hear about to a Title IX Coordinator.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s). Upon receipt of a report, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint.

A Formal Complaint must be filed by a Complainant prior to the District proceeding with an investigation under its Title IX Grievance Procedure. A Title IX Coordinator may sign a formal complaint, with or without the Complainant's consent. A formal complaint may be filed by a Complainant in person, by mail or electronic mail.

Any incidents of sexual harassment that come to the District's attention through means other than a formal complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide information to the Complainant about how to file a formal complaint, or if the Title IX Coordinator chooses, he or she can file a formal complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

The District **must** dismiss a complaint:

A. That does not describe the conduct that meets the definition of sexual harassment;
B. That alleges sexual harassment that did not occur in the school's educational program or activity; or
C. That alleges the sexual harassment did not occur in the United States at all.

The District **may** dismiss a complaint:

A. If the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the formal complaint or some of its allegations;
B. If the Respondent is no longer enrolled or employed by the District; or
C. If specific circumstances prevent the District from gathering evidence sufficient to reach a determination about the allegations.

If the District dismisses a complaint, or any allegations, pursuant to the above, it will send a written notice of dismissal and the reason(s) to the parties. Both parties have the right to appeal the District's dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate as determined by the Title IX Coordinator, the Complainant and the Respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The District prohibits the informal resolution process for complaints involving an employee and a student. The informal process should be completed on or before thirty (30) days after the complaint is filed.

Formal Resolution Process

If the parties choose not to engage in the informal resolution process, or choose to stop the informal resolution process at any time, the District will conduct a prompt and full investigation into any formal Title IX complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of these Title IX Grievance Procedures.

When the District begins the investigation, written notice will be provided to the parties containing:

A. A copy of the District's Policy and Grievance Procedure under Title IX;
B. Whether there is an opportunity to engage in informal resolution;
C. The actual allegations and facts that would constitute sexual harassment;
D. A statement that the Respondent is presumed innocent;
E. A statement that the parties are entitled to an advisor of their choice;
F. A statement that the parties can request to inspect and review certain evidence; and
G. Information regarding the Code of Conduct and false statements.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a building administrator or other administrator, who has been trained in Title IX procedures and

does not have a conflict of interest or bias towards either party. The District reserves the right to obtain or consult with a third-party investigator or resource at any time during the Grievance Procedures.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation and that the District will take steps to prevent retaliation and that the District will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, employee, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of the complaint.

Respondent Presumed Innocent

During an investigation, the Respondent is presumed to be innocent.

Investigation Procedure

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within thirty (30) calendar days but no more than sixty (60) days after a formal complaint is filed, unless there is good cause to continue the investigation beyond sixty (60) days (e.g. law enforcement activities, absence of a party or witness, absence of a party's advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive Measures

Upon request of a party, or on its own initiative, the District may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures). Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to

receive interim measures, the District will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX Coordinator or designee will make every effort to avoid depriving any student of his/her education. The District will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Investigation

The District shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and staff, and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the District's policies and procedures which include suspension up to permanent expulsion. Restorative practices will also be considered in any circumstance involving disciplinary action.

A. The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least ten (10) calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the report, the investigator shall consider the parties' written responses to the preliminary report, if any. The investigation report is then finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator or have any conflict of interest or bias with either party.

B. The decision-maker will be the [a Deputy Superintendent or other administrator]. If the [designated Deputy Superintendent or other administrator] is the Respondent, a witness, or otherwise has a conflict of interest, the decision-maker will be another District administrator.

C. The decision-maker, prior to any final decision, shall afford the parties an additional (10) calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

D. The decision-maker shall issue a written decision and deliver it simultaneously to both parties. The written decision must include:
   1. the portion of the District's policies that was violated;
   2. A description of the procedural steps that were taken by the school on the way to getting to the decision;
   3. A findings of fact section;
   4. A section that draws conclusions after applying the facts to the portion of the District's policy that applies;
   5. A statement and rationale for the ultimate determination of responsibility;

6. Any disciplinary sanctions that the District will impose on the Respondent, and state whether the District will provide remedies to the Complainant;
7. A statement and rationale for any remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
8. A statement of the District's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibly and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: 1) a procedural irregularity affected the outcome of the matter; 2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or 3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, the appeal must be submitted in writing to the Superintendent no later than five (5) school days following the date of the final decision.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response, which will be provided to the Superintendent.

The Superintendent shall review the written appeal and any response and issue a written determination within twenty (20) calendar days of the date he or she received the appeal, which will be delivered to both parties.

The Superintendent's decision shall be final.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinator, investigators, decision-makers or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on the District's website.

All other District employees shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party or the District is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

The District reserves the right to change, modify, amend or repeal all or any part of these Grievance Procedures.

AG V-6. FAMILY MEDICAL LEAVE ACT (FMLA).

This Guideline provides rights equal to and no greater than those rights provided by the FMLA law. To the extent any court decision or Regulation interpreting the FMLA provides rights different than those contained in these Guidelines, the District will abide by such decision or Regulation.

The District will grant eligible employees up to twelve (12) weeks of unpaid leave during any rolling twelve (12) month period measured backward from the first day of the employee's FMLA leave for the following reasons:

- because of the birth of and to care for the employee's newborn child;
- because a child is placed with the employee for adoption or foster care;
- to care for the employee's spouse, child or parent with a serious health condition;
- because of an employee's own serious health condition that prevents performance of his or her job functions; or
- because of a qualifying exigency when a qualified family member is on covered active duty or has been called to active duty in the Armed Forces in support of a contingency operation.

Leave for the birth of and to care for a newborn or because of a placement of a child with the employee for adoption or foster care must be taken within 12 months of the birth or placement, and may not be taken intermittently or on a reduced leave schedule (with limited exceptions).

Generally, leaves for other purposes in subsections and covered service member leave may be taken intermittently or on a reduced leave schedule if such leave is deemed medically necessary and if other requirements are met.

In addition, a qualified family member may be eligible for leave for up to 26 weeks during a 12 month period to care for a covered service member. The 26 workweeks of leave in the single 12 month leave period to which an employee is entitled shall be a combined 26 weeks for all available FMLA leave. Nothing shall limit the availability of leave for other reasons to a single 12 month period.

Definitions

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: an overnight stay in a hospital, hospice, or residential medical care facility; a period of incapacity for more than three consecutive days, combined with continuing treatment or supervision by a health care provider; a period of incapacity due to pregnancy or for prenatal care; a period of incapacity due to a chronic serious health condition; a period of incapacity that is permanent or long term; or, a period of absence during which the employee will receive

multiple treatments from a health care provider for restorative surgery or for a condition that would likely result in a period of incapacity of more than three full calendar days in the absence of medical treatment (*e.g.* chemotherapy, physical therapy or radiation).

A "covered service member" is a current member of the Armed Forces, National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious illness or injury, or a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness who was a member of the Armed Forces (including National Guard and Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that treatment, recuperation, or therapy.

A "serious injury or illness" is one that is incurred by a covered service member on active duty that renders the member medically unfit for active duty or, in the case of a veteran, that manifested itself before or after the member became a veteran.

A "qualifying exigency" is leave that is necessary as a result of a family member's call to active duty including short notice deployment (seven days or less), attending certain military functions and related activities, arranging for alternative childcare and school issues, addressing certain financial and legal arrangements, attending counseling, rest and recuperation, post-deployment activities, and additional activities agreed to between the employer and employee.

Questions about whether a condition is covered as a serious health condition, a serious illness or injury in the case of care for a covered service member, or whether the need for a leave is due to a qualifying exigency, should be directed to Human Resources.

Eligible Employees

To be eligible for a leave, an employee must be employed by the School District for at least twelve (12) months, whether or not consecutive. (A break in service that exceeds multiple years may disqualify the previous period of service. Breaks in service should be discussed with Human Resources.) An employee must also have had at least 1,250 hours of service during the twelve (12) month period before the requested leave and must be employed at a worksite within 75 miles of which 50 or more employees are employed by the School District.

Notice and Documentation Requirements

The employee must give thirty (30) days advance notice of the need for leave. If such notice is not possible, the employee must give as much notice as is practicable. Calling in "sick" without providing more information will not be considered sufficient notice. If the request for leave is due to a previously qualifying reason for which FMLA leave was provided, the employee must specifically reference the qualifying reason or the need for FMLA in the request and, when calling in an unplanned absence, must specifically state that it was FMLA.

When the requested leave is for planned medical treatment for the employee or the spouse, son, daughter, or parent of the employee, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the operations of the School District.

The District will provide required forms and certification requirements to document the basis for a leave, which forms must be returned within 15 days of the District's request for such information. The District may request authentication, clarification, or completion of any of the submitted forms. Upon written notice, the employee must provide the additional information or clarification within seven (7) days.

The District reserves the right to request recertification regarding an employee's FMLA leave in certain circumstances permitted by law, but not more than once every 30 days except under those circumstances specified by the Act or its regulations at the employee's expense.

Second and Third Medical Opinion

The District reserves the right to request certification of a serious health condition (not a serious illness or injury of a Covered Service Member) by another physician specified by the District at the District's expense. In the case of a conflict between two physicians, the District, at its own expense, may obtain a third certification by a physician approved jointly by the District and the employee. The third physician's opinion will be binding on both the District and the employee.

Return to Work

If the absence exceeds three (3) work days before an employee may return to work from a medical leave occasioned by the employee's serious health condition, the employee is required to provide a certification from his or her doctor that the employee is able to resume work, with or without accommodations.

Consequences for Failure to Provide Information

Failure of an employee to provide the requested forms or requested clarifications or completions in the fifteen (15) day period or the seven (7) day follow-up period provided may result in denial of the leave until the required information is provided. An exception or extension may be given if there are extenuating circumstances.

Use of Paid Time

Employees must use any and all paid time off, including vacation pay and sick pay, to which they are entitled during FMLA leave.

Intermittent or Reduced Schedule Leave

If the reason for a requested leave is due to the serious health condition of either the employee, a spouse, child, or parent, or if the leave is for a qualifying exigency due to a call to active duty of a qualified family member, or if the leave is to care for a Covered Service Member, the employee may be entitled to leave on an intermittent or reduced schedule basis. Such leaves are permitted only where medical necessity is established by written documentation subject to verification, and the employee makes every reasonable effort to schedule the treatment so as not

to disrupt the business operation of the department. The leave may not exceed a total of twelve (12) weeks in a twelve (12) month period.

Use of intermittent leave and reduced schedule leave under the FMLA must be used in at least one hour increments.

Benefits

During FMLA leave, employee group health plan coverage (medical and dental) will be maintained at the level and under conditions coverage would have been provided except for the leave. Any share of health insurance premiums that had been paid by the employee prior to commencing leave shall be paid during the leave. If premiums are raised or lowered, the employee will be required to pay the new premium rates.

If an employee is not able to return to work after exhaustion of his/her FMLA leave, the School District may recover premiums it paid for maintaining group health plan coverage, unless the reason the employee does not return to work is due to the continuation, recurrence, or onset of a serious health condition that would entitle the employee to leave, or other circumstances beyond the employee's control.

If an employee is not able to return to work or if the employee is eligible for additional leave under the District's Policies, he/she may be eligible to participate in the group health plan coverage at his/her own expense under COBRA. The District will not continue the coverage at its expense beyond the FMLA period provided by law. Whether an employee is eligible to continue to participate in other School District insurance programs while on an FMLA leave of absence shall be determined by the terms of the applicable plan.

Employees are prohibited from performing work for other business entities or engaging in self-employment during a leave of absence, unless written authorization from Human Resources is obtained by the employee. Violation of this provision may result in termination of employment.

Restoration to Position

Upon return from an approved FMLA leave, the employee will be restored to his or her former position or an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, an employee on FMLA leave has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period. Key employees may be denied restoration if the District determines that restoration of employment will cause substantial and grievous economic injury to its operation. No employee returning from an FMLA leave will lose any employment benefit that the employee earned or was entitled to before going on such leave. If the employee's leave extends beyond FMLA leave, his/her employment will end unless the employee requests additional leave prior to the expiration of his/her FMLA leave and the District determines in its sole discretion that it can provide additional leave without it being an undue burden on its business needs.

AG V-7. PAID MEDICAL LEAVE ACT (PMLA).

Under Michigan's Paid Medical Leave Act, "eligible employees," as defined in the Act, will accrue paid medical leave (PML) at the rate of one hour for every 35 hours worked. Eligible employees may not accrue more than one hour of PML per calendar week, or 40 hours of PML per benefit year, whichever is less. Eligible employees may not use more than 40 hours of PML during a benefit year and may not carry over more than 40 hours of PML from one benefit year to another.

PML may be used by an eligible employee in increments of not less than one hour for the following reasons:

(a) The eligible employee's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the eligible employee's mental or physical illness, injury, or health condition; or preventative medical care for the eligible employee.

(b) The eligible employee's family member's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the eligible employee's family member's mental or physical illness, injury, or health condition; or preventative medical care for a family member of the eligible employee.

(c) If the eligible employee or the eligible employee's family member is a victim of domestic violence or sexual assault, the medical care or psychological or other counseling for physical or psychological injury or disability; to obtain services from a victim services organization; to relocate due to domestic violence or sexual assault; to obtain legal services; or to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.

(d) For closure of the eligible employee's primary workplace by order of a public official due to a public health emergency; for an eligible employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency; or if it has been determined by the health authorities having jurisdiction or by a health care provider that the eligible employee's or eligible employee's family member's presence in the community would jeopardize the health of others because of the eligible employee's or family member's exposure to a communicable disease, whether or not the eligible employee or family member has actually contracted the communicable disease.

Eligible employees who use or wish to use PML will be required to provide documentation acceptable to the District to determine PML is being used only for reasons permitted by Michigan law.

AG V-10. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The District shall comply with the health information privacy and security requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). District-provided health insurance or medical plans are considered "health plans" within the meaning of HIPAA, and the District is the "Plan Sponsor." In order to assure compliance with HIPAA, the following

safeguards are implemented to ensure the confidentiality of protected health information, whether created, received, maintained, or transmitted by the District's Plan, including information in electronic form, whether it is being stored or transmitted.

Authorization: Only District employees designated by Human Resources as requiring access to protected health information for Plan administration purposes shall have such access. These employees may view protected health information necessary to perform their duties for the Plan without express authorization from the Plan member.

Training: District employees authorized to have access to protected health information will annually receive training, will be provided with a copy of the HIPAA privacy policy, and shall annually affirm in writing that they have received the policy.

Security Incidents: Suspected or known security incidents will be identified, responded to, and documented in writing. The harmful effects of such security incidents of which the Plan is aware will be mitigated to the extent practicable.

Physical Safeguards: Plan members' protected health information shall be stored in a locked file used solely for this purpose. Paper documents containing protected health information shall be shredded before being discarded. Electronic files containing protected health information, if any, shall be password protected.

Technical Safeguards: Access to health information maintained electronically will be provided only to those persons who have been granted been designated to receive access rights health information. Procedures for controlling and tracking the handling of hardware and software, and for data backup, storage, and disposal, shall be implemented, including the receipt, handling, and disposal of health information. Employees will be required to close files when leaving their work stations to protect confidentiality.

Contingency Planning: The District shall have a contingency plan to maintain the continuity of operations in an emergency or disaster, and to enable recovery of data following disaster. An annual internal audit of data security will be conducted, including the evaluation of security measures to protect data and review of personnel compliance with the Policy and procedures.

AG V-12. OMNIBUS TRANSPORTATION EMPLOYEES

The District will comply with the provisions related to alcohol and drug testing of transportation policies pursuant to the Omnibus Transportation Employee Testing Act of 1991 ("the Act"). Testing shall take place pursuant to the Act and its implementing regulations, located at 49 C.F.R. Part 40.

Any employee covered by the Act who is found to be in violation of the requirements for his or her position related to drug or alcohol use or presence in his or her body, or who fails to engage in testing as required by the District and the testing regulations, shall be subject to discipline up to and including termination.

AG V-14. Staffing, Assignment, Layoff and Recall of Classroom Teachers

Placement of Teachers

For purposes of this guideline, "placement" shall mean and include the filling of vacancies, voluntary and involuntary transfers, job sharing, and any decision which involves the placement of a certified teacher in an assignment.

Teacher placement shall be done in accordance with Board Policy 5.14, Staffing, Assignment, Layoff and Recall of Classroom Teachers. Insofar as possible, teachers will be placed and assigned to teach in their area of specialization, and teachers' desires and opinions will be taken into consideration regarding changes in assignment.

Teachers shall be assigned in accordance with all state and federal laws and regulations.

The qualifications, certifications or endorsements for open/vacant positions may be amended as such positions become open/vacant. It is the teacher's responsibility to notify the District of changes in certification(s), endorsement(s) or qualifications(s).

Teachers shall be given written notice of their tentative subjects and/or grade assignments for the forthcoming year no later than the close of the preceding school year, absent special circumstances. In the event that there are changes in the tentative assignments, the affected teacher shall be notified and consulted. Nothing in these regulations shall limit the District's authority to make changes in assignments at any time.

The District is not obligated to create part-time positions or facilitate job sharing situations. If the best interests of students are served by the creation of part-time or job-sharing situations the District may create part-time positions and job-sharing situations.

Requests for transfer for the ensuing school year must be made in writing.

When it is determined that an involuntary transfer of a teacher is in the best interest of the District and/or its students, the teacher shall be notified and consulted as soon as possible, and may upon request be given the reasons for said transfer.

A teacher returning from a leave of absence may be offered a position commensurate with his/her training, experience and certification if such a position is vacant. A teacher returning from leave is not guaranteed a position with the District, unless otherwise required under the Teacher Tenure Act or other applicable law. A specific position in a specific school cannot be guaranteed on return from a leave of absence, but reasonable effort shall be made to return the teacher to his/her original position.

Staffing decisions when making a personnel reduction or recall are subject to the Board Policy on this subject.

Teacher Layoff

The superintendent or designee will identify the teaching positions to be eliminated in accordance with Board Policy 5.14, Staffing, Assignment, Layoff and Recall of Classroom Teachers. The Superintendent or designee shall meet with the applicable Association President at least ten (10) days prior to the meeting at which the Board will consider the layoffs, except under extenuating circumstances, for the purpose of discussing and reviewing the layoffs and related matters.

Contents of Personnel File

The District will rely on the documentation placed within a teacher's personnel file as of the date the decision is made by the District to issue layoff/recall notices. At all times, it is the teacher's responsibility to timely notify the District in writing of changes in certification status. It is also the teacher's responsibility to maintain certification while on layoff and to notify the District of any changes which may affect the teacher's eligibility for recall, such as certificate renewals, additional endorsements, etc.

It shall also be the responsibility of each teacher to notify the Board of any change in address, and for teachers who have been laid off, their email address. The teacher's home address and email address as they appear on the Board's records shall be conclusive when used in connection with layoffs, recall, or other notice to the teacher.

Notification of Layoff

A. The Board of Education shall endeavor to give twenty (20) calendar days' notice of layoff to the affected teachers.

B. Written notice shall be by hand delivery, certified mail – return receipt requested, or electronic mail (email), as determined by the District.

C. The superintendent or designee may also provide notice to the affected teachers that the Teachers' Tenure Act allows them the opportunity to appeal the Board of Education's layoff decision to the Tenure Commission with 20 days of receipt of the layoff notice, if they have acquired tenure rights within the District.

Termination Due to Layoff

Any layoff pursuant to this procedure shall automatically terminate the individual employment contract of all laid-off teachers and shall suspend, for the duration of the layoff, the District's obligation to pay salary or fringe benefits and any individual or supplemental employment contract as well as all benefits under the teacher's collective bargaining agreement. A laid-off teacher may choose to maintain existing health care benefits provided through the District by paying the COBRA rate to the extent permitted and in accordance with applicable law.

Teacher Recall

The District will maintain a laid-off tenured teacher on a recall list for up to three years following the effective date of layoff by the District. Probationary teachers will remain on a recall list for the period of time equal to their employment by the District, not to exceed three years. After that time, the teacher's name will be removed from the recall list.

In the event the Board determines to recall teachers, the following procedures shall apply:

A. Identification of Vacancies and Positions

The District has sole discretion to determine: (1) whether a vacancy exists and (2) the certification area and position in which the vacancy exists.

B. Recall Criteria

A teacher is eligible to be considered for recall to a vacant position if the teacher is certified and qualified to fill the position as determined and defined by the District and has not been rated Ineffective/Needing Support on his or her most recent evaluation. It is the teacher's responsibility to maintain his or her certification and to promptly provide documentation of the certification and qualification status to the District.

Decisions regarding filling open teaching positions shall be made with the best interests of students in mind and consistent with Board Policy 5.14, Staffing, Assignment, Layoff and Recall of Classroom Teachers. Teachers on layoff who were rated Highly Effective or Effective on their most recent annual year-end evaluation shall be considered for open positions that they are certified and qualified to teach. In situations where the teacher on layoff was rated Minimally Effective/Developing or Ineffective/Needing Support on his/her most recent annual year-end evaluation, the District may conduct interviews of both the laid off teacher as well as prospective teachers not currently employed by the District in filling open positions. The District may select a teacher not currently employed by the District or on layoff to fill a position if this decision would best serve students. In the event the District does not select a teacher on layoff for an open position the District shall provide the teacher on layoff an explanation regarding why they were not recalled to the position.

Absent unusual circumstances, teachers shall not be recalled to positions in which they have not taught within the past five years.

Length of service or tenure status shall not be a factor in considering the effectiveness of a teacher. However, if the recall decision involves two or more teachers and all other effectiveness factors distinguishing those teachers from each other are equal, then tenure status shall be considered, with the tenured teacher being recalled before a probationary teacher. If all of the prior factors are otherwise equal, including tenure status, then length of service may be considered as the final tiebreaker.

The District has sole discretion to determine the appropriate assignment(s) of recalled teachers.

C. Notice of Recall

Notice of recall will be by sending a certified letter to said teacher at the last known address provided by the teacher, or electronic messaging through email, as the District shall determine. As stated above, it shall be the responsibility of each teacher to notify the District of any change of home address and email address.

The notice will include the deadline for acceptance, the date the teacher must return to work, the position and work location to which the teacher is to report.

D. Acceptance of Recall

1. The teacher must deliver to the District written notice of acceptance of recall by the date specified in the notice. The deadline for acceptance may not be less than three (3) days after the notice of recall is mailed, delivered in person, or emailed to the teacher by the District.

2. The teacher must report to work by the date specified in the notice, absent extenuating circumstances as determined by the District.

Termination of Recall Rights

A. Termination of recall rights may be expressed or implied.

B. Termination my result from, but is not limited to, failure to provide timely notice of acceptance of recall, failure to report from layoff to an assigned position in a timely fashion, failure to annually notify the District to remain on the recall list, and/or by rejection of recall.

C. Teachers under contract with other public school districts may refuse recall and remain on the recall list until the teacher's contract with the other public school district expires.

D. Except as stated herein, teachers who decline recall for a reason other than being under contract with another public school district shall lose their recall rights and be removed from the recall list.

E. Teachers who were employed full-time as of the effective date of layoff may decline recall to a less than full-time assignment and preserve recall rights.

F. Similarly, teachers who were employed part-time as of the effective date of layoff may decline recall to a longer assignment ad preserve recall rights.

G. Teachers employed part-time as of the effective date of layoff may be recalled to full-time employment depending upon their effectiveness, certification and qualifications.

Appeal Dispute Resolution Procedure

An appeal from a decision on reduction in staff or recall made under this procedure shall be as follows:

The teacher may file a written request for a meeting with the Superintendent or designee within five (5) days of the knowledge of the facts upon which the appeal is based. The Superintendent or designee shall make a written decision on the appeal within five calendar days of the meeting.

Future Changes in Procedure

Subject to applicable law, the District reserves the right to amend, revise or repeal all or any part of these regulations at any future time and no employee shall have any vested right in the continuation of these regulations or any amendment thereof.

AG V-16. Performance Evaluations

The following administrative guidelines go into effect July 1, 2024, to reflect the recent changes in law that will then go into effect governing teacher and instructional administrator evaluations.

A. Teachers

Evaluation Tool and Rating Labels

The District shall use the teacher evaluation tool that has been approved by the Board, with the understanding that such tool shall be modified as appropriate to reflect that annual performance evaluation ratings have been changed from "Highly Effective," "Effective", "Minimally Effective," and "Ineffective," to "Effective," "Developing," and "Needing Support."

Evaluation Frequency

If a tenured teacher is rated as either Highly Effective or Effective on the teacher's three most recent evaluations, then the teacher may be evaluated biennially or triennially.

Student Growth Component in Teacher Evaluations

With respect to the student growth component of teacher evaluations, 20% of the teacher's year-end evaluation must be based on student growth and assessment data, or "student learning objectives" metrics.

Student growth, assessment data, and "student learning objectives" must be measured using metrics agreed upon through collective bargaining. "Student learning objectives" means measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students.

The portion of a teacher's annual year-end evaluation that is not based on student growth or student learning objectives metrics, must be based primarily on a teacher's performance as

measured by the evaluation tool adopted by the school district. The portion of a teacher's evaluation that is not measured using student growth and assessment data or student learning objectives metrics, or using the evaluation tool adopted by the school district, must be based on objective criteria.

Midyear Progress Reports

A midyear progress report shall be required for all first-year probationary teachers and other teachers rated less than Effective on their most recent annual performance evaluation.

Mentors

A mentor or coach shall be assigned to all first-year probationary teachers and other teachers rated less than Effective on their most recent annual performance evaluation.

Classroom Observations

Classroom observations are required as part of the teacher evaluation process, with the following guidelines:

a. All teacher evaluations require two observations;

b. One of the two observations may be unscheduled, but it is not required;

c. An observation must be at least 15 minutes long but not for an entire class period;

d. An observation must continue to include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson, and:

    1. These matters must be discussed during a post-observation meeting between the school administrator conducting the observation and the teacher; and

    2. Within 30 calendar days after each observation, the teacher must be provided with written feedback from the observation.

Assignment of Ratings and Teachers Exempt from Evaluation

All teachers who are evaluated are required to receive a rating, except for those that are exempted. If a teacher is evaluated and does not receive an evaluation in writing, the teacher is deemed to be effective.

A teacher must not be assigned an evaluation rating and must instead be designated as "unevaluated" where:

a. The teacher worked less than 60 days in that school year;

b. The teacher's evaluation results were vacated through the grievance procedure; or

c. There are extenuating circumstances and the teacher and the District agree to designate the teacher as unevaluated because of the extenuating circumstances.

If a teacher receives an unevaluated designation, the teacher's rating from the school year immediately before that designation must be used.

Dismissal and/or Requests for Review of Teachers Rated Less Than Effective

A teacher with three consecutive "Ineffective" or "Needing Support" ratings is required to be dismissed from employment; however, any such dismissal must follow the procedures for discharge under the Teacher Tenure Act.

Tenured teachers who receive a "Need Support" rating may request a review by the District's superintendent each year by requesting such review within 30 days of receiving the "Needs Support" rating. The superintendent must provide a written response of his findings with respect to the request within 30 days before making any modifications to the teacher's rating.

If the superintendent's written response does not resolve the matter, the teacher or collective bargaining representative may request mediation with a state mediator, to be submitted in writing within 30 calendar days after receipt of the superintendent's response. Within 15 days of receipt of the request, the superintendent must provide a written response stating that the mediation will be scheduled as appropriate.

If a tenured teacher receives two consecutive ratings of "Needing Support," the teacher may use an applicable contractual grievance procedure to contest the second evaluation rating and the evaluation process. If there is no applicable contractual grievance procedure that ends in binding arbitration, the teacher may request binding arbitration through the American Arbitration Association (AAA) within 30 calendar days after receiving the superintendent's response, subject to AAA rules. The arbitrator has the authority to issue any appropriate remedy.

Evaluator/Rater Reliability Training

Not later than September 1, 2024, and every three years thereafter, each evaluator/rater for the evaluation of teachers must complete rater-reliability training provided by the district.
Such training must include all of the following:

1. A clear and consistent set of evaluation criteria that all evaluators can use when assessing teacher performance;

2. Clear expectations for what evaluators should look for when assessing teacher performance, including identifying key behaviors and practices that are associated with effective teaching;

3. Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results;

4. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations;

5. Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria.

Students Taught by "Ineffective/Needing Support" Teachers
Students are not to be taught in consecutive years by a teacher who has been rated Ineffective or Needing Support. If the District is unable to comply with this requirement, it must notify the students' parents/guardians with an explanation why no later than July 15; however, if a teacher rated "Needing Support" has requested a review of the teacher's rating, then any notice to parents/guardians must be held in abeyance until such review is completed.

B. Instructional Administrators

Evaluation Tool and Rating Labels
The District shall use the instructional administrator evaluation tool that has been approved by the Board, with the understanding that such tool shall be modified as appropriate to reflect that annual performance evaluation ratings have been changed from "Highly Effective," "Effective", "Minimally Effective," and "Ineffective," to "Effective," "Developing," and "Needing Support.

Evaluation Frequency

If an instructional administrator is rated as either Highly Effective or Effective on the administrator's three most recent evaluations, then the administrator may be evaluated biennially, with the following exceptions, in which case the administrator must be evaluated annually:

1. The administrator is not rated as effective on one of the biennial evaluations;

2. For a building-level school administrator, the administrator's supervisor or evaluator changes; or

3. For an individual employed as a school superintendent, the individual obtains employment with a different school district.

Student Growth Component in Instructional Administrator Evaluations

With respect to the student growth component of instructional administrator evaluations, 20% of the school administrator's year-end evaluation must be based on student growth and assessment data, or "student learning objectives" metrics.

Student growth, assessment data, and "student learning objectives" must be measured using metrics agreed upon through collective bargaining. "Student learning objectives" means

measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students.

The portion of an administrator's annual year-end evaluation that is not based on student growth or student learning objectives metrics, or on an evaluation tool, must be based on objective criteria.

Midyear Progress Reports
A midyear progress report shall be required for an instructional administrator each year that the administrator is evaluated.

1. The midyear progress report must include specific performance goals for the remainder of the school year for building-level administrators, or for the remainder of the calendar year for all other administrators, including any recommended training that would assist the administrator in meeting these goals.

2. The individual conducting the annual evaluation must develop, in consultation with the administrator, a written improvement plan that includes these goals and training.

3. The midyear progress report must not take the place of an annual evaluation.

Observations of Building-Level Administrators

For a building-level administrator's evaluation, the individual conducting the evaluation shall visit the school building where the building-level administrator works, review the building-level administrator's school improvement plan, and observe classrooms with the building-level administrator to collect evidence of the school improvement plan strategies being implemented and the impact the school improvement plan has on learning.

Mentor

A mentor or coach shall be assigned to each instructional administrator, not including the superintendent, for the first three years in which the administrator is in a new administrative position.

Assignment of Ratings and Administrators Exempt from Evaluation

All instructional administrators who are evaluated are required to receive a rating, except for those that are exempted. If an administrator is evaluated and does not receive an evaluation in writing, the administrator is deemed to be effective.

An administrator must not be assigned an evaluation rating and must instead be designated as "unevaluated where:

a. The administrator worked less than 60 days in that school year;

b. The administrator's evaluation results were vacated through the grievance procedure;

or

c. There are extenuating circumstances and the administrator and the District agree to designate the administrator as unevaluated because of the extenuating circumstances.

If an administrator receives a unevaluated designation, the administrator's rating from the school year immediately before that designation must be used if the administrator continues to be employed in the same position that the administrator was employed in the year before the administrator received the unevaluated designation, and the administrator continues to be employed by the same school district that employed the administrator in the year before the administrator received the unevaluated designation.

Dismissal and/or Requests for Review of Administrators Rated Less Than Effective

An administrator with three consecutive "Ineffective" or "Needing Support" ratings is required to be dismissed from employment.

An administrator who receives a "Need Support" rating may request a review by the District's superintendent each year by requesting such review within 30 days of receiving the "Needs Support" rating. The superintendent must provide a written response of his findings with respect to the request within 30 days before making any modifications to the teacher's rating.

If the superintendent's written response does not resolve the matter, the administrator may request mediation with a state mediator, to be submitted in writing within 30 calendar days after receipt of the superintendent's response. Within 15 days of receipt of the request, the superintendent must provide a written response stating that the mediation will be scheduled as appropriate.

If an administrator receives two consecutive ratings of "Needing Support," the administrator may use an applicable contractual grievance procedure to contest the second evaluation rating and the evaluation process. If there is no applicable contractual grievance procedure that ends in binding arbitration, the administrator may request binding arbitration through the American Arbitration Association (AAA) within 30 calendar days after receiving the superintendent's response, subject to AAA rules. The arbitrator must have the authority to issue any appropriate remedy.

With respect to the school superintendent, any new employment contract with the superintendent must include an appeal process concerning the evaluation process and rating received.

Evaluator/Rater Training

The District shall ensure that training is provided to all evaluators and observers of instructional administrator by an individual who has expertise in the evaluation tool used by the district, which may include either a consultant or an individual who has been trained to train others in the use of the evaluation tool. or tools. Such training shall include members of the board of education who evaluate the performance of the superintendent, and training must also be provided to the superintendent regarding the measures used by the evaluation tool and how each such measure will be used.

AG V-18. Discipline, Demotion or Dismissal of Teachers.

District administrators may issue corrective/disciplinary action in accordance with these guidelines. These guidelines apply to District teachers within the teacher bargaining unit. Further, these guidelines apply to all personnel (including administrators) whose employment is regulated by the provisions of the Michigan Teachers' Tenure Act, and fall within the definition of a "teacher" as set forth in Article 1, Section 1, of the Michigan Teachers' Tenure Act, MCL §38.71. All such persons subject to these regulations are hereafter referred to as "teachers".

Complaints

Any formal complaint regarding teachers made to the administration by a parent, student or other person which is directly considered in evaluating teacher performance or conduct, or is to be placed in the teacher's personnel file, shall be called to the teacher's attention as promptly as circumstances warrant. The District shall investigate the complaint to determine its accuracy before placing it into a teacher's file or taking any other action. As part of the investigation, the teacher is expected to fully cooperate with the investigation. A teacher's written response to a complaint will be attached to any copy of the complaint placed in the personnel file.

At the discretion of the administration, the identity of a parent or student complainant may be withheld if warranted by the circumstances.

When dealing with complaints pertaining to a teacher, the District or its administrators shall generally do the following:

A. Encourage the complainant to discuss his/her concern directly with the teacher, whenever the administrator believes it is appropriate to do so;

B. Conduct, or cause to be conducted, an investigation of the complaint or criticism as the administrator determines is required to determine its accuracy; and

C. Consider the nature and severity of the complaint or criticism, together with the teacher's prior record of conduct and performance, when determining the corrective or disciplinary action (if any) to be taken.

There may be circumstances in which, due to the nature of the complaint, the administrator does not immediately refer the complainant to the teacher. At all times, the best interests of the students and District shall be considered.

Teachers' Representation

A teacher shall be entitled to have a representative of the Association present during any investigatory interview which could reasonably result in disciplinary action. When a teacher request for such representation is made, no action shall be taken with respect to the teacher until such representation is present, provided that such representation is not unduly delayed that may compromise the investigation.

Standard for Discipline

No teacher shall be disciplined or demoted for a reason that is arbitrary or capricious.

As used in this paragraph, the term "discipline" or "disciplined" shall not include the non-renewal of any probationary teacher; provided, however, that a bargaining unit member who has not completed his/her probationary period and who has no right of appeal to the State Tenure Commission will not be demoted or discharged on the basis of an arbitrary or capricious reason.

The Board agrees to follow a policy of progressive discipline which, unless the seriousness of the offense warrants accelerated discipline, may include any of four steps, as determined by the appropriate District administrator:

A. verbal warning (which may be documented in the teacher's personnel file),

B. written reprimand,

C. suspension without pay not to exceed fourteen (14) days per incident or thirty (30) days per school year, or

D. demotion (suspension without pay longer than fourteen (14) days per incident or 30 days per school year) or tenure charges recommending termination of employment -- depending on the severity of the problem and the number of occurrences.

There may be circumstances when one or more steps are bypassed or accelerated. There are certain types of employee conduct the nature of which warrants a suspension without pay for a first offense, or, in situations that in the Administration's opinion are serious in nature, action seeking the termination of employment, without going through the usual progressive discipline steps.

Administrative Leave

The District retains the right to place a teacher on administrative leave pending review or investigation of complaints or other information which warrants such placement in the opinion of administration. Generally, administrative leave shall be with pay, unless a teacher has been convicted of a felony or is subject to bond conditions or other lawful orders which prohibit job performance, or the teacher is not otherwise required to continue to receive pay under the Tenure Act.

Demotion

Per the Tenure Act, demotion refers to suspension without pay for fifteen (15) or more consecutive days, reducing compensation for a particular school year by more than an amount equivalent to thirty (30) days' compensation, or transfer to a position with a lower salary (excluding changes in salary due to collective bargaining). The discontinuance or reduction of performance-based compensation paid pursuant to section 1250 of the Revised School Code, or

a reduction in personnel or work time, including but not limited to a reduction in workweeks or workdays, do not constitute a demotion.

Tenure Charges

Teachers on continuing tenure shall be dismissed or demoted through the procedures of the Tenure Act. When tenure charges are filed against a teacher, the Board of Education is allowed to suspend the teacher from the active performance of duty with pay, and, in special circumstances, without pay. For example, the Board of Education may place a suspended teacher's salary in escrow if criminal charges have been filed against that teacher. To provide another example, if tenure charges seeking dismissal have been filed against a teacher on continuing tenure who is convicted of a felony or the teacher is subject to bond conditions that prohibit contact with minor children, salary shall be discontinued.

Probationary Teacher Dismissal

A probationary teacher may be dismissed at any time in accordance with the provisions of the Tenure Act.

Probationary Teacher Nonrenewal

A probationary teacher serving a probationary period of four (4) or five (5) years must be notified at least fifteen (15) days before the end of the school year (typically June 30) that his or her services will be discontinued. If such probationary teacher started employment for the District after the first student day, or experienced a break in service, notice shall be provided at least fifteen (15) days before the end of the probationary year.

A probationary teacher serving a probationary period of two (2) years must be notified at least sixty (60) days before the end of the school year (typically June 30) that his or her services will be discontinued. If such probationary teacher started employment for the District after the first student day, or experienced a break in service, notice shall be provided at least sixty (60) days before the end of the probationary year.

Ineffective/Needing Support Ratings

The contract of a probationary teacher rated Ineffective/Needing Support on the final year-end performance evaluation shall not be renewed.

Any teacher on continuing tenure shall be subject to tenure charges seeking dismissal if s/he is rated Ineffective/Needing Support on three (3) consecutive final year-end evaluations.

In the District's discretion, a teacher on continuing tenure who receives an overall rating of Ineffective/Needing Support on a final year end evaluation may be subject to tenure charges seeking dismissal after one or two years of such ratings.

Minimally Effective/Developing Ratings

The contract of a probationary teacher rated Minimally Effective/Developing on the final year-end performance evaluation may not be renewed.

Upon administrative recommendation, teachers on continuing tenure who receive a final year end evaluation rating of Minimally Effective/Developing in one or more goal areas may be subject to tenure charges seeking dismissal following one or two (2) years of such ratings.

Rebuttal

A teacher may submit a written response to any disciplinary record or other adverse material placed in his/her file, provided such response is provided within a reasonable time. The response shall be attached to the disciplinary record or other material to which it applies, and if the disciplinary record or other material is released to a third party, the attached response shall also be released with it.

Appeal Procedure - Discipline Not Subject to the Tenure Act

Who May Appeal

Teachers on continuing tenure may appeal discipline, demotion, and dismissal which are subject to the Tenure Act in the manner provided by the Tenure Act. Discipline which is subject to the jurisdiction of the State Teacher Tenure Commission is excluded from this appeal procedure. Disciplinary action not subject to the Tenure Act that includes an unpaid suspension of three (3) or more days may be appealed to the Board Committee under this appeal procedure.

Probationary teachers may appeal disciplinary action and dismissal that includes an unpaid suspension of three or more days through this appeal procedure. Contract non-renewal is not disciplinary and is thus excluded from this appeal procedure.

How to Appeal

For purposes of this Appeal procedure, "days" shall mean days when school is in session, and, during the months of June, July and August, when school is not in session, "days" shall mean Monday through Friday, excluding weekends and holidays.

A teacher dissatisfied with a supervisor's disciplinary action may appeal in writing to the Superintendent or designee within ten (10) days, stating the reason(s) for the appeal. The Superintendent or designee will meet with the interested parties and decide the appeal in writing within ten (10) days after that meeting.

The teacher may appeal the Superintendent's decision by making a written request to the appropriate Board Committee (as identified by the Superintendent or designee) within ten (10) days following receipt of the Superintendent's decision. The Board Committee will meet with the interested parties, generally within twenty (20) days, and issue a decision in writing with ten (10) days after the meeting. The Association representative may participate in any such meeting on behalf of the teacher.

Timelines may be extended by written agreement of the participants. The decision of the Board Committee is final and binding.

Leave of Absence

Upon administrative recommendation, the Board of Education may place a teacher on an unrequested leave of absence for up to one (1) year because of physical or mental disability. The unrequested leave of absence is subject to renewal at the will of the Board of Education. As a condition of reinstating the teacher when the leave expires, the Board of Education or its Superintendent or designee may require the teacher to furnish verification acceptable to the Board of the teacher's ability to perform his or her essential job functions.

Future Changes in Procedure

Subject to applicable law, the District reserves the right to amend, revise or repeal all or any part of this procedure at any time, and no teacher shall have any vested right in the continuation of this procedure or any amendment thereof.

Article VI: Finances

AG VI-1. Fiscal Management

The Superintendent designates the [TITLE OF BUSINESS PERSON] to annually review the District's financial processes, procedures and internal controls and the governing law and accounting principles, and to make recommendations for possible revisions to such processes, procedures and controls.

AG VI-5. General Purchasing

The procurement of supplies, materials, equipment and services is necessary to carry out the School District's operating purposes. The [TITLE OF BUSINESS PERSON] is the District administrator designated with the responsibility for ensuring District procurements, given the circumstances, are: consistent with its school operating purposes and programs; conducted in a manner which is in compliance with all applicable legal requirements and Board policies; conducted in an efficient manner to maintain District operations; and done in a manner which seeks to secure the best possible cost for the District.

In situations where professional or other services, such as architectural, legal, engineering, consulting, and auditing services, are necessary for the District, the District recognizes that familiarity with District personnel, practices, and facilities often provides the most effective services and that there are advantages in maintaining continuity in the provision of these services. Unless otherwise required by law, these services do not require bidding or annual re-bidding. However, in certain situations where the Superintendent or Board of Education considers it in the District's best interest, the District may competitively bid such services to

ensure that the services and associated fees/costs are aligned with the District's best interests and industry norms. When the District elects to secure contracts for services, the criteria and basis for such selection and award will be determined by the Board of Education, following recommendations from the Superintendent, on a case-by-case basis.

AG VI-7. Construction

The procurement of labor and materials for the construction, addition, renovation or repair of School District buildings and facilities is necessary to maintain these assets and carry out the School District's operating purposes. The [TITLE OF BUSINESS PERSON] is the School District administrator designated with the responsibility for ensuring School District construction procurements, given the circumstances, are: consistent with its school operating purposes and programs; conducted in a manner which is in compliance with all applicable legal requirements and Board policies; conducted in an efficient manner to maintain School District operations; and done in a manner which seeks to secure the best possible cost for the School District.

In situations where professional or other services, such as architectural, engineering, construction management, technology designer, owner's representative and other consulting services are necessary for the School District to engage in connection with a construction project, the School District recognizes that familiarity with School District personnel, practices, and facilities often provides the most effective services and that there are advantages in maintaining continuity in the provision of these services. Unless otherwise required by law, these services do not require bidding or annual re-bidding. However, in certain situations where the Superintendent or Board of Education considers it in the School District's best interest, the School District may competitively bid such services to ensure that the services and associated fees/costs are aligned with the School District's best interests and industry norms. When the School District elects to secure contracts for professional services, the criteria and basis for such selection and award will be determined by the Board of Education, following recommendations from the Superintendent, on a case-by-case basis.

AG VI-9. Investments

The Superintendent designates the [TITLE OF BUSINESS PERSON] to annually review the District's investment procedures and internal controls and the governing law and accounting principles, and to make recommendations for possible revisions to such processes, procedures and controls.

AG VI-12. Fixed Assets/Inventory

The Superintendent designates the [TITLE OF BUSINESS PERSON] to annually, or more often if necessary, to update the District's fixed asset schedule.

Article VII: Facilities and Operations

AG VII-1. TOXIC HAZARD AND ASBESTOS HAZARD EMERGENCY RESPONSE.

Hazard Determination

The District's Toxic Hazard Preparedness ("THP") Officer shall rely on Material Safety Data Sheets ("MSDS") from material suppliers to meet hazard determination requirements.

Labeling

The THP Officer is responsible for ensuring that:

1. all in-incoming containers are properly labeled;

2. all in-coming products are checked for identity, hazard warning, and name and address of the responsible party;

3. all portable containers are labeled with identity and hazard warning;

4. piping systems are painted at access points and every ten (10) feet where the piping is eight (8) feet or closer to employee contact.

Material Safety Data Sheets (MSDS)

1. The THP Officer will be responsible for compiling the master MSDS file.

2. MSDSs will be available for review to all employees. Copies will be available upon request to the principals and other supervisors.

3. The THP Officer shall procure MSDSs on all purchase orders.

4. The THP Officer or Human Resources personnel shall provide supervisors with the required OSHA Right to Know poster and postings notifying employees of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

Employee Information and Training

1 The THP Officer shall coordinate and maintain records of training.

2. Before starting work, each new employee will attend a safety class or computer web class and be given a Hazardous Materials handbook which will have information on:

   a. chemicals and their hazards in their work areas;

b. how to lessen or prevent exposure to these hazardous chemicals;

c. what has been done to lessen or prevent workers' exposure to these chemicals;

d. procedures to follow if they are exposed to these chemicals;

e. how to read and interpret labels and MSDSs.

3. After attending the class in person or on-line each employee shall acknowledge in writing having received the written materials outlined above and received the safety training.

4. Before any new hazardous material is utilized in the District, appropriate employees will be given relevant information regarding the material. Supervisors will be responsible for seeing that MSDSs on the new chemical are available.

AG VII-2. PEST MANAGEMENT.

As mandated by Policy Article VII, Section 2, Integrated Pest Management (IPM) is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. An emphasis is placed on manipulation of the pest environment to the point that it will not support a pest population.

Michigan law requires that certain conditions must be met prior to making a pesticide application (other than sanitizers, germicides, disinfectants, or anti-microbial agents) in schools, public buildings, or health care facilities. These conditions include:

A. the pesticide applicator must have attended an approved IPM program;

B. there must be an IPM plan in place for the building.

Key Terms

Certified Applicator: A person authorized by the State to use and supervise the use of a restricted use pesticide.

Commercial Applicator: A person or entity that holds themselves out to the public as being in the business of applying pesticides.

General Use Pesticide: A pesticide that may be purchased by an individual who is not required to be a certified applicator. A pesticide product that is NOT general-use is a restricted-use product.

Pest: An unwanted insect, rodent, nematode, fungus, weed, or other form of terrestrial or aquatic plant or animal life, or virus, bacteria, or other microorganism.

Pesticide: A substance or mixture of substances intended for preventing, destroying, repelling, of mitigating pests or intended for use as a plant regulator, defoliant, or desiccant.

Ready-to-Use Pesticide: A pesticide which is applied directly from its original container consistent with label directions, such as an aerosol insecticide or rodent bait box, which does not require mixing or loading prior to application.

Registered Applicator: A classification of applicators authorized by the State to apply pesticides as a scheduled and required work assignment. Most often, this is a staff employee. Requires supervision by a certified applicator, unless applying only general use pesticides.

Communication — Sighting Log

A Pest Sighting Log and recordkeeping data will be used as part of the communication process. The building administrator(s) will ensure that pest sightings are recorded in the log.

Applicator Credentials

A person who applies a pesticide in a school building MUST have attended an approved IPM training session.

Pesticide applicators who conduct applications for hire *(i e.,* an outside contractor) must be licensed and certified. However, staff members who have attended an approved IPM training session may use a general-use ready-to-use product without being certified.

Pesticide Applications

Pesticide applications for non-emergency situations shall be conducted by an appropriately licensed applicator who has attended an approved IPM training program and shall be made in accordance with this IPM plan. Applications must be made in accordance with the pesticide labeling. The applicator shall use personal protective equipment that is appropriate relative to the potential exposure. Minimum personal protective equipment for applications using products that are not ready-to-use includes long pants, protective footwear, gloves that are impervious to the pesticide being applied, and long-sleeve clothing. Short-sleeve clothing may be worn if wash water or waterless soap is immediately available and it is not prohibited by the pesticide label.

Pesticide Application Records

Records of pesticide applications shall be maintained and contain:

A. site address and the location of the areas or room(s) where pesticides are applied;

B. the date of service;

C. the target pest(s);

D. an inspection report, including the number of pests found or reported (this information may be found in the sighting log), and the conditions conducive to pest infestation;

E. pest management recommendations made by the applicator, such as structural or habitat modification;

F. structural or habitat modifications or other measures that were initiated as a part of the IPM program;

G. the name, concentration and quantity of pesticide(s) used;

H. the name of the applicator;

I. the method and rate of application.

Pesticide Use In and Around Schools

This section contains information regarding parental notification and applications of insecticides, fungicides, and herbicides made in and around school property.

A. Notification

Within thirty (30) days of the beginning of each school year, the building principal or a designee shall provide written notification to parents (or guardians) of children attending the school of their right to be informed before any pesticide application is made to the school property. The notice shall state that pesticides may periodically be applied to school property and that parents (or guardians) have a right to request prior notification of such pesticide applications. The notice will also state that in the case of an emergency, pesticides may be applied without prior notice, but that those parents who request notification will be notified of the emergency application after it occurs.

The Superintendent or a designee shall provide an annual written notification satisfying all of the following requirements:

1. specifying two (2) methods by which advance notice of the application of a pesticide will be given at least forty-eight (48) hours before the application

   a. The first method shall be by posting at the entrances to the school.

   b. The second method shall be one (1) of the following:

      1. E-mail.

2. Posting on the school's website.

The notification requirements do not apply to common cleaners such as germicides and disinfectants. Notification requirements do not apply to bait or gel pesticide formulation.

Prior notification shall identify the approximate location of the application, the scheduled day or date of application, the type of pesticide to be applied, the method of application, and the target pest

B. Use of Insecticides, Fungicides, and Herbicides

1. Liquid spray or aerosol insecticide applications shall not be made in a room of a school building unless the room will remain unoccupied for at least four (4) hours UNLESS the product label requires a longer le-entry period.
2. Liquid spray pesticides used for turf or ornamental applications may not be made on school grounds within 100 feet of occupied classrooms during normal school class hours or when persons are using the treatment area.
3. The pesticide applicator shall notify the school's building administrator of any reentry periods that are required by the product label.

IPM Program Evaluation

The program shall be evaluated on a continual basis to determine the program's effectiveness and the need for program modification.

Posting

When making an application of pesticides, other than a general-use ready-to-use pesticide, the applicator shall place the appropriate signs or markers at the primary point or points of entry. It is the responsibility of the building administrator or a designee to ensure that the appropriate signs are posted.

A. Insecticide Applications

The primary point or points of entry must be posted. If multiple rooms or common areas such — as a cafeteria are treated, the main entry areas to the facility should be posted. If treatment was applied to a limited area (such as a single classroom), then the classroom can be posted. Postings shall remain posted at least forty-eight (48) hours after the most recent application of insecticide.

B. Ornamental or Turf Applications

The primary point or points of entry must be posted. Postings shall remain at least twenty-four (24) hours.

AG VII-11. Food Service Programs.

The District's food service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including, but not limited to, current United States Department of Agriculture (U.S D.A.) Dietary Guidelines for Americans and the USDA Smart Snacks om School nutrition standards.

The food service program will follow a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system, which shall be implemented with the intent of preventing food-borne illnesses.

The food service program shall also comply with the Healthy Hungry-Free Kids Act of 2010.

Food service in the District shall be the responsibility of the Department.

All meals provided will be sold on a cash basis each day or paid in advance through an account system, with the exception of students under a free meals program. Payment for school meals is expected at the time of purchase. Parents are expected to regularly monitor their child's meal account balance. The District recognizes, however, that, at times, students may come to school without sufficient funds in their meal account balance. If so, students may charge up to three lunches.

Overdue lunch charges will be managed by the Department. Communication and payment options should be provided to a student's parent or guardian. If resolution cannot be made, an alternative nutritional lunch may be provided for the student. Bad debt shall also be managed by the _____ Department. If resolution cannot be made, the Superintendent may resolve the debt using alternative District resources.

Substitutions to the standard meal requirements shall be made at no additional cost to a student who is certified by a licensed physician to have a disability which restricts his/her diet, in accordance with the criteria in 7 CFR 15 (b) (3); the certification shall identify the disability and major life activity affected by the disability; an explanation of why the disability affects the diet of the student; the food(s) to be omitted from the student's diet; and the food that to be substituted.

On a case by case basis, substitutions to the standard meal requirement may be requested at no additional cost to a student who is not disabled but has a signed statement from a medical authority stating the student cannot have certain food items due to a medical condition or other special dietary needs. The medical statement shall include the medical or dietary need that restricts the student's diet, the food(s) to be omitted from the child's diet, and the food(s) that may be used as a replacement.

For non-disabled students who need nutritional equivalent milk substitute, only a signed statement by a physician is required.

Free and reduced-price food services are available to eligible students. Free and Reduced Meal applications may be found in each school's main office. Recipients must complete a new application each year to determine eligibility.

AG VII-13. Website Accessibility.

The District recognizes the importance of ensuring accessibility of its website for students, prospective students, employees and the District's guests with disabilities.

A. Website Accessibility Compliance Standards

With regard to the District's website and any information provided through the District's website ("Online Content") which is developed by, maintained by, or offered through a third-party vendor or by open sources, the District is committed to compliance with the provisions of Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and its implementing regulation at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 (Title II), so that students, prospective students, employees and the District's guests with disabilities are able to acquire the same information, engage in the same interactions and enjoy the same benefits and services within the same timeframe as their nondisabled peers with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any of the District's programs, services and activities delivered online as required by Section 504 and Title II.

The District will adhere to the applicable and existing standards for website accessibility, including the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAIARIA) 1.0 for web content, or other standard or combination of standards that will render the Online Content accessible. In the event that the standards, laws and/or regulations change, the District will conform its policies and procedures to meet the change in the standards, laws and/or regulations.

B. Website Accessibility Coordinator and Training

The Website Accessibility Coordinator(s) for the District is/are:

[Identify Coordinator(s)]

The Website Accessibly Coordinator will be responsible for the coordination and implementation of the Website Accessibility Policy, and all other requirements relating to accessibility of the District's website. The Website Accessibility Coordinator will undergo annual training (along with any other staff responsible for creating or distributing information with Online Content) on the Website Accessibility Policy and their roles and responsibilities to ensure that web design documents and multimedia content are accessible. The training will be facilitated, in whole or in part, by an individual with sufficient knowledge, skill, and experience to understand and employ the technical standard(s) adopted by the District. With regard to staff who have already been fully trained at least once on the Web Accessibility Policy, the annual training requirement can be satisfied by disseminating notice that includes the Web Accessibility Policy *(e.g*, via email with a link to the Website Accessibility Policy), highlights any Website Accessibility Policy updates, and provides the Web Accessibility Coordinators' names, phone numbers, and email addresses, with a notation that they serve as a resource for staff with questions about the accessibility of Online Content.

C. Accessibility Complaints

Students, prospective students, employees and the District's guests with disabilities may report violations of the technical standard(s) used by the District, file a formal complaint through the District's Section 504 and Title II grievance procedure (through the District's Section 504 Coordinator), and/or contact the Web Accessibility Coordinator with any accessibility concerns. Website accessibility complaints regarding the inaccessibility of Online Content should include:

Name of complainant
Contact information of complainant (telephone number and email address)
Date of complaint
Description of the problem encountered
Web address or location of the problem page
Solution desired

Complaints shall be submitted in writing, via email, or by online form (linked on website). Complaints shall be automatically routed to the Website Accessibility Coordinator. The Website Accessibility Coordinator shall contact the Complainant within five (5) business days. If the information cannot be made accessible, the information shall be promptly provided by equally effective alternate access.

Records of each complaint, correspondence and resolution shall be maintained by the Website Accessibility Coordinator. Complaints filed through the District's Section 504 and Title II grievance procedure shall be filed with the District's Section 504 Coordinator. If a Complaint is filed through the District's Section 504 Coordinator, a copy of the Complaint shall also be provided to the Website Accessibility Coordinator.

D. Accessibility Audit

An accessibility audit will be completed initially after implementation of the Website Accessibility Policy and thereafter annually under the direction of the Web Accessibility Coordinator, during which information provided by the District through its Online Content is measured against the technical standard(s) adopted in the Web Accessibility Policy. All problems identified through the audit will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

E. Accessibility of Third-Party Sites

Some of the pages on the District website contain links to third-party sites. The District is not responsible for the Online Content or accessibility of third-party sites that do not relate to the District's programs, services and activities. The District makes no assurances regarding the accessibility of any Online Content that is posted, hosted or offered on the District's website by an individual or entity outside of the control of the District. The District will take steps reasonably calculated to prevent an individual or entity outside the control of the District from posting on the District's website, and agrees to promptly remove any inaccessible content once the District becomes aware of such content.

Online Content developed by, maintained by or offered through a third-party vendor or by using open sources, which is related to the District's programs, services and activities will be made

accessible under the District's Section 504 and Title II legal obligations, except where doing so would impose a fundamental alteration or undue financial and administrative burden.

The District, through the Website Accessibility Coordinator, will take the following steps to ensure accessibility of Online Content provided by third-parties which relate to the District programs, services and activities:

Use an accessibility validation tool to review the accessibility of the third-party website;
Inform third-party developers of the District's policy regarding website accessibility;
Provide links to third-party developers with information and resources on implementing website accessibility; and
Provide an alternate method to obtain the information provided on third-party websites as it pertains to the District programs, services and activities.

F. Fundamental Alteration or Undue Financial and Administrative Burden

The District, in providing equally effective alternate access, shall take actions that do not result in a fundamental alteration or undue financial and administrative burdens, but nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the same benefits and services as their nondisabled peers. In those circumstances where the District's Web Accessibility Coordinator believes that the proposed action would fundamentally alter the service, program, or activity would result in undue financial and administrative burdens, the District has the burden of proving that compliance would result in such alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the Superintendent or his or her designee after considering all resources available for use in the funding and operation of the service, program or activity and must be accompanied by a written statement of the reasons reaching that conclusion. If an action would result in such an alteration or such burdens, the District shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the benefits and services provided by the District.

AG VII-14. Acceptable Use Policy: Technology and Internet Safety

The District provides Technology Resources to support the educational and professional needs of its students and staff District Technology Resources afford students the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital age. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and is subject to the following reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State and Federal laws and the District's educational mission. The Board's Acceptable Use Policy ("Policy") and these guidelines govern use of District Technology Resources and personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the user is on District property or at a District-sponsored activity.

Individuals who use district technology are expected to:

A. Respect the privacy of other users. Users shall not intentionally seek information, obtain copies, modify files, data or passwords belonging to other individuals; represent themselves as another user, unless explicitly authorized to do so by that individual; attempt to gain unauthorized access to files, programs or network services; or disclose information whose release violates the Family Education Rights and Privacy Act ("FERPA").

B. Follow copyright law, patent law, and licensing agreements for software programs and websites. Users shall not plagiarize text, copy photographs, download Internet material, create unauthorized copies of software, or exceed license counts for purchased programs.

C. Preserve the integrity of computers and network systems. Users shall not intentionally develop, distribute, or implement programs that harass other users, infiltrate a computer or computing system and damage or alter software, a computer, or a computing system.

D. Report any misuse of the network to an administrator. Misuse is commonly viewed as any message or file sent or received that indicates or suggests pornography, violence, unethical or illegal solicitation, racism, sexism or inappropriate language.

E. Refrain from creating, sending, disclosing or accessing inappropriate materials. This includes text files, pornographic material, viruses or files dangerous to the integrity of the network.

F. Maintain the integrity of the electronic mail (email) system. Individuals are responsible for all mail sent or received under their user account. An individual who receives material that may be objectionable should immediately report it to an administrator.

G. Use district technology only for educationally relevant purposes and/or appropriate professional activities. This includes all software, hardware, data files, and the Internet.

H. Respect physical and data security. Users shall not share usernames and passwords and will follow suggested guidelines for passwords. Users shall show appropriate care for all hardware and technology. Users shall not circumvent

security procedures put in place by the district such as antivirus updates, security patches, and content filtering.

I. Adhere to the student code of conduct and other District policies regarding zero tolerance of bullying and/or cyberbullying.

Users have no right to or expectation of privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network, Internet connection or Cloud Based resources).

Pursuant to Federal law, the District has implemented technology protection measures that protect against (e.g. filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. The technology protection measures may be configured to protect against access to other material considered inappropriate for users to access. The District also utilizes software and/or hardware to monitor online activity of users to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The Superintendent or designee may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures, or to enable access for *bona fide* research or other lawful purposes.

Pursuant to Federal law, users shall receive education and training about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (*e.g.*, "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by users online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and will monitor the online activities of students while at school. Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Users will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teachers' approved plan for such use.

Users who disregard the Policy and these guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by the Policy and these guidelines.

AG VII-15. Copyrighted Works.

Article VII, Section 15 of the Board Policies provides that the District shall comply with the federal Copyright Act. The copyright laws, particularly in education, can be confusing and vague. The following guidelines are to assist staff in determining permitted uses of copyrighted material within the District. Staff members are expected before reproducing copyrighted material to determine if the proposed use is permitted under the Copyright Act. If staff members are unable to make such a determination on their own, they should consult with their building principal before beginning any reproduction project.

The Copyright Act provides protection of authorship of all works regardless of their format. These works include the traditional authorship of books, magazines, journal articles, photographs, art works, graphics, video sculpture, music, databases, software or multimedia and any transformed media into digitized format.

Willful acts of infringement of the copyright laws are prohibited.

Single Copy for Teacher's Use

A single copy from a copyrighted work may be made of the following by or for a teacher for use in teaching, in preparation for teaching, or for scholarly research purposes:

A chapter from a book;
An article from a periodical or newspaper;
A short story, short essay or short poem, whether or not part of a collective work;
A chart, graph, diagram, cartoon or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies of copyrighted work, but not to exceed one copy per student in the class, may be made by or for the teacher for classroom use as follows:

A complete poem if less than 250 words and if printed on not more than two pages;
An excerpt, containing not more than 250 words, from a longer poem;
A complete article, story or essay of less than 2500 words;
An excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less.
One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
Certain "special works" in poetry, prose or in "poetic prose" which may combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, not to exceed 2,500 words in their entirety. Such "special works" may not be reproduced in their entirety but an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text may be reproduced.

Exception for Spontaneous Usage

Copying of copyrighted works not specifically provided for above may nevertheless take place in the following limited circumstance:

The copying is at the instance and inspiration of an individual teacher, and
The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

General Requirements

Copying of copyrighted works, as permitted above, is not intended to serve as a substitute for the purchase of books or periodicals.

All copies of copyrighted works must include a notice of copyright.

The Superintendent, on behalf of the District, shall maintain full use, rights, and privileges on all software, manuals, devices, documents and programs, and related materials developed by staff during work periods for which they are compensated.

AG VII-16. Privacy of Social Security Numbers.

Except as permitted below, use, publication, or action that could lead to the disclosure of all or more than four sequential digits of the social security number of a District employee, student or other individual is prohibited.

The prohibition on the use of all or more than four sequential digits of an individual's social security number does not apply to the following:

1. Use that is required, authorized or permitted by State or Federal law, rule, regulation, or court order or rule.

2. Use to provide such information to a law enforcement agency, court or prosecutor as part of a criminal investigation or prosecution.

3. Use in a document sent as part of an application or enrollment process initiated by the individual.

4. Use in a document sent to establish, confirm the status of, service, amend, or terminate an account, contract, policy, or employee or health insurance benefit or to confirm the accuracy of a social security number of an individual who has an account, contract, policy, or employee or health insurance benefit.

5. An administrative use in the ordinary course of a business, by a person or a vendor or contractor of a person, to do any of the following:

   a. Verify an individual's identity, identify an individual, or do another similar administrative purpose related to an account, transaction, product, service, or employment or proposed account, transaction, product, service, or employment.
   b. Investigate an individual's claim, credit, criminal, or driving history.
   c. Detect, prevent, or deter identity theft or another crime.
   d. Lawfully pursue or enforce a person's legal rights, including, but not limited to, an audit, collection, investigation, or transfer of a tax, employee benefit, debt, claim, receivable, or account or an interest in a receivable or account.
   e. Lawfully investigate, collect, or enforce a child or spousal support obligation or tax liability.
   f. Provide or administer employee or health insurance or membership benefits, claims, or retirement programs or to administer the ownership of shares of stock or other investments.

Note: In addition to these Administrative Guidelines, Sections 1, 3, 4, 9 and 10 of Article VII of the Board Policies, respectively, require the Superintendent to implement an asbestos management plan; an exposure control plan related to bloodborne pathogens; a cardiac emergency response plan; a health, safety and welfare plan; a fire and emergency safety plan; and rules and regulations governing the transportation of students.

Article VIII: Community Relations

AG VIII-2. Freedom of Information Act

In accordance with Board Policy Article VIII, Section 2, the Superintendent has issued procedures and guidelines necessary to implement in the District the Michigan Freedom of Information Act. The FOIA Procedures and Guidelines are attached to these Guidelines as Appendix C. In addition, Michigan law requires the District to publish a written summary of its FOIA Procedures and Guidelines. The written summary is attached to these Guidelines as Appendix D.

AG VIII-4. Complaints.

Complaints about District staff, programs or practices should be resolved at the lowest possible administrative level. In most cases this will be the building principal.

Complaints can be formal or informal. Informal complaints are often shared with administration through casual interactions and do not require any further action on the part of administration after the interaction ends.

A formal complaint should be in writing and signed by the complaining party or parties. It should set forth the specific acts, conditions or circumstances of concern, and identify the relief being requested, that is within the authority of the District to grant. A formal complaint may be admitted to the building principal, another building administrator, or a central office administrator, who will ordinarily refer ft to building administration for consideration.

A building administrator should offer to meet with the complainant to discuss a formal complaint Following the meeting, a written, formal response to the complaint shall be provided within 5 school days, either recording the resolution of the complaint or otherwise responding to the complaint.

If the person registering the complaint is not satisfied with the response to the complaint, the person may request that central office administration review the matter. The Superintendent, or the Superintendent's central office designee, shall review the matter, and may meet with the complainant and/or perform an investigation as appropriate. The Superintendent or a designee shall provide a written response within 15 days of any meeting with the complainant or receipt of the request for review, whichever is later.

If the complaint has been investigated by the Superintendent's designee, and has not been resolved to the citizen's satisfaction, the citizen may request, within five (5) school days, that the complaint be reviewed by the Superintendent.

The parties involved in the complaint will have the opportunity to meet with the Superintendent within 15 school days after the Superintendent receives the designee's decision. The Superintendent will make a decision and notify the citizen, in writing, within 10 school days after: receiving the complaint and the designee's decision, if the parties involved in the complaint have not requested a meeting with the Superintendent; or, within 10 school days of meeting with the parties involved in the complaint.

AG VIII-6. Use of District Facilities.

The Board of Education maintains a policy of allowing the reasonable use, by properly organized and responsible community groups, of its buildings and grounds ("facilities"). The District's facilities have been provided by taxpayers primarily for educational uses, but such facilities may also be available for general community use, particularly for activities of groups that supplement the educational, recreational, cultural, and civic activities of children and the community.

Classification of Users

The school program has first priority in the use of all facilities. The priority of other uses for facilities is divided into four classes. Within each class, the facilities will be made available on a non-discriminatory basis.

A. Class I — School Groups

This classification includes groups whose membership and sponsor are members of the student body, District staff, community education, parent groups sponsored by the school, and/or recognized bargaining units representing District employees, or which have been approved by the Superintendent as supporting the educational needs of or promoting readiness for students potentially entering the District.

B. Class II — Youth Groups

This classification includes groups not affiliated with or sponsored by the District, but which are youth-oriented and whose membership thus largely consists of District students or youth who reside in the District. Examples include the Boy Scouts and Girl Scouts, the Little League or other youth athletic organizations.

C. Class III — Other Non-Profit Community Groups

This classification includes not-for-profit groups whose membership largely consists of members of the community who are not students of the District or who reside in the District. Examples include civic organizations, local government agencies, and other recreational activities.

D. Class IV - Other Groups

Other groups, including profit-making organizations, will be permitted to use District facilities when the anticipated use is not harmful to the public image of the District, as determined by the Superintendent or designee in his or her discretion, and will not result in misuse, overuse, or abuse of school property.

General Regulations

A. To avoid disruption of the school day and school activities, District facilities will be available to groups in Classes II, III, and IV beginning not less than fifteen (15) minutes after the conclusion of the school day, or on days (such as weekends) on which school is not in session. Notwithstanding this provision, units of government shall be permitted to use District facilities during school hours to conduct Federal, State, or local elections.

B. Use of District facilities shall be subject to the schedule of fees and/or rental charges established from time to time by the Superintendent. The Superintendent or designee may waive or permit reduced fees and charges for Class I or II groups.

C. No activities shall be conducted in or upon District facilities until an application for such use has been submitted to and approved by appropriate District representatives. Applications shall be made upon a form provided by the District, and shall first be submitted to the building principal to establish and approve the availability of the facility. Upon receipt of building approval, the application shall be forwarded to the _____for final approval. The District reserves the right to reject a usage application submitted by a group which has previously damaged or destroyed school property, or which has acted contrary to its usage permit, these regulations, or law.

D. A copy of the application approved at both the building and District level shall constitute a penult for the approved use. No variation from the terms of the permit by the permit holder will be allowed Changes are allowed as follows:

1. When unforeseen circumstances require the school to use a facility for which a permit has been granted, or when maintenance or other work must be done in or about the facility in order to permit normal school operation to continue, the District may cancel the permit. The District shall notify the permit holder of such cancellation as soon as possible. In the event of such a cancellation of the permit, the District shall return any prepaid rental and application fee to the permit holder.

2. An organization, which has been granted a permit, may cancel its use by notifying the District in writing at least ten (10) calendar days before the scheduled time for use. If cancellation occurs more than ten (10) days before the scheduled use, any prepaid rental and application fee shall be returned to the permit holder. A permit holder will be responsible for the full rental and application fee if it fails to give ten (10) days notice of cancellation.

E. The following terms and conditions are incorporated in each application and permit:

1. The permit holder is responsible for supervising the activities of persons using the facility for which it has obtained a permit, and shall take reasonable steps to prevent injuries or damage to persons and property.

2. The District shall be fully released from and indemnified against any and all liability and costs whatsoever to persons or property for injuries or damages resulting from the use of the facilities described in the permit, or any other use to which the permit holder puts the facility.

3. The permit holder will reimburse the District for the full cost of repairing any damage, over and above ordinary wear, to the facility during the permit holder's use of the facility, including damage caused by any member of the public.

4. Liability insurance coverage, as the District may require, shall be obtained at the user's cost. Such insurance shall be in a fain' acceptable to District administrators, and a certificate of insurance coverage shall be furnished to the District upon request. If deemed necessary by the District, the user shall provide a reasonable security deposit and/or security measures (including, without limitation, security personnel) as directed, at the user's cost.

5. The District shall be fully indemnified and released from any claim asserted by a municipality for reimbursement of additional expense for fire and/or police protection resulting from the use of a facility by an organization or individual.

6. No permit holder shall assign or sublease its permit without prior written approval of the Superintendent or designee.

7. Permit holders shall not use a District facility as their mailing address.

8. The permit holder shall indicate in all literature and other promotional materials in connection with the event to which the permit applies that the permit holder is not affiliated with the District, and shall not use an image or the name of the District or facility in materials promoting the event to which the permit applies.

F. Permits granting use of a facility expire with the close of the school year on June 30. Annual, seasonal, and extended time use applications should be submitted at least two (2) months before the proposed starting date of the use.

G. The District reserves the right to use, for any purpose, any portion of a facility not specifically reserved by the permit at the same time the permit is in effect.

H. A permit holder shall not serve food during an event unless proper licensing has been secured from the _____ County Department of Health. The public sale of materials, except as incidental to the program for which a permit has been issued, is prohibited on District premises.

I. The school principal must approve any decorations erected in connection with a permitted use. Any such decorations must also satisfy any legal requirements of the State of Michigan and local municipalities. Approved decorations must be erected so as not to damage or destroy District property. Decorations shall be removed from the facility by the permit holder before 8:00 a.m. on the day after the use.

J. With respect to fire prevention and safety:

1. Smoking on school property is prohibited.

2. Use of open flames at a District facility, except as part of the school curriculum, is prohibited.

3. Exits and corridors must be kept free of obstructions to ingress and egress.

K. The possession or use of alcoholic beverages on school property is prohibited.

L. Permit holders shall not use District supplies or materials. Permit holders' supplies and materials may be stored in a District building only with the permission of the building administrator.

M. Permit holders may use District equipment only if and to the extent stated in the permit.

N. Appropriate shoes must be worn by participants using gymnasium floors.

O. A use permit is subject to immediate cancellation if these regulations or any other requirements imposed by the District are not followed, or if there is a violation of law while District facilities are being used.

AG VIII-7. School Visitors.

Resident and parent visits shall be made in accordance with the following guidelines:

A. Visits shall normally be scheduled with the teacher and the building principal to the extent possible. Unscheduled visits are discouraged.

B. Such visits are for the purpose of becoming acquainted with school instruction, programs, personnel, operation, and/or the facility.

C. Visitors shall refrain from giving directions or making evaluations of personnel or operating procedures during their visits.

D. If a school visit leaves a visitor with a concern, this concern should be discussed first with the building principal, and then the Deputy Superintendent or Superintendent.

E. Board members who have children in the schools and therefore have parental opportunities to converse with their child's teacher, counselor or administrator shall make it clear that they are speaking and/or visiting as a parent and not as a member of the Board.

AG VIII-9. Advertising; Distribution or Posting of Information.

"Outside organizations" is defined as any organization or individual that is not officially affiliated with the District or an individual school or department or a Recognized Student Group within the school system. NOTE: All parent support groups (e.g. parents' clubs, booster clubs, PTOs, Kids Club or equivalent, and community services are officially affiliated with the District.

Materials from outside organizations or individuals may be distributed to students and/or staff as follows:

A. Materials may be posted on a District electronic bulletin board through application to the Superintendent's office and payment of a designated fee. The electronic bulletin board is open to both for-profit and non-profit organizations offering educational or recreational opportunities for youth and parenting programs. The following disclaimer will appear on the electronic bulletin board:

Information posted on this electronic bulletin board is provided as a community service All organizations posting information on this site have applied to the District

B. Materials that have been approved by the Superintendent's office and posted on the electronic bulletin board may also be displayed on designated school literature racks or counters provided that the racks or counters post a sign with the disclaimer listed in A above.

C. No materials from outside organizations may be distributed in student backpacks, attached to school newsletters, announced on district public address systems or video systems, displayed on district bulletin boards (except as noted above) or walls, transmitted on district television channels, placed in staff mailboxes, or printed on school system photocopiers or computer printers, except that such means may be used in the following limited circumstances:

1. Materials publicizing programs that are sponsored by or co-sponsored by the District in collaboration with other organizations, may be distributed by these means provided that such materials are approved by the Superintendent or designee. The Superintendent or designee will notify building administrators to let them know that the materials have been approved for distribution.

2. Materials publicizing programs offered by student-led after-school programs in accordance with the Federal Equal Access Act may be distributed by these means provided that such materials have been reviewed and approved by the Superintendent or designee. The Superintendent or designee will notify building administrators to let them know that the materials have been approved for distribution.

Nondiscrimination Policy

The district operates as a limited open forum. Therefore, decisions regarding distribution of materials must be conducted in a neutral and nondiscriminatory manner.

AG VIII-10. Volunteers.

In Article VIII, Section 10 of its policies, the Board recognizes the value of volunteers. The Board states, however, that District administrators shall be not be required to accept a volunteer whose history or skills are not in accord with District standards and needs. No person has a right to volunteer in a school or a program in the District, and the decision of whether to accept a particular volunteer is left to the sound discretion of District administration.

Volunteers who have completed the required pre-screening process and are otherwise approved by District administration are subject to all Board policies and District guidelines while on duty as a volunteer, and may be asked to sign a form recognizing these obligations.

APPENDIX A

_____ SCHOOL DISTRICT

STUDENT CODE OF CONDUCT

Preamble

The District recognizes:

A. The primary intent of society in establishing a system of public schools is to provide an opportunity for learning;

B. An environment that fosters learning places paramount importance on the achievement of educational objectives; and

C. Educational objectives include both the mastery of academic disciplines and the responsible exercise of civic rights and responsibilities.

This Student Code of Conduct is concerned with individual rights in the context of the school community. To create and maintain an appropriate school environment, respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community. Students are expected to show respect for real and personal property, pride in their work, attain high achievement within the range of their ability, and demonstrate exemplary personal standards of courtesy, decency and honesty.

The Code of Conduct identifies standards of conduct needed to support the educational objectives of the District and to protect each student's right to a safe, orderly, and productive learning environment. While reasonable rules and regulations regarding behavior are necessary for a safe and orderly school environment, the District affirms its commitment to support the efforts of all students to manage their own behavior. Support for students may be demonstrated in a variety of ways, including the following examples:

A. School practices and policies that promote appropriate school behavior and respectful learning environments.

B. Communication of student behavioral expectations to parents.

C. Communication of clearly stated expectations for student behavior to students.

D. Teachers using effective instructional and classroom management strategies.

E. Appropriate consequences for unacceptable behaviors.

F. Interventions and alternatives to exclusion from school, including restorative practices, whose purpose is to prevent the reoccurrence of inappropriate behavior. A sampling of alternatives to exclusion is listed elsewhere in this document.

G. Specialized, intensive and individualized interventions for students whose pattern of unacceptable behavior warrants it.

It is also the District's responsibility to respect, at all times, the rights and privileges of the students as defined in this Student Code of Conduct. In disciplining students and regulating their conduct, the District strives to assure that guidelines and consequences are appropriate and proportionate in nature, consistent with applicable law, constructive and limited to that reasonably necessary to promote the District's educational objectives.

The Student Code of Conduct also provides a clearly defined opportunity for a student who stands accused of unacceptable conduct to a fair appeal process and allow opportunity for the student's learning to continue.

The hallmark of the exercise of disciplinary authority shall be reasonableness and fairness.

Substantial effort shall be made by staff members to resolve problems through effective utilization of District resources in cooperation with the student and his or her parent or guardian.

The District strongly encourages students who witness or are otherwise made aware of potential conduct by another student that is or may be dangerous to other students or staff members to report the conduct to an administrator, staff member or other adult. While the District understands that peer pressure and a sense of loyalty make reporting the conduct of others challenging, as students mature they recognize that the protection of the safety of others is often more important than protecting a fellow student who has engaged or is about to engage in dangerous conduct.

Application and Scope of the Code

The Student Code of Conduct covers all students enrolled in the District (including during summer school), and is applicable to a student's conduct:

1. On any premises owned, leased or used by the District;

2. In a motor vehicle owned or leased by the District or being used for a school-related purpose;

3. At a school-related event, activity or function;

4. Traveling (by vehicle, on a bicycle, on foot, or any other way) to or from school or a school-related event, activity or function; and

5. In any other location, where the conduct has a sufficient connection to or with the District, District personnel or students, or District property that it

adversely and significantly affects, interferes with or endangers good order or the educational environment at school, or the proper functioning of the educational process; or where application to non-school locations is expressly provided for.

The fact that the Code of Conduct applies to all students in the District does not mean that all offenses are to be handled in the same way, regardless of the age and grade level of the student. Ranges of possible consequences for each offense are provided, and the District expects and intends that students' age and grade levels will be factors taken into account in determining a proper level of consequence.

Implementation of the Code

Implementing and enforcing the Code is primarily the responsibility of the principal. When used in the Code, the term "principal" is the assigned principal, an acting principal, an assistant principal, or any other individual so designated by the principal or central administration. Principals shall keep records of disciplinary action.

When the nature of an offense permits, disciplinary consequences will occur progressively, with the intent to provide guidance and counseling whenever possible. In cases of severe offense, however, it may be necessary to proceed directly to an advanced level of disciplinary action.

Removal of a Student from School Pending Investigation

The Board has determined that when an administrator deems it necessary, the administrator may temporarily remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary:

A. to complete the investigation of an alleged infraction or incident,

B. to defuse a situation that could become worse without such removal, or

C. in unusual circumstances, to permit the student to be accorded due process, as defined in this policy, which shall be accorded as soon as possible thereafter, or

D. for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident that prompts it may conclude in disciplinary action. If the incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

Confidentiality of Disciplinary Records

A student's record of disciplinary action is confidential. Parents or guardians may request and receive a copy of a school record of disciplinary action about their own child. Except as required

by law or State mandate, or in keeping with a parent's written request, or a student's written request if age 18 or older, a student's record of disciplinary action is not released.

Reporting Certain Offenses to Local Police

In compliance with MCL §380.1308 and the Response Guide for Reportable Incidents issued as part of the Statewide School Safety Information Policy, the District is required to report certain incidents of student misconduct or other activity on school property to local police agencies within the limits of the Family Educational Rights and Privacy Act. The following must be reported:

1. An active violence incident.
2. An incident involving a threat of violence or serious incident that could jeopardize the safety of students and staff (such as an armed student, weapons on school property, intruder, active threat, hostage incident, gang violence, etc.).
3. A death or homicide.
4. A physical assault in which the victim alleges injury, the victim is a member of school staff, there is injury to the victim or suspect that requires medical attention, or the suspect used a weapon during the assault.
5. A drive-by shooting.
6. An arson, explosive or fire incident that could jeopardize the safety or students or staff.
7. A bomb threat.
8. A suicide attempt.
9. A threat of suicide (to the extent regarded as a genuine threat using the District's threat assessment protocol.
10. A sexual assault (criminal sexual conduct) incident.
11. A robbery or extortion.
12. A significant (over $100 in value) larceny, or larceny motivated by hate or gang-related.
13. A trespass incident where the trespasser is asked to leave and fails to do so, where the trespasser could jeopardize the safety of students or staff.
14. An unauthorized removal of a student from school.
15. Drug or alcohol use or overdose.
16. Drug or alcohol possession or sale.
17. An incident on a school bus or at a bus stop that could jeopardize the safety of students or staff.

Building administrators have the discretion to report other types of student misconduct to local police agencies in the interests of protecting the safety of students and staff.

Police interrogation of students, if any, shall comply with Board Policy Article IV, Section 16.

Non-Discrimination

The District does not discriminate on the basis of race, color, national origin, sex, gender orientation, disability, or age in the imposition of discipline upon District students.

Considerations Before Imposition of Discipline; Restorative Practices.

In accordance with state law and Board Policy Article IV, Section 9, and except as specifically provided below, before a student may be suspended, expelled or permanently expelled, the District administrators making the disciplinary decision shall consider each of the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student is a student with a disability;
4. the seriousness of the violation or behavior committed by the student;
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member;
6. whether restorative practices will be used to address the violation or behavior committed by the student; and
7. whether a lesser intervention would properly address the violation or behavior committed by the student.

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Superintendent has developed an appropriate checklist to be used to document consideration of these factors.

Except as provided below, the District has discretion over whether to suspend, expel or permanently expel a pupil. In exercising this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless administration can demonstrate that it considered each of the factors listed above.

The obligation to consider the factors listed above shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

The District shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. If the District suspends or expels a student, the District shall consider using restorative practices in addition to suspension or expulsion. The obligation to consider restorative practices shall not apply to a mandatory expulsion for possession of a firearm in a weapon-free school zone.

"Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. Restorative practices shall be considered as an alternative or in addition to suspension or expulsion of a student. The Superintendent has established procedures for the use of restorative practices within the District.

OFFENSES

Listed below are offenses committed by District students that may lead to discipline, along with a range of possible penalties.

I. Offenses Against Other Students or Staff

Offenses Involving Physical Altercations Between Students.

Physical altercations between students may involve different levels of severity. This Code recognizes three such levels: "inappropriate physical behavior;" "fighting," which is more serious; and the most serious, "physical assault." Ordinarily, a fight will not rise to the level of a physical assault, although an act that causes or incites a fight may constitute a physical assault if it is sufficiently serious – *i.e.,* unprovoked, unanticipated, or unusually violent. Physical altercations that are not serious enough to be classified as a physical assault will generally be classified as "fighting" or "inappropriate physical behavior."

Inappropriate Physical Behavior: A student shall not engage in roughhousing, shoving, hitting, slapping and other inappropriate physical behavior that does not rise to the level of "fighting" or "physical assault."

Consequence: Administrative alternatives through suspension.

Fighting: A student shall not engage in hostile physical contact with another individual, or inciting or prompting others to fight.

Consequence: Suspension through expulsion.

Physical Assault: A student shall not intentionally cause or attempt to cause physical harm to another through force or violence.

Consequence: Suspension through permanent expulsion.

Verbal or Written Assault: A student shall not engage in conduct, either verbally or in writing, that places or is likely to place a student, staff or others in fear of imminent injury to person or property.

Consequence: Administrative alternatives through expulsion.

Hazing: A student shall not engage in the hazing of another student, regardless of whether the person being hazed, his parent or guardian, has given actual or implied consent to the hazing. "Hazing" is defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm.

Consequence: Suspension through permanent expulsion.

Discriminatory Harassment: A student shall not intentionally engage in harassment relating to a person's sex, sexual orientation, gender identity, race, color, national origin, religion, height, weight, marital status, or disability. "Harassment" means any threatening, insulting, or

dehumanizing gesture, use of technology (including social media), or written, verbal or physical conduct directed against a student or a group of students or a 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.

Consequence: Administrative alternatives through expulsion.

Sexual Harassment: A student shall not intentionally engage in sexual harassment of another person. Under Board Policy Article IV, Section 12, "sexual harassment" consists of 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; or

B. submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or

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.

Consequence: Administrative alternatives through expulsion.

Bullying: A student shall not engage in conduct that violates the District's anti-bullying policy. Under Board Policy Article IV, Section 13, "bullying" means any written, verbal or physical act, or any electronic communication, including, but not limited to, cyberbullying (via social media or otherwise), that is intended or that a reasonable person would know is likely to harm one (1) or more District students, either directly or indirectly, by doing any of the following:

A. substantially interfering with educational opportunities, benefits or programs;

B. adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;

C. having an actual and substantial detrimental effect on a student's physical or mental health; or

D. causing substantial disruption in, or substantial interference with, the orderly operation of the school..

Consequence: Administrative alternatives through expulsion.

Threats/Intimidation: A student shall not take any action that is designed to coerce, threaten or intimidate a student or staff member, including, without limitation, a person who is participating in an investigation or proceedings conducted under the Student Code of Conduct.

Consequence: Suspension through permanent expulsion.

Coercion, Extortion, Blackmail: A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not obtain, or attempt to obtain, money or other items of value from an unwilling person, nor shall a student by threats and/or violence, force another person to perform an act unwillingly.

Consequence: Suspension through expulsion.

Inappropriate Sexual Activity: A student shall not engage in sexual activity, whether consensual or non-consensual, which is not appropriate for students but which does not rise to the level of criminal sexual conduct.

Consequence: Suspension through expulsion.

Criminal Sexual Conduct:

A. A student shall not engage in conduct which violates Michigan's Criminal Sexual Conduct law (MCL §§750.520b, c, d, e or g).

Consequence: Expulsion through permanent expulsion.

B. **Regardless of location**, a student shall not engage in conduct which violates Michigan's Criminal Sexual Conduct law (MCL §§750.520b, c, d, e or g) with another student enrolled in a school in the District.

Consequence: Expulsion through permanent expulsion.

[**NOTE:** Under state law, the District **may** suspend or expel a student who **commits** criminal sexual conduct with another District student. The District **shall** suspend or expel a student who is **convicted**, by plea or adjudication, of criminal sexual conduct with another District student.]

Actions by Alleged Victims of Sexual Assault

A student who reports being, or is reported to have been, the victim of sexual assault or an attempted sexual assault – defined as being the victim of criminal sexual conduct under MCL §§750.520b, c, d, e, or g – and who commits an action immediately preceding, immediately following, or that could reasonably be tied to the sexual assault incident, shall not be expelled or suspended for more than 10 school days as a result of that action, unless 1) the student is convicted of or found responsible for certain crimes or actions identified in MCL §1310e(2)(a) and (b); 2) a Title IX investigation has concluded that the report of sexual assault is conclusively false; or (c) the Board of Education or its designee, after considering all facts, determines that an expulsion or suspension of more than 10 days is justified.

Consequence: As specified above.

II. Infractions Endangering Other Students and/or Staff.

Bomb Threat or Other Threats of Mass Harm: A student shall not threaten to set off a bomb or other explosive or dangerous device, or otherwise threaten the school in general by threatening to bring a weapon(s) to school in order to harm multiple students or staff members.

Consequence: Suspension through permanent expulsion.

Arson: A student shall not burn, or attempt to burn, a school building, structure or property; or intentionally set, or attempt to set, a fire on school property; or cause, or attempt to cause, an explosion on school property; or engage in conduct that violates Michigan's arson statutes.

Consequence: Suspension through permanent expulsion.

Theft: A student shall not steal, or attempt to steal, or knowingly be in the unauthorized possession of, school property or the property of another person.

Consequence: Administrative alternatives through expulsion.

Gang Activity: A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the District's education mission. Gang activity includes, but is not limited to, the following:

- Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
- Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
- Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.

- Recruiting student(s) for gangs._

Consequence: Suspension through permanent expulsion.

Fireworks, Explosives, Dangerous Substances: A student shall not possess, attempt to possess, handle or transmit any fireworks or substance that can explode, or is capable of inflicting bodily injury or cause physical discomfort to another person.

Consequence: Suspension through permanent expulsion.

Weapons: Firearms: A student shall not possess a firearm. A firearm is any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or silencer; or any destructive device, but not including an antique firearm.

Consequence: Mandatory permanent expulsion, pursuant to state law.

Weapons: Other Dangerous Weapons: A student shall not possess, attempt to possess, handle, use or transmit a dagger, dirk, stiletto, knife with a blade 3" or more in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.

Consequence: Suspension through permanent expulsion.

Weapons: Look-Alikes: A student shall not possess, attempt to possess, handle, use or transmit a toy weapon or look-alike or replica weapon without the prior approval of a teacher or administrator.

Consequence: Administrative alternatives through expulsion.

Weapons: Other Weapons: A student shall not possess, attempt to possess, handle, use or transmit any other weapons or instrument used as a weapon, including, but not limited to, a martial arts weapon; an air gun; a knife with a blade less than 3" in length; or any instrument or item that inherently, or by its use in a particular case, inflicts or may inflict injury or endangers personal health or safety.

Consequence: Suspension through permanent expulsion.

III. Infractions Endangering Violators and Others.

Smoking: A student shall not smoke, chew, or otherwise use or have in his or her possession or under his or her control tobacco in any form, or any device or paraphernalia of any kind that may be used for smoking. A student shall not smoke or otherwise use or possess e-cigarettes and/or vaporizers ("vaping").

Consequence: Administrative alternatives through suspension.

Alcohol: A student shall not use, consume, possess, attempt to possess, deliver, sell or share, or be under any degree of influence of alcoholic beverages.

Consequence: Suspension through expulsion.

Drugs: A student shall not use, consume, possess, attempt to possess, deliver, sell or share, or be under any degree of influence of drugs whose use is prohibited by state or federal law. A student shall not willfully misuse prescribed or over-the-counter medications in a way that results or could result in intoxicating or dangerous effects. A student shall not possess drug paraphernalia (any equipment, product, accessory, or material that is utilized or modified for making, using, or concealing prohibited drugs).

Consequence: Suspension through permanent expulsion.

Inhalants or Other Chemical Substances: A student shall not manufacture, use, consume, possess, attempt to possess, deliver, or be under any degree of inhalants or intoxicating chemical substances of any kind.

Consequence: Suspension through permanent expulsion.

Gambling: A student shall not engage in gambling or illegal games of chance of any kind, or be in possession of gambling paraphernalia.

Consequence: Administrative alternatives through expulsion.

IV. Educational or Other Dishonesty

Cheating: A student shall not engage in academic cheating, including, but not limited to, the giving or receiving of unauthorized aid or assistance or the giving or receiving of unfair advantage in any form of academic work.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Plagiarism: A student shall not present or use the language, structure, idea and/or thought of another as the student's own.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Forgery: A student shall not use the property, including the handwritten or electronic signature, of another without the other's permission.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Copyrighted Materials: A student shall not knowingly and unlawfully duplicate, reproduce, retain or use material protected by copyright or trademark.

Consequence: Administrative alternatives through suspension.

False Allegations: A student shall not libel, slander, defame or make false allegations against another student, a District employee, contractor, volunteer or Board member.

Consequence: Administrative alternatives through expulsion.

Falsification of Records: A student shall not falsify information on District forms or records or cause them to be altered.

Consequence: Administrative alternatives through expulsion.

False Identification: A student shall not use another person's identification or give false identification to any school official with intent to deceive school personnel or to falsely obtain money or property.

Consequence: Administrative alternatives through expulsion.

Fraud or Misrepresentation: A student shall not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value or for any other reason.

Consequence: Administrative alternatives through expulsion.

V. Infractions Disruptive to the Educational Environment.

Closed Campus Violation: A student shall not leave his or her school campus other than at the end of the school day without permission of school staff or other authorization.

Consequence: Administrative alternatives through suspension.

Clothing/Dress Code: A student shall not dress or groom in a way that violates a District or building dress code, or that interferes with the safety or health of the student or other students or creates, or potentially creates, a disruptive influence on the educational environment.

Consequence: Administrative alternatives through suspension.

Concerted Disruptive Activity: A student shall not engage in any concerted activity designed or reasonably likely to disrupt the educational environment or the operations of a

school or the District, such as a strike, a refusal to attend a class or to leave a classroom or a school when directed, or disruption of a class or a school by noise, passive resistance or other disturbance, nor shall a student influence or urge other students to engage in such behavior.

Consequence: Administrative alternatives through expulsion.

Negligent Destruction of Property: A student shall not through negligence or carelessness, but not intentionally, act in such a way as to damage the property of others, including the District.

Consequence: Administrative alternatives, including restitution.

Intentional or Reckless Destruction of Property/Vandalism: A student shall not intentionally or recklessly act in such a way as to damage the property of others, including the District.

Consequence: Suspension through permanent expulsion.

False Alarm: A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report, or tamper with fire or other alarm or emergency equipment in a way that causes or is likely to cause a false alarm, or causes or is likely to cause the equipment to be unable to transmit an alarm.

Consequence: Administrative alternatives through suspension.

Throwing Food: A student shall not throw food or beverages in a cafeteria, hallway or classroom, or otherwise engage in a "food fight."

Consequence: Administrative alternatives through suspension.

Non-compliance with Directive: A student shall not fail or refuse to carry out a reasonable request by school personnel; engage in insolence or defiance toward school personnel; fail to complete an assigned disciplinary action; or fail to leave school property, a school-related vehicle, or a school-sponsored activity when directed to do so by school personnel.

Consequence: Administrative alternatives through suspension.

Littering: A student shall not fail or refuse to properly dispose of food or other refuse.

Consequence: Administrative alternatives through suspension.

Pranks/Practical Jokes: A student shall not engage in mischief or antics which cause, or are reasonably likely to cause, harm to others or disruption of the educational environment.

Consequence: Administrative alternatives through suspension.

Inappropriate Vehicle Usage: A student shall not drive a vehicle in an unsafe or illegal manner, or park a vehicle in an inappropriate manner or location.

Consequence: Administrative alternatives through suspension.

Profanity/Vulgarity: A student shall not use profane or vulgar language, or engage in profane or vulgar conduct.

Consequence: Administrative alternatives through suspension.

Trespassing: A student shall not be on school property or in a school building at times or in locations other than for legitimate educational purposes or school events, or at times when the student is under suspension, expulsion or other assigned exclusion from school.

Consequence: Administrative alternatives through permanent expulsion.

Unauthorized Use of School Equipment: A student shall not use District property, such as telephones, copiers, computer equipment, fax machines, laboratory equipment or athletic equipment or supplies, without authorization or in a dangerous or illegal fashion.

Consequence: Administrative alternatives through suspension.

Violation of Technology Acceptable Use Policy: A student shall not violate the District's Technology Acceptable Use Policy.

Consequence: Administrative alternatives through expulsion.

Indecency: A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, such as obscenity, indecent exposure, or the use of language in verbal or written form, in pictures, or in caricatures or gestures that are offensive to the general standards of propriety.

Consequence: Administrative alternatives through permanent expulsion.

Public Displays of Affection: A student shall not engage in inappropriate or public displays of affection with others.

Consequence: Administrative alternatives through suspension.

Electronic Communication or Media Devices: A student shall not possess or use an electronic device at times or in locations that are not permitted, or in ways that violate the District's Acceptable Use Policy.

Consequence: Administrative alternatives through suspension.

VI. Other Infractions.

Other School Rules: The Superintendent and the Principal of each school may develop such other school rules and regulations as may be necessary or appropriate to govern the conduct of students of the District. A student shall not violate such rules or regulations.

Consequence: Administrative alternatives through permanent expulsion.

Other Unacceptable Conduct or Inappropriate Behavior: A student shall not engage in other conduct that endangers, or has the potential to endanger, the student, other students, staff, or other persons, or property, or that otherwise disrupts, or has the potential to disrupt, the educational environment of a school or the District.

Consequence: Administrative alternatives through permanent expulsion.

ADMINISTRATION OF THE CODE OF CONDUCT

LEVELS OF DISCIPLINE

Unacceptable student conduct, as defined above, may give rise to several levels of discipline, including administration alternatives to exclusion from school, emergency removal (snap suspension), suspension, expulsion or permanent expulsion.

Exclusion of a student from the educational programs of the District is a serious sanction, however, and thus administrators are encouraged, in appropriate cases, to consider administrative alternatives other than exclusion from school.

Level 1: Administrative Alternatives

Listed below is a non-exclusive list of administrative alternatives to exclusion from school that may be considered, with the appropriateness of a particular alternative dependent on the seriousness of the infraction, the student's age and discipline history, and other circumstances and factors.

Classroom time out
Lunch-time detention
Before or after school detention (after notice to parents)
Denial of participation in school or extracurricular activities or events
Denial of the right to attend non-classroom school events
Student-parent-school behavioral contracts
A written assignment pertinent to the unacceptable conduct
Confiscation of materials or items that are part of the unacceptable conduct
Academic warnings
Additional classroom assignment(s)
Work assignment at school (cleanup or minor repairs)
Required community service
In the case of property damage, full financial restitution

Loss of parking privileges at school
Probationary status
Restorative practices

Level 2: Emergency Removal ("Snap Suspension")

A student may be removed from any class, subject, or activity for up to one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Level 3: Suspension

The Superintendent, the Superintendent's designee, or a building administrator may suspend a student for a period of up to 60 days. Ordinarily a suspension will be imposed by a building administrator.

Level 4: Expulsion of 61 to 180 days

The Superintendent, the Superintendent's designee, or a building administrator may expel a student for from 61 to 180 days. Ordinarily an expulsion will be imposed by a building administrator.

Level 5. Permanent Expulsion or Expulsion of Greater Than 180 Days

Upon the recommendation of a building administrator, the Superintendent or the Superintendent's designee may permanently expel a student or expel a student for greater than 180 days.

Note: The imposition of penalties for infractions other than mandatory permanent expulsion is subject to consideration of certain factors established by state law and Board Policy Article IV, Section 9, as discussed above.

Discipline of Students with Disabilities.

The rules governing student conduct apply to all students. The District, however, will fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Michigan Mandatory Special Education Act when disciplining students with disabilities.

Responsibility of the Excluded Student

Students Excluded for 10 Days or Less: Students who are assigned to in-school suspension, including students excluded by emergency removal for one (1) class, subject, or activity, and students who are suspended for 10 days or less, will be provided the course content (*i.e.*, worksheets, handouts, assignments), except for notes and other information provided by the teacher during the class period that would be considered part of the in-class lesson. Any content that would have received a grade will not be graded; the ungraded content will not be averaged into the student's final grade for the class. A student shall be offered make-up privileges during the time of the exclusion. It shall be

the responsibility of the student to contact each teacher for course content and/or to arrange for make-up opportunities as determined by the teacher.

Students Excluded for 11 to 90 Days: Students who are suspended for more than 10 days or expelled for up to 90 days shall have access to course content, and are encouraged to keep up with the work of their classes. Any content that would have received a grade will not be graded; the ungraded content will not be averaged into the student's final grade for the class. A student shall be offered make-up privileges during the time of the exclusion. It shall be the responsibility of the student to contact each teacher for course content and/or to arrange for make-up opportunities as determined by the teacher.

Students Expelled for More Than 90 Days or Permanently Expelled: Students under 18 years old who are expelled for more than 90 days or permanently expelled from school remain subject to the state compulsory education law, MCL §380.1561. It is the responsibility of the student and the student's parent(s) or legal guardian(s) to locate a suitable alternative educational program and to enroll the student in such a program unless/until the student is reinstated to school in the District or the student reaches the age of 18. The Michigan Department. of Education Office of Safe Schools is charged with compiling information and options for alternative schooling.

Students who are expelled for more than 90 days or permanently expelled are required to return to the principal all school-owned property in their possession as soon as possible.

DUE PROCESS

Students subject to suspensions greater than 10 days or expulsion of 180 days or less.

Except in emergency situations, prior to the implementation of a suspension or expulsion a student shall be given due process, consisting of oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and the opportunity to respond. When such suspension or expulsion has already occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall be responsible for making the suspension decision, and shall provide the student the opportunity be heard.

A suspension or expulsion of 180 days or less may be appealed by the student and/or the student's parent or guardian to the Superintendent or Superintendent's designee, using the following procedure:

1. A student or parent wishing review of a suspension or an expulsion shall first request a conference with the principal to review the expulsion within five (5) school days of the mailing of written notice of the expulsion. If no such conference is requested, the suspension or expulsion shall be deemed final.

2. If a conference takes place, the principal shall issue a written determination affirming or modifying the suspension or expulsion. The determination shall be

mailed to the student and parent within 5 (five) school days following the conference, along with a written notice of the right of appeal to the Superintendent or designee.

3. A suspension or expulsion which has been the subject of a review conference with the principal may be appealed to the Superintendent or the Superintendent's designee by the student or parent by filing with the Superintendent's office a written request for appeal within 5 (five) school days following mailing of the principal's written determination affirming or modifying the suspension or expulsion. If no such appeal is filed, the suspension or expulsion shall be deemed final.

4. The Superintendent or designee may stay enforcement of a suspension or expulsion pending appeal.

5. Upon receipt of a request for appeal to the Superintendent or designee, the Superintendent or designee shall provide the student or parent written notice of the following:

   a. The time, date, and location of the appeal hearing.

   b. That the student may be represented by an attorney or advisor of the student's choosing.

   c. That witnesses may attend the hearing and present evidence to the Superintendent or designee.

6. The principal and other administrators from the student's school, Board attorney, and any other persons the Superintendent or designee believes are necessary may attend the appeal hearing as witnesses or advisors.

7. A stenographic or electronic record of the appeal hearing shall be made. The hearing shall be closed to the public.

8. During the hearing, the principal or other administrator shall first present to the Superintendent or designee the facts of the case and the basis for the suspension or expulsion. Thereafter, the student (and/or the student's representative and parent(s)) may present their defense. The Superintendent or designee and other participants in the hearing may ask questions of witnesses. While the hearing process is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable.

9. After conducting a hearing, the Superintendent or designee may:

   a. Affirm the expulsion; or

b. Modify the terms and conditions of such expulsion, with or without new conditions. In modifying the expulsion, the Superintendent or designee may impose consequences that are greater, lesser or different than imposed by the principal, but the Superintendent or designee may not impose an expulsion greater than 180 days or a permanent expulsion; or

c. Set aside the suspension or expulsion.

10. The Superintendent or designee shall issue a decision in writing within a reasonable time following the appeal hearing. The Disciplinary Review Panel's decision shall be final.

Students subject to permanent expulsion or expulsion greater than 180 days.

Before a recommendation to the Superintendent or designee that a student be permanently expelled or expelled for more than 180 days, the student shall be provided at the building level oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and the opportunity to respond. If such a recommendation is to be made, the student and the student's parent or guardian must also be notified that the Superintendent or the Superintendent's designee will conduct a hearing to determine whether to accept the recommendation for expulsion. The following hearing procedure shall be followed:

1. Upon receipt of a recommendation from an administrator that a student be expelled for more than 180 days or permanently expelled, the Superintendent or the Superintendent's designee shall promptly schedule a hearing to review the recommendation, and shall provide the student or parent written notice of the following:

   a. the time, date and location of the hearing.

   b. that the student or parent may be represented by an attorney of advisor at the hearing.

   c. that witnesses may attend the hearing and present evidence to the Superintendent or designee.

   If the student or parent fails to attend a hearing after receiving notice, the Superintendent or designee may proceed with the hearing and to a determination of whether to accept the recommendation.

2. The principal and/or other administrators from the student's school, the Board attorney, and any other persons the Superintendent or designee believes are necessary may attend the hearing as witnesses or advisors to the Superintendent or designee.

3. At the hearing, the student or parent shall be provided:

a. notice of the charges against the student;

b. a summary of the evidence supporting the recommendation and the reasons for the recommendation; and

c. an opportunity to be heard in his/her own defense.

4. During the hearing, the principal or other administrator shall first present to the Superintendent or designee the facts of the case and the basis for the expulsion recommendation. Thereafter, the student, the student's parent and/or the student's representative may present their defense. The Superintendent or designee and other participants in the hearing may ask questions of witnesses. While the hearing process is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable.

5. After conducting the hearing, the Superintendent or designee shall mail to the student or parent a written decision with respect to the recommendation within five (5) school days following the hearing. The Superintendent or designee may:

a. accept the recommendation and expel the student;

b. impose consequences other than expulsion (including a suspension of each duration and with such terms as the Superintendent believes are justified);

c. return the matter to the principal for imposition of consequences other than expulsion; or

d. decline to impose discipline.

6. A permanent expulsion or an expulsion greater than 180 days may be appealed to the Board of Education by the student or parent within fifteen (15) days of the mailing of the letter of expulsion or the letter following a review conference with the superintendent, pursuant to the provisions of Board Policy Article IV, Section 10.

The Superintendent or designee may stay enforcement of the expulsion or discipline pending the appeal.

7. A student who has been permanently expelled from the District may seek reinstatement in accordance with the provisions of Board Policy Article IV, Section 11.

APPENDIX B

_____ SCHOOL DISTRICT

EXTRACURRICULAR CODE OF CONDUCT

Introduction

Participation in extracurricular activities in the District is an honor and a privilege that entails a commitment by a student to an individual school, the District and the community. The Extracurricular Code of Conduct is in effect from the first day a student joins a District extracurricular activity. The Code remains in effect twenty-four (24) hours a day, 365 days a year (regardless of time of day, week, month, or year, location of events/place of events, and/or particular sport season) until completion of a student's participation in extracurricular activities.

The Extracurricular Code of Conduct has been developed to provide a common set of rules for all students participating in athletics and extracurricular activities. The Code deals with specific violations that apply within every program; however, the Code is not intended to be all-inclusive. If an infraction occurs that is not included in the code, the coach or advisor has the authority to determine the consequence.

All District students are also governed by the Student Code of Conduct. In addition, students who participate in extracurricular activities may be further governed when applicable by the rules and regulations of the Michigan High School Athletic Association (MHSAA), National Federation, league rules and specific team/activity rules. For additional rules pertaining to Michigan high school athletics, visit www.mhsaa.com.

Conduct Based Eligibility

Students participating in extracurricular activities are required to maintain good conduct at all times and all locations, whether on or off-campus, and may not engage in any conduct or behavior which brings discredit to themselves, their family, their team, school, or the District, to be determined in the sole discretion of the appropriate school administrators. Consequences will depend on the severity of the offense/violation, and will be determined and enforced at the sole discretion of the appropriate Determiner of Discipline, who may consider any relevant factors including prior conduct and leadership roles in their determination.

Violations and Consequences

Student Code of Conduct Violation: Violation of Student Code of Conduct severe enough to also merit consequences related to participation in extracurricular activities.

Consequence: In addition to any applicable consequences established by the Student Code of Conduct, warning through removal of activity for up to one (1) year.

Determiner of Discipline: Assistant Principal.

Extracurricular Attendance Violation: Unexcused absence from a practice, event or contest.

Consequence: Warning through removal of activity for up to one (1) year.

Determiner of Discipline: Coach/advisor in consultation with Assistant Principal.

Failure to Cooperate with an Investigation: Impeding or intentionally failing to support the investigation of a potential violation of the Extracurricular Code of Conduct.

Consequence: Warning through removal from the activity for up to one (1) year.

Determiner of Discipline: Assistant Principal.

General Misconduct: Inappropriate behavior including, but not limited to: engaging in illegal, unethical or inappropriate conduct including insubordination; harassment, racial or ethnic slurs expressed in any form, forum, or format, during participation in the activity or otherwise, including on a student's private social media accounts.

Consequence: Warning through removal from the activity for up to one (1) year.

Determiner of Discipline: Coach/advisor in consultation with the Assistant Principal.

Lack of Sportsmanship: Extracurricular participants are expected to demonstrate the highest level of sportsmanship at all times. Extracurricular participants are to display personal control under practice and game conditions toward their teammates, opponents, coaches, officials, and spectators.

Consequence: Warning through removal from the activity for up to one (1) year.

Determiner of Discipline: Coach/advisor in consultation with the Assistant Principal.

Possession or Use of Illegal Substances: Possessing, using, or being under the influence of tobacco, alcoholic beverages, narcotics, drugs, vaping substances or paraphernalia for any of the same, or any other behavior-altering substances of any kind and in any form or format, as determined in the sole and final discretion of the relevant school

administrators. Exceptions may be made for medication as prescribed by a licensed physician for the student user and used only as prescribed.

If this violation occurs before the competitive season or during an "off" season, the competitive suspension will begin during the next competitive season. The summer vacation period is part of the "off" season.

Consequences:

a. First Offense of the School Year:

1. The student will be suspended from a set number of the season's competitions or organization's activities (see Consequence Chart below). Suspensions from games or activities could impact two (2) sports seasons/periods of the applicable activity, which may carry over to a subsequent school year.
2. The student will lose captaincy, leadership positions or leadership role for the current school year.
3. The student who violates this policy after club, activity or sports seasons, or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

b. Second Offense During a School Year:

Removal from all Extracurricular Activities for an amount of competitions double the first offense per the range chart below.

c. Third Offense During Secondary Enrollment:

Permanent removal from all Extracurricular Activities for the remainder of the student's school career.

Determiner of Discipline: Assistant Principal

Supporting the Use of Illegal Substances: Intentionally being in the presence of tobacco, alcoholic beverages, narcotics, drugs, or other behavior-altering substances, except medication as prescribed by a licensed physician without using the illegal substance. A student will not be in violation of this portion of the Extracurricular Code of Conduct if the student makes a reasonable effort to remove himself/herself from the inappropriate situation.

If this violation occurs before the competitive season or during an "off" season, the competitive suspension will begin during the next competitive season. The summer vacation period is part of the "off" season.

Consequence:

a. First Offense of the School Year:

1. The student will be suspended from Extracurricular Activities for half of the noted period of time identified for Possession or Use of Illegal Substances (see Consequence Chart below). Suspensions from games or activities could impact two (2) sports seasons or two terms of the applicable activity. In the event a suspension results in a fraction of a competition, the student shall sit out for that fraction.
2. The student will lose captaincy, leadership positions or leadership role for the current school year.
3. The student who violates this policy after club or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

b. The student who violates this policy after club or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

c. Subsequent Offenses in the Same School Year:

Further suspension from participation in activities through removal from all activities for the remainder of the season.

Determiner of Discipline: Assistant Principal

Appeal of Consequence

Students who receive a consequence that results in the loss of more than 2/9ths of a season or participation period may appeal within five days of the imposition of the consequence to the applicable Principal. The Principal shall meet with the student and his/her parent(s) as well as the coach/advisor and/or Assistant Principal. During this meeting, the student will have an opportunity to explain his/her rationale for the alteration of the consequence imposed. Within five school days of this meeting, the Principal shall issue a written decision that either (1) upholds the imposed consequence; (2) determines an alternative consequence (consistent with this Code) or (3) refers the matter back to the Assistant Principal for some other consequence less than the previously imposed consequence.

The principal of the school building attended by the school has the final authority to hear all appeals. Students may not appeal a disciplinary decision resulting from this Code of Conduct beyond the building level.

Reinstatement

A student who is permanently removed from all extracurricular activities due to a violation of this Code of Conduct may apply to the applicable principal for reinstatement after one full year

from the date of the imposition of the consequence. The applicable Principal has the final authority to determine whether reinstatement will be granted.

Appendix C

_____ School District

Freedom of Information Act
Procedures and Guidelines

All persons are entitled to full and complete information regarding governmental decision-making, including decision-making in the District, consistent with the Michigan Freedom of Information Act (the "FOIA" or the "Act").

For purpose of this procedure, a "public record" means: a writing prepared, owned, used, in the possession of, or retained by the District in the performance of an official function, from the time it is created. Public record does not include computer software.

GENERAL INFORMATION

A. All officers, employees, and agents of the District shall protect public records from loss, unauthorized alteration, mutilation, or destruction.

B. The Board has designated _____ as the "FOIA Coordinator" with the authority and responsibilities stated in the Act and these procedures and guidelines.

C. The FOIA Coordinator shall be responsible to accept and process all written requests for public records under the Act and shall be responsible for approving a denial under Section 5 of the Act (M.C.L. 15.235). The Coordinator may designate an alternate Coordinator to act when the Coordinator is unavailable.

D. These procedures and guidelines regarding time frames, appeals, and fees do not apply to public records prepared for, or disclosed pursuant to another act or statute (i.e., requests for medical records made pursuant to the Public Health Code, or requests made pursuant to the Public Employment Relations Act or the Bullard-Plawecki Employee Right to Know Act, etc.).

WRITTEN REQUESTS

A. All individuals desiring to inspect or receive a copy of a public record shall make a written request to the FOIA Coordinator that describes the public record sufficiently to enable the FOIA Coordinator, or his/her designee, to identify and locate the public record.

B. The FOIA Coordinator, or any other designee, is not required to respond to oral requests for public records, but may do so for routine requests that can be granted immediately.

C. If a written request is received directly by a District employee other than the FOIA Coordinator, the original shall be promptly forwarded to the FOIA Coordinator. The date the FOIA Coordinator receives the request shall be considered the date the request is validly received by the District, for the purpose of determining when a response is due.

D. A written request made by facsimile, electronic mail, or other electronic transmission is not received by the FOIA Coordinator until one (1) business day after the electronic submission is made. If a request is delivered to a spam or junk mail folder, the request is not received by the FOIA Coordinator until one (1) business day after it is discovered and forwarded to the FOIA Coordinator.

E. Upon receiving a written request for a public record pursuant to these procedures and guidelines, a person or entity has the right to inspect, copy, or receive copies of the requested public record (s), unless the requested public record is exempt from disclosure pursuant to Section 13 of the Act (M.C.L. 15.243), as amended. If the exempt status of any request is questioned, legal counsel may be consulted. New public records, compilations, summaries, and/or reports of information shall not be created in response to a FOIA request.

F. Upon request for public inspection, the FOIA Coordinator, or any other designee, shall furnish a requestor a reasonable opportunity for inspection and examination of the requested public records, subject to applicable exemptions, and shall furnish reasonable facilities for making memoranda or abstracts from its public records during regular business hours.

G. A requestor may stipulate that the public records be provided on non-paper physical media, electronically mailed, or otherwise electronically provided to him/her in lieu of paper copies. Notwithstanding the foregoing, such stipulation must be within the technological capabilities of the District.

H. A person or entity may subscribe to future issuances of public records that are created, issued, or disseminated on a regular basis. A subscription shall be valid for up to six (6) months, at the request of the subscriber, and shall be renewable.

I. If a requested public record may be obtained on the District website or webpage, the FOIA Coordinator shall notify the requestor in writing of such availability and provide the direct internet address or link to obtain such public record. If, after receiving such written notification from the FOIA Coordinator, the requestor notifies the District that s/he continues to want the District to provide a copy of the available public record, in any format, the District shall process such request and may impose additional labor costs as specified below.

REQUEST PROCESSING

When the District receives a written request for a public record, the FOIA Coordinator, or any other designee, shall, in not more than five (5) business days after the District receives the request, respond to the request by one of the following:

A. grant the request;
B. issue a written notice to the request or denying the request;
C. grant the request in part and issue a written notice to the requestor denying the request in part;
D. issue a written notice extending, for not more than ten(10) business days, the period during which the District shall respond to the request.

For purposes of computing the deadline to respond to a request under this policy, the term "business day" shall include any day that is not a Saturday, Sunday or State of Michigan official holiday, regardless of whether the District is open for business on that day.

Any failure to respond to a written request as provided for above constitutes the District's determination to deny the request.

Any written response denying a request for a public record, in whole or in part, is a final determination to deny the request or portion of that request. A denial response should contain the following:

A. An explanation of the basis under the Act or other statute for the determination that a public record (s), or portion(s) thereof, is exempt from disclosure, if that is the reason for denying all or part of a request.

B. A statement that the public record(s) do not exist under the name/description given by the requestor or by another name reasonably known to the District.

C. A description of a public record(s) or information on a public record that is separated or deleted if such separation or deletion is made.

D. A full explanation of the requestor's right to either file an appeal with the Board of Education's designee, the Standing FOIA Review Committee, or seek judicial review of the denial pursuant to Section 10 of the Act (M.C.L. 15.240).

E. Notice that a requestor may receive attorneys' fees and damages pursuant to the Act if the court determines that the District has not complied with Section 5 (M.C.L. 15.235) of the Act and orders disclosure of all or a portion of a public record.

DEPOSIT & FEES

Fees for responding to any request shall include duplication (copying) costs and mailing costs. Duplication (copying) costs shall beset from time to time by resolution of the Board of Education in an amount that does not exceed $0.10 per page (8 ½ x 11 and 8 ½ x 14). The District shall use the most economical method of duplication (i.e., double-siding, etc.) and the least expensive form of postal delivery, unless a more expensive method is specifically requested by the FOIA requestor.

The cost of hourly labor may also be charged if the failure to do so will result in unreasonably high costs to the District because of the nature of the request in a particular instance. If such is the case, the District shall specifically identify the nature of these unreasonably high costs. For purposes of these procedures and guidelines, "unreasonably high costs" shall generally mean calculated labor costs that are estimated to exceed $50.00, inclusive of salary or wage and fringe benefits.

Labor costs shall include the cost of the search, examination, review, separation, and/or deletion of exempt information from non-exempt information in order to fulfill a request.

Labor costs will be calculated using the wage of the lowest paid the District employee capable of searching for, locating, and examining the public record(s), regardless of whether that person is available or actually performs the labor. Labor costs shall be charged in increments of at least fifteen (15) minutes or more with all partial time increments rounded down. The District may also add up to fifty percent (50%) to the applicable labor charge amount to cover or partially cover the cost of fringe benefits. If it does so, it will clearly note the percentage multiplier used to account for benefits in the detailed itemization form. Subject to the fifty percent (50%) limitation, the District shall not charge more than the actual cost of fringe benefits, and overtime wages shall not be used in calculating the cost of fringe benefits. Notwithstanding the foregoing, 100% of fringe benefit costs may be added to the applicable labor charge if a requestor is notified in writing that public records are available on the District's website or webpage and the requestor continues to request that the District provide a copy, in any format, of the available public record.

Overtime wages shall not be included in the calculation of labor costs unless the requestor specifically approves the use of overtime in writing, and overtime wages are clearly noted in the detailed itemization form.

If the District does not employ a person in-house who is capable of separating exempt from non-exempt information in a particular instance, as determined by the FOIA Coordinator, it may utilize an outside contractor. In those instances, the District shall clearly note the name of the contractor or firm on the detailed itemization form. The cost of the contractor's labor, including necessary review directly associated with separating and deleting exempt information from non-exempt information, shall not exceed an amount equal to six (6) times the State minimum hourly wage rate.

The District will not charge for labor directly associated with redaction if it knows or has reason to know that it previously redacted the record in question and still has the redacted version in its possession.

The District may require a good faith deposit (not to exceed fifty percent (50%) of the total labor and duplication costs)from the requestor, if the total estimated fee exceeds $50.00. A request for a good faith deposit shall include a detailed itemization of the fee the District estimates or charges pursuant to the Act. Additionally, a request for a good faith deposit shall include a best efforts estimate regarding the time frame it will take to comply with the Act in providing the public records to the requestor. The District may require a 100% deposit from a requestor who has not previously paid a fulfilled FOIA request, provided the requirements in Section 5 of the Act are met.

All fees and deposits calculated under these procedures and guidelines shall be listed within a detailed itemization form that shall be provided to the requestor.

Pursuant to Section 4(2) of the Act, the District shall search for and furnish a copy of a public record without charge for the first $20.00 of the fee for each request made by either of the following:

A. An individual who is entitled to information under the Act and who submits an affidavit stating that the individual is indigent and receiving specific public assistance or, if not receiving public assistance, stating facts showing an inability to pay the cost because of indigence. If an individual is ineligible for a discount, then the District will inform the individual of the specific reason for the ineligibility in its written response. The right to financial assistance for indigent individuals shall not apply where:

   1. an individual has received discounted copies of public records from the District twice during the calendar year; or

   2. an individual requests information in conjunction with outside parties who are offering or providing payment, or other remuneration to the individual to make the request.

B. A non-profit organization formally designated by the State to carry out activities under Subtitle C of The Developmental Disabilities Assistance And Bill Of Rights Act of 2000, Public Law 106-402, and The Protection And Advocacy For Individuals With Mental Illness Act, Public Law 99-319, or their successors provided the following requirements are satisfied:

   1. the request is made directly on behalf of the organization or its clients;

   2. the request is made for a reason wholly consistent with the mission and provisions of those laws under Section 931 of the Mental Health Code, M.C.L. 330.1931; and

3. the request is accompanied by documentation of its designation by the State, if requested by the District.

The District may waive any charges if the FOIA Coordinator determines the cost is *de minimis*. For purposes of these procedures and guidelines, "*de minimis*" shall mean a calculated fee that is estimated to be less than $10.00, inclusive of labor costs, duplication and mailing.

FEE DISPUTE APPEAL

If the requestor believes the fee estimated or charged for the request exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act, the requestor is required to submit to the Superintendent, as designee of the Board of Education, written appeal for a fee reduction that specifically states the word "appeal" and identifies how the required fee exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act. Within ten (10) business days after receiving a written appeal, the Superintendent shall do one of the following:

A. Waive the fee.

B. Reduce the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the remaining fee. The determination shall include a certification from the Superintendent that the statements in the determination are accurate and that the reduced fee complies with these procedures and guidelines and Section 4 of the Act.

C. Uphold the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the required fee. The determination shall include a certification from the Superintendent that the statements in the determination are accurate and that the fee complies with these procedures and guidelines and Section 4 of the Act.

D. Issue a notice extending, for not more than ten (10) business days, the period during which the Superintendent shall respond to the written appeal. The notice of extension shall include a detailed reason or reasons why the extension is necessary. The Superintendent shall not issue more than one notice of extension for a particular written appeal.

E. If a requestor disagrees with the District's determination, the requestor may commence an action in Circuit Court in _____ County within forty-five (45) days of the public body's determination, to seek a fee reduction.

RIGHT TO APPEAL A DENIAL OF A PUBLIC RECORD REQUEST

If a requestor desires to appeal a denial of a request for a public record, in whole or in part, the requestor may submit a written appeal to the Board, or may seek judicial review of the denial, pursuant to Section 10 of the Act (M.C.L. 15.240). A written appeal to the Board shall specifically state the word "appeal" and identify the reason(s) for reversal of the denial. The appeal shall be considered by the Board's Standing FOIA Review Committee, to consist of three (3) Board members appointed on an annual basis in accordance with Board bylaws. Within ten (10) business days after receiving a written appeal, the Standing FOIA Review Committee shall do one of the following:

A. Reverse the disclosure denial.

B. Issue a written notice to the appellant upholding the denial.

C. Reverse the denial in part and issue a written notice to the appellant upholding the denial in part.

D. Under unusual circumstances, issue a notice extending, for not more than ten (10) business days, the period during which the Committee shall respond to the written appeal. The Board shall not issue more than one (1) notice of extension for a particular written appeal.

E. The Standing FOIA Review Committee is not considered to have received a written appeal until the Board's next regularly scheduled meeting after the appeal is submitted. The Committee shall thereafter rule on the appeal within the time limits established above.

F. Any failure to respond to an appeal shall be considered a decision to uphold the denial. If an appeal is denied in whole or in part by the Board, the appellant may seek judicial review of the nondisclosure by commencing an action in Circuit Court in _____ County.

Appendix D

_____ School District

Written Public Summary of the District's FOIA Procedures and Guidelines

1. How do I submit a FOIA request to the District?

• Requests to inspect or obtain copies of public records prepared, owned, used, possessed or retained by the District must be submitted in writing.
• A request must sufficiently describe a public record so as to enable the District to find it.
• No specific form to submit a written request is required.
• The District's FOIA Coordinator is appointed by the Board of Education. The current FOIA Coordinator is _____.
• Written requests can be made in person by delivery to the District's Administration Building, attention FOIA Coordinator, in person or by mail.
• A request may also be submitted by e-mail. To ensure a prompt response, e-mail requests should contain the term "FOIA" or "FOIA Request" in the subject line and be sent to_____.

2. What kind of response can I expect to my request?

• Within 5 business days of receipt of a FOIA request the District will issue a response. If a request is received by e-mail the request is deemed to have been received on the following business day. The District will respond to your request in one of the following ways:

- Grant the request.
- Issue a written notice denying the request.
- Grant the request in part and issue a written notice denying the request in part.
- Issue a notice indicating that due to the nature of the request the District needs an additional 10 business days to respond.
- Issue a written notice indicating that the public record requested is available at no charge on the District's website.

• If the request is granted, or granted in part, the District will ask that payment be made for the allowable fees associated with responding to the request before the public record is made available. If the cost of processing the request is expected to exceed $50, or if you have not paid for a previously granted request, the District will require a deposit before processing the request.

3. What are the District's fee deposit requirements?

• If the District has made a good faith calculation that the total fee for processing the request exceeds $50.00, it will require that you provide a deposit in the amount of 50% of the total estimated fee. When the District requests the deposit it will provide you a non-binding best efforts estimate of how long it will take to process the request following receipt by the District of your deposit.
• If the District receives a FOIA request from a person who has not paid the District for copies of public records made in fulfillment of a previously granted written request, the District will require a deposit of 100% of the estimated processing fee before it begins to search for the public record for any subsequent written request when all of the following conditions exist:

• the final fee for the prior written request is not more than 105% of the estimated fee;
• the public records made available contained the information sought in the prior written request and remain in the District's possession;
• the public records were made available to the individual, subject to payment, within the time frame estimated by the District to provide the records;
• 90 days have passed since the District notified the individual in writing that the public records were available for pickup or mailing;
• the individual is unable to show proof of prior payment to the District; and
• the District has calculated an estimated detailed itemization that is the basis for the current written request's increased fee deposit.

• The District will not require the 100% estimated fee deposit if any of the following apply:

• the person making the request is able to show proof of prior payment in full to the District;
• the District is subsequently paid in full for all applicable prior written requests; or
• 365 days have passed since the person made the request for which full payment was not remitted to the District.

4. How does the District calculate FOIA processing fees?

• A fee will not be charged for the cost of search, examination, review and the deletion and separation of exempt from nonexempt information unless failure to charge a fee would result in unreasonably high costs to the District because of the nature of the request in the particular instance, and the District specifically identifies the nature of the unreasonably high costs.
• The FOIA statute permits the District to assess and collect a fee for six designated processing components. The District may charge for the following costs associated with processing a request:

• Labor costs associated with searching for, locating and examining a requested public record.
• Labor costs associated with a review of a record to separate and delete information exempt from disclosure of information from that which is disclosed.
• The cost of computer discs, computer tapes or other digital or similar media when the requester asks for records in non-paper physical media.
• The cost of duplication or publication, not including labor, of paper copies of public records.
• Labor costs associated with duplication or publication, which includes making paper copies, making digital copies, or transferring digital public records to nonpaper physical media or through the Internet.
• The cost to mail or send a public record to a requestor.

• Labor Costs

• All labor costs will be estimated and charged in 15 minute increments with all partial time increments rounded down.
• Labor costs will be charged at the hourly wage of the lowest-paid District employee capable of doing the work in the specific fee category, regardless of who actually performs work.
• Labor costs will also include a charge to cover or partially cover the cost of fringe benefits.

• Non-paper Physical Media

• The cost for records provided on non-paper physical media, such as computer discs, computer tapes or other digital or similar media will be at the actual and most reasonably economical cost for the non-paper media.
• This cost will only be assessed if the District has the technological capability necessary to provide the public record in the requested non-paper physical media format.

• Paper Copies

• Paper copies of public records made on standard letter (8 ½ x 11) or legal (8 ½ x 14) sized paper will not exceed $.10 per sheet of paper. Copies for non-standard sized sheets will paper will reflect the actual cost of reproduction.
• The District may provide records using double-sided printing, if cost-saving and available.

• Mailing Costs

• The cost to mail public records will use a reasonably economical and justified means.
• The District may charge for the least expensive form of postal delivery confirmation.

• No cost will be made for expedited shipping or insurance unless requested.

5. How do I qualify for a reduction of the processing fees?

• The District may (but is not required to) waive or reduce the fee associated with a request when the District determines that to do so is in the public interest because release of the information is considered as primarily benefitting the general public.

• The District will waive the first $20.00 of the processing fee for a request if you submit an affidavit stating that you are:

• indigent and receiving specific public assistance; or
• if not receiving public assistance, stating facts demonstrating an inability to pay because of indigency.

• You are not eligible to receive the $20.00 waiver if you:

• have previously received discounted copies of public records from the District twice during the calendar year; or
• are requesting information on behalf of other persons who are offering or providing payment to you to make the request.

• An affidavit is a sworn statement. For your convenience the District has provided an Affidavit of Indigency form for the waiver of FOIA fees on its website.

• The District will waive the fee for a nonprofit organization which meets all of the following conditions:

• the organization is designated by the State under federal law to carry out activities under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 and the Protection and Advocacy for Individuals with Mental Illness Act;
• the request is made directly on behalf of the organization or its clients;
• the request is made for a reason wholly consistent with the provisions of federal law under Section 931 of the Mental Health Code; and
• the request is accompanied by documentation of the organization's designation by the State.

6. How may I challenge the denial of a public record or an excessive fee?

Appeal of a Denial of a Public Record

If you believe that all or a portion of a public record has not been disclosed or has been improperly exempted from disclosure, you may file an appeal of the denial with the District's Board of Education. The appeal must be in writing, specifically state the word "appeal," and identify the reason or reasons you are seeking a reversal of the denial. Appeals to the Board will be considered and decided by the Board's Standing FOIA Review Committee. Within 10 business days of receiving the appeal, as defined below, the Review Committee will respond in writing by:

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

The Review Committee is not considered to have received an appeal until the Board of Education's next regularly scheduled meeting after the appeal is submitted.

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

Appeal of an Excessive FOIA Processing Fee

If you believe that the fee charged by GPPSS to process your FOIA request exceeds the amount permitted by state law, you must first submit a written appeal for a fee reduction to the Superintendent. The appeal must be in writing, specifically state the word "appeal," and identify how the required fee exceeds the amount permitted.

Within 10 business days after receiving the appeal, the Superintendent will respond in writing by:

- waiving the fee;
- reducing the fee and issue a written determination indicating the specific basis that supports the remaining fee;
- upholding the fee and issue a written determination indicating the specific basis that supports the required fee; or
- issuing a notice detailing the reason or reasons for extending for not more than 10 business days the period during which the Superintendent will respond to the written appeal.

Within 45 days after receiving notice of the Superintendent's determination of the processing fee appeal, you may commence a civil action in _____ County Circuit Court for a fee reduction. If you prevail in the civil action by receiving a reduction of 50% or more of the total fee, the court may award all or an appropriate amount of reasonable attorneys' fees, costs and disbursements. If the court determines that the District acted arbitrarily and capriciously by charging an excessive fee, court may also award you punitive damages in the amount of $500.00.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Bus Purchase
Date: February 22, 2024

Spare Lift Bus:

There have been several incidents regarding our current bus fleet where we have experienced electrical and mechanical issues on several of our buses which has made us utilize all of our spares at several times. In light of this we are recommending a purchase of a used bus from the Macomb Intermediate School District for $10,000. The MISD recycles about 20 buses annually and has an annual auction. School Districts are able to purchase buses before the auction at the highest price of previous years auction. We are able to go and review the buses with a mechanic as well as ask for recommendations from their staff as to which are the better buses. In reviewing used buses online higher mileage non-lift buses are going to about $9,000 and up with no history of their usage and maintenance history. In discussion with Midwest Transit, a lease buyback from Midwest Transit, the costs are around $80,000 depending on the mileage and very few if any lift buses are available.

My recommendation is to purchase the MISD used lift bus at a cost of $10,000 to provide us some security in ensuring we have a fleet that is able to meet our transportation needs if we have several buses that are sidelined for mechanical issues.

Goal Statement – Resource: 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.

Funding Source: General Fund

Recommendation
That the Board of Education approve the purchase of an additional spare bus, not to exceed $10,000.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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www.hazelparkschools.org

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: High School Classroom ELA Bookcases
Date: February 22, 2024

At the High School we were able to secure through grant funds classroom reading materials. In order to place the materials in the classroom we are requesting the Board of Education approve the purchase of 5 shelving units for 6 classrooms. The units include two tall and three short units that will be on casters for easy movement in the classroom and allow for the removal for deep cleans of the classroom on breaks and in the summer.

Goal Statement – Resource: 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.

Funding Source: General Fund

Recommendation
That the Board of Education approve the purchase of new shelving units for the High School at a cost not to exceed $12,500.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

SCHOOL OUTFITTERS
www.schooloutfitters.com
1-800-260-2776
PO Box 779193
Chicago IL 60677-9193

For assistance, please contact:

Web Synchronize
Phone: 866-619-0266
Fax: 1-800-494-1036
weborders@schooloutfitters.com

Order Confirmation

Order # W5777267

Feb 01, 2024

Bill To
City of Hazel Park Schools
Ryann Voss
1620 E Elza Ave, Hazel Park, MI 48030

Hazel Park, MI, MI 48030 USA
Phone: 1 (248) 658-5216 Fax:
Email: ryann.voss@myhpsd.org

Ship To
City of Hazel Park Schools
Tammy McHenry
23400 Hughes

Hazel Park, MI, MI 48030 USA
Phone: 1 (248) 658-5216 Fax:
Email: ryann.voss@myhpsd.org

	SKU #	Description	Qty	List	% off	Your Price (Including options)	Ext. Price
1.	SAN-BM40-361872	MOBILE BOOKCASE (78" H) OPTIONS: Choose a bookcase color - Charcoal $0.00	12	$611.29	32.93%	$409.99	$4,919.88
	ESTIMATED DELIVERY DATE IS 02/20/2024. IF PAYMENT IS CONFIRMED AFTER 2 PM ET, PLEASE ADD AN ADDITIONAL DAY.						
2.	SAN-BM20361836	MOBILE BOOKCASE (42" H) OPTIONS: Choose a bookcase color - Charcoal $0.00	18	$466.22	22.78%	$359.99	$6,479.82
	ESTIMATED DELIVERY DATE IS 02/20/2024. IF PAYMENT IS CONFIRMED AFTER 2 PM ET, PLEASE ADD AN ADDITIONAL DAY.						

Shipping & Handling Breakdown

Items shipping from:	Shipping Via:
Sandusky Lee	ABF FREIGHT SYSTEM DELIVERY SERVICES INCLUDE: Lift Gate Call Ahead:Tammy McHenry 1 (248) 658-5216

Product SubTotal:	$11,399.70
Shipping & Handling:	$879.70
Sales Tax:	$0.00
Grand Total:	$12,279.40

Payment Information

Date Received 2/1/2024

Payment Method	CC. / Check / PO Number	Type of Card	Exp

If you are paying with a credit card, your card will be charged the day you order. In cases where your order does not ship immediately, this would be considered a prepayment.

Thank you for your business.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Advertising Purchase
Date: February 22, 2024

In an effort to inform Hazel Park and the surrounding area, we are asking the Board approve the purchase of advertising time on 6 billboards (locations listed below) inside or in close proximity of the District to showcase the great things that are happening in the District. The total cost for the Billboard messages is $20,000 for digital Board with approximately 200,000 plays. The duration of the package will be for a period of time of 10 months.

Some of the messages will include enrollment, the Promise Zone, Successful graduate programing, HS graduation rates, important District dates, successful team and athletic achievements just to name a few.

Billboard Locations:

(1) 23600 N. Chrysler, Hazel Park, MI (NB traffic on I-75- right read)

(2) 23600 N. Chrysler, Hazel Park, MI (SB traffic on I-75- left read)

(3) 22411 S. Chrysler, Hazel Park, MI (NB traffic on I-75- left read)

(4) 22411 S. Chrysler, Hazel Park, MI (SB traffic on I-75- right read)

(5) 20731 John R, Hazel Park, MI (WB traffic on 8 Mile Road- right read)

(6) 494 W. 8 Mile Road, Hazel Park, MI (EB traffic on 8 Mile-left read)

This purchase will complement the already robust communication we currently provide through social media, print and internal school communications.

HAZEL PARK SCHOOLS

Goal Statement – Resource: 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.

Funding Source: General Fund

Recommendation
That the Board of Education approve the purchase of advertising time for $20,000.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

Digital Billboard Advertising Agreement

This Advertising Agreement ("Agreement") is made on January 23, 2024, between 5 Star Outdoor, L.L.C., whose address is P.O. Box 252755, West Bloomfield, MI 48325-2755, hereinafter referred to as "5 Star", and Hazel Park Schools, whose address is 1620 E. Elza, Hazel Park, MI 48030, hereinafter referred to as "Advertiser". In consideration of the mutual covenants contained herein, 5 Star and Advertiser agree to the following terms and conditions:

Digital Billboard Face Locations & Terms. Advertiser will receive approximately 200,000 "plays" total between the following digital billboard faces during the term stated below:

(1) 23600 N. Chrysler, Hazel Park, MI (NB traffic on I-75- right read)
(2) 23600 N. Chrysler, Hazel Park, MI (SB traffic on I-75- left read)
(3) 22411 S. Chrysler, Hazel Park, MI (NB traffic on I-75- left read)
(4) 22411 S. Chrysler, Hazel Park, MI (SB traffic on I-75- right read)
(5) 20731 John R, Hazel Park, MI (WB traffic on 8 Mile Road- right read)
(6) 494 W. 8 Mile Road, Hazel Park, MI (EB traffic on 8 Mile-left read)

Advertising Term: February 1, 2024-December 31, 2024

Payment. The total advertising price is $20,000.00, which shall be paid upon execution of this Agreement.

In the event Advertiser fails to pay any amounts due by the due date, (1) 5 Star reserves the right to discontinue rights under this contract, and resell the contracted display panel, (2) Advertiser remains responsible for the above contracted advertising fees until another advertiser enters into an advertising contract for the advertising display panels identified above, and (3) Advertiser agrees to pay all reasonable collection expenses, actual attorney fees, and court costs incurred by 5 Star for the collection of any amounts outstanding until paid. 5 Star shall attempt to mitigate its damages in good faith.

Artwork. Advertiser shall provide 5 Star with artwork in standard file formats. 5 Star reserves the right to refuse or withdraw at any time, before or after display, any advertising copy which is, in its sole opinion, objectionable, offensive, unlawful, false, misleading, deceptive or for any other reason or no reason at all.

Advertising. This Agreement allows Advertiser to advertise on the billboard face listed above according to the terms and conditions of this Agreement. This Agreement shall in no way be construed to be a lease of real property, or vest in Advertiser any rights, powers, and/or privileges accorded by law to one in possession of real property.

Billboards. The billboards and the billboard structures are the property of 5 Star.

Notices. All notices shall be in writing and delivered in person or by certified or registered mail, return receipt requested, postage prepaid. Such notices shall be addressed to the addresses listed above.

Service & Disruption of Service. 5 Star shall not be responsible for any failure or delay in the performance of undertakings hereunder when due to fire, governmental restrictions, governmental use, vandalism, power outages, software issues, lockouts, acts of God, mechanical failure or any other act, thing or event beyond its control.

Advertiser's Responsibilities. Advertiser warrants that it retains full legal right to use, and to allow 5 Star to use as intended in this Agreement, all information, artwork and/or copy of any kind, type and/or form delivered by Advertiser to 5 Star and/or any artwork that is approved by Advertiser. Advertiser shall indemnify, defend, and hold harmless 5 Star and all of its officers, directors, members, employees, and agents from all claims, losses, costs and other damages suffered by 5 Star because of Advertiser's breach of this Agreement. Advertiser's obligations in this paragraph shall survive the termination of this Agreement. If this Agreement is executed for Advertiser by a representative, employee, staff member, agent, etc., that person hereby affirms that he/she is allowed to enter into this Agreement on behalf of Advertiser.

Transfers and Assignment. Advertiser may not transfer its interests, rights, and obligations in this Agreement, nor shall Advertiser sublet or donate any advertising hereunder without prior written consent of 5 Star. 5 Star may freely

transfer its interests, rights, and obligations in this Agreement at its sole discretion.

Miscellaneous Terms. Both 5 Star and Advertiser have had adequate time to review this Agreement and seek advice of counsel. No provision of this Agreement shall be interpreted against the drafter. Advertiser agrees that all displayed advertising copy, designs or artwork may be used by 5 Star for its promotional purposes. This Agreement shall not obligate 5 Star in any way until it is signed and executed by an authorized member of 5 Star.

Cancellation. Advertiser may not cancel this Agreement. 5 Star reserves the right to terminate this Agreement at any time for any reason, or for no reason at all, upon written notice to Advertiser. In the event that 5 Star does cancel this Agreement, Advertiser will be refunded for any unused portion of advertising time that Advertiser has already paid for or only pay the prorated portion required for the following period.

Counterpart Execution. This Agreement may be executed in counterparts, all of which when taken together shall be deemed one original.

Headings. The section headings used in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

Governing Law. This Agreement shall be construed and enforced in accordance with the internal laws of the State of Michigan without regard to conflicts of law.

Venue. Venue for the resolution of any dispute arising out of this Agreement or to enforce its terms shall lie exclusively in the state courts of Oakland County, Michigan.

Non-disclosure. Advertiser and/or Agency agrees not to divulge the subject matter and/or contents of this Agreement to any third party without the prior written consent of 5 Star.

Severability. The illegality or invalidity of any provision of this Agreement shall not affect the remainder of this Agreement.

Binding Agreement. This Agreement shall be binding upon the successors, and/or assigns of the parties hereto.

Entire Agreement. This Agreement constitutes the entire agreement of the parties and supersedes any prior or contemporaneous understandings or written or oral agreements between the parties. In the event of an alteration of this Agreement, the alteration shall be in writing and shall be signed by all the parties in order for the same to be binding upon the parties.

The undersigned have executed this Agreement the day and year first written above.

	Advertiser:
5 Star Outdoor, L.L.C. P.O. Box 252755 West Bloomfield, MI 48325-2755	Hazel Park Schools 1620 E. Elza Hazel Park, MI 48030
_____	_____
By: Its:	Printed Name: Its:

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Edison BMS
Date: February 22, 2024

There have been a number of issues with the mechanical systems at Edison School. In investigating the systems with K&S Ventures a number of technical issues were identified with the Johnson Control Building Management Systems that manage the heating and cooling systems including communication to the end user interface, communication to units and their controls.

Edison Schools was designed to run on its own system outside of the Districts Building Management System (BMS) that was old and antiquated during time of construction. Since we have upgraded the BMS at all buildings to the Tridium System through K&S Ventures (K&S) we have the choice of having the repairs done on the Johnson Controls system which has been causing the issues we are experiencing or move to the system K&S has installed at all of our buildings and be on one platform.

The recommendation to move Edison to the Tridium system allows us to have one platform to see all of our buildings and have experienced and technical support for those systems by a highly reputable company that has provided us with consistent and effective support.

Goal Statement – Resource: 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.

Funding Source: Sinking Fund

Recommendation
That the Board of Education approve the purchase of a District Building Management System for $13,5000, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

February 9, 2024

Jason Zirnis
Hazel Park Schools
1620 E. Elza Ave.
Hazel Park, MI 48030

RE: Edison Elementary Tridium Integration

Dear Jason -

K & S Ventures Inc is pleased to provide pricing for integration of Edison School into exiting Tridium System for the Hazel Park School District.

Scope of Work

- Procurement of necessary JACE for Edison Elementary
- Integrate data points into JACE
- Purchasing of the necessary SMA's
- Develop graphical system views.
    - Each system and sub systems
    - Charting views
    - Navigation trees
- Provide Equipment Alarming
- Provide Equipment Trending
- Provide Equipment Reports

Work Not Included in Total Cost

- Any installation or repairs to systems
- Work to be performed during normal business hours.

Total Price: $13,500.00**
Price is valid for 30 days

** See additional pricing below for system communication troubleshooting**

February 9, 2024

System Communication Troubleshooting:

Scope of Work:

- Trouble shooting of known communication Bus issues.
- Price base on up to 20 man hours.
- $95 per hour.

Total Price: $1,900.00
Price is valid for 30 days

Please feel free to contact our office at 248-299-4212 with any questions.

Sincerely,

Caitlin Blomberg
K&S Ventures Inc.
Project Manager

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Amy Kruppe, Superintendent
From: Kristy Cales, Director of Human Resources
Subject: LOA Sick Time Corrections
Date: February 22, 2024

We have signed an agreement with the HPEA regarding 2 former employees and their sick time payout. The district front loads sick banks with the assumption that the employee intends to work the entire contract year, in the event an employee leaves before the end of the year, it has been put into practice that days are prorated and un-earned days are not paid out. There was some inconsistency on this and for that reason we agreed to pay the employees their full time who left in the 2022-2023 school year. This agreement memorializes the intent of the district to prorate time when employees do not stay for the entire contract year.

Cost impact to the District: $997.00

Strategic Goal Alignment -

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.

Funding Source: General Fund

Recommendation
That the Board of Education approves the hiring of help for the maintenance department during the school breaks and the summer as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D. Superintendent

LETTER OF AGREEMENT

Between Hazel Park School District and
The Hazel Park Education Association
Sick Time Corrections
January 18, 2024

This Letter of Agreement ("Agreement") is entered into between the Hazel Park Schools ("District"), and the Hazel Park Education Association, MEA/NEA ("Association").

1. Two Association members voluntarily ended their employment prior to completing the requisite 180 days of employment for the 2022 – 2023 school year.
2. The existing HPEA Master Agreement provided 12 sick days (84 hours) for each of the two members per year.
3. The District currently front loads those sick days (hours) at the beginning of each school year as opposed to delaying the award of each sick day (hours) until the requisite number of days have been worked by each member.
4. As a result of the early departure, prior to the end of the school year, each of the two (2) Association members' final pay was reduced in an amount equal to the unearned sick days (hours).
5. When an Association member has not worked the entirety of a school year the Association disputes the District practice of withholding the unearned portion of the sick days that had been credited at the beginning of the school year by withholding the amount from the member's final paycheck.
6. The District and the Association have agreed that it is in their mutual and respective best interests to formulate, agree upon, and implement an acceptable and amicable resolution of this disagreement in the interest of promoting harmonious labor relations and in avoiding further litigation.
7. The District and the Association desire to enter into this Agreement to memorialize their agreement.

8. The District and the Association have agreed to adjust, compromise, and settle permanently all controversies, claims, disputes, and differences existing between them arising from the practice of adjusting the members final paycheck by reducing it in an amount equal to the value of the unearned sick time hours.

Agreement

In consideration of their mutual covenants and undertakings as stated below, the sufficiency of which is acknowledged, the Parties agree as follows:

1. The District shall pay the following amounts to each of the following members. The payments shall be made in a lump sum, and will be paid not later than the end of the first full pay period following execution of this Agreement. The Parties have made a good faith effort to include all eligible members on this list. If it is determined later that the Parties have made a mistake, they will work together to remedy the situation.

2. The Parties' execution of this Settlement Agreement and Release does not represent, nor shall it be construed as, an admission of any nature about any matter arising from this disagreement.

3. In consideration of the terms of this Settlement Agreement and Release, the Association agrees to discharge and release the District (including individual Board members, administrators, employees, and agents) from all claims, complaints, charges, demands, grievances, claims for arbitration, and other causes of action (pending or contemplated) of any kind which the Association currently has or may claim to have arising out of an Association members early termination of employment of any past or current bargaining unit member. The District and the Association agree that this Settlement Agreement and Release is a full and final accord and satisfaction between and among them as to all such claims.

4. This Settlement Agreement and Release establishes no precedent or past practice by and between the Employer and the Association and constitutes neither

a breach of nor a modification of the collective bargaining agreement between the Employer and the Association.

5. Bev Blair shall be paid $205.00 for 1.5 days or 10.5 hrs. of unearned/unused sick time that is equal to the amount which the District reduced her final pay. Her final day of employment was March 31, 2023. She worked At that time, she had been credited with 121 days sick time remaining. The HPEA master agreement in pertinent part for Ms. Blair requires that unused/unpaid sick time between 0-120 days will be compensated at ½ the daily rate, not to exceed $180/day. Unpaid accumulated sick days between >120 days up to 180 days are to be compensated at $50/day. Therefore, 1 day shall be paid at $180, whilst the reaming balance of .5 days shall be paid at $25/day. The amount she shall be reimbursed is $205.

6. Lynn Lashbrook shall be paid $792 for the 31 hrs. or 4.4 days of unearned/unused sick time that the District had deducted from her final pay. Her final day of employment was February 24, 2023. Her sick time balance at the time of separation was 700 hrs. or 100 days. The District reduced her final paycheck by 31 hrs. and all 4.4 days are compensated at $180.00/day since she was below 120 of sick time as required under the master agreement.

The Parties have caused this Settlement Agreement to be executed on the date indicated below their signatures.

HAZEL PARK EDUCATION ASSOCIATION, MEA/NEA

By: Monica Ann Gregory

Monica Ann Gregory [print name]

Its: President HPEA

Date: 1/30/24, 2024

HAZEL PARK SCHOOLS

By:

Amy Krupp [print name]

Its:

Date: 1/30, 2024

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Readmission of Student Memo
Date: February 26, 2024

It is the recommendation of the Discipline Committee that the Board of Education approve student 2023-005 to re-enter Hazel Park Schools.

We would like to suggest the following parameters be met in accordance with the student coming back to Hazel Park Schools:

1. The student must return to Advantage.
2. Attendance must remain below 10% and the student must be to classes on time.
3. The student must maintain a C or better in all class subjects.
4. No disciplinary incidents.
5. A progress check will be conducted by the Discipline Committee in March of 2024.

Funding Source: Not Applicable

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

Recommendation
The Board of Education to approve the student to re-enter Hazel Park Schools, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

February 1, 2024

Dawn Rice
dawn.rice@myhpsd.org

Dear Ms. Rice,

This written notice is a response to your January 13, 2024 letter requesting the following records under the Freedom of Information Act regarding all correspondence and complaints regarding Heidi Fortress, Deborah Laframboise and Beverly Hinton with Governor Whitmer has been granted. This has been issued in a digital format attached to this letter as well as being mailed to your home.

Pursuant to MCL § 15.240, the District is obligated to inform you that you may do one of the following if you are dissatisfied with this response:

1. Appeal this decision in writing to the Board of Education. The writing must specifically state the word "appeal" and must identify the reason or reasons for reversal of the denial.
2. File an action in circuit court to compel the District's disclosure of the public record within 180 days after the District's final determination to deny your request pursuant to Section 10 of FOIA A requestor may receive attorneys' fees and damages pursuant the Act if the Court determines that the District has not complied with Section 5 of the Act and orders disclosure of all or a portion of the public record.

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

Respectfully,

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

By: Email

HAZEL PARK PROMISE

AFFIDAVIT OF RICK NAGY REGARDING CHARGES AGAINST HEIDI FORTRESS, BEVERLY HINTON, AND DEBORAH LAFRAMBOISE

Rick Nagy, being first duly sworn upon his oath, states and avers as follows:

1. At all times relevant to the above-referenced matter, I have served as a Trustee for the Hazel Park Schools Board of Education ("Board"), and as a Board officer in the position of President, and in that capacity, I have personal knowledge of the facts asserted herein, and I am of majority age.

2. On June 19, 2023, I filed charges against Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise, seeking their removal from the Board pursuant to MCL 380.1107.

3. The charges are enclosed with this Affidavit and are dated June 19, 2023.

4. The charges were served on Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise, via hand delivery.

5. I believe the charges to be true, as presented.

6. Further, Affiant saith not.

Dated: June 19, 2023

_____
Rick Nagy, Board President

STATE OF MICHIGAN)
)ss
COUNTY OF OAKLAND)

The foregoing instrument was acknowledged before me on June 19, 2023, by Rick Nagy, President, Hazel Park Schools Board of Education.

_____

Notary Public, _____ County, MI
Acting in _____ County, MI
My commission expires: _____

June 19, 2023

Via Certified First-Class Mail and Email
Governor Gretchen Whitmer
PO Box 30013
Lansing, MI 48909

RE: Charges Seeking Removal of Board Members Fortress, Hinton, and Laframboise from the Hazel Park Board of Education Pursuant to MCL 380.1107

Dear Governor Whitmer:

Pursuant to my duties as the President of the Hazel Park Board of Education, I feel I am obligated to submit these charges seeking the removal of Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise. I believe, along with the majority of the Board, that the recent actions of Trustees Fortress, Hinton, and Laframboise constitute gross neglect of duty, malfeasance, and/or misfeasance in office. While I and a majority of the Board have attempted to work with Trustees Fortress, Hinton, and Laframboise to address their conduct amicably, these efforts have been disregarded. I and a majority of the Board now feel we have a legal obligation to seek their removal so that we can focus its efforts and energy on the students and staff of the Hazel Park Schools.

Under Section 1107 of the Revised School Code, charges may be filed with the Governor seeking removal. Grounds for removal include gross neglect of duty, corrupt conduct in office, or any other form of misfeasance or malfeasance in office.

Since February 27, 2023, Board Trustees Fortress, Hinton, and Laframboise have either abstained from voting on all the motions made before the Board, or altogether failed to appear for a regularly scheduled Board meeting. This conduct directly violates the Board's Bylaws and Policies and constitutes gross neglect and a breach of their duties as public officials.

Ms. Fortress began her term in January 2021, and her current term expires in December 2024. Ms. Hinton began her term in 2014, and her current term expires in December 2026. Ms. Laframboise began her term in January 2023, and her current term expires in December 2026.

Upon election, all three Trustees affirmed their legal and ethical duties owed to the District by taking an Oath of Office as prescribed by the Constitution of Michigan. See MCL 168.310(1). In addition, all Board members are expected to abide by and comply with Board Bylaws, Policies, and Operating Procedures, which can be found on the District's website.[1] Board Policy 0167.1 ("Voting") specifically states that a failure to vote constitutes a breach of duty:

> 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.

[1] https://www.hazelparkschools.org/

Operating Procedure 1.4(A) ("Board Member Participation in Discussion, Debate and Voting") also states Board members "shall" vote on all actions unless a conflict exists:

> All Board members shall vote on all action items unless a conflict of interest applies.

Finally, Board Bylaw 0144.2 (Ethics) requires Board members to act at all times in the best interest of the Board, administration, and the educational welfare of District students:

> As members of the Board of Education, Board members will strive to improve public education and to that end they will:
>
> * * *
>
> I. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
>
> J. take no private action that will compromise the Board or administration . . .;
>
> K. remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

These charges result from the gross neglect of duty committed by Trustees Fortress, Hinton, and Laframboise. On February 27, 2023, Board Trustees Fortress, Hinton, and Laframboise failed to appear at a special meeting of the Board and therefore were absent for all votes taken at the meeting. (**Exhibit 1**.) Thereafter, all three Trustees have abstained from voting on all actions before the Board:

- At the March 20, 2023 regular Board meeting, fifteen (15) motions were brought before the Board for a roll call vote. (**Exhibit 2**.) Several significant items were addressed during this meeting. The Board voted on staffing for the 2023-2024 school year, administrative contracts, collective bargaining, budget amendments, the sinking fund plan, and the expulsion of two District students. Board Trustees Fortress, Hinton, and Laframboise abstained from voting on all fifteen (15) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

- At the April 24, 2023 regular Board meeting, eighteen (18) motions were brought before the Board for a roll call vote. (**Exhibit 3**.) Again, many of these motions addressed significant matters for the District, including services for the extended school year, curriculum, uncertified staffing for the 2023-2024 school year, pay for substitute teachers, the 2023-2024 school year calendar, the 2023 tax rate request, the hiring of in-house counsel, and the expulsion of one District student. Board Trustees Fortress,

Hinton, and Laframboise abstained from voting on all eighteen (18) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

- At the May 22, 2023 regular Board meeting, twenty-four motions were brought before the Board for a roll call vote. (**Exhibit 4**.) Similarly, these motions addressed significant matters for the District, including but not limited to hiring additional professional staff, curriculum matters, approving compensation increases for a number of non-union employee groups, approving Board policies, and extending the Superintendent's employment contract along with a salary increase. Board Trustees Fortress, Hinton, and Laframboise abstained from voting on all twenty-four (24) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

This refusal by Trustees Fortress, Hinton, and Laframboise to vote on all matters coming before the Board undermines the integrity of the Board and is harmful to the District. Board Trustees are chosen by citizens to represent them and the State in the governance of the District. Their total disregard for their duties to the District, administration, staff, students, and their constituents constitutes gross negligence and a breach of their duties as public officials. For these reasons, it is my belief, shared by a majority of the Board, that Board Trustees Fortress, Hinton, and Laframboise can no longer serve as effective board members and that the trust in them cannot be restored.

Enclosed is an Affidavit, executed by me, verifying that I believe the charges to be true, as presented, as required by MCL 380.1107. (**Exhibit 5**). If you should have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Rick Nagy
Board President

Enclosures: Exhibits 1-5

cc: Heidi Fortress, Board Trustee (via hand delivery)
Beverly Hinton, Board Trustee (via hand delivery)
Deborah Laframboise, Board Trustee (via hand delivery)
Board of Education (via email delivery)

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 called to order on this, February 27, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present:	Nagy, Baldwin, Rattee, Rice (left meeting at 6:45pm)
Members Absent:	Fortress, Hinton, Laframboise
Others Present:	Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice that the Board of Education approve the agenda as written.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

PUBLIC COMMENT

Sue Hemple
1203 E Hayes
Hazel Park, MI 48030

Meeting times are confusing, time should work for all. Seven is too late but shouldn't start before six pm because latchkey is open until 6pm. Also, is the discipline policy still going before board, concerned the outcomes are not appropriate. Why is the school attending the Mackinac trip by invitation of the city? City has been attending for years the school has not. Money should be spent on scholarships, not conference.

Ian Lloyd
992 E Mahan
Hazel Park, MI 48030

Concerns for school safety, discipline framework with threat assessments not being done. Feels Youth Assistance is being underutilized. Also concerns for safety and culture of the district. Test scores are down, risk assessment not being done, services not being provided to students. This district is in cost savings triage mode. ***(Three minute time up)*** *Mr. Lloyd would like to invoke for future knowledge that*

he is a disabled veteran and needs accommodation for his speaking. Also, stated that you took the garbage in, I would take it out.

Matthew Dudley
22685 Maple Ct
Hazel Park, MI 48030

Raised questions on a personnel matter, questions halted by board. Stated meeting times were confusing. Concerns for clear division on the board as half the board didn't show up. Believes Mackinac trip is excessive for a weekend. Asked if the board is aware of the Parent meeting held with about 15 parents at Ford.

Deborah Laframboise
117 Andresen Court
Hazel Park, MI 48030

Expressed concerns on meeting times and legality of Open Meetings Act, its against protocol for board and the policy. I will be back at 7.

Bev Hinton
53 E Annabelle
Hazel Park, MI 48030

Doesn't feel this is a legal meeting. January meeting that is required by law the board voted to have meetings at 7:00. Superintendent conducted surveys and made phone calls to get a consensus to hold the meeting at 5:30pm. Violation of Open Meeting Act because all decisions must be made in public. Two board policies violated as votes must happen in public forum. Public must be notified with 3 days of a meeting changed. Email can't be used to vote. The survey and calls takes away the ability to have board discussion. Three member then requested to have the meeting at 5:30 in writing. The public has been told the meeting is not for their comments, that is not true. How does the Mackinac trip benefit the students? Also, the retention bonus excludes the teachers. The teachers won a grievance but at the finance meeting it was called a bonus. The teachers should also be included.

Heidi Fortress
23441 Hughes
Hazel Park, MI 48030

Board members should communicate with their members. I have five text messages to you from the 13th to current, its lack of communication. I am also disputing this meeting which is why I left you texts. I received an invite to the 7pm meeting but not the 5:30 meeting.

SPECIAL ORDER OF BUSINESS

A. Advantage Representatives

Advantage Representative, Sicily Williams, shared the experiences that are happening at Advantage such as the Valentine's Day event they were able to earn. She spoke about the basketball tournament at Basketball City and continued about her appreciation for the bond she has formed with Ms. Lee, a teacher at Advantage.

B. High School Representatives

C. Junior High Representatives

Thomas Barkle and Madison Rattee, who came to speak on behalf of our Hazel Park Junior High. Thomas shared information on the Feb 1st trip to Oakland University and the tour they were able to attend at the High School on Feb 2nd. Madison expressed her appreciation for the district opening up the Junior High for families without power because her family was affected too.

D. Promise Zone Update

Fernando Monge, Representative of the Promise Zone was joined by Moussa Traore as t hey shared an update on the current activities of the Promise Zone as well as providing a reminder for the dinner coming up on March 6th at 5:30pm. Tickets for the dinner are $75 each.

E. Junior High Presentation

Project Lead The Way students from the junior high presented the latest work they are completing in their classrooms. They shared a presentation of the work they created in Ms. Germain's class and each student shared a bit of the process as they completed a real prototype for this project out of recycled and scrap materials.

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice that the Board of Education approve the consent agenda as written.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

UNFINISHED BUSINESS

A. 2023 Board of Education Meeting Dates Calendar - Draft (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the 2023 Board of Education Meeting Date Calendar, as presented..
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

NEW BUSINESS

A. STEAM Update (Informational Item)

Dr Dulmage presented an update on the STEAM happening throughout the district. She shared updates from Elementary and Secondary buildings.

B. Data Presentation (Informational Item)

Dr Dulmage shared the brief overview of the data that has been collected for our students. They are showing great improvement in the areas of Reading across the district. Math is a current area of focus as they are working diligently to bring these scores up to our growth goal for the Spring data collection.

C. LEO Update (Informational Item)

Dr Dulmage presented an update on the LEO grant to the Board. She shared there has been significant growth with Advantage as well as the High School according to the data collected from College Board and Springboard. They have identified an area of support with our Black/African American students. The focus is what does our district need to do differently to better support our students.

D. Three-year plans (Informational Item)

Administration presented an update on the three-year plan to the Board.

E. Dance Team (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the Dance Team travel for their National competition, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

F. MHSAA State Finals (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the MHSAA State Finals trip for the Boys & Girls Bowling teams, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

G. Stop the Bleed (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the purchase of 277 Stop the Bleed Kits for district classrooms, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

H. Retention Bonus (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the retention bonus for the staff, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

I. Custodial/Maintenance Intern Increase (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Custodial/Maintenance Intern Increase of two dollars to be applied only to the Winter and Spring Break interns, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

J. Covid Days (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the five days of Covid pay, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

K. Executive Director of Student Services (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the reclassification of the duties for the Executive Director of Student Services position, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

L. Administrative Assistant to the Assistant Superintendent of Business and Operations (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the position for an Administrative Assistant to the Assistant Superintendent of Business and Operations, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

M. Drama Interns (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the Drama Internship, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

N. Overnight Wrestling Trip (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the overnight trip for the Wrestling team, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

O. OCSBA Resolution & Bylaws District Vote (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Resolution and Bylaws District Vote for the Oakland County School Board Association.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

SUPERINTENDENT REPORT

A. Enrollment

B. 1st Semester Attendance Presentation

C. Fundraisers

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

PUBLIC COMMENT

BOARD MEMBER AND ADMINISTRATION COMMENTS

Monica Rattee, Trustee - Thank you for everyone being here. Promise Zone dinner has 40 baskets this year, we have a photobooth, there's a lot of new things this year. Thank you for opening up the Junior High. It was so appreciated. I also commend Mr. Smith for the creativity to let these kiddos know they can do great things without the negative language.

Melissa Baldwin, Vice President - Thank you for coming out, thank you for Mr. Smith and the kids. Welcome to Fernando, and lots of congratulations to our athletes!

Dr Kruppe, Superintendent - Have a great evening.

Rick Nagy. President - Thank you all for being here. I enjoyed Mr. Barnett and all the students. For those who don't know, disrespectful comments to board members will not be tolerated. Phone calls were directed to Dr Kruppe and they chose not to return the calls to Dr Kruppe. No more disrespect. They failed to mention the entire board is going to a convention. I've been to many conventions over the years, there is a lot to learn and you never know what the networking can bring to our district.

ADJOURNMENT *6:53 pm*
Unanimous approval.

Respectfully Submitted,

Dawn Rice

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
REGULAR MEETING
MARCH 20, 2023 5:30PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, March 20, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote

Yeas:	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

SPECIAL ORDER OF BUSINESS

A. *Advantage Representatives*

Sicily Williams shared the events happening at Advantage with information on their sports teams and they just began their third trimester. and the creative ways Mr. Smith and his team use to bring his kids together.

B. *Boys & Girls Bowling Team*

The Board of Education presented the Bowling Team with Certificates of Achievement for an amazing season!

C. *Girls Basketball Team*

The Board of Education presented the Girls Basketball Team with Certificates of Achievement for an outstanding season!

D. *High School Representatives*

Sarah Griffiths & Jenna Durbrow updated the Board of Education on the events happening at the high school. The main focus for them as seniors is all the great events coming up very soon! Also shared highlights of what is happening with the other grade levels.

~~*E. Junior High Representatives*~~

F. Hoover Presentation

Mrs. Dimas and her team of students shared their amazing work in the new curriculum. Students read pages from books they created and Mrs. Dimas talked about the process and how our new reading curriculum is really making an impact on our students!

PUBLIC COMMENT

Beverly Blair HP Teacher	Spoke about her pleasure in her job and her disappointment in the position being eliminated.
Matthew Dudley 22685 Maple Ct. Hazel Park, MI 48030	Wants to see attendance on the agenda. Again, thanked the Board for the graduation information that was sent after he requested it. Glad to see discipline on the agenda.
Susan Hemple 1203 E Hayes Hazel Park, MI 48030	Concerns for a Saturday Graduation due to sports conflict. Would like the Board to move it to Thursday or Friday.
Ellen Lipton State Board of Education	On behalf of Promise Zone and State Board of Education. Very excited to see Haze Park moving towards the direction of community schools. Believes Hazel Park is perfect for this program. Thank you to the board members for their work.

CONSENT AGENDA (ACTION ITEM)

Moved by Rice, supported by Rattee, that the Board of Education approve the consent agenda as written.
Discussion

Roll Call Vote (if needed)

Yeas	Rice, Rattee, Baldwin, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

NEW BUSINESS

A. 2023-2024 Staffing (Action Item)

Moved by Rice, supported by Baldwin, that the Board of Education approve the 2023-2024 Staffing, as written.
Discussion
Roll Call Vote (if needed)

Yeas	Rice, Baldwin, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

B. Administrative Contracts (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve the Administrative Contracts, as written.
Discussion

Roll Call Vote (if needed)

Yeas	Rice, Rattee, Baldwin, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

C. Food Service Contract (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve to extend the Food Service Contract, as written.

Discussion

Roll Call Vote (if needed)

Yeas	Rice, Rattee, Baldwin, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

D. Support Staff Professional of the Year (Informational Item)

E. Budget Amendment (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Budget Amendment, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

F. Spring Coaches (Informational Item)

G. Sensory Room (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Sensory Room, not to exceed $50,000, as written.

Discussion

Roll Call Vote

Yeas:	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

H. Extended School Year (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Extended School Year, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

I. 2023-2024 ARC Materials (Action Items)

Moved by Baldwin, supported by Rice, that the Board of Education approve the 2023-2024 ARC Materials, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

J. HPEA LOA Agreement (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the HPEA Letters of Agreement, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

K. High School Change from Dean to Assistant Principals (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the High School change from Dean to Assistant Principal, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

L. Community Schools Director (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Community Schools Director, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

M. Sinking Fund 3 Year Plan (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Sinking Fund 3 Year Plan, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

N. Student Discipline (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the expulsion of two students, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

SUPERINTENDENT REPORT

A. Superintendent Evaluation Check In

B. School Safety Report

C. Enrollment

D. Fundraisers

CLOSED SESSION

A. Motion to recess into closed session (c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement if either negotiating party requests a closed hearing and (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(c)(h)of the Open Meeting Act.

Moved by Baldwin, supported by Rice, that the Board of Education approve the closed session, as written.
Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion failed.

PUBLIC COMMENT

Susan Hemple
1203 E Hayes
Hazel Park, MI 48030

Had two students lined up to talk about graduation but they are unable to attend.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Board Trustee	Requested to have a three minute public comment at the end of the meeting due to the time change. Great job to Hoover on their presentation, great to see the curriculum at work!
Monica Rattee, Board Treasurer	Yes, great job Mrs. Dimas and Hoover students! Mr Smith is also doing a great job over at Advantage, I love what he does with the kids. I had a chance to read at Webb, it was great! Madison wasn't able to come tonight but I know the junior high students are looking forward to their first Glow Dance. I'm excited to share that Promise Zone raised $100,000. Congrats to all of us who helped raise it. Congratulations to the support staff, and all staff because I'm sure there were many more who deserved it. Everyone does a great job!
Beverly Hinton, Board Trustee	Youth Assistance program has an event on April 20th, applications are on the Youth Assistance webpage. It's for kids who volunteer, not because they need hours or time for a project. They are volunteering just because they want to help. Dr Kruppe has agreed to let us have the 70 year celebration here next month. This is a big deal, 70 years is a long time for an organization! Great job to Nick Conn, our Tuba player! Morgan Lee, congrats to her also she did a beautiful ceramic vase that was recognized in a competition with 1300 other pieces. Tom Oestrike is doing a great job with our athletics department.
Melissa Baldwin, Board Vice President	Yes, congrats to the sports teams and the support staff! Thank you to the coaches and the parents for bringing the kids here tonight!

Dawn Rice, Board Secretary	Thank you to everyone on staff for all your hard work.
Heidi Fortress, Board Trustee	Tom Oestrike and I have a running joke that he wasn't my first choice but I'm glad to say I was wrong. He's doing a great job and bringing our sports back! I want to give a shout out to Ms. O'Kane at Webster, what an amazing event! She had dinner and a movie and the kids really enjoyed it, there were a ton of parents there. I love to see the parents involved. Thank you Amy for the link to everything. Congrats to the Promise Zone, it was a great event. You have a lot to be proud of. I'm looking forward to the conference in a couple weeks.
Rick Nagy, Board President	Thank you Monica and the Promise Zone, it was fabulous! Congratulations to athletes. Good job to Hoover on the presentation. I also had a great time reading to the Advantage and Webb students. I had to follow suit with the kids and eat the Green Eggs and Ham. That was different. Thank you to our staff for a great job.

ADJOURNMENT *7:19 pm*
Unanimous approval.

Respectfully Submitted,
Dawn Rice

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
REGULAR MEETING
April 24, 2023 5:30 PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, April 24, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

SPECIAL ORDER OF BUSINESS

A. Student Recognition

Ms. Lentz accepted a certificate on behalf of the marching band student Nick Conn, as he was recognized for his amazing performance at the solo & ensemble festival.
The board also recognized Landon Davinich for his outstanding achievement in CTE award. Mr. Haas accepted this certificate on his behalf as he was chosen to represent Hazel Park from 12 seniors nominated by CTE teachers.

B. DECA

Two DECA students, Brandon Anderson and Colton Beadia were recognized for making it to the DECA State Career Development Conference. This was a great achievement for these students.

C. Junior High Representatives

Thomas Barkle spoke of some concerns for the Hazel Park Junior High students with traffic on Otis. He is very excited to see sports happening and is enjoying being a part of that.

D. Washington Trip

Mrs. Beach shared a presentation on the Washington trip. She included the projection for next year and plans to begin fundraising so more students will be able to attend. This year 81 students are able to participate. The cost of the trip is $649 and those attending are able to get high school credit, if they complete the discovery program after the trip has been completed.

E. High School Presentation

Ms. Scholz shared a presentation on the High School. Including new plans for PBIS in the fall, special events coming up for seniors, highlights from all the classes and what has been happening around the school and a new cell phone policy coming in the Fall of 2023 also.

F. Youth Assistance Presentation

Youth Assistance joined the meeting to share their news of celebrating 70 years of service to Hazel Park. The program began under Dr Wilfred Webb and Arthur Moore, a Juvenile Court Judge Youth Assistance has now grown to 26 offices throughout Oakland County and also a division of Oakland County Circuit Court - Family Division.

PUBLIC COMMENT

Robert Fulcher, Former Teacher & Coach — *Mr. Fulcher would like information on a dedication placed in the Athletic Hall of Fame to commemorate Mr. Gerald "Jerry" Wegner. .*

Ed Klobucher, City Manager — *Shared information on the community schools project as the schools and city continue to work together with several other local organizations to bring this plan to fruition. With the importance of working together and continuing to build strong relationships throughout the community.*

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the consent agenda as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

NEW BUSINESS

A. Jardon Extended School Year (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the ESY Services, as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

B. Webster Creative Curriculum (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve the purchase of the Creative Curriculum package, including professional development in an amount not to exceed $105,610, as written.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

C. Staffing (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the uncertified staff for the 23/24 school year, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

D. Change in Position (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the change in position, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

E. Substitute Rate of Pay (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the pay rates for the substitute positions, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

F. Policy (1st Reading) (Informational Item)

G. Museum Contract (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the renewal of the Erickson Building lease, as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

H. 2023/2024 School Year Calendar (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the calendars for the 2023/24 school year, as written.
Discussion
Roll Call Vote

Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

I. Teacher Appreciation Resolution (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the 2023-2024 ARC Materials, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

J. L-4029 (Action Item)

Moved by Baldwin, supported by Rice,that the Board of Education approves the 2023 Tax Rate Request, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

K. Oakland Schools FY24 Budget (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Oakland Schools Budget, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

L. HVAC Installation (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Ford office air conditioning equipment and installation to not exceed $16,580, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

M. Bus Purchase (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the purchase of a new used bus for 69,000 plus any title or fees, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

N. Concrete Work (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the three summer concrete projects for Parking Lot Repair, $17,000, Storm Drain Replacement $12,000 and ADA Ramp $5,000, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

O. High School Lighting (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the emergency repairs to the HS lighting for $83,216.50, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

P. In-house Counsel (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the hiring of in-house counsel, as written.

Discussion

Called to recess by President Nagy at **7:24pm**
Called to order by President Nagy at **7:34pm**

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

Q. Freedom of Information Act (Informational Item)

R. Student Discipline (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the expulsion of one student, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

SUPERINTENDENT REPORT

A. Community School Update
B. Fundraisers
C. Enrollment
D. Summer School
E. Professional Development
F. High School Cell Phone

PUBLIC COMMENT

Susan Hemple
1203 E Hayes
Hazel Park, MI 48030

Asked for Security to be paid for Alice training.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Board Trustee

The play was fabulous but the voices kept cutting out and I hope we can get that fixed! Thank you to Ed. The junior high also has a play coming up. Congrats to the students and I'm happy that baseball and softball are back at the junior high.

Monica Rattee, Board Treasurer

I am also excited to see sports back at the junior high. I loved the things shown on the DC trip, we take family trips there and it's always cool to see new things. To have new places to check out, so thank you for sharing. The drama club did a great job when the junior high came over to see the play. They took time to explain there was more than just singing and acting to be in the drama club. It was great to see that. I'm glad to see AP classes at the high school. Thank you to Ed for being here tonight.

Beverly Hinton, Board Trustee

I hope we will have this safety study meeting, there is lots of money out there. There was a great article in the Student Educator about the need for safety meetings. Thank you Dr Kruppe for pushing for the conference last month, I learned a lot. There were a lot of fabulous workshops and I attended so many! It was inspirational and very valuable. It's hard to sit up here and vote no. In Februar, I called an attorney because I believe we broke the OMA. There has been no discussion and no resolution.

Melissa Baldwin, Board Vice President

We have some very hardworking students! I very much appreciate this! Our teachers do a lot and deal a lot, so if you get a chance just send them a nice note or email with a quick thank you! Thank you to Ms Scholz and Mr Dimas for bringing the cell phone issue up.I hope the board is behind it, I know I am! Please stick to that! Thank you Ms. Scholz and Mr Dimas! Thank you Dr Dulmage and Ms. O'Kane for your hard work and all the things you do. There are a lot of exciting events coming up. We have the Memorial Day Parade and the Fair coming, ice skating is happening this Friday at the Ice Arena from 4 - 6pm. I just want to say I appreciate everyone's

	hard work, it's a great team to lead our community. Thank you for coming to the play! It was bigger and better than ever! I cannot wait for the next one. you to the coaches and the parents for bringing the kids here tonight!
Dawn Rice, Board Secretary	Thank you to everyone on staff for all your hard work and Ed for working together with the School District. I don't just come here and vote, I do my research. This litigation has led to whether or not we go to court. I apologize for my frustration tonight. I hope everyone has a good night, thanks.
Heidi Fortress, Board Trustee	There's a reason we say no, I would have loved to abstain. When this goes to litigation we will have to redo all these meetings anyway. I wish the seniors and juniors a good time at Prom. It was heartwarming to see with Youth Assistance how much time is given. Thank you Ed for speaking tonight, I would have loved to see a presentation.
Rick Nagy, Board President	The play was fantastic! I am glad to see sports coming back. Thank you everyone for being here. It's clarification on a work, all residents were notified. It has nothing to do with the board and its taking from the kids! Everyone was notified but this will cost taxpayers money. It's a shame.

ADJOURNMENT *8:12 pm*
Unanimous approval.

Respectfully Submitted,

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
Agenda
Regular Meeting
May 22, 2023 5:30 PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, May 22, 2023 is called to order at 5:31 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Rattee, Rice, Nagy
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rattee that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

SPECIAL ORDER OF BUSINESS

A. *Robotics Team*

Mr & Mrs. Gubow along with a student, Kaiya Cook, shared highlights from The Robodrakkens season along with a demonstration of the robot.

B. *Retirements*

The Board of Education along with Superintendent Kruppe recognized the retiring staff of the 2022-23 school year.

C. *Years of Service Recognition*

The Board of Education along with Superintendent Kruppe recognized the years of service for staff of the 2022-23 school year.

D. *PBIS Presentation*

Dr Papasian-Broadwell shared with the Board of Education what PBIS is and the other programs we are using to help our students in managing their emotions and behaviors.

E. Edison Presentation

Dr Krause introduced Ms. Byerly and Ms. Evans as they shared highlights from the Edison center program and how it helps our students to become successful after they leave the program.

PUBLIC COMMENT

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rattee that the Board of Education approve the consent agenda as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

UNFINISHED BUSINESS

A. Policy (2nd Reading) (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the policies, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

NEW BUSINESS

A. Additional Early On Teachers (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the hiring of two additional birth to three teachers, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

B. Teacher Consultant - Elementary (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the addition of an elementary level teacher consultant for the 2023-2024 school year, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

C. Drama Interns (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the continuation of the Drama Department Internship and to add one additional intern through the summer and the 2023/24 school year, as presented.

Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

D. High School Drama Theatre Circuit (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Drama Department request for a High School Theatre Circuit at a cost not to exceed $640 per semester, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

E. 2023-24 Drama Department Summer Clean up (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Drama Department request for summer clean up, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

F. 2023-24 Drama New Course Advanced Theatre & Video (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the new course for the Drama Department at a cost not to exceed $15,000, as presented, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

G. National Gun Awareness Day (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the resolution for Gun Violence Awareness Day, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

H. Freedom of Information Act (Informational Item)

I. Student Discipline (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approves the expulsion of student 2023-004, as written.

Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

J. 2023-24 Handbooks (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approves the 2023-24 Handbooks, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

K. Administrative Assistant to the Assistant Superintendent of Teaching and Learning (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the new Administrative Assistant to the Assistant Superintendent ofTeaching and Learning with an additional cost not to exceed $19,000, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

L. Administrative Contracts (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Unaffiliated Contracts, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

M. Non-Certified Staffing (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Non-Certified Staffing, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

N. Non-Union Staff (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Non-Union Contract, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise

Motion carried.

O. Secretarial Group (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the above changes for the secretarial group, as presented.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

P. Additional Maintenance Intern (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the additional maintenance intern position for the summer season June 13th - August 25th.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

Q. High School Bleacher (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the High School Bleachers to not exceed $242,115.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

R. Jardon Doors (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the project for design and bidding with final approval after bidding returning to the Board for final approval.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

S. Ford Office Update (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the addition of two doors not to exceed $20,000.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

T. Policy (1st Reading) (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the policies, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

U. Superintendent Pay Increase (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the 4% pay increase for the superintendent, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

V. Superintendent Contract Extension (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the two year extension of the Superintendent contract, moving the term date to June 30, 2028.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

W. Superintendent's Celebratory Supper & Show (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the bussing and funding per-student per-show for tickets and dinner costs, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

SUPERINTENDENT REPORT

A. LEO Report
B. Fundraisers
C. Enrollment

REQUESTS FOR FUTURE AGENDA ITEMS
CALENDAR DATES 561

PUBLIC COMMENT
BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie - *I have been asking for the attorney's bills and did not receive them. We are the client and I should have access to see these bills.*

Monica - *Thank you to the Robotics team, that's awesome and I hope your fundraiser goes well! Our Junior High Rep, my daughter Madison wanted me to say they love the new air purifiers but they were wondering if they could get another one for the Junior High Band room to move around all the air from the kids playing their instruments! She was also super excited that Bosco sticks are back! Also, it's frustrating coming here and taking away from my family, missing my daughters last softball game, when we don't work as a team. I love being on the board but I get emotional about it sometimes. And a shout out to the Richardsons for letting the Junior High Girls practice with the high school softball team. It was great and they all really enjoyed it.*

Bev - *I would like to comment back to what Debbie said, other boards have received breakdowns With all of the receipts. I haven't been able to make it to any of the concerts and field trips but Mr. Pleiness keeps me up to date! He's great and a shout out to Janice Howard for the play at the Junior High. What a great thing she did for our kids! She paid for costumes and things out of her own pocket and I believe it should be recognized so thank you! I need to apologize for speaking inappropriately at the last board meeting. I asked for a meeting to apologize, it was unacceptable and uncalled for. They are very qualified and equipped to do their jobs.*

Melissa - *It's good to see the success of students and I appreciate all the retirees and everyone's years of service. You can see the kids are feeling great about themselves. Kai did a great job speaking! Its hard to get up there and do that, great job to her! I hope the fundraiser goes well, I will be asking at my work and anyone who can think of a way to help, please do! Thank you to everyone for being here.*

Dawn - *I like to thank everyone for being here and their hard work! I agree with Monica, it is difficult to sit here while some aren't working. That's not what we teach our kids to do.*

Heidi - *Agreed, the atmosphere is awful. When Ed was here he mentioned doubling the donation for Youth Assistance. Does the school donate? I feel like we should double our donation too because they do good things for kids.*

Dr Kruppe - *Melissa McDonald, one of our EL teachers has been selected as a NEH Summer Scholar from a national applicant pool to attend one of 35 summer seminars and institutes supported by the National Endowment for the Humanities (NEH). The Endowment is a federal agency that, each summer, supports these enrichment opportunities at colleges, universities, and cultural institutions, so that teachers can study with experts in*

humanities disciplines. This two week program will take place from July 16th to July 30th. Melissa was one of only 24 teachers selected for this fantastic opportunity. While attending, Melissa will attend 35 seminars and institutes covering a wide range of topics such as: Music, History, and Culture of the Mississippi Delta, Holocaust and Genocide Education, Migrant Waves in the Making of America, Rethreading the Needle of the Native American History Narrative of the American Bison. The Summer Scholars who participate in the UTEP NEH Summer Institute will teach almost 4,000 American students the following 2023–2024 academic year.

Rick - *I hope that we can get everyone on board to work together. Have a good night everyone.*

ADJOURNMENT *7:24 pm*

June 19, 2023

HAND DELIVERED
Heidi Fortress

Re: Charges Seeking Removal Pursuant to MCL 380.1107

Dear Ms. Fortress:

This is to inform you that in my capacity as Board President I have filed charges with Governor Gretchen Whitmer seeking your removal from the Board of Education pursuant to MCL 380.1107.

Enclosed with this letter are the charges, affidavit, and supporting evidence as required by MCL 380.1107. These documents have been submitted to Governor Whitmer. You are invited to submit a response to the charges directly to the Governor with a copy to me.

Sincerely,

Rick Nagy
Board President

Enclosures

cc: Board of Education

June 19, 2023

HAND DELIVERED
Deborah Laframboise

Re: Charges Seeking Removal Pursuant to MCL 380.1107

Dear Ms. Laframboise:

This is to inform you that in my capacity as Board President I have filed charges with Governor Gretchen Whitmer seeking your removal from the Board of Education pursuant to MCL 380.1107.

Enclosed with this letter are the charges, affidavit, and supporting evidence as required by MCL 380.1107. These documents have been submitted to Governor Whitmer. You are invited to submit a response to the charges directly to the Governor with a copy to me.

Sincerely,

Rick Nagy
Board President

Enclosures

cc: Board of Education

June 19, 2023

HAND DELIVERED
Beverly Hinton

Re: Charges Seeking Removal Pursuant to MCL 380.1107

Dear Ms. Hinton:

This is to inform you that in my capacity as Board President I have filed charges with Governor Gretchen Whitmer seeking your removal from the Board of Education pursuant to MCL 380.1107.

Enclosed with this letter are the charges, affidavit, and supporting evidence as required by MCL 380.1107. These documents have been submitted to Governor Whitmer. You are invited to submit a response to the charges directly to the Governor with a copy to me.

Sincerely,

Rick Nagy
Board President

Enclosures

cc: Board of Education

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

February 9, 2024

Heidi Fortress
<heidif1107@yahoo.com>

Re: Freedom of Information Act Request

Dear Ms. Fortress:

On January 19, 2024, the Hazel Park Schools received your request for documentation under the Michigan Freedom of Information Act ("FOIA"), MCL § 15.231, *et seq*. In your letter, your FOIA requests stated you are requesting to see or have sent a copy of all videos/audio of Heidi Fortress at Hazel Park High school 12/6/23 at approximately 2:30 pm at the front security desk. The second part of your request was to request any written complaints, statements or comments, filed by any staff, administration or student/students regarding Heidi Fortress being in the building on 12/6/23. You further requested to have any and all emails, text or requests from any staff, administration, community member/members, board member/s student/s parent/s or individual that requested Gabriel Fortress' Collegeboard AP test scores from when he was attending Hazel Park High School and any requests to call the college he is attending to verify or obtain information on him.

The District has reviewed this request and is denying your FOIA request for the following reason:

- The video may not be shared due to being a violation of FERPA.
- Based upon our findings Hazel Park School District does not possess any documents that satisfy this request.

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

Pursuant to MCL § 15.240, the District is obligated to inform you that you may do one of the following if you are dissatisfied with this response:

1. Appeal this decision in writing to the Board of Education. The writing must specifically state the word "appeal" and must identify the reason or reasons for reversal of the denial.

2. File an action in circuit court to compel the District's disclosure of the public record within 180 days after the District's final determination to deny your request pursuant to Section 10 of FOIA A requestor may receive attorneys' fees and damages pursuant the Act if the Court determines that the District has not complied with Section 5 of the Act and orders disclosure of all or a portion of the public record.

Respectfully,

Dr. Amy Y. Kruppe Ed. D.
Superintendent

By: Email & USPS

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

January 24, 2024

Deborah Laframboise
<deborah.laframboise@myhpsd.org>

Dear Ms. Laframboise:

This written notice is issued in response to your January 17, 2024 email requesting records under the Freedom of Information Act.

The first item in your FOIA regarding all the correspondence that led up to the letter you received citing an incident that happened on December 6th, to include all written correspondence. After reviewing our records, there are no documents that satisfy this request.

The second item in your FOIA regarding all guidelines we followed before expelling the elementary student who recently was expelled for hearing voices in his head telling him to kill a classmate. After reviewing our records, your FOIA request has been denied, in part, because of the following:

- FERPA violation.

It is unclear which incident this FOIA request refers to. However, under Section 13 of FOIA, a public body shall be exempt from disclosure information that, if released, would prevent the public body from complying with FERPA. Because the records you have requested are education records, as defined under FERPA, the disclosure of which without parental consent violates FERPA, and the District does not have parental consent to release the records to you. Furthermore, your FOIA request would be denied pursuant to Section 13 of FOIA due to the fact that releasing the documents requested would constitute a clearly unwarranted invasion of privacy.

The third and final item in your FOIA regarding all correspondence and complaints regarding Heidi Fortress, Dawn Rice, and me (Deborah Laframboise) has been granted, with the exception of Dawn Rice because there are no documents that satisfy this part of your request. This has been issued in a digital format attached to this letter as well as being mailed to your home.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

If you are dissatisfied with this response, you have a right to file an action in circuit court to compel the District's disclosure of the public record within 180 days of the District's final determination to deny your request pursuant to Section 10 of FOIA. A requestor may receive attorneys' fees and damages pursuant to the Act if the Court determines that the District has not complied with Section 5 of the Act and orders disclosure of all or part of the public record.

With Students in Mind,

Amy Kruppe
Superintendent
amy.kruppe@myhpsd.org

AFFIDAVIT OF RICK NAGY REGARDING CHARGES AGAINST HEIDI FORTRESS, BEVERLY HINTON, AND DEBORAH LAFRAMBOISE

Rick Nagy, being first duly sworn upon his oath, states and avers as follows:

1. At all times relevant to the above-referenced matter, I have served as a Trustee for the Hazel Park Schools Board of Education ("Board"), and as a Board officer in the position of President, and in that capacity, I have personal knowledge of the facts asserted herein, and I am of majority age.

2. On June 19, 2023, I filed charges against Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise, seeking their removal from the Board pursuant to MCL 380.1107.

3. The charges are enclosed with this Affidavit and are dated June 19, 2023.

4. The charges were served on Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise, via hand delivery.

5. I believe the charges to be true, as presented.

6. Further, Affiant saith not.

Dated: June 19, 2023

_____
Rick Nagy, Board President

STATE OF MICHIGAN)
)ss
COUNTY OF OAKLAND)

The foregoing instrument was acknowledged before me on June 19, 2023, by Rick Nagy, President, Hazel Park Schools Board of Education.

_____

Notary Public, _____ County, MI
Acting in _____ County, MI
My commission expires: _____

June 19, 2023

Via Certified First-Class Mail and Email
Governor Gretchen Whitmer
PO Box 30013
Lansing, MI 48909

RE: Charges Seeking Removal of Board Members Fortress, Hinton, and Laframboise from the Hazel Park Board of Education Pursuant to MCL 380.1107

Dear Governor Whitmer:

Pursuant to my duties as the President of the Hazel Park Board of Education, I feel I am obligated to submit these charges seeking the removal of Board Trustees Heidi Fortress, Beverly Hinton, and Deborah Laframboise. I believe, along with the majority of the Board, that the recent actions of Trustees Fortress, Hinton, and Laframboise constitute gross neglect of duty, malfeasance, and/or misfeasance in office. While I and a majority of the Board have attempted to work with Trustees Fortress, Hinton, and Laframboise to address their conduct amicably, these efforts have been disregarded. I and a majority of the Board now feel we have a legal obligation to seek their removal so that we can focus its efforts and energy on the students and staff of the Hazel Park Schools.

Under Section 1107 of the Revised School Code, charges may be filed with the Governor seeking removal. Grounds for removal include gross neglect of duty, corrupt conduct in office, or any other form of misfeasance or malfeasance in office.

Since February 27, 2023, Board Trustees Fortress, Hinton, and Laframboise have either abstained from voting on all the motions made before the Board, or altogether failed to appear for a regularly scheduled Board meeting. This conduct directly violates the Board's Bylaws and Policies and constitutes gross neglect and a breach of their duties as public officials.

Ms. Fortress began her term in January 2021, and her current term expires in December 2024. Ms. Hinton began her term in 2014, and her current term expires in December 2026. Ms. Laframboise began her term in January 2023, and her current term expires in December 2026.

Upon election, all three Trustees affirmed their legal and ethical duties owed to the District by taking an Oath of Office as prescribed by the Constitution of Michigan. See MCL 168.310(1). In addition, all Board members are expected to abide by and comply with Board Bylaws, Policies, and Operating Procedures, which can be found on the District's website.[1] Board Policy 0167.1 ("Voting") specifically states that a failure to vote constitutes a breach of duty:

> 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.

[1] https://www.hazelparkschools.org/

Operating Procedure 1.4(A) ("Board Member Participation in Discussion, Debate and Voting") also states Board members "shall" vote on all actions unless a conflict exists:

> All Board members shall vote on all action items unless a conflict of interest applies.

Finally, Board Bylaw 0144.2 (Ethics) requires Board members to act at all times in the best interest of the Board, administration, and the educational welfare of District students:

> As members of the Board of Education, Board members will strive to improve public education and to that end they will:
>
> * * *
>
> I. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
>
> J. take no private action that will compromise the Board or administration . . .;
>
> K. remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

These charges result from the gross neglect of duty committed by Trustees Fortress, Hinton, and Laframboise. On February 27, 2023, Board Trustees Fortress, Hinton, and Laframboise failed to appear at a special meeting of the Board and therefore were absent for all votes taken at the meeting. (**Exhibit 1**.) Thereafter, all three Trustees have abstained from voting on all actions before the Board:

- At the March 20, 2023 regular Board meeting, fifteen (15) motions were brought before the Board for a roll call vote. (**Exhibit 2**.) Several significant items were addressed during this meeting. The Board voted on staffing for the 2023-2024 school year, administrative contracts, collective bargaining, budget amendments, the sinking fund plan, and the expulsion of two District students. Board Trustees Fortress, Hinton, and Laframboise abstained from voting on all fifteen (15) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

- At the April 24, 2023 regular Board meeting, eighteen (18) motions were brought before the Board for a roll call vote. (**Exhibit 3**.) Again, many of these motions addressed significant matters for the District, including services for the extended school year, curriculum, uncertified staffing for the 2023-2024 school year, pay for substitute teachers, the 2023-2024 school year calendar, the 2023 tax rate request, the hiring of in-house counsel, and the expulsion of one District student. Board Trustees Fortress,

Hinton, and Laframboise abstained from voting on all eighteen (18) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

- At the May 22, 2023 regular Board meeting, twenty-four motions were brought before the Board for a roll call vote. (**Exhibit 4**.) Similarly, these motions addressed significant matters for the District, including but not limited to hiring additional professional staff, curriculum matters, approving compensation increases for a number of non-union employee groups, approving Board policies, and extending the Superintendent's employment contract along with a salary increase. Board Trustees Fortress, Hinton, and Laframboise abstained from voting on all twenty-four (24) motions. None of these Trustees stated a reason for their abstention or claimed a conflict of interest.

This refusal by Trustees Fortress, Hinton, and Laframboise to vote on all matters coming before the Board undermines the integrity of the Board and is harmful to the District. Board Trustees are chosen by citizens to represent them and the State in the governance of the District. Their total disregard for their duties to the District, administration, staff, students, and their constituents constitutes gross negligence and a breach of their duties as public officials. For these reasons, it is my belief, shared by a majority of the Board, that Board Trustees Fortress, Hinton, and Laframboise can no longer serve as effective board members and that the trust in them cannot be restored.

Enclosed is an Affidavit, executed by me, verifying that I believe the charges to be true, as presented, as required by MCL 380.1107. (**Exhibit 5**). If you should have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Rick Nagy
Board President

Enclosures: Exhibits 1-5

cc: Heidi Fortress, Board Trustee (via hand delivery)
Beverly Hinton, Board Trustee (via hand delivery)
Deborah Laframboise, Board Trustee (via hand delivery)
Board of Education (via email delivery)

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 called to order on this, February 27, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present:	Nagy, Baldwin, Rattee, Rice (left meeting at 6:45pm)
Members Absent:	Fortress, Hinton, Laframboise
Others Present:	Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice that the Board of Education approve the agenda as written.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

PUBLIC COMMENT

Sue Hemple
1203 E Hayes
Hazel Park, MI 48030

Meeting times are confusing, time should work for all. Seven is too late but shouldn't start before six pm because latchkey is open until 6pm. Also, is the discipline policy still going before board, concerned the outcomes are not appropriate. Why is the school attending the Mackinac trip by invitation of the city? City has been attending for years the school has not. Money should be spent on scholarships, not conference.

Ian Lloyd
992 E Mahan
Hazel Park, MI 48030

Concerns for school safety, discipline framework with threat assessments not being done. Feels Youth Assistance is being underutilized. Also concerns for safety and culture of the district. Test scores are down, risk assessment not being done, services not being provided to students. This district is in cost savings triage mode. ***(Three minute time up)*** *Mr. Lloyd would like to invoke for future knowledge that*

	he is a disabled veteran and needs accommodation for his speaking. Also, stated that you took the garbage in, I would take it out.
Matthew Dudley *22685 Maple Ct* *Hazel Park, MI 48030*	*Raised questions on a personnel matter, questions halted by board. Stated meeting times were confusing. Concerns for clear division on the board as half the board didn't show up. Believes Mackinac trip is excessive for a weekend. Asked if the board is aware of the Parent meeting held with about 15 parents at Ford.*
Deborah Laframboise *117 Andresen Court* *Hazel Park, MI 48030*	*Expressed concerns on meeting times and legality of Open Meetings Act, its against protocol for board and the policy. I will be back at 7.*
Bev Hinton *53 E Annabelle* *Hazel Park, MI 48030*	*Doesn't feel this is a legal meeting. January meeting that is required by law the board voted to have meetings at 7:00. Superintendent conducted surveys and made phone calls to get a consensus to hold the meeting at 5:30pm. Violation of Open Meeting Act because all decisions must be made in public. Two board policies violated as votes must happen in public forum. Public must be notified with 3 days of a meeting changed. Email can't be used to vote. The survey and calls takes away the ability to have board discussion. Three member then requested to have the meeting at 5:30 in writing. The public has been told the meeting is not for their comments, that is not true. How does the Mackinac trip benefit the students? Also, the retention bonus excludes the teachers. The teachers won a grievance but at the finance meeting it was called a bonus. The teachers should also be included.*
Heidi Fortress *23441 Hughes* *Hazel Park, MI 48030*	*Board members should communicate with their members. I have five text messages to you from the 13th to current, its lack of communication. I am also disputing this meeting which is why I left you texts. I received an invite to the 7pm meeting but not the 5:30 meeting.*

SPECIAL ORDER OF BUSINESS

A. Advantage Representatives

Advantage Representative, Sicily Williams, shared the experiences that are happening at Advantage such as the Valentine's Day event they were able to earn. She spoke about the basketball tournament at Basketball City and continued about her appreciation for the bond she has formed with Ms. Lee, a teacher at Advantage.

B. High School Representatives

C. Junior High Representatives

Thomas Barkle and Madison Rattee, who came to speak on behalf of our Hazel Park Junior High. Thomas shared information on the Feb 1st trip to Oakland University and the tour they were able to attend at the High School on Feb 2nd. Madison expressed her appreciation for the district opening up the Junior High for families without power because her family was affected too.

D. Promise Zone Update

Fernando Monge, Representative of the Promise Zone was joined by Moussa Traore as t hey shared an update on the current activities of the Promise Zone as well as providing a reminder for the dinner coming up on March 6th at 5:30pm. Tickets for the dinner are $75 each.

E. Junior High Presentation

Project Lead The Way students from the junior high presented the latest work they are completing in their classrooms. They shared a presentation of the work they created in Ms. Germain's class and each student shared a bit of the process as they completed a real prototype for this project out of recycled and scrap materials.

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice that the Board of Education approve the consent agenda as written.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

UNFINISHED BUSINESS

A. 2023 Board of Education Meeting Dates Calendar - Draft (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the 2023 Board of Education Meeting Date Calendar, as presented..
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

NEW BUSINESS

A. STEAM Update (Informational Item)

Dr Dulmage presented an update on the STEAM happening throughout the district. She shared updates from Elementary and Secondary buildings.

B. Data Presentation (Informational Item)

Dr Dulmage shared the brief overview of the data that has been collected for our students. They are showing great improvement in the areas of Reading across the district. Math is a current area of focus as they are working diligently to bring these scores up to our growth goal for the Spring data collection.

C. LEO Update (Informational Item)

Dr Dulmage presented an update on the LEO grant to the Board. She shared there has been significant growth with Advantage as well as the High School according to the data collected from College Board and Springboard. They have identified an area of support with our Black/African American students. The focus is what does our district need to do differently to better support our students.

D. Three-year plans (Informational Item)

Administration presented an update on the three-year plan to the Board.

E. Dance Team (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the Dance Team travel for their National competition, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

F. MHSAA State Finals (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the MHSAA State Finals trip for the Boys & Girls Bowling teams, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

G. Stop the Bleed (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the purchase of 277 Stop the Bleed Kits for district classrooms, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

H. Retention Bonus (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the retention bonus for the staff, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

I. Custodial/Maintenance Intern Increase (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Custodial/Maintenance Intern Increase of two dollars to be applied only to the Winter and Spring Break interns, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

J. Covid Days (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the five days of Covid pay, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

K. Executive Director of Student Services (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the reclassification of the duties for the Executive Director of Student Services position, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

L. Administrative Assistant to the Assistant Superintendent of Business and Operations (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the position for an Administrative Assistant to the Assistant Superintendent of Business and Operations, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

M. Drama Interns (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the Drama Internship, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

N. Overnight Wrestling Trip (Action Item)

Moved by Baldwin, supported by Rice that the Board of Education approve the overnight trip for the Wrestling team, as presented.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

O. OCSBA Resolution & Bylaws District Vote (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Resolution and Bylaws District Vote for the Oakland County School Board Association.
Discussion

All in favor, say yes: Nagy, Rattee, Rice, Baldwin
Those opposed, say no:
Motion carried.

SUPERINTENDENT REPORT

A. Enrollment

B. 1st Semester Attendance Presentation

C. Fundraisers

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

PUBLIC COMMENT

BOARD MEMBER AND ADMINISTRATION COMMENTS

Monica Rattee, Trustee - Thank you for everyone being here. Promise Zone dinner has 40 baskets this year, we have a photobooth, there's a lot of new things this year. Thank you for opening up the Junior High. It was so appreciated. I also commend Mr. Smith for the creativity to let these kiddos know they can do great things without the negative language.

Melissa Baldwin, Vice President - Thank you for coming out, thank you for Mr. Smith and the kids. Welcome to Fernando, and lots of congratulations to our athletes!

Dr Kruppe, Superintendent - Have a great evening.

Rick Nagy. President - Thank you all for being here. I enjoyed Mr. Barnett and all the students. For those who don't know, disrespectful comments to board members will not be tolerated. Phone calls were directed to Dr Kruppe and they chose not to return the calls to Dr Kruppe. No more disrespect. They failed to mention the entire board is going to a convention. I've been to many conventions over the years, there is a lot to learn and you never know what the networking can bring to our district.

ADJOURNMENT *6:53 pm*
Unanimous approval.

Respectfully Submitted,

Dawn Rice

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
REGULAR MEETING
MARCH 20, 2023 5:30PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, March 20, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote

Yeas:	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

SPECIAL ORDER OF BUSINESS

A. *Advantage Representatives*

Sicily Williams shared the events happening at Advantage with information on their sports teams and they just began their third trimester. and the creative ways Mr. Smith and his team use to bring his kids together.

B. *Boys & Girls Bowling Team*

The Board of Education presented the Bowling Team with Certificates of Achievement for an amazing season!

C. *Girls Basketball Team*

The Board of Education presented the Girls Basketball Team with Certificates of Achievement for an outstanding season!

D. *High School Representatives*

Sarah Griffiths & Jenna Durbrow updated the Board of Education on the events happening at the high school. The main focus for them as seniors is all the great events coming up very soon! Also shared highlights of what is happening with the other grade levels.

~~*E. Junior High Representatives*~~

F. Hoover Presentation

Mrs. Dimas and her team of students shared their amazing work in the new curriculum. Students read pages from books they created and Mrs. Dimas talked about the process and how our new reading curriculum is really making an impact on our students!

PUBLIC COMMENT

Beverly Blair HP Teacher	Spoke about her pleasure in her job and her disappointment in the position being eliminated.
Matthew Dudley 22685 Maple Ct. Hazel Park, MI 48030	Wants to see attendance on the agenda. Again, thanked the Board for the graduation information that was sent after he requested it. Glad to see discipline on the agenda.
Susan Hemple 1203 E Hayes Hazel Park, MI 48030	Concerns for a Saturday Graduation due to sports conflict. Would like the Board to move it to Thursday or Friday.
Ellen Lipton State Board of Education	On behalf of Promise Zone and State Board of Education. Very excited to see Haze Park moving towards the direction of community schools. Believes Hazel Park is perfect for this program. Thank you to the board members for their work.

CONSENT AGENDA (ACTION ITEM)

Moved by Rice, supported by Rattee, that the Board of Education approve the consent agenda as written.
Discussion

Roll Call Vote (if needed)

Yeas	Rice, Rattee, Baldwin, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

NEW BUSINESS

A. 2023-2024 Staffing (Action Item)

Moved by Rice, supported by Baldwin, that the Board of Education approve the 2023-2024 Staffing, as written.
Discussion
Roll Call Vote (if needed)

Yeas	Rice, Baldwin, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

B. Administrative Contracts (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve the Administrative Contracts, as written.
Discussion

Roll Call Vote (if needed)
Yeas Rice, Rattee, Baldwin, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

C. Food Service Contract (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve to extend the Food Service Contract, as written.
Discussion
Roll Call Vote (if needed)
Yeas Rice, Rattee, Baldwin, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

D. Support Staff Professional of the Year (Informational Item)

E. Budget Amendment (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Budget Amendment, as written.
Discussion
Yeas Baldwin, Rice, Rattee, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

F. Spring Coaches (Informational Item)

G. Sensory Room (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Sensory Room, not to exceed $50,000, as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rice, Rattee, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

H. Extended School Year (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Extended School Year, as written.
Discussion
Yeas Baldwin, Rice, Rattee, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

I. 2023-2024 ARC Materials (Action Items)

Moved by Baldwin, supported by Rice, that the Board of Education approve the 2023-2024 ARC Materials, as written.
Discussion
Yeas Baldwin, Rice, Rattee, Nagy
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

J. HPEA LOA Agreement (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the HPEA Letters of Agreement, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

K. High School Change from Dean to Assistant Principals (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the High School change from Dean to Assistant Principal, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

L. Community Schools Director (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Community Schools Director, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

M. Sinking Fund 3 Year Plan (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Sinking Fund 3 Year Plan, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

N. Student Discipline (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the expulsion of two students, as written.

Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion carried.

SUPERINTENDENT REPORT

A. Superintendent Evaluation Check In
B. School Safety Report
C. Enrollment
D. Fundraisers

CLOSED SESSION

A. Motion to recess into closed session (c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement if either negotiating party requests a closed hearing and (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(c)(h)of the Open Meeting Act.

Moved by Baldwin, supported by Rice, that the Board of Education approve the closed session, as written.
Discussion

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	
Abstain:	Fortress, Hinton, Laframboise

Motion failed.

PUBLIC COMMENT

Susan Hemple
1203 E Hayes
Hazel Park, MI 48030

Had two students lined up to talk about graduation but they are unable to attend.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Board Trustee

Requested to have a three minute public comment at the end of the meeting due to the time change. Great job to Hoover on their presentation, great to see the curriculum at work!

Monica Rattee, Board Treasurer

Yes, great job Mrs. Dimas and Hoover students! Mr Smith is also doing a great job over at Advantage, I love what he does with the kids. I had a chance to read at Webb, it was great! Madison wasn't able to come tonight but I know the junior high students are looking forward to their first Glow Dance. I'm excited to share that Promise Zone raised $100,000. Congrats to all of us who helped raise it. Congratulations to the support staff, and all staff because I'm sure there were many more who deserved it. Everyone does a great job!

Beverly Hinton, Board Trustee

Youth Assistance program has an event on April 20th, applications are on the Youth Assistance webpage. It's for kids who volunteer, not because they need hours or time for a project. They are volunteering just because they want to help. Dr Kruppe has agreed to let us have the 70 year celebration here next month. This is a big deal, 70 years is a long time for an organization! Great job to Nick Conn, our Tuba player! Morgan Lee, congrats to her also she did a beautiful ceramic vase that was recognized in a competition with 1300 other pieces. Tom Oestrike is doing a great job with our athletics department.

Melissa Baldwin, Board Vice President

Yes, congrats to the sports teams and the support staff! Thank you to the coaches and the parents for bringing the kids here tonight!

Dawn Rice, Board Secretary	Thank you to everyone on staff for all your hard work.
Heidi Fortress, Board Trustee	Tom Oestrike and I have a running joke that he wasn't my first choice but I'm glad to say I was wrong. He's doing a great job and bringing our sports back! I want to give a shout out to Ms. O'Kane at Webster, what an amazing event! She had dinner and a movie and the kids really enjoyed it, there were a ton of parents there. I love to see the parents involved. Thank you Amy for the link to everything. Congrats to the Promise Zone, it was a great event. You have a lot to be proud of. I'm looking forward to the conference in a couple weeks.
Rick Nagy, Board President	Thank you Monica and the Promise Zone, it was fabulous! Congratulations to athletes. Good job to Hoover on the presentation. I also had a great time reading to the Advantage and Webb students. I had to follow suit with the kids and eat the Green Eggs and Ham. That was different. Thank you to our staff for a great job.

ADJOURNMENT *7:19 pm*
Unanimous approval.

Respectfully Submitted,
Dawn Rice

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
REGULAR MEETING
April 24, 2023 5:30 PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, April 24, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote

Yeas:	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

SPECIAL ORDER OF BUSINESS

A. Student Recognition

Ms. Lentz accepted a certificate on behalf of the marching band student Nick Conn, as he was recognized for his amazing performance at the solo & ensemble festival.
The board also recognized Landon Davinich for his outstanding achievement in CTE award. Mr. Haas accepted this certificate on his behalf as he was chosen to represent Hazel Park from 12 seniors nominated by CTE teachers.

B. DECA

Two DECA students, Brandon Anderson and Colton Beadia were recognized for making it to the DECA State Career Development Conference. This was a great achievement for these students.

C. Junior High Representatives

Thomas Barkle spoke of some concerns for the Hazel Park Junior High students with traffic on Otis. He is very excited to see sports happening and is enjoying being a part of that.

D. Washington Trip

Mrs. Beach shared a presentation on the Washington trip. She included the projection for next year and plans to begin fundraising so more students will be able to attend. This year 81 students are able to participate. The cost of the trip is $649 and those attending are able to get high school credit, if they complete the discovery program after the trip has been completed.

E. High School Presentation

Ms. Scholz shared a presentation on the High School. Including new plans for PBIS in the fall, special events coming up for seniors, highlights from all the classes and what has been happening around the school and a new cell phone policy coming in the Fall of 2023 also.

F. Youth Assistance Presentation

Youth Assistance joined the meeting to share their news of celebrating 70 years of service to Hazel Park. The program began under Dr Wilfred Webb and Arthur Moore, a Juvenile Court Judge Youth Assistance has now grown to 26 offices throughout Oakland County and also a division of Oakland County Circuit Court - Family Division.

PUBLIC COMMENT

Robert Fulcher, Former Teacher & Coach — *Mr. Fulcher would like information on a dedication placed in the Athletic Hall of Fame to commemorate Mr. Gerald "Jerry" Wegner. .*

Ed Klobucher, City Manager — *Shared information on the community schools project as the schools and city continue to work together with several other local organizations to bring this plan to fruition. With the importance of working together and continuing to build strong relationships throughout the community.*

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the consent agenda as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

NEW BUSINESS

A. Jardon Extended School Year (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the ESY Services, as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

B. Webster Creative Curriculum (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve the purchase of the Creative Curriculum package, including professional development in an amount not to exceed $105,610, as written.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

C. Staffing (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the uncertified staff for the 23/24 school year, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

D. Change in Position (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the change in position, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

E. Substitute Rate of Pay (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the pay rates for the substitute positions, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

F. Policy (1st Reading) (Informational Item)

G. Museum Contract (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the renewal of the Erickson Building lease, as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

H. 2023/2024 School Year Calendar (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the calendars for the 2023/24 school year, as written.
Discussion
Roll Call Vote

Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

I. Teacher Appreciation Resolution (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the 2023-2024 ARC Materials, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

J. L-4029 (Action Item)

Moved by Baldwin, supported by Rice,that the Board of Education approves the 2023 Tax Rate Request, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

K. Oakland Schools FY24 Budget (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Oakland Schools Budget, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

L. HVAC Installation (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Ford office air conditioning equipment and installation to not exceed $16,580, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

M. Bus Purchase (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the purchase of a new used bus for 69,000 plus any title or fees, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

N. Concrete Work (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the three summer concrete projects for Parking Lot Repair, $17,000, Storm Drain Replacement $12,000 and ADA Ramp $5,000, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

O. High School Lighting (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the emergency repairs to the HS lighting for $83,216.50, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

P. In-house Counsel (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the hiring of in-house counsel, as written.

Discussion

Called to recess by President Nagy at **7:24pm**
Called to order by President Nagy at **7:34pm**

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

Q. Freedom of Information Act (Informational Item)

R. Student Discipline (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the expulsion of one student, as written.

Discussion

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

SUPERINTENDENT REPORT

A. Community School Update
B. Fundraisers
C. Enrollment
D. Summer School
E. Professional Development
F. High School Cell Phone

PUBLIC COMMENT

Susan Hemple
1203 E Hayes
Hazel Park, MI 48030

Asked for Security to be paid for Alice training.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Board Trustee

The play was fabulous but the voices kept cutting out and I hope we can get that fixed! Thank you to Ed. The junior high also has a play coming up. Congrats to the students and I'm happy that baseball and softball are back at the junior high.

Monica Rattee, Board Treasurer

I am also excited to see sports back at the junior high. I loved the things shown on the DC trip, we take family trips there and it's always cool to see new things. To have new places to check out, so thank you for sharing. The drama club did a great job when the junior high came over to see the play. They took time to explain there was more than just singing and acting to be in the drama club. It was great to see that. I'm glad to see AP classes at the high school. Thank you to Ed for being here tonight.

Beverly Hinton, Board Trustee

I hope we will have this safety study meeting, there is lots of money out there. There was a great article in the Student Educator about the need for safety meetings. Thank you Dr Kruppe for pushing for the conference last month, I learned a lot. There were a lot of fabulous workshops and I attended so many! It was inspirational and very valuable. It's hard to sit up here and vote no. In Februar, I called an attorney because I believe we broke the OMA. There has been no discussion and no resolution.

Melissa Baldwin, Board Vice President

We have some very hardworking students! I very much appreciate this! Our teachers do a lot and deal a lot, so if you get a chance just send them a nice note or email with a quick thank you! Thank you to Ms Scholz and Mr Dimas for bringing the cell phone issue up.I hope the board is behind it, I know I am! Please stick to that! Thank you Ms. Scholz and Mr Dimas! Thank you Dr Dulmage and Ms. O'Kane for your hard work and all the things you do. There are a lot of exciting events coming up. We have the Memorial Day Parade and the Fair coming, ice skating is happening this Friday at the Ice Arena from 4 - 6pm. I just want to say I appreciate everyone's

	hard work, it's a great team to lead our community. Thank you for coming to the play! It was bigger and better than ever! I cannot wait for the next one. you to the coaches and the parents for bringing the kids here tonight!
Dawn Rice, Board Secretary	Thank you to everyone on staff for all your hard work and Ed for working together with the School District. I don't just come here and vote, I do my research. This litigation has led to whether or not we go to court. I apologize for my frustration tonight. I hope everyone has a good night, thanks.
Heidi Fortress, Board Trustee	There's a reason we say no, I would have loved to abstain. When this goes to litigation we will have to redo all these meetings anyway. I wish the seniors and juniors a good time at Prom. It was heartwarming to see with Youth Assistance how much time is given. Thank you Ed for speaking tonight, I would have loved to see a presentation.
Rick Nagy, Board President	The play was fantastic! I am glad to see sports coming back. Thank you everyone for being here. It's clarification on a work, all residents were notified. It has nothing to do with the board and its taking from the kids! Everyone was notified but this will cost taxpayers money. It's a shame.

ADJOURNMENT *8:12 pm*
Unanimous approval.

Respectfully Submitted,

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
Agenda
Regular Meeting
May 22, 2023 5:30 PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, May 22, 2023 is called to order at 5:31 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Rattee, Rice, Nagy
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rattee that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

SPECIAL ORDER OF BUSINESS

A. *Robotics Team*

Mr & Mrs. Gubow along with a student, Kaiya Cook, shared highlights from The Robodrakkens season along with a demonstration of the robot.

B. *Retirements*

The Board of Education along with Superintendent Kruppe recognized the retiring staff of the 2022-23 school year.

C. *Years of Service Recognition*

The Board of Education along with Superintendent Kruppe recognized the years of service for staff of the 2022-23 school year.

D. *PBIS Presentation*

Dr Papasian-Broadwell shared with the Board of Education what PBIS is and the other programs we are using to help our students in managing their emotions and behaviors.

E. Edison Presentation

Dr Krause introduced Ms. Byerly and Ms. Evans as they shared highlights from the Edison center program and how it helps our students to become successful after they leave the program.

PUBLIC COMMENT

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rattee that the Board of Education approve the consent agenda as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

UNFINISHED BUSINESS

A. Policy (2nd Reading) (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the policies, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

NEW BUSINESS

A. Additional Early On Teachers (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the hiring of two additional birth to three teachers, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

B. Teacher Consultant - Elementary (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the addition of an elementary level teacher consultant for the 2023-2024 school year, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

C. Drama Interns (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the continuation of the Drama Department Internship and to add one additional intern through the summer and the 2023/24 school year, as presented.

Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

D. High School Drama Theatre Circuit (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Drama Department request for a High School Theatre Circuit at a cost not to exceed $640 per semester, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

E. 2023-24 Drama Department Summer Clean up (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Drama Department request for summer clean up, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

F. 2023-24 Drama New Course Advanced Theatre & Video (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the new course for the Drama Department at a cost not to exceed $15,000, as presented, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

G. National Gun Awareness Day (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the resolution for Gun Violence Awareness Day, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

H. Freedom of Information Act (Informational Item)

I. Student Discipline (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approves the expulsion of student 2023-004, as written.

Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

J. 2023-24 Handbooks (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approves the 2023-24 Handbooks, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

K. Administrative Assistant to the Assistant Superintendent of Teaching and Learning (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the new Administrative Assistant to the Assistant Superintendent ofTeaching and Learning with an additional cost not to exceed $19,000, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

L. Administrative Contracts (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Unaffiliated Contracts, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

M. Non-Certified Staffing (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Non-Certified Staffing, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

N. Non-Union Staff (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the Non-Union Contract, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise

Motion carried.

O. Secretarial Group (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the above changes for the secretarial group, as presented.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

P. Additional Maintenance Intern (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the additional maintenance intern position for the summer season June 13th - August 25th.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

Q. High School Bleacher (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the High School Bleachers to not exceed $242,115.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

R. Jardon Doors (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the project for design and bidding with final approval after bidding returning to the Board for final approval.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

S. Ford Office Update (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the addition of two doors not to exceed $20,000.

Discussion

Roll Call Vote

Yeas Nagy, Rattee, Rice, Baldwin

Nays:

Abstain: Fortress, Hinton, Laframboise

Motion carried.

T. Policy (1st Reading) (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the policies, as written.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

U. Superintendent Pay Increase (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the 4% pay increase for the superintendent, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

V. Superintendent Contract Extension (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the two year extension of the Superintendent contract, moving the term date to June 30, 2028.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

W. Superintendent's Celebratory Supper & Show (Action Item)

Moved by Baldwin, supported by Rattee that the Board of Education approve the bussing and funding per-student per-show for tickets and dinner costs, as presented.
Discussion
Roll Call Vote
Yeas Nagy, Rattee, Rice, Baldwin
Nays:
Abstain: Fortress, Hinton, Laframboise
Motion carried.

SUPERINTENDENT REPORT

A. LEO Report
B. Fundraisers
C. Enrollment

REQUESTS FOR FUTURE AGENDA ITEMS
CALENDAR DATES 600

PUBLIC COMMENT
BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie - *I have been asking for the attorney's bills and did not receive them. We are the client and I should have access to see these bills.*

Monica - *Thank you to the Robotics team, that's awesome and I hope your fundraiser goes well! Our Junior High Rep, my daughter Madison wanted me to say they love the new air purifiers but they were wondering if they could get another one for the Junior High Band room to move around all the air from the kids playing their instruments! She was also super excited that Bosco sticks are back! Also, it's frustrating coming here and taking away from my family, missing my daughters last softball game, when we don't work as a team. I love being on the board but I get emotional about it sometimes. And a shout out to the Richardsons for letting the Junior High Girls practice with the high school softball team. It was great and they all really enjoyed it.*

Bev - *I would like to comment back to what Debbie said, other boards have received breakdowns With all of the receipts. I haven't been able to make it to any of the concerts and field trips but Mr. Pleiness keeps me up to date! He's great and a shout out to Janice Howard for the play at the Junior High. What a great thing she did for our kids! She paid for costumes and things out of her own pocket and I believe it should be recognized so thank you! I need to apologize for speaking inappropriately at the last board meeting. I asked for a meeting to apologize, it was unacceptable and uncalled for. They are very qualified and equipped to do their jobs.*

Melissa - *It's good to see the success of students and I appreciate all the retirees and everyone's years of service. You can see the kids are feeling great about themselves. Kai did a great job speaking! Its hard to get up there and do that, great job to her! I hope the fundraiser goes well, I will be asking at my work and anyone who can think of a way to help, please do! Thank you to everyone for being here.*

Dawn - *I like to thank everyone for being here and their hard work! I agree with Monica, it is difficult to sit here while some aren't working. That's not what we teach our kids to do.*

Heidi - *Agreed, the atmosphere is awful. When Ed was here he mentioned doubling the donation for Youth Assistance. Does the school donate? I feel like we should double our donation too because they do good things for kids.*

Dr Kruppe - *Melissa McDonald, one of our EL teachers has been selected as a NEH Summer Scholar from a national applicant pool to attend one of 35 summer seminars and institutes supported by the National Endowment for the Humanities (NEH). The Endowment is a federal agency that, each summer, supports these enrichment opportunities at colleges, universities, and cultural institutions, so that teachers can study with experts in*

humanities disciplines. This two week program will take place from July 16th to July 30th. Melissa was one of only 24 teachers selected for this fantastic opportunity. While attending, Melissa will attend 35 seminars and institutes covering a wide range of topics such as: Music, History, and Culture of the Mississippi Delta, Holocaust and Genocide Education, Migrant Waves in the Making of America, Rethreading the Needle of the Native American History Narrative of the American Bison. The Summer Scholars who participate in the UTEP NEH Summer Institute will teach almost 4,000 American students the following 2023–2024 academic year.

Rick - *I hope that we can get everyone on board to work together. Have a good night everyone.*

ADJOURNMENT *7:24 pm*

June 19, 2023

HAND DELIVERED
Heidi Fortress

Re: Charges Seeking Removal Pursuant to MCL 380.1107

Dear Ms. Fortress:

This is to inform you that in my capacity as Board President I have filed charges with Governor Gretchen Whitmer seeking your removal from the Board of Education pursuant to MCL 380.1107.

Enclosed with this letter are the charges, affidavit, and supporting evidence as required by MCL 380.1107. These documents have been submitted to Governor Whitmer. You are invited to submit a response to the charges directly to the Governor with a copy to me.

Sincerely,

Rick Nagy
Board President

Enclosures

cc: Board of Education

June 19, 2023

HAND DELIVERED
Deborah Laframboise

Re: Charges Seeking Removal Pursuant to MCL 380.1107

Dear Ms. Laframboise:

This is to inform you that in my capacity as Board President I have filed charges with Governor Gretchen Whitmer seeking your removal from the Board of Education pursuant to MCL 380.1107.

Enclosed with this letter are the charges, affidavit, and supporting evidence as required by MCL 380.1107. These documents have been submitted to Governor Whitmer. You are invited to submit a response to the charges directly to the Governor with a copy to me.

Sincerely,

Rick Nagy
Board President

Enclosures

cc: Board of Education

HAZEL PARK SCHOOL DISTRICT

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT

THIS CONTRACT is made and entered into in Hazel Park, Oakland County, Michigan, by and between the School District of the City of Hazel Park, a Michigan general powers school district whose offices are located at 1620 E. Elza, Hazel Park Mi. 48030. (hereinafter the "School District"), and Dr. Amy Y. Kruppe, (hereinafter "Superintendent").

IT IS AGREED:

1. **EMPLOYMENT TERM -** The School District hereby employs Superintendent and Superintendent agrees to work for the School District for a term commencing on July 1, 2024, and extending through June 30, 2029, unless otherwise terminated under the terms and conditions stated herein. Superintendent shall advise the Board of Education six (6) months in advance of her intention to terminate her employment within the term of this Contract as originally agreed to or as may be extended by later amendment. It is understood and agreed that Superintendent is employed in the capacity of Superintendent, as defined in the Michigan Revised School Code.

2. **DUTIES -** The Superintendent agrees to devote her talents, skills, efforts and abilities toward competently and proficiently fulfilling all duties and responsibilities of the position assigned. The Superintendent agrees to faithfully perform those duties assigned by the Board of Education and to comply with the directives of the Board of Education with respect thereto. The Superintendent further agrees to comply with and fulfill all responsibilities and tasks required by state and federal law and regulations, and by the Board of Education, to carry out the educational programs and policies of the School District during the entire term of this Contract. The Superintendent agrees to devote substantially all of her business time,

attention and services to the diligent, faithful and competent discharge of her duties on behalf of the School District to enhance the operation of the School District and agrees to use her best efforts to maintain and improve the quality of the programs and services of the School District.

3. **SALARY –** The School District shall pay the Superintendent a salary of $171,746.64 **$180,333.94 (One Hundred Eighty Thousand Three Hundred Thirty Three and 94/100** per annum, payable in biweekly equal installments. Superintendent's salary may be adjusted as otherwise agreed by the Superintendent and the Board of Education.

4. **MERIT/PERFORMANCE-BASED PAY** –The Superintendent shall be eligible for merit/performance-based pay as follows. If the Board gives the Superintendent an overall performance rating of "Effective" on her final annual evaluation, then the merit pay shall be an amount equal to $3,000 (Three Thousand Dollars). Any such merit pay shall be paid no later than June of each fiscal year. The Board and the Superintendent will agree to establish up to three annual goals that will be included as a potion of the annual evaluation of the current approved evaluation tool; however, in the absence of agreement between the Board and the Superintendent, the Board will establish the goals. In the event that the Superintendent has received an overall performance rating of "Highly Effective" on three consecutive annual evaluations by the Board, and the Board decides to conduct the following evaluation biennially instead of annually, the Superintendent shall be deemed to have be rated "Effective" for the skipped year in which no actual evaluation was conducted, and thus will be eligible to receive merit/performance-based in the amount of $3,000 (Three Thousand Dollars) for that year.

5. **WORK YEAR -** Superintendent shall perform her duties over the full twelve (12) months of the School District's fiscal year (July 1 to June 30), less applicable vacation, leave, and holidays as defined in the District's calendar approved by the Board of Education. Superintendent shall be expected to attend meetings of the Board of Education and its committees and to attend and participate in School

District functions or, on occasion, other civic activities having relation to the School District's interests within the community serviced by the School District. The time expended in attending such meetings and activities has been taken into account in setting the aforesaid salary and, thus, no additional compensation shall be forthcoming for such attendances.

6. **QUALIFICATIONS –** The Superintendent shall possess and maintain throughout the term of this Contract all certification(s), qualifications, and continuing education requirements required by the State of Michigan to serve as the District's Superintendent of Schools.

7. **TENURE** - It is expressly agreed that Superintendent shall not be deemed to be granted continuing tenure in her capacity as Superintendent or in any other administrative capacity by virtue of this Contract of Employment. Tenure may be obtained only in the capacity of a classroom teacher and consistent with the Teachers' Tenure Act.

8. **EVALUATION** – The Superintendent's performance shall be evaluated by the Board in accordance with section 1249b of the Revised School Code. If the Superintendent has been rated as "Effective" on three consecutive annual evaluations by the Board, the Board may conduct the following evaluation biennially instead of annually. However, if the Superintendent is not rated as "Effective" on one of the biennial evaluations, the Superintendent shall again be provided with annual evaluations. Such evaluation shall be in compliance with section 1249b of the Revised School Code, will include an assessment of: the progress toward the educational goals of the District, the working relationship between the Board and the Superintendent, and the Board's directions to the Superintendent. The Board will grant a request by the Superintendent to meet to discuss her written evaluation in a manner consistent with the requirements of Michigan's Open Meetings Act. The Board of Education and the Superintendent shall meet annually prior to the beginning of the school year to discuss and determine performance standards for said year.

9. **CONFLICT OF INTEREST -** Superintendent shall faithfully serve the School District and be regardful of its interest during the term of this Contract, to the extent required by this Contract and by law. Superintendent shall not directly or indirectly acquire or otherwise possess any interest adverse to that of the School District. In the event that a question arises as to whether a given interest is in conflict with the interests of the School District, Superintendent shall make full disclosure of same to the Board of Education for its review and disposition, which disposition shall be controlling and complied with by Superintendent.

10. **OTHER WORK -** Superintendent may not undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations when such activities would in any manner impinge upon time and effort required to be exerted by Superintendent in the discharge of her responsibilities under this Contract, unless the Board of Education gives its prior consent to such activities.

11. **EXPENSES -** Superintendent is encouraged to attend and participate in appropriate professional activities and conferences at the local, state and national levels. Subject to approval in advance of such activity or conference by the Board of Education, Superintendent shall be reimbursed, consistent with Board policy for the reasonable costs of long-distance travel and lodging in connection with such attendances and participations. Superintendent shall be reimbursed, consistent with Board policy for the reasonable costs incurred in attending and participating in local professional activities and conferences as she may deem to be appropriate on behalf of the School District. Superintendent may be required to provide to the School District an itemized account and substantiation of the above reimbursed expenses in accordance with Board policy for federal and state income tax reporting purposes. The Board shall incur all reasonable expenses associated with Superintendent's district cell phone use.

12. **BUSINESS EXPENSES -** Superintendent shall receive $400 (four hundred dollars) per month for school business related expenses including but not limited to the ownership, lease or operation

of an automobile for the purpose of traveling to the various school buildings and facilities of the School District, as well as to attend out-of-district conferences and meetings in the course of her duties. The use or expenditure of the monthly stipend is entirely within Superintendents discretion.

13. **MEMBERSHIP DUES -** Subject to the Board of Education's prior approval, the School District shall pay the cost of Superintendent's membership in educational, professional and local civic organizations.

14. **BOARD MEETINGS -** Among her other duties, Superintendent shall prepare the agenda for each Board of Education meeting in consultation with the President of the Board or the President's delegate and forward same to each member of the Board of Education, along with her recommendations and supporting documentation on each agenda item, sufficiently in advance of the meeting so that each member can assimilate such information prior to the meeting.

15. **DISABILITY -** Should Superintendent be unable to perform the duties and obligations of this Contract by reason of illness, accident or other causes, and such disability exists for a period of more than one hundred eighty (180) calendar days, the Board of Education, at its option, may terminate this Contract, whereupon the respective rights, duties and obligations of the parties shall be terminated. Likewise, if it becomes determinable within the one hundred eighty (180) calendar days that such disability is permanent, irreparable or of such nature as to make the continued performance of Superintendent's duties improbable, the Board, at its option, may forthwith terminate this Contract, whereupon the respective rights, duties and obligations of the parties shall be terminated. This provision shall not in any way derogate from any long term disability benefits that apply by operation of other provisions of this Contract.

16. **RETIREMENT -** The School District shall assume full costs of the employer contributions to the Michigan Public School Employees Retirement System ("MPSERS") on behalf of Superintendent, as may be required by law.

17. **VACATION–** The Superintendent shall be annually entitled to twenty-five (25) days vacation. The Superintendent may only accumulate up to a maximum of 35 unused vacation days, and may elect for up to 10 of the unused vacation days to be placed in a Board-paid tax-sheltered annuity plan each year. Upon the Superintendents separation from employment with the School District the Board shall pay all unused accumulated vacation days at a per diem rate of (1/260th) of the Superintendents final annual salary. Separation from the district shall include death, incapacity, retirement or resignation.

18. **SICK LEAVE AND BEREAVEMENT –** The Superintendent shall be provided 12 sick days per year. These days can be rolled over into subsequent years without written School Board approval; however, the Superintendent shall receive no compensation, remuneration or pay out for any unused sick days at the end of Superintendents employment by the District. The School District shall provide Superintendent with the bereavement leave days as set forth in the fringe benefit provisions authorized to Central Office Administrators.

19. **INSURANCE** - The School District shall provide Superintendent with the same insurance benefits as set forth in the fringe benefit provisions authorized to Central Office Administrators, including medical, vision, dental insurance and long-term disability insurance. However, the District shall continue to pay the full cost of the Superintendent's medical insurance premium, until such time that the District is at risk of failing to comply with PA 152, in which event the District shall only contribute the applicable PA 152 hard cap amount towards the Superintendent's medical insurance premium cost, with the Superintendent paying for the balance. Additionally, such insurance benefits are subject to change at any time on the same basis as changed for full-time, professional administrative staff. Additionally, the

School District shall contribute $20 (Twenty dollars) per month toward a life insurance plan of the Superintendents choosing, this shall be in addition to any death or disability insurance that may be provided in the central administrators' insurance coverage plans.

20. **LIABILITY INSURANCE –** The Superintendent shall be provided at School District expense, the same level of liability insurance coverage (basic and errors and omissions) as is, or may hereafter be provided to the Board of Education and its members in connection with the performance of her duties as Superintendent.

21. **INDEMNIFICATION/ HOLD HARMLESS** –To the extent permitted by law, for any action or non-action taken by the Superintendent, the District agrees that it shall defend, hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in her individual capacity as agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope of her employment, such liability coverage is within the authority of the District to provide under state law, and does not result in a criminal conviction; it is further understood that in no case will individual Board members be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions and legal proceedings. The Superintendent shall immediately notify the Board of any request for indemnification for any claim or action against her. The Board and the District have the right to conduct the defense of any such claim or action and the Superintendent shall fully cooperate with the Board and the District in the defense. The District may purchase liability insurance to cover its responsibilities set forth above. It is understood that the provisions above shall remain applicable and in effect even after the Superintendent terminates her employment with the District."

22. **TERMINATION OF CONTRACT** - In addition to any other rights the School District may have, by law or under this Contract, this Contract may be terminated at any time during its term by

the School District if the Superintendent materially breaches any term of this contract or performs any act which substantially inhibits her ability to discharge her duties as Superintendent including but not limited to a) incompetence, b) immorality, c) intemperance, d) conviction of a felony, e) neglect of duty, f) unprofessional conduct, g) physical or mental incapacity, or any other reason that constitutes just cause. In such event, Superintendent shall be advised, in advance, of the Board of Education's intention to consider effecting such a midterm termination and provided an opportunity for a hearing in regard to the prospect of such termination, which hearing may be open to the public or closed, at Superintendent's option.

23. **ARBITRATION CLAUSE** - The Superintendent and the District agree that any and all claims arising from, or relating to, the Superintendent's employment with the District or this Contract will be subject to final and binding arbitration according to the American Arbitration Association's National Rules for the Resolution of Employment Disputes. The Superintendent and the District also agree that a judgment on the award of the arbitrator(s) may be entered in any court of competent jurisdiction. The Superintendent and the District acknowledge and agree this paragraph of this Contract precludes either from filing covered claims in court and, therefore, waive any otherwise available right to trial by jury. The parties shall split the cost of arbitration and the parties stipulate that this provision is not an employer sponsored plan.

24. **LIMITATIONS ON ACTIONS** -- Notwithstanding the foregoing, any action or suit by the Superintendent concerning anything related to the employment relationship with the District shall be commenced within six (6) months of the occurrence of said alleged cause of action. The Superintendent hereby waives any statute of limitations granting a greater time to bring said claim. Any claim not commenced within six (6) months of the alleged cause of action shall be barred. For purposes of this

subparagraph, the term "commenced" means "filing a summons and complaint with the court having jurisdiction or filing written complaint or charge with the appropriate administrative agency."

25. **NONRENEWAL OF CONTRACT –** As recited in Paragraph 1 herein, this Contract shall terminate on June 30, 2029. Superintendent acknowledges that she has no expectation of employment by the School District beyond that date. The decision whether to renew or not to renew the contractual relationship is solely within the discretion of the Board of Education for the School District and the process therefore is governed by Section M.C.L. 380.1229 of the Revised School Code. Superintendent shall inform the members of the Board of Education, in writing, no later than February 1, 2029, of their opportunity to provide timely notice of non-renewal of this Contract.

26. **TOTALITY OF TERMS -** This Contract is the parties' entire agreement and supersedes any other agreement or understanding, verbal or written, and may not be modified or rescinded except by another written agreement signed by the Superintendent and approved by the Board in compliance with the Open Meetings Act.

27. **GOVERNING LAW.** This Contract is governed by and shall be interpreted in accord with the laws of the State of Michigan.

28. **CONFLICT** - In the event of any conflict between the terms, conditions, and provisions of the Contract and any of the Board's policies or any permissive State or Federal law the terms of this Contract shall take precedence over the contrary provisions of Board policy or State and Federal permissive law, unless otherwise prohibited by law.

29. **SAVINGS CLAUSE** - If during the term of this contract, it is found that a specific clause of the contract is illegal under Federal or State law, the remainder of the Contract not affected by the ruling

shall remain in force. This Agreement contains all of the terms agreed to by the parties, and supersedes any conflicting provisions within the Original Contract and/or previous addenda/contract amendments.

30. **MPSERS RETIREMENT CONTRIBUTIONS**: The School District shall, on behalf of the Superintendent, contribute to the Michigan Public School Employees' Retirement System (MPSERS), pursuant to the Public School Employees Retirement Act, such amounts (exclusive of MIP contributions) as are required of it by law. The Superintendent and School District agree that all items under the salary and compensation sections of this contract are direct compensation for duties of the role served by the Superintendent in the District, and the School District shall pay all applicable MPSERS costs on these items. If at any time there is a reimbursement from the Office of Retirement Services (ORS), which is the state agency which administers MPSERS, for contributions made from salary or wages in this contract, or reimbursements from the ORS not yet paid from the previous contracts entered into between the parties, they will all be paid back (both employer and employee contributions) to the Superintendent through a 403(b)/401(a) plan with no cash option given. If, in any year, the contributions in this section, when added to other tax-sheltered annuity contributions of the Superintendent or otherwise set forth in the employment contract between the Superintendent and School District, would cause an excess of the IRC 415(c) limit, the contributions in this section will be made in subsequent years."

IN WITNESS WHEREOF, the parties hereto have signed this Agreement as indicated below. This Agreement shall go into effect on July 1, 2024.

Superintendent of Schools - Dr. Amy Kruppe Date

HAZEL PARK SCHOOL DISTRICT

President, Board of Education - Rick Nagy Date

Secretary, Board of Education - Melissa Baldwin Date

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Subject: Superintendent Contract Revision

Date: February 26, 2024

We are requesting approval for a revision to the Superintendent Contract. The extension moves the new term date to June 30, 2029.

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.

Funding Source: General Fund , Grants

Recommendation
That the Board of Education approve the two year extension of the Superintendent contract, moving the term date to June 30, 2029.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

Hazel Park City School District
Enrollment Analysis
Effective Date: 10/04/2023
Printed: 2/26/2024 8:23 AM

School	(All)

Count of Student		Grade																		
School Code	Track	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	EA	PH	Grand Total
01611	23/24 INVEST													78	80	77	81			316
01611 Total														78	80	77	81			316
01616	23/24 HIGH SCHOOL													150	142	130	137			559
01616 Total														150	142	130	137			559
01753	23/24 HOOVER				33	45	49	39	42	42										250
01753 Total					33	45	49	39	42	42										250
02176	23/24 MICH CYBER ACD													70	87	104	73			334
02176 Total														70	87	104	73			334
02399	23/24 ALL YR JARDON			1		1		2			1	2	2		1	1			8	19
	23/24 JARDON																		53	53
02399 Total				1		1		2			1	2	2		1	1			61	72
02954	23/24 VIKING VIRTUAL													2	6	11	27			46
02954 Total														2	6	11	27			46
04159	23/24 EDISON ELEM					2	2		2	3										9
	23/24 EDISON HS													5	5	11	4			25
	23/24 EDISON JHS										9	7	10							26
	23/24 EDISON PH																		5	5
04159 Total						2	2		2	3	9	7	10	5	5	11	4		5	65
04259	23/24 UNITED OAKS				59	51	67	54	63	43										337
04259 Total					59	51	67	54	63	43										337
04422	23/24 WEBSTER EARLY CHILDHOOD	15	34	91																140
	23/24 WEBSTER ECSE/EA		9	1										1				20		31
04422 Total		15	43	92										1				20		171
07829	23/24 ADVANTAGE										4	3	7	17	20	33	27			111
	23/24 ADVANTAGE ELEM					5	2	2	2											11
	23/24 ADVANTAGE VIRTUAL														2	4	64			70
07829 Total						5	2	2	2		4	3	7	17	22	37	91			192
09372	23/24 JUNIOR HIGH										147	146	141							434
09372 Total											147	146	141							434
09429	23/24 WEBB				67	46	57	58	58	38										324
09429 Total					67	46	57	58	58	38										324
Grand Total		15	43	93	159	150	177	155	167	126	161	158	160	323	343	371	413	20	66	3100

Hazel Park City School District
Enrollment Analysis
Effective Date: 02/26/2024
Printed: 2/26/2024 8:22 AM

School	(All)

Count of Student		Grade																			
School Code	Track	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	EA	PH	Grand Total
01611	23/24 INVEST													90	80	77	71			318
01611 Total														90	80	77	71			318
01616	23/24 HIGH SCHOOL													139	136	119	121			515
01616 Total														139	136	119	121			515
01753	23/24 HOOVER				38	49	52	43	41	43										266
01753 Total					38	49	52	43	41	43										266
02176	23/24 MICH CYBER ACD													88	115	97	82			382
02176 Total														88	115	97	82			382
02399	23/24 ALL YR JARDON			1		1		2				1	1	2		1	1		9	19
	23/24 JARDON																		53	53
02399 Total				1		1		2				1	1	2		1	1		62	72
02954	23/24 VIKING VIRTUAL													4	11	22	40			77
02954 Total														4	11	22	40			77
04159	23/24 EDISON ELEM					3	2	1	2	3										11
	23/24 EDISON HS													7	5	11	4			27
	23/24 EDISON JHS										8	10	12							30
	23/24 EDISON PH																		4	4
04159 Total						3	2	1	2	3	8	10	12	7	5	11	4		4	72
04259	23/24 UNITED OAKS				59	52	70	55	64	45										345
04259 Total					59	52	70	55	64	45										345
04422	23/24 WEBSTER EARLY CHILDHOOD	12	31	97																140
	23/24 WEBSTER ECSE/EA	1	9	1										1				25		37
04422 Total		13	40	98										1				25		177
07829	23/24 ADVANTAGE										3	6	6	19	19	26	25			104
	23/24 ADVANTAGE ELEM				1		1	1	3											6
	23/24 ADVANTAGE VIRTUAL													9	12	13	73			107
07829 Total					1		1	1	3		3	6	6	28	31	39	98			217
09372	23/24 JUNIOR HIGH										145	135	142							422
09372 Total											145	135	142							422
09429	23/24 WEBB				63	46	58	56	60	39										322
09429 Total					63	46	58	56	60	39										322
Grand Total		13	40	99	161	151	183	158	170	130	157	152	162	357	379	366	416	25	66	3185

Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Princpal/ Athletic Director Approved	Superintendent Approved	Board Shared	Notes
HPDT	Hazel Park Dance Team	Hazel Park Dance Team Tumbler's	To raise money for the dance teams	1/3/2024	Yes	Yes	2/26/2024	
Edison PBIS	Edison PBIS	Midland Fundraising Online Catalog Sal	Funds for PBIS celebations end of year field day	2/12/2024	Yes	Yes	2/26/2024	