HAZEL PARK SCHOOLS
Today's Learners, Tomorrow's Leaders
Amy Wilcox, Ed.D.
Superintendent

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

Agenda
Committee of the Whole Meeting
Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
August 17, 2026
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, Beverly Hinton, prior to the meeting at beverly.hinton@myhpsd.org.

CALL TO ORDER
ROLL CALL
APPROVAL OF THE AGENDA (ACTION ITEM)
PUBLIC COMMENT
The Board of Education recognizes the value of public comment on education items and the importance of allowing members of the public to express themselves on District matters. During this portion of public comment, each statement made by a participant shall be limited to five (5) minutes and participants must identify themselves by name and address.

CLOSED SESSION

A. Motion to recess into closed session 8(c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement if either negotiating party requests a closed hearing and 8(a) to consider the dismissal, suspension, or discipling of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, employee, staff member, or individual agent, if the named person requests a closed hearing; which is exempt from disclosure.

NEW BUSINESS

A. **PERSONNEL**

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PUBLIC COMMENT

During this portion of public comment, each statement made by a participant shall be limited to three (3) minute and participants must identify themselves by name and address.

ADJOURNMENT

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

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

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

HAZEL PARK SCHOOLS

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Griff Mills, Ed.S.
Interim Superintendent

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To: Hazel Park Board of Education
From: Mr. Griff Mills, Interim Superintendent
Subject: Administrative Contracts - HPASA
Date: August 17, 2026

I am seeking approval for administrative contracts for two years for the following administrators with an expiration date of June 30, 2028:

George Dimas	Principal	Hazel Park High School
Heather Agueros	Principal	Hazel Park Junior High School
Corrine Nastasi	Principal	Webb Elementary School
Debra Dimas	Principal	Hoover Elementary School
Lisa Bernys	Principal	United Oaks Elementary
Kendal Smith	Principal	Advantage School
Monique McMurtry	Dean of Students	Advantage School
Dr. Michelle Krause	Principal	Edison School
Heidi Kunz	Principal	Jardon School
Corrie Chansler	Assistant Principal	Hazel Park High School
Sheila O'Kane	Assistant Principal	Hazel Park Junior High School
Robert Kiger	Dean of Students	Hazel Park Junior High School

The following administrative contracts are for a one year contract with an expiration date of June 30, 2027:

John Barnett	Assistant Principal	Hazel Park High School
Christina Saferian	Principal	Webster Early Childhood Center
Brendan Baber	Supervisor	Edison School

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 approve contract extensions as presented for the Administrators of the HPASA.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK PROMISE

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To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: NonUnion Salary Increases
Date: August 17, 2026

We are requesting approval for a 4.25% salary increase for the following Non-Union employees for the 2026–2027 school year, effective July 1, 2026.

The total cost of the proposed increases is **$42,690.32**. The increase for the HPCC Director ($3,283.13) and the Promise Navigators/Community Schools ($15,090.62) are grant funded. Costs for the Vendor Schools employees ($12,412.58) are covered in our portion of the state aid funding we receive for their FTE's. **Net amount requiring district funding for the remaining listed Non-Union Employees is $11,904.60.**

Name	Position	2025/2026 Pay	Increase	2026/2027 Pay
Jamie Buczko	Admin. Asst. to the Superintendent	70668.67	3,003.42	73,672.09
Shana Williams*	HPCC Director	77250.00	3,283.13	80,533.13
Brooke Barnett*	Community Schools	64890.00	2,757.83	67,647.83
Stephanie Wright***	Promise Navigator	40000.00	10000.00	50000.00
Christopher Rattee*	Promise Navigator/Asst AD	54875.00	2,332.19	57,207.19
Jennifer Hall	District Sub	41868.00	1,779.39	43,647.39
Max Dimas	District Sub	41868.00	1,779.39	43,647.39
Abdulkarim Bitti**	Invest Teacher	53316.10	2265.93	55582.03
Miad Shamass**	Invest Teacher	53316.10	2265.93	55582.03
Christine Glasper**	Invest Teacher	75705.00	3217.46	78922.46
Gabriel Hessenthaler**	Invest Teacher	47380.00	2013.65	49393.65

*****This represents an increase for increased responsibilities.**

The following employees are hourly, their hourly increases are below.

Sue Vance-Hemple	Security HPHS	18.04	0.77	18.81

Dana Richardson	Security HPHS	18.04	0.77	18.81
Andrew Koehler	Security HPJH	18.04	0.77	18.81
Joseph Gammicchia	Security HPJH	16.48	0.70	17.18
Clark Dubrow	Security HPHS	16.48	0.70	17.18
Michelle Sandford**	MCA Teacher	21.76	0.92	22.68
Linsey Bluhm**	MCA Teacher	21.76	0.92	22.68

Security $5342.40

***Grant Funded**
****Vendor Schools Vendor $9762.98 Invest $2649.60 MCA = $12,412.58**
Funding Source: General Fund & Balmer Grant

Strategic Goal Alignment -
Academics & Programs: The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
Learning Environment & Culture: The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.
Personnel & Leadership: The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation : The board accepts the increases for the Non-Union employees as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

MEMORANDUM

To: Hazel Park Board of Education
From: Karla J. Graessley, Director of Community Schools
Date: August 14, 2026
Re: Re-Evaluation of Stephanie Wright's, Promise Navigator Duties and Compensation

Purpose

As the Community Schools model at Hazel Park School District continues to expand, we are re-evaluating the duties and responsibilities of our Promise Navigators to ensure that their compensation appropriately reflects the scope of their work and the needs of our students and families.

One Promise Navigator's responsibilities have expanded significantly to include additional family engagement, community outreach, evening programming, and operational support at Longfellow Community Center. These responsibilities extend beyond the traditional scope of the Promise Navigator position and require increased flexibility, availability, and leadership.

Expanded Responsibilities

The Promise Navigator will take on the following additional responsibilities:

- **Parent Cafés:** She has completed the necessary training and will facilitate Parent Café sessions at Longfellow Community Center **twice each month**. These sessions provide families with opportunities to build relationships, strengthen parenting skills, and connect with resources and one another.
- **Saturday Family Programming:** During the winter months, Longfellow Community Center will be open on Saturdays to provide families with access to the building, gym, recreational opportunities, and other community resources. The Promise Navigator will provide staffing and family engagement support during these extended hours.
- **Longfellow Food Pantry:** She will provide evening coverage and support for the Longfellow Food Pantry, helping ensure that families can access food resources outside of traditional daytime hours.
- **Community Outreach:** Her responsibilities will include increased outreach to families and community members, connecting them with district and community resources and helping strengthen relationships between the school district and the community.
- **Clothes Closet:** She will provide evening support for the Longfellow Clothes Closet, assisting families in accessing clothing and other essential items.

Rationale for Compensation Adjustment

The expansion of these duties represents a meaningful increase in the scope of the Promise Navigator position. The position now requires regular work outside of the traditional school day,

including **evening and Saturday hours**, as well as increased responsibility for direct family programming and community resources.

These responsibilities directly support the Community Schools model by increasing access to resources, strengthening family engagement, and making Longfellow Community Center a more accessible and responsive resource for Hazel Park families.

The additional responsibilities also require the Promise Navigator to serve in multiple capacities—as a family engagement facilitator, community outreach liaison, pantry and resource support staff member, and weekend community-center representative.

Recommendation

Based on the increased scope, responsibility, training, and required flexibility of this position, I recommend that the Board of Education approve an adjustment to the Promise Navigator's compensation to appropriately reflect her expanded duties and responsibilities of $10,000.

This adjustment recognizes the increased expectations of the position while supporting the District's continued commitment to providing meaningful, accessible services to students and families through the Community Schools model.

Recommendation: Approve the proposed compensation adjustment for Stephanie Wright, Promise Navigator position effective immediately..

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To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: 2026/27 Latchkey Lead Rates
Date: August 17, 2026

Administration is requesting approval of a 4.25% increase to the hourly rate for Latchkey Lead employees, effective for the 2026-2027 school year. The rate would increase from $18.68/hr to $19.47/hour.

This adjustment is being recommended to maintain consistency with the other wage increases being implemented for the 2026-2027 school year and to ensure that the Latchkey Lead rate remains appropriately aligned with comparable District compensation adjustments.

Latchkey Leads provide important supervision and support for students participating in the District's before- and after-school childcare programming. Maintaining a competitive and consistent rate of pay also supports the District's ability to recruit and retain qualified employees for these positions.

Administration recommends that the Board approve a 4.25% increase to the current Latchkey Lead hourly rate for the 2026-2027 school year, effective August 24, 2026.

Funding Source: Childcare Fund

Strategic Goal Alignment -
Academics & Programs: The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
Learning Environment & Culture: The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation : Administration recommends that the Board approve a 4.25% increase to the current Latchkey Lead hourly rate for the 2026-2027 school year, effective August 24, 2026.

APPROVED AND RECOMMENDED FOR BOARD ACTION
Griff Mills, Ed. S.
Griff Mills, Ed.S.
Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: HPCOA Tentative Agreement 2026-2028
Date: August 17, 2026

The District and the **Hazel Park Central Office Administrative Union (HPCOA)** have reached a tentative collective bargaining agreement governing wages, hours, benefits, and other terms and conditions of employment for Central Office Administrators. The bargaining unit is represented by **Teamsters Local 214** and includes full-time central-office administrative employees such as Assistant Superintendents, Executive Directors, Directors, and Supervisors, while excluding the Superintendent and interim administrative positions. The collective bargaining agreement governs wages, hours, working conditions, fringe benefits, and other employment terms and supersedes conflicting provisions in individual administrator contracts.

Recognition and Contract Term

The District recognizes Teamsters Local 214 as the exclusive bargaining representative for covered central-office administrators. Individual administrator employment contracts remain subject to the terms of the collective bargaining agreement.

The contract is effective from **July 1, 2026** through **June 30, 2028**.

Administrative Duties and Management Rights

Administrators are responsible for the planning, management, operation, and evaluation of the educational programs and operational units assigned to them. The Board, acting through the Superintendent, retains the authority to establish administrative duties and assign responsibilities.

Vacancies, Transfers and Reductions

Current bargaining-unit employees receive the first opportunity to apply for vacant administrative positions. When qualifications are equal, bargaining-unit seniority is the determining factor.

If fiscal or enrollment conditions require reductions in administrative positions, the District may reassign administrators to achieve necessary reductions. An administrator transferred under this provision does not suffer a reduction in pay and has an opportunity to return to the former position if it is subsequently restored. A laid-off administrator also receives first right of refusal to the same former position before a new employee is hired.

Probationary Period

Newly hired bargaining-unit employees serve a one-year probationary period. Unpaid absences extend the probationary period. During probation, the employee does not have seniority status, and a layoff or termination during the probationary period is not subject to the grievance procedure.

HAZEL PARK PROMISE

Seniority

The agreement establishes seniority for employees in the unit.

Work Year and Pay

Administrators are considered 52-week employees and are paid over 26 pay periods. The contractual daily rate is calculated using 260 workdays.

When District operations close because of inclement weather or another serious condition, bargaining-unit administrators may be required to be in person or work remotely, at the discretion of the superintendent.

Salaries and Salary Placement

Administrator salaries are established through Appendix A. The draft provides that new administrators may receive credit for up to three years of outside experience at the District's discretion.

The 2026-27 salary schedule reflects a **4.25% increase on the salary steps**, with step movement occurring July 1, 2026. Positions are assigned to salary grades, including Assistant Superintendents, Executive Directors, Directors, and Supervisors.

Step advancement normally occurs July 1. The draft also provides that employees hired or promoted after the specified midyear cutoff are not eligible for step advancement until the second fiscal year following the hire or promotion.

*Formulas in the appendix are incorrect in the scanned document, a corrected salary schedule will be published in the final draft.

Administrator Contracts and Evaluations

Administrators are evaluated in writing at least annually by the Superintendent or designee. Administrators have an opportunity to review the evaluation before it is placed in their personnel file and may attach a written rebuttal.

All other provisions of evaluations and contracts will be in accordance with MCL.

Grievance and Arbitration

The agreement establishes a multi-level grievance procedure for alleged violations, misinterpretations, or misapplications of the agreement, including qualifying disciplinary and evaluation disputes.

The process progresses through administrative review, Superintendent review, and ultimately arbitration. The draft identifies **Federal Mediation and Conciliation Service (FMCS)** as the source for arbitrator selection when the parties cannot mutually agree upon an arbitrator. Arbitrators cannot modify the contract, establish wages, or rule on certain probationary terminations or contract nonrenewals.

Union Representation

The Union may designate a Steward, Alternate Steward, and Chief Steward.

Union membership is voluntary. Employees may authorize payroll deduction of Teamsters dues, with deductions occurring over the contractual payroll schedule.

Vacation

Vacation is available to 12-month administrators and increases based upon years of service:

- 20 days for new administrators.
- Increasing vacation eligibility based on years of service.
- 25 days beginning at 15 years of service.

The agreement also permits reimbursement for up to five unused vacation days annually.

Holidays

Administrative staff receive paid holidays identified in the agreement, including Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving, Martin Luther King Jr. Day, Good Friday, portions of winter and spring breaks, and other holidays approved by the Superintendent.

Sick Leave

The employees will receive 12 sick days per year. These days will not expire.

Administrators may donate qualifying sick days to another bargaining-unit employee experiencing a serious documented illness or disability, with Superintendent approval.

Bereavement Leave

Administrators receive five paid bereavement days following the death of an immediate family member. With Superintendent approval, an administrator may use up to an additional five vacation or sick days.

Immediate family is broadly defined and includes spouses, parents, children, siblings, in-laws, grandparents, grandchildren, household relatives, and certain significant individuals who have fulfilled an in loco parentis relationship.

Medical, Dental, Vision and Life Insurance

Medical, dental, vision, and life insurance coverage begins on the first day of employment for eligible bargaining-unit employees and dependents.

Medical offerings include at least one PPO option and one high-deductible/HSA option. The agreement also provides a $3,600 annual medical insurance opt-out payment, subject to the restriction that spouses employed by the District may not both receive the benefit.

Miscellaneous Expenses

A miscellaneous expense allowance $45 per month.

Longevity

The longevity for HPCOA will match HPEA.

Education and Professional Development

The agreement provides District-funded tuition reimbursement for approved degree or certification coursework. A $2000 payment will be given annually for any administrator who holds a doctorate degree.

Funding Source: General Fund ($86,586.88) & Balmer Grant ($11,265.51). Total cost for the increases for 2026/27 & 2027/28 $97,843.40

Strategic Goal Alignment -
Academics & Programs: The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
Learning Environment & Culture: The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation : Approval of the tentative agreement between the Hazel Park Board of Education and HPCOA as presented.

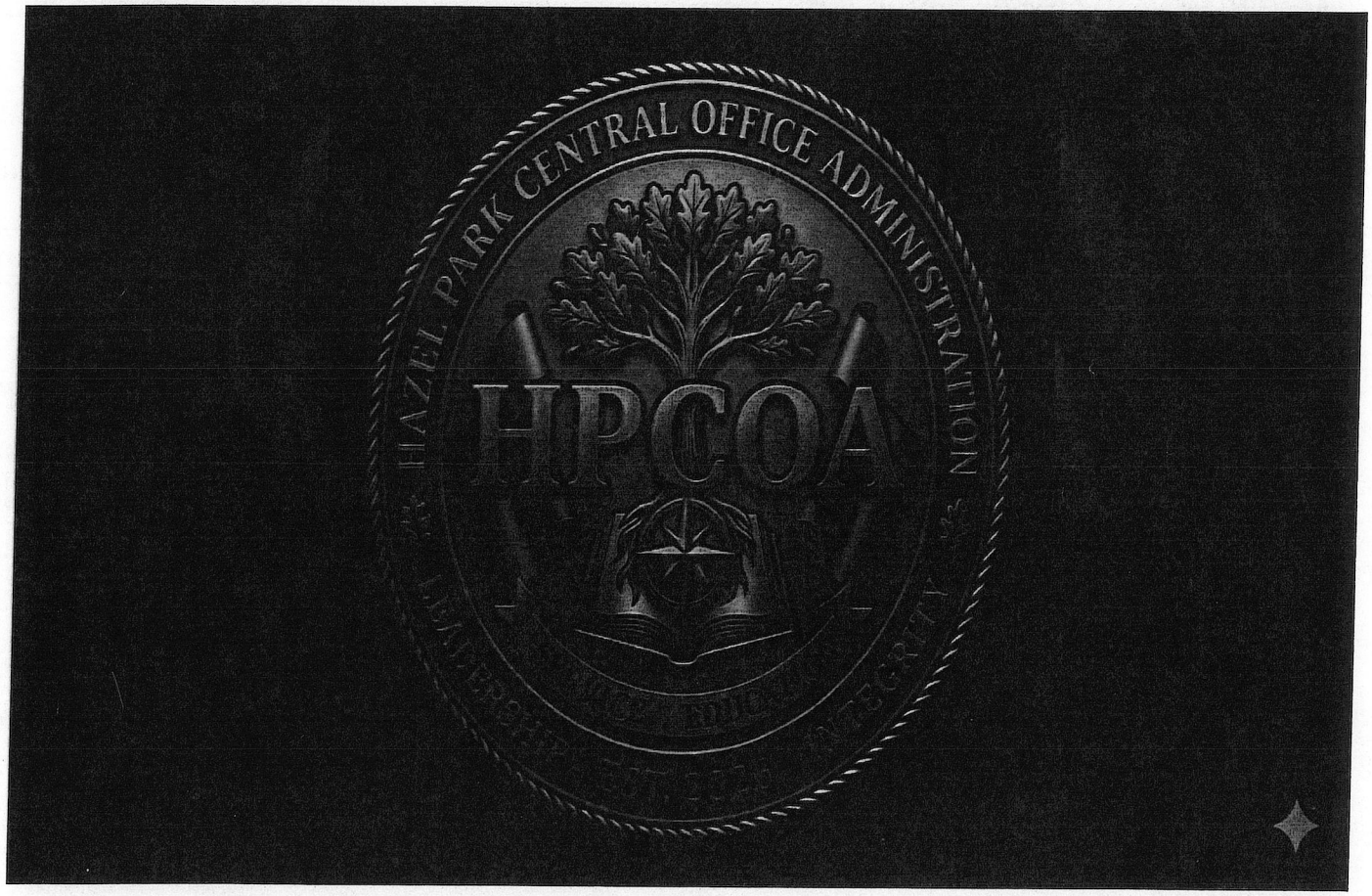
APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

ADMINISTRATIVE CONTRACT
HAZEL PARK CENTRAL OFFICE ADMINISTRATIVE UNION

SCHOOL DISTRICT FOR THE CITY OF HAZEL PARK
HAZEL PARK, MI 48030



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RECOGNITION AND TERM OF AGREEMENT:

The District hereby recognizes the Teamsters Local 214, affiliated with the International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America "Union" as the exclusive representative to the extent required by Act 379 of the Public Acts of 1965 for the purpose of collective bargaining for all personnel employed by the District as full-time Administrative employees, including Assistant Superintendent, Executive Directors, Directors, and Supervisors, excluding interim administrative positions and the Superintendent.

The District agrees to bargain changes in wages, hours, working conditions, and fringe benefits with the Hazel Park Central Office Administrative Union. ~~Personal~~ Personnel contracts issued to administrators shall be subject to this agreement. Terms and conditions of this contract shall control and supersede any conflicting provision of personal contracts.

The term of this agreement shall be from July 1, 2026 until June 30, ~~2029~~ 2028

SECTION 1:ADMINISTRATIVE DUTIES

Administrative duties include all of those responsibilities defined by the Board of Education, necessary for the achievement of the District's mission and the planning, management, operation and evaluation of the educational programs and services of administrator's building or operational unit. It is agreed that the Board of Education has the right to define the duties of administrators and assign their administrative responsibilities, through the Superintendent. (The term the "Board" shall include the Board, its agents and, designees including the superintendent.

SECTION 2:APPOINTMENT TO ADMINISTRATIVE POSITIONS

All applicants for positions within the unit shall meet those qualifications established by the Board. Bargaining Unit Employees will first be given the opportunity to apply for transfer to vacant positions within the unit according to the provisions of this agreement. If all qualifications are equal. District bargaining unit seniority shall prevail.

2.01 : Where fiscal or enrollment conditions mandate a reduction in the total number of administrative positions in the district, the Board shall have the right, subject to the provisions of this Agreement, to reassign administrators to positions to best

achieve budget reductions. Following such reductions, administrators transferred under this section shall suffer no reduction in pay and have the option to return to their original position prior to posting in the event that the position is reinstated.

2.02 : The Board may fill any position on an interim basis for periods of less than one year when need arises, as long as no layoffs or reduction exist in the administrative unit employees filling interim positions within the bargaining unit shall not accrue seniority during the interim appointment.

2.03 : In the event that a Member is subjected to a layoff, he or she shall be given first right of refusal to his or her former position before a new hire is considered FOR THAT SAME POSITION .

2.04 : All newly hired employees shall be required to serve a probationary period of ONE YEAR. All unpaid absences shall extend the probationary period accordingly. During the probationary period, the employee shall have no seniority status and may be laid off or terminated at the sole discretion of the ~~Employer.~~ THE BOARD Such layoff or termination shall not be subject to the Grievance Procedure.

SECTION 3: SCHEDULES, WORKING CONDITIONS AND SENIORITY

In order to obtain ultimate efficiency in the operation of the District's schools and to provide the best possible educational program to the pupils served thereby, an administrator's schedule must be flexible. No Administrator shall work at other employment which will be a conflict of interest or impair the administrator's performance as an administrator. Written permission from the Superintendent must be obtained before any employment or work outside the district is undertaken.

3.01 : Seniority

A. District wide seniority shall be defined as an employee's length of service with the Employer commencing with his/her most recent date of hire.

B. Bargaining unit seniority shall be defined as the period of employment commencing with his/her most recent date of hire in the bargaining unit, including any previously frozen seniority in the bargaining unit.

C. Classification seniority shall be defined as the period of employment commencing from the last date of hire in his/her classification, including any previously frozen seniority in the same classification.

D. Employees who are hired on the same date shall be placed on the seniority list by draw.

E. No time shall be deducted from an employee's seniority due to absences occasioned by authorized paid leaves of absence, or unpaid leaves of absence of less than thirty (30) days. Seniority shall continue to accrue during absences from the District due to sabbatical leave, Family and Medical Leave Act (FMLA) leave or involuntary military service.

F. Non-bargaining unit employees filling interim positions within the bargaining unit shall not accrue seniority during the interim appointment.

G. Seniority When Outside the Bargaining Unit. Bargaining Unit employees who accept a non- bargaining unit position within the District shall have their bargaining unit seniority frozen and shall not accumulate additional bargaining unit seniority while working in a non-bargaining unit position.

3.02 : Seniority List. After successfully completing his/her probationary period an employee shall be placed on the seniority list as of his/her date of hire. An up-to-date seniority list shall be prepared by the Employer and presented to the Union in January and July of each year and in the event of layoff. The seniority list will show, by job classification, in order of most senior to least senior the name, site location, pay grade level and seniority date.

3.03 : Loss of Seniority. An employee shall lose his/her seniority for the following reasons:

A. The employee quits or retires;

B. The employee is discharged. An employee shall have the right to challenge a discharge during the term of their contract as set forth in paragraph 7.4.

C. The employee does not report for work upon notice of recall by registered mail or ~~telegram~~ emailto his/her last known address within fifteen (15) working days;

D. The employee has been on a long-term disability (LTD) leave for two (2) years; or

E. The employee has been on layoff status for THE LENGTH OF THEIR DISTRICT-WIDE SENIORITY NOT TO EXCEED THREE (3) years.

SECTION 4. WORK SCHEDULE

4.01: For purposes of this contract the daily rate shall be calculated based on 260 days.
4.02: All administrators will be considered 52-week employees, and all pay divided by twenty-six (26) pays.

4.03: Administrators hired, or whose pay or classification changes, after August 15th of each year, shall have their salary prorated by dividing the number of workdays worked by the days specified in 4.01.

4.04: ~~**"Act of God Days":** Whenever a workday is closed as a result of inclement weather or other serious conditions which could have an apparent effect on the safety and welfare of staff, then staff will be permitted to work remotely. It shall be considered a paid day for bargaining unit members.~~

SECTION 5. PUPIL ASSIGNMENT AND SUPERVISION

~~5.01: The Board of Education Superintendent, recognizing that administrators are frequently exposed to situations of great stress and pressure, agrees to render to its administrators all encouragement and support when they are acting within the scope of their employment to achieve the mission of the school district.~~

SECTION 6: WAGES AND BENEFITS

6.01 : The administrator shall be paid on annual salary as stipulated in Appendix A. New hires may be given up to (3) years of credit for outside experience on the salary schedule at the discretion of the Board. Increments may be prorated for mid-year hires. The administrator shall receive the insurance package and other benefits set forth in Appendix A. The salary, insurance and fringe benefits shall be for the term of this agreement. A wage reopener shall occur in 2026, negotiations to commence on or about September 1st for the 2027-2028 school year should the Oakland County Regional Enhancement Millage get approved.

SECTION 7: RESPONSIBILITIES AND OBLIGATIONS

7.01 : The Administrator agrees to faithfully perform his/her assigned duties in a competent and professional manner subject to the established policies and regulations of the School Board and the laws of the State of Michigan.

7.02 : The Administrator represents that he/she holds all certificates, credentials, and/or qualifications required by law and the School Board for the assigned position. If, at any time, an Administrator fails to possess and maintain in good standing an appropriate Administrative Certificate for his/her position or to complete continuing education as required by Michigan Law or Board policy, the

Administrators personal contract shall be automatically terminated.

7.03 Language to be based upon law John G. to addresss

7.04

7.05 : The performance of the Administrator shall be evaluated in writing at least once a year by the Superintendent of Schools or his/her designee. The Administrator shall be entitled to review the evaluation prior to its placement in his/her personnel file. All evaluations shall be completed by ~~June~~ July 1 of each year. The Administrator may provide a written response/rebuttal to any evaluation to be appended and placed in the personnel file. The ~~Board of Education Superintendent~~ BOARD retains the right to terminate the Administrators ~~personal~~ personnel contract for just cause prior to the date of its expiration. The ~~Board of Education Superintendent~~ BOARD may elect not to renew the Administrators ~~personal~~ personnel contract upon its expiration consistent with the terms of the Michigan School Code. In the event the ~~Board of Education~~ BOARD elects to terminate the Administrators ~~personal~~ personnel contract prior to its expiration the Administrator shall first be afforded a hearing, **which is consistent with due process. The decision to terminate an administrator's contract shall be based on charges recommended by the Superintendent. At least seven (7) days prior to the hearing., the Administrator shall receive a statement of the written charge or charges which is being made against him/her, the opportunity to be represented by counsel at the hearing shall be public or private at the option of the Administrator as is consistent with the Michigan Open Meetings Act.**

7.06 : **If the Administrators personnel contract is terminated by the Board of Education prior to its expiration pursuant to the provisions of this paragraph, all obligations under this Agreement shall terminate. The Administrator shall have the right to contest the termination using the arbitration procedure set forth in this Agreement. In the event the Administrator prevails in said legal action, the parties agree the only damages the Administrator shall be entitled to receive are the balance of the salary and benefits which would have been payable to the Administrator up to the expiration date of this Administrator's personnel contract.**

7.07 **It is expressly understood that the Administrator is LIMITED TO OBTAINING tenure in the District as an active classroom teacher IN ACCORDANCE WITH THE LAW and is not granted tenure as an Administrator in this or any other Administrative position.**

7.08 **If any clause of the Agreement becomes or is declared by a court of competent jurisdiction to be illegal, unenforceable, or void, this Agreement shall continue in full force and effect without said provisions; provided, however, that no such severability shall be effective if it materially changes the economic benefit of the Agreement to either party.**

7.09 Tenure in position or administrative tenure is specifically excluded by this contract.

7.10 : After the successful completion of the probationary period, administrators will be offered a TWO year contract, which will be renewed annually for an additional year at the discretion of the Board of Education and subject to the recommendation of the Superintendent of Schools. Notwithstanding the foregoing, the BOARD retains the right to place an administrator on ~~a one-year contract,~~up to a three year contract ~~not extend a contract or terminate a contract, as the case may be, consistent with the terms of this contract~~. If the Board of Education elects not to extend an administrator's contract, the Board shall provide notice of the non-extension before ~~April~~ MAY 1 of the year in which the contract will not be extended. The Board of Education shall have the right to non-renew an administrator's contract when the administrator's contract is in the final year. The non-extension or nonrenewal of an administrator's contract shall be based on the recommendation of the Superintendent ~~based on facts~~ and may not be arbitrary and capricious. The notice of nonrenewal shall be given and the process shall be followed as set forth in the Michigan School Code. The decision of the Board of Education to non-renew an administrator's contract shall not be subject to the grievance proceed and may not be heard by an arbitrator ~~if based on facts. The administrator shall have the right to grieve alleged procedural violations of this Agreement as to non-extension or nonrenewal.~~

~~: If the Administrators personal contract is terminated by the Board of Education prior to its expiration pursuant to the provisions of this paragraph, all obligations under~~

7.11 this Agreement shall terminate. The Administrator shall have the right to contest the termination using the arbitration procedure set forth in this Agreement. In the event the Administrator files a claim challenging the termination, and in the event the Administrator prevails in said legal action, the parties agree the only damages the Administrator shall be entitled to receive are the balance of the salary and benefits which would have been payable to the Administrator up to the expiration date of this the Administrator's personal contract.

7.12 : It is expressly understood that the Administrator is granted continuing tenure in the District as an active classroom teacher and is not granted tenure as an Administrator in this or any other Administrative position.

~~7.13~~ : If any clause of the Agreement becomes or is declared by a court of competent jurisdiction to be illegal, unenforceable, or void, this Agreement shall continue in full force and effect without said provisions; provided, however, that no such severability shall be effective if it materially changes the economic benefit of the Agreement to either party.

~~7.14 : Tenure in position or administrative tenure is specifically excluded by this contract.~~

SECTION 8: GRIEVANCE PROCEDURE

General agreement needs review by John :

A. Definitions and Timelines

A grievance is a complaint by a bargaining unit Employee, or by the Association on its own behalf, concerning 1) any alleged violation, misinterpretation, or misapplication of this Agreement, including but not limited to any disciplinary action and process related to evaluation.

1. The number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits may be extended by mutual consent.

2. For purposes of this Article, the term "working days" shall be defined to be any day on which student instruction and services are conducted during the regular academic year, and as Monday through Friday when school is not in session during the summer months.

B. Purpose

1. The primary purpose of this Procedure is to secure, at the lowest level possible, resolutions of a complaint.

2. These proceedings will be kept confidential to the extent possible. Nothing contained herein will be construed as limiting the right of an ~~teacher~~ **administrator** or the Association's designee from having a grievance to discuss the matter informally with the Board. The grievance may be modified without the intervention of the Association, provided the adjustment is not inconsistent with the terms of this Agreement and that the Association has been allowed to be present at such modification.

C. Procedure

1. **Level I**: A bargaining unit member or one (1) designated member of a group of bargaining unit members having a complaint may present, or have his/her Association Representative present, a written grievance signed by the grievant, to the ~~supervisor~~ **Superintendent** ~~or other appropriate Board representative.~~ Within five (5) workdays, a meeting shall be held with the bargaining unit member and his/her grievance representative. The written Level I disposition will be rendered within ten (10) workdays after this meeting.

2. **Level II**: If the Level I disposition does not settle the complaint, the Association may, within ten (10) workdays after the Level I disposition is rendered, prepare and present to the Superintendent of Schools and/or his/her designee, a Level II grievance signed

by the aggrieved and the designee of the Association.

Within five (5) days following the presentation of the Level II grievance, the Superintendent and/or his/her designee shall schedule a Level II grievance meeting. The Level II disposition will be rendered within the ten (10) workdays after this meeting.

3. **Level III**: If the Level II disposition does not settle the grievance, the Association may, within the ten (10) school days after the Level II disposition is rendered, submit the grievance in writing and signed by the ~~teacher~~ administrator to arbitration at Level III.
    a. Within the five (5) workdays after such written notice of submission to arbitration, the Board and the Association will agree on a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, then, within the next five (5) workdays, a request for a list of arbitrators will be made to the ~~American Arbitration Association~~ **Federal Mediation and Conciliation Service (FMCS)** by the party seeking arbitration. The parties will be bound by the rules and procedures of the ~~American Arbitration Association.~~ **FMCS.**

    b. The arbitrator so selected will hear the matter promptly and will issue their decision not later than thirty (30) calendar days from the date of the close of the hearing, or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to them. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issue(s) submitted.

GRIEVANCE PROCEDURE AND ARBITRATION TIME LIMITS TABLE

Table to be adjusted to John reccomendatio

Grievance Level	Presentation	Meeting	Disposition
I Administration	10 days after the occurrence	5 days	10 days
II Superintendent	10 days after Level I Disposition	5 days	10 days
III Arbitration	10 days Level II Disposition	Joint selection of arbitrator – 5 days Demand for arbitration – 5 days	30 calendar days

D. Powers of the Arbitrator

It shall be the function of the arbitrator, and he/she shall be empowered, except as his/her powers are limited below, after due investigation of the specific Articles and Sections of this Agreement.

1. He/she shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.

2. He/she shall have no power to establish wage rates.

3. He/she shall have no power to rule on the termination of services of or failure to re-employ any probationary Employee OR NONRENEWAL OF AN EMPLOYEE'S EMPLOYMENT CONTRACT

4. The arbitrator shall confine his/her opinion to the sole question of whether or not there has been a violation of this Agreement or whether any disciplinary action was unjust or improper. He/she shall give no opinion with respect to any matter left by this Agreement or by law to the discretion of the Board of Education.

5. The fees and expenses of the arbitrator shall be shared equally by the parties.

E. Time Limits

Failure at any step of the grievance procedure to communicate the decision on a grievance within the specified time limit shall permit lodging an appeal at the next Step of the procedure within the time which would have been allotted had the decision been given. Failure to file a grievance within the time specified shall bar the grievance. Failure to file an appeal to a decision within the specified time limits shall be deemed an acceptance of the decision and shall bar further appeal. Time limits may be extended in any specific instance by mutual agreement in writing.

F. Rights to Representation

Only the parties to this Agreement and/or officially designated agents, as well as individual Grievant (s) and any necessary witnesses, may participate in meetings and/or hearings provided under this Article.

G. Miscellaneous

1. If a grievance affects a group of Employees, the Association may process it or withdraw it without prejudice or precedent at the appropriate level.

2. A grievance may be withdrawn at any level without prejudice or precedent.

3. All matters about a grievance shall be filed in a separate file, unless otherwise required by the Bullard-Plawecki Employee Right to Know Act.

5. The parties to this Agreement, and/or their agents, shall be provided with all necessary information to process a grievance as allowed by PERA.

~~6. Any Employee who has been unjustly discharged~~ (WHICH DOES NOT INCLUDE NONRENEWAL OF CONTRACT) ~~shall be reinstated with all lost monetary benefits and all other benefits provided by this Agreement.~~

7. The Association shall be notified of all grievances filed. The Association may investigate grievances. The investigation of a grievance shall be conducted at such times and in a manner so as not to cause interruption of, or interference with, regular established ~~teacher~~ SCHOOL schedules, or the effective performance of other duties of any EMPLOYEE ~~teacher~~.

SECTION 9: UNION REPRESENTATION

The Union may elect or appoint one (1) Steward and one (1) Alternate Steward who shall represent any or all employees working in that representational area. The Union shall also choose a Chief Steward from among the Stewards, who may represent any or all employees of the Hazel Park School District covered by this Agreement. The Chief Steward, or designee, shall be the primary employee representative for employees in the District Office. Stewards shall have the reasonable opportunity to conduct Union business including presenting of grievances without loss of pay.

The Employer hereby agrees to recognize a Bargaining Committee composed of employee representatives from the bargaining unit. This Committee shall act in a representative capacity for the purpose of meeting with Employer representatives to negotiate new and modified agreements. ~~The Employer will authorize said Bargaining Committee members to attend negotiation sessions that occur during their regular work hours without loss of pay. In any negotiations described in this Agreement, neither party shall have any control over the selection of the bargaining representatives of the other party.~~

SECTION 10: MEMBERSHIP STATUS AND PAYROLL DEDUCTION

10.01 **MEMBERSHIP STATUS AND PAYROLL DEDUCTION**

It is agreed that any Bargaining Unit Employee covered by the terms of this Agreement may voluntarily join the International Brotherhood of Teamsters Local 214 "Union" by completing the membership application and submitting it to the Union Business Agent or to the Teamsters Local 214 office.

Within thirty (30) days of the beginning of the employment hereunder, the

bargaining unit employee may sign and deliver to the Board an assignment authorizing deduction of membership dues and assessments to the International Brotherhood of Teamsters Local 214. Such authorization shall be voluntary since it is understood that the payment of dues is not a condition of employment. Written notice of revocation shall be effective to cancel all deductions which are scheduled more than thirty (30) days after the date the written notice is received by the Board. Pursuant to such authorization, deduction of membership dues shall be made from 16 consecutive pays beginning in September of each year, and the Board agrees to remit to the Association all monies so deducted, within two (2) weeks of each payroll deduction, accompanied by a list of bargaining unit employees from whom the deductions have been made. The amount of the deduction shall be determined by

the Union each year.

10.02 Hold Harmless

The Union will defend and save harmless the Employer for any and all claims, demands, suits, and other forms of liability by reason of action taken by the Employer for the purpose of complying with this Article provided.

1. The Employer gives timely notice of such action to the Union, and
2. The Employer cooperates with the Union and its counsel as required by law, and
3. The Union shall complete authority to compromise and settle all claims which it defends under this Article.

10.03 Notification

The President of the Union will be notified at the time that new Employees are hired and assigned responsibilities by the Employer.

SECTION 11: WORKING CONDITIONS

If an Administrator is complained against or sued as a result of the discharge of his/her duties as an employee of the District, the District shall provide legal counsel and render all necessary assistance to the Administrator in his/her defense.

Use of Facilities. The Union and its members shall have the right to use District building facilities for business meetings when such facilities are not otherwise in use, if scheduled through the District as per current procedure.

Use of Equipment. Stewards and/or Alternate Stewards shall have the right to utilize the District's e-mail system, fax machines, copy machines, and telephone for the purpose of appropriate Union notification and communication.

Mailbox / Bulletin Boards. The Union shall be given access to bargaining unit members' mailboxes for the distribution of informational material and the Union and its members

shall be permitted to use assigned bulletin boards to post notices of its activities and matters of Union concern provided that all mailings and postings are identified with the author's or organization's name.

Emergency Manager Provision. An emergency manager appointed under the local financial stability and choice act, MCL 141.1541 to 141.1575 may reject, modify, or terminate this collective bargaining agreement as provided in the local financial stability and choice act.

John to place contract

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
ADMINISTRATOR EMPLOYMENT CONTRACT

The School District of the City of Hazel Park (hereafter "District") hereby agrees to employ _____ (hereafter "Administrator") for the 2025-2026 school fiscal year, and for the following one school fiscal year (2026-2027), terminating June 30, 2027. The Administrator shall be assigned to the position of Director of Technology, subject to the provisions of this Contract.

(a) *Employment and Duties*: The Administrator agrees to perform the duties prescribed by the District for his/her assigned position in accordance with all laws applicable, comply with the policies, regulations and directives of the Board of Education and/or Superintendent, and carry out the programs of the District.

(b) *Certification*: The Administrator shall, if required by law, possess and maintain a certificate issued by the Michigan Department of Education valid for the position held by the Administrator, and/or otherwise be in full compliance with the applicable rules and regulations of the State to perform the duties assigned. The responsibility for obtaining and maintaining the necessary certification and qualifications rests exclusively with the Administrator.

(c) *Professional Conduct*: The Administrator agrees to perform this Contract and the employment duties and functions required of all employees of the School District in a manner that encourages quality in the educational process and fulfills established standards of professional conduct.

(d) *Tenure*: Tenure is not granted to the Administrator in any administrative position in the District. Tenure may be obtained, if at all, only within the capacity of a classroom teacher.

(e) *Transfer and Reassignment*: The Administrator acknowledges that during the term of this Contract, he/she is subject to transfer and/or reassignment by the District, at its discretion and upon written notice, with the understanding that as a result of such transfer/reassignment the Administrator's salary shall not be reduced through the end of the school year in which the transfer/reassignment is made.

(f) *Benefits*: The Administrator shall be entitled to those benefits presently applicable to his/her position, including, but not limited to, vacation, medical benefits and insurance protection as established by the District.

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Termination Prior to Expiration Date: This Contract may be terminated by the School District prior to the expiration date for just cause. Should the District consider termination of this Contract as provided above, the

District shall inform the Administrator of the specific reason(s) for said consideration of dismissal and shall provide him/her with the opportunity for a meeting to discuss said reasons before the Board of Education or its designee. Any contest of the District's decision to so terminate the Administrator's employment, or any claim of breach of this contract, regardless of the nature of same, including but not limited to any claim arising under state or federal civil rights or other statutes, state or federal constitutions or common law, must be brought and exclusively adjudicated within the arbitration forum pursuant to the American Arbitration Association, Labor Arbitration, Voluntary Rules. Prior to assignment of an arbitrator by the American Arbitration Association, the parties shall attempt to mutually agree upon an arbitrator.

g. within a period of ten (10) days after the Administrator notifies the District in writing that the Administrator is pursuing arbitration. Any such contest must be filed with the American Arbitration Association within 180 days of termination of employment or be barred. Any limitations period to the contrary is hereby expressly waived and deemed inapplicable. The Administrator may terminate this Contract during its term by giving written notice of his/her election to do so at least thirty (30) days prior to the date of termination, and such notice shall be delivered to the Superintendent of Schools or the President of the Board of Education.

h. *Non-renewal of Contract*: Any non-renewal of this Contract shall be pursuant to any applicable provisions of the Revised School Code, as amended, should this Contract be subject to the contract non-renewal provisions of the Revised School Code. These provisions currently provide that should the Administrator not be provided with such required written notice of non-renewal prior to the termination date of this Contract, the Contract is renewed for an additional school year and each year thereafter until such notice is provided.

i. *Reduction in Personnel*: Notwithstanding that there is a fixed term to this Contract, as above stated, or that there may be an extension of said termination date, the District may terminate the Administrator's employment in the event that the Board of Education determines that its financial condition or other circumstances warrants a reduction in personnel, including a necessary reduction in the Administrator's position. Notice of such termination must be provided in writing to the Administrator not less than ninety (90) calendar days prior to the termination date so designated by the School District.

j. *Salary*: For his/her annual services, the Administrator shall be paid a salary in an amount established by the prevailing salary schedule determined by the District, but not an amount less than $_____for the 20XX-20XX school year, payable in equal periodic installments consistent with the School District's policies and procedures. The salary to be paid an Administrator working less than a full school year shall be that pro-rata portion of the full school year that this Contract is in effect and the Administrator actually renders service. The District shall be authorized to make such payroll deductions as shall be required by law or authorized by the Administrator.

k. *General*: The foregoing Contract constitutes the complete understanding and agreement of the parties relative to employment of the Administrator, and no other promises or agreements, written or oral, relative to the Administrator's employment and/or continuation of employment exist. No person or entity other than the Board of Education for the District, acting through a majority vote and resolution, has any authority whatsoever to add to, expand upon, restrict or in any manner modify said provisions. This Contract is subject to all appropriate Federal and State statutes, rules and regulations.

School District of the City of Hazel Park

Superintendent	Date
	Date

INSURANCE BENEFITS, BENEFITS, AND CLASSIFICATIONS
DISTRICT OFFICE ADMINISTRATIVE STAFF

BENEFITS - LEAVES OF ABSENCE WITHOUT PAY

John to review concept accepted.

Family and Medical Leave.

A. The District will comply with the Family and Medical Leave Act ("FMLA"), as well as District policies and procedures, with regard to requests for unpaid leaves of absence submitted by eligible bargaining unit employees.

B. A bargaining unit member may, while on an FMLA leave, have the opportunity to apply, interview, and accept posted positions, provided that such activity does not contravene the orders of the treating physician.

Military Leave. A Military Leave of Absence will be granted to employees, except those occupying temporary positions, to attend scheduled drills or training or if called to active duty with the US Armed services IN ACCORDANCE WITH APPLICABLE LAW.

~~Employees will receive partial pay for training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, employees will be paid the difference between their normal base compensation and the pay (excluding expense pay) received while on military duty. The portion of any military leaves of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.~~

~~Subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible, health insurance benefits will be provided by the District for a period not to exceed 30 days.~~

~~Vacation, Paid Time Off (SICK) days, and holiday benefits will continue to accrue during a Military Leave of Absence up to 30 days. Employees on two-week duty training assignments or inactive duty training drills are required to return to work for the first regularly scheduled shift after the end of training, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with all~~

~~applicable State and Federal laws.~~

~~Every reasonable effort will be made to return eligible employees to their previous position or a comparable one. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service, such as the rate of vacation or SICK days accrual and job seniority rights.~~

Personal Leave. Any union member may receive a one-year leavewithout pay for exceptional reasons AT THE DISCRETION OF THE BOARD. The administrator shall submit a letter of application identifying the exceptional reasons for requesting said leave. The leave shall coincide with the school year UNLESS OTHERWISE AGREED. ~~Approval must be granted by the Superintendent of Schools and Board .~~

~~**Other Leaves.** All other unpaid leaves of absence are at the sole discretion of the District. Such leaves shall be without pay and benefits.~~

Responses to Leave Requests. Response to a discretionary leave request shall be communicated to the administrator as soon as possible or within forty (40) calendar days. Verification of reason for absence may be required.

BENEFITS - LEAVES OF ABSENCE WITH PAY

Vacation. District Office Administrators shall have the option for reimbursement of up to ~~ten (10) days~~ five days per year not used.
Only available to 12-month employees:
Each member will be afforded vacation days as follows:

- New Hire – Year ~~5~~2: 20 annual vacation days
- Year ~~3~~ 6– Year 10~~4~~: 2~~1~~2 annual vacation days
- Year 11-14~~5+~~: 2~~5~~5 annual vacation days
- YEAR 15 25 VACATION DAYS

Resignation. In the event that an employee resigns with notice members shall receive compensation in cash at their respective current per diem base salary rates for any accrued and unused vacation ~~and SICK days~~

A. Death. In the event that District Office Administrators and Supervisors and Coordinators staff of the District should die while actively employed, the District shall compensate the estate in an amount equal to the number of earned vacation and UPTO 50 SICK days in the deceased's accumulated bank at the time of death.

~~B. Computation. The date of initial employment or hire with the District shall be used for computation purposes. Vacation and SICK accrued but not taken may be carried forward to the next contract period to a maximum of ten (10) days.~~

Holidays. Administrative staff shall be granted holiday time off on the holidays listed below:

One day of Mid-winter break (as determined by the school calendar)
Memorial Day
Juneteenth
Independence Day
Labor Day (Two (2) days as determined by the school calendar)
Thanksgiving (Three (3) days as determined by the school calendar)
Martin Luther King Day
Good Friday
1st Day of Spring Break
Christmas (2~~3~~? days as determined by the school calendar) New Year's (two~~Three~~ 2(~~3~~)? days as determined by the school calendar)
Any other holidays approved by the Superintendent.

~~Whenever any of these holidays fall on the sixth and/or seventh day of the employees' regular work week, and state authorities transfer its observance to another day, that day shall then be considered the holiday.~~ ~~If the Superintendent requires an administrator to work additional time during the normal school year or over summer break, the administrator shall be paid the current daily rate for extra days worked. Compensatory time in lieu of pay will be an option if mutually agreed upon.~~

In the event that one of the above holidays falls on a Saturday or Sunday, an alternative holiday will be awarded, not to conflict with the school calendar.

When July 4th falls on Tuesday, Monday July 3rd shall be an additional paid holiday.
When July 4th falls on a Thursday, Friday July 5th shall be an additional paid holiday.

SICK Days. Administrative staff of the District earn and use SICK days as follows:

Twelve 12~~Fifteen (15)~~ SICK days per year are provided for illness or UPDATE TO THREE CAN BE USED FOR personal ~~business or other reasons covered by The Earned Sick Time Act "ESTA".~~ ~~These days may accumulate to a maximum of 75 per administrator. Upon reaching the cap of 75 accrued SICK days no additional accumulation shall be permitted. SICK days earned above the capped amount shall be reimbursed at 50% of the administrator's daily rate, prior to June 30 of each year. Upon resignation with notice, accumulated SICK days shall be reimbursed at fifty percent (50%) of the employee's current daily rate.~~

~~In the case where an administrator has accrued Sick leave or longevity as a teacher in the Hazel Park School District, the available Sick leave or longevity calculations shall be determined by multiplying Sick leave or years of service by .75.~~

There are no SICK days or vacation accrual for unpaid leaves, workers' compensation leaves, or short-term disability/long-term disability leaves. In the event of a sustained illness or injury, an employee may utilize his/her bank of SICK days for the extent of the illness (if the employee's bank has sufficient number of SICK days) ~~or the employee may opt to initiate short-term disability benefits (see Benefits) at the fifteenth (15th) consecutive calendar day of illness or injury~~. Should the absence due to illness or injury extend beyond a period of ninety (120) calendar days, said employee may opt to initiate long-term disability (see Benefits) at the ninety-first (121st) consecutive calendar day of illness or injury. An employee absent 3 three~~five (5)~~ or more consecutive working days because of illness or injury, may be required to provide a physician's certificate substantiating their absence and authorizing the employee to return to work prior to return.

With the Superintendent's approval, bargaining unit members shall be allowed to donate accrued SICK days to other bargaining unit members in serious circumstances, limited to a seriously ill or disabled bargaining unit member, documented by a physician. Each bargaining unit member may donate no more than a total of ten 10 ~~six (6)~~ SICK days per fiscal year.

~~**Short-Term Disability.** Weekly benefits are provided subject to proof of loss requirements, payable to insured when employee is disabled due to illness or injury. Weekly benefit applies on the date the period of disability begins. However, the benefit is payable for the period the disability continues after the elimination period of fourteen (14)~~

~~calendar days. Accumulated SICK days, if any, will be used to satisfy the fourteen (14) calendar day elimination period for short-term disability benefits. The benefit will not be payable for longer than the maximum duration of thirteen (13) weeks for one (1) continuous period of disability whether from one (1) or more causes.~~

~~Notification of intent to file for STD must be received in the District (verbal or in writing) within ten (10) working days of the employee's first day off work, except in the case of an emergency.~~

~~Benefits are payable only while under continuous care of a licensed physician. The District reserves the right to designate a licensed physician in order to conduct an independent medical exam. A bargaining unit member may, while on a short-term disability leave, have the opportunity to apply, interview, and accept posted positions, provided that such activity does not contravene the orders of the treating physician.~~

~~Vacation and SICK days do not accrue while on short-term disability. The minimum benefit level provided for a base salary work week shall be 70%~~

JOHN WILL FIX WHATEVER WE ARE DOING CURRENTLY

Long-Term Disability. Long-term disability (LTD) benefits provide income if a bargaining unit member is unable to work for a prolonged period. Monthly income benefits are paid when totally or permanently disabled because of illness or injury. Upon recovery, payments stop.

If a bargaining unit member becomes disabled and is eligible for benefits, he or she will continue to receive health, dental, vision and life insurance coverage for a period not to exceed two (2) years or the duration of LTD payments, whichever is less. After two (2) years on LTD, the District may post and fill the position, at which time the employee's employment will be terminated.

The monthly benefit is seventy percent (70%) of base monthly earnings at the date of disability subject to carrier maximum (current benefit maximum is eight thousand dollars [$8,000] per month). Benefits begin after a qualifying period which is the greater of ninety
(120) days or the applicable period of paid leave. Accumulated SICK days may be used to satisfy the ninety (120) day elimination period for long-term disability benefits. Benefits continue throughout the period of disability pending required proof of disability from your physician. The duration of benefits is as follows:

Age at Disability	Benefit Duration
Under age 60	to age 65 but not less than 5 years
60-64	5 years
65-69	to age 70 but not less than 1 year
70 and over	1 year

The District reserves the right to designate a licensed physician in order to conduct an independent medical exam.

A survivor's benefit is paid to spouse or children under age twenty-five (25) when proof is

received that the insured died while receiving benefits and if disability had continued for one hundred-eighty (180) consecutive days. The benefit will be an amount equal to three
(3) times the insured's gross monthly benefit.

LTD benefits are coordinated with other benefits such as social security, and workers' compensation

Vacation and SICK days do not accrue while on long-term disability.

Workers' Compensation. Workers' compensation will be provided as required by the Michigan Workers' Compensation Act. Vacation and SICK day time shall not accrue during a workers' compensation leave.

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Health insurance program (medical, dental, vision) shall be paid for each employee and

their family, on workers' compensation up to a maximum of two (2) years from the date the employee began receiving workers' disability compensation payments. After two (2) years on workers' compensation, the District may post and fill the position, at which time the employee's employment will be terminated.

Bereavement Leave. Administrative staff who wish to take time off due to the death of an immediate family member should notify their supervisor immediately.

Paid bereavement leave for a period of five (5) days with pay shall be available to the employee in the case of death of any member of the employee's or spouses' immediate family. The employee may also use up to five (5) days from available Vacation or SICK days in the event of such deaths, UPON THE APPROVAL OF THE SUPERINTENDENT.

The District defines "immediate family" as the employee's spouse, mother, father, son, daughter, brother, sister, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandparents, spouse's grandparents, grandchildren, or any relative living in the employee's immediate household. In special circumstances, Bereavement Leave may be extended to the employee in the case of death to significant others who have either lived with the employee for a period of years or who have provided an in loco parentis relationship over the years.

Jury Duty. Jury duty leave shall be available to the employee who is summoned as a juror or subpoenaed as a witness in any judicial proceeding not of his/her own initiative. The term of the leave shall be the length of the judicial proceedings if the employee serves as a juror, or the time spent testifying if the employee is called as a witness. An employee so summoned shall endorse to the District any warrant or voucher issued for services as such juror or witness, less travel allowance. Employees summoned as jurors shall advise their supervisors as far in advance as possible as to the service dates and provide a copy of the court documents ordering their appearance.

Life Insurance: CURRENT MEDIAL AND INSURANCE :

Term Life. Term life insurance is effective the first (1st) day of employment for bargaining unit members and their eligible dependents. The benefit will be paid to the bargaining unit member's designated beneficiary. In the event of accidental death, the insurance will pay double the specified amount. See benefit summary included in Appendix A.

A) Additional Optional Term Life. Optional term life insurance is available at the bargaining unit member's expense through payroll deduction at rates established for the bargaining unit member's specific age group. Optional term life insurance will require evidence of insurability and may be obtained only during regularly established enrollment periods.

~~Employees shall have the right to convert their group term life insurance to Ordinary Life Coverage at their expense within thirty-one (31) days following~~

~~termination or retirement.~~

Medical Insurance. Medical insurance is effective the first (1st) day of employment for bargaining unit members and their eligible dependents.

The medical coverage plan options provided for the bargaining unit staff will be provided to employees as plan options for elected coverage. These medical plan options will include at least one PPO plan option and at least one High-Deductible (HSA accompanied) plan option. Summary Plan Descriptions for each medical coverage plan option offered by the District will be provided to existing employees during the annual health insurance open enrollment period and to new employees upon hire. At any point during the term of this Agreement, the union may request the district to seek quotes from reliable medical carriers/providers for the existing deductible, co-pay, co-insurance and/or prescription drug card levels or alternative medical coverage plan designs. Upon request, representatives for the Union agree to meet with the District to review and discuss these quotes with the understanding that any change(s) in benefit level(s) is/are subject to negotiation by the parties.

Opt Out - ~~$4,000~~ $3600 cash payment annually One time payment to be paid out on the last pay in June. If spouse works in the district can not benefit from both.

Dental Insurance. Dental care insurance is effective the first (1st) day of employment for bargaining unit members and their eligible dependents.

Vision Insurance. Vision care insurance is effective the first (1st) day of employment for bargaining unit members and their eligible dependents.

Tax Deferred Annuities (Salary Reduction Plan). Employees may reduce their salary for contribution in accordance with the Internal Revenue Code.

~~**Retirement:**~~

~~A. Michigan Public School Employees Retirement Fund Paid in full by the District, exclusive of MIP payment benefits and eligibility as provided by law.~~

Direct Deposit. Direct Deposit of employees' paychecks into their account at their financial institution is required for all bargaining unit staff. Employees' paychecks are posted to their account at the beginning of each payday. Complete earning statement listing gross pay, deductions, and net amount deposited into employee's account is available through online services.

~~**In-District and**~~ **Out-District Mileage.** ~~Bargaining unit members shall be provided mileage reimbursement of $1,500 paid in the first pay period of January.~~ Out-District mileage shall be reimbursed at the current IRS rate.

Reimbursement for miscellaneous expenses. Bargaining unit members shall be provided an allowance for cell phone paid on the first pay period of January in the amount of ~~**$600 per year.**~~ $45 per month.

Hazel Park School District Clothing Allowance Reimbursement. Bargaining unit members shall be provided a reimbursement for Hazel Park District Clothing paid for by the employee in the amount of up to $400 per year. Receipts will be required for the employee to be reimbursed.

Longevity. An employee who has completed 15 years will receive $2500 **three (3) successful years** as an administrator shall be entitled to an annual longevity payment of two hundred twenty-five ($225) dollars per year of service up to ten (10) years. An employee who has completed ten (10) **eleven (11)** successful years as an administrator shall be entitled to an annual longevity payment of two hundred fifty ($250) dollars per year for each year of service beyond ten (10) **eleven (11)** years. An employee who has 20 years of service shall receive$5000. Longevity shall be paid in the first pay period in **December.** June.

- Additional Duties, Education Differential and Tuition Reimbursement. An administrator who assumes, with approval in advance by the Superintendent, an additional administrative responsibility of a multi-building or district-wide nature, such as organizing, directing, or supporting an ad hoc or continuing program not normally defined within his/her job description, so long as the additional work was approved in advance by the Superintendent, will qualify for a merit award commensurate with the additional administrative responsibility in an amount to be determined at the sole discretion of the Superintendent or his/her designee.

- Each newly hired administrator will be assigned a mentor who will be given a merit award of $1,000 unless the newly hired administrator declines a mentor. First consideration for assignment of mentors will be given to members of the Hazel Park Central Office Administrators Association.

- An administrator may be assigned specific strategic goals by the Superintendent each school year with incentives attached to each goal with a maximum of two (2) goals per school year. The incentive amount will be determined by the Superintendent not to exceed $2,000 per goal.

An administrator possessing a Master's degree with 15 additional graduate level credit hours shall receive an annual differential of one thousand five hundred dollars ($1,500). An administrator possessing an Educational Specialist's degree shall receive an annual differential of two thousand five hundred ($2,500). An administrator possessing a doctoral degree (PhD or EdD) shall receive an annual differential of **two thousand eight hundred ($2,800).** $1000. $2000

The District will pay for 100% of the tuition for college courses taken on the Administrator's own time towards a degree/certification approved by the Superintendent.The tuition reimbursement period will be for the fiscal year (July 1 to June 30).

A. The district shall may pay membership for an employee to enroll in a

professional association~~(s)~~ related to their job assignment.

~~B. Administrators will be allocated $3,000 (per year) as a personal conference fund to attend national, state and local conferences, to subscribe to publications for professional growth, or to purchase a professional library, and fees for continuing educations credits. All national conferences must be approved by the Superintendent.~~

C. The tuition reimbursement period will be for the fiscal year (July 1 to June 30).

Classification and Salary Schedules for bargaining unit members as approved by the Board of Education set forth in Appendix A. ~~Annually, on the last pay in June, 1% of base salary is paid to a deferred compensation plan of the employees' choice from the list of District approved deferred compensation providers for District Office Administrators, Building Principals and Assistant Principals. Step advancement will occur each year beginning on July 1st of the new school year. Administrative Office Staff required to attend Regular Board of Education meetings will be paid at their pro rata per diem rate.~~

IF STEP ADVANCEMENT IS TO OCCUR, Individuals hired or promoted into a unit position on or after March 1st ~~January 1st~~ will not be eligible for any step advancement on the salary schedule until the commencement of the second fiscal year (July 1st) following his/her hire or promotion.

~~TERM LIFE INSURANCE SCHEDULE OF BENEFITS~~

APPENDIX A
Wages

2026/27 NON-AFFILIATED SALARY SCHEDULE

2.83% increase on steps
Step increase July 1, 2026

Grade	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
14	139,784	144,676	149,740	154,981	160,405	166,019	171,830	177,844
13	124,252	128,600	133,101	137,760	142,582	147,572	152,737	158,083
12	119,914	125,083	130,252	135,420	140,589	145,758	150,927	156,096
11	110,446	114,311	118,312	122,453	126,739	131,175	135,766	141,598
10	98,174	101,610	105,167	108,847	112,657	116,600	120,681	124,905
9	90,261	94,471	98,682	102,891	107,101	111,311	115,522	119,731
8	62,708	66,281	69,856	73,429	77,003	80,577	84,151	87,754

GRADE	NON-AFFILIATED POSITION LIST AND GRADE LEVEL
14	Assistant Superintendent, Teaching and Learning
13	Assistant Superintendent, Finance and Operations
12	Executive Director, Student Services
12	Director of Human Resources
12	Director of Community Schools
11	Director of Information Technology
11	Student Services Supervisor
10	Director of Communications
10	Director of Business
9	Director of Communications/Athletic Director
8	Buildings and Grounds Supervisor
8	Transportation Supervisor

2025-2026

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Level 1: Assistant Superintendent	$143,126.21	$147,420.00	$151,842.60	$156,397.88	$161,089.81	$165,922.51	$170,900.18
Level 2 Executive Director	$137,835.00	$141,960.00	$146,218.80	$150,605.36	$155,123.52	$159,777.23	$164,570.55
Level 3 Director : HR/ CS	$127,223.31	$131,040.01	$134,971.21	$134,971.21	$134,971.21	$134,971.21	$134,971.21
Level 4 Director of Tech	$104,150.00	$107,274.50	$110,492.74	$113,807.52	$117,221.74	$120,738.39	$124,360.55
Level 4/communication AD/ business	$95,000.00	$97,850.00	$100,785.50	$103,809.07	$106,923.34	$110,131.04	$113,434.97
Level 5 Special Ed Supervisor	$110,000.00	$113,300.00	$116,699.00	$120,199.97	$123,805.97	$127,520.15	$131,345.75
Level 6 building and Grounds Supervisor	$81,600.00	$84,048.00	$86,569.44	$89,166.52	$91,841.52	$94,596.76	$97,434.67
level 7 transportation supervisor	$67,500.00	$69,525.00	$71,610.75	$73,759.07	$75,971.84	$78,251.00	$80,598.53

2026-2027

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Level 1: Assistant Superintendent	$144,915.29	$149,262.75	$153,740.63	$158,352.85	$163,103.44	$167,996.54	$173,036.44
Level 2 Executive Director	$139,557.94	$143,734.50	$148,046.54	$152,487.93	$157,062.57	$161,774.45	$166,627.68
Level 3 Director : HR/ CS	$128,813.60	$132,678.01	$136,658.35	$138,366.58	$140,096.16	$141,847.36	$143,620.46
Level 4 Director of Tech	$105,451.88	$108,615.43	$111,873.89	$115,230.11	$118,687.01	$122,247.62	$125,915.05
Level 4/communication AD/ business	$96,187.50	$99,073.13	$102,045.32	$105,106.68	$108,259.88	$111,507.68	$114,852.91
Level 5 Special Ed Supervisor	$111,375.00	$114,716.25	$118,157.74	$121,702.47	$125,353.54	$129,114.15	$132,987.57
Level 6 building and Grounds Supervisor	$82,620.00	$85,098.60	$87,651.56	$90,281.10	$92,989.54	$95,779.22	$98,652.60
level 7 transportation supervisor	$67,500.00	$69,525.00	$71,610.75	$73,759.07	$75,971.84	$78,251.00	$80,598.53

2027-2028	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Level 1: Assistant Superintendent	$146,726.73	$151,128.53	$155,662.39	$160,332.26	$165,142.23	$170,096.50	$175,199.39

Level 2 Executive Director	$141,302.41	$145,531.18	$149,897.12	$154,394.03	$159,025.85	$163,796.63	$168,710.53		
Level 3 Director : HR/ CS	$130,423.77	$134,336.48	$138,366.58	$140,096.16	$141,847.36	$143,620.46	$145,415.71		
Level 4 Director of Tech	$106,770.02	$109,973.12	$113,272.32	$116,670.49	$120,170.60	$123,775.72	$127,488.99		
Level 4/communication AD/ business	$97,389.84	$100,311.54	$103,320.89	$106,420.51	$109,613.13	$112,901.52	$116,288.57		
Level 5 Special Ed Supervisor	$112,767.19	$116,150.20	$119,634.71	$123,223.75	$126,920.46	$130,728.08	$134,649.92		
Level 6 building and Grounds Supervisor	$83,652.75	$86,162.33	$88,747.20	$91,409.62	$94,151.91	$96,976.46	$99,885.76		
level 7 transportation supervisor	$68,343.75	$70,394.06	$72,505.88	$74,681.06	$76,921.49	$79,229.14	$81,606.01		

HAZEL PARK SCHOOLS

To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: AFSCME Tentative Agreement 2026-2028
Date: August 17, 2026

The District and AFSCME Local 271 have reached a tentative agreement regarding the collective bargaining agreement covering custodial, maintenance, and transportation employees. The proposed agreement is effective **July 1, 2026** and continues through **June 30, 2028**.

The following summarizes the primary negotiated changes.

Compensation and Salary Schedules

The agreement includes updated salary schedules for the 2026-27 and 2027-28 school years for both Tier I employees and Tier II/new employees. The revised schedules establish updated hourly rates across the Master Maintenance, HPHS Head Custodian/Maintenance Engineer, Head Custodian/Engineer, Maintenance, Skilled Maintenance, Bus Driver, and Custodian classifications.

Probationary Period

New permanent employees will serve a **60-working-day probationary period** beginning with their hiring date. During the probationary period, employer actions concerning the employee, including termination, are not subject to challenge through the grievance procedure.

New Employee/Union Orientation

The new employee orientation provisions have been revised. The District will provide new-member information to the Local President/Chair, Local Treasurer, and AFSCME Michigan 925 staff representative within five days of hiring. During onboarding, employees will receive information identifying the Union President and Steward and explaining how to contact the Union. Previous provisions providing for separate union orientation meetings during work time have been removed.

Seniority

Seniority is clarified as beginning on the employee's **date of hire into an AFSCME position in the employee's current department**. Departmental seniority applies to contractual matters such as bidding, layoff and recall, while total District service continues to apply when determining benefits based upon overall service.

Layoff Notice

The required advance notice for layoffs increases from **7 days to 30 days**. Seniority within the applicable department remains the determining factor when a reduction in force is necessary.

Furlough Days Eliminated

The prior contractual provisions establishing furlough days have been removed from Article 8. This was a provision that is no longer applicable.

Health Insurance

Insurance coverage for permanent employees will begin on the **first day of active employment**. The District's contribution toward medical insurance continues to be based upon Michigan's PA 152 hard-cap requirements.

The agreement also changes insurance treatment for AFSCME employees married to another AFSCME employee. Employees hired after **July 1, 2026** who are married to another Local 271 employee will generally be covered through a two-person or family plan rather than maintaining two separate plans, to the extent permitted by law. Employees hired before July 1, 2026 retain the existing arrangement.

Vacation Scheduling

Custodial and maintenance employees will submit annual vacation requests in advance. Beginning in 2027, requests for the following July-June year are due by **April 1**. For 2026-27, requests are due September 30, 2026, or 30 days after ratification, whichever is later.

Generally, no more than **25% of custodial and maintenance employees** may be scheduled for vacation simultaneously. Seniority determines priority when requests conflict. Certain high-operational-need periods surrounding the beginning and end of the school year are excluded from vacation scheduling.

Work Schedules

Specific custodial/maintenance shifts are established in the agreement, including:

Shift A: 5:00 a.m.–1:30 p.m.
Shift B: 6:00 a.m.–2:30 p.m.
Shift C: 11:00 a.m.–7:30 p.m.
Shift D: 2:30 p.m.–11:00 p.m.
Shift E: 11:00 p.m.–7:30 a.m., Sunday through Thursday.

The agreement also provides greater flexibility for afternoon and midnight employees to work day schedules during summer and holiday breaks based upon District operational needs.

Absence Reporting

Employees are required to report absences through the District's **absence-management system at least 30 minutes before their scheduled start time**. Custodians must additionally notify their Head Custodian by telephone at least 30 minutes before their start time.

Sick Leave/Bereavement

The definition of immediate family for purposes of bereavement/sick leave has been expanded/clarified to include relationships such as **domestic partner, stepfather and stepmother**, in addition to the other family relationships identified in the agreement and individuals residing in the employee's home.

Approval of religious-holiday leave moves from the Supervisor of Maint/Cust to the **Director of Human Resources**.

Promotions and Internal Movement

The agreement clarifies the process for filling bargaining-unit vacancies. After the transfer process, the District will continue its practice of first considering a current employee assigned to another classification or a substitute employee, if available, before filling the position with an outside applicant.

A current employee moving into a new classification will serve a **30-working-day probationary period**. If unsuccessful, the employee will return to a position in the former classification while retaining previous classification seniority.

Uniforms/Clothing

The District will select a uniform vendor with input from the Union, including input regarding uniform color. Pants/slacks must be black or dark gray, with jeans also permitted.

Bus drivers will receive a uniform jacket or coat each school year from a District-designated vendor, with driver input, they will also receive a yearly stipend for pants. Custodial/maintenance employees have a **$300 annual clothing allowance** under the revised language.

Bus Driver Changes

Several transportation provisions were revised or added:

- Annual route selection will occur on the **second Friday in October**, with seniority determining selection when other factors are equal.
- Meal reimbursement for qualifying field/athletic trips is increased to **$15 for breakfast, $15 for lunch, and $25 for dinner**.
- Two dedicated **summer bus-detailing positions** will be established and paid at the employee's full driver hourly rate.
- The District will provide **full reimbursement of CDL licensing fees and renewals**.
- The overtime rotation procedure is clarified. A driver absent for three or more consecutive regularly scheduled Monday-Friday workdays will return to the overtime rotation at the current highest total hours. Weekend assignments are specifically excluded from the definition of regularly scheduled workdays for this purpose.
- Drivers have until **4:00 p.m. Friday** to decline an overtime assignment from the newly posted weekly schedule without penalty. The agreement also identifies documented emergencies, including personal/family illness, household emergencies, and bereavement, as circumstances in which employees will not be charged overtime hours for refusing an assignment.

Master Maintenance Qualifications

A significant change establishes **multiple pathways for eligibility for Master Maintenance**, rather than relying solely upon the traditional AFSCME journeyman-card requirement.

An employee may qualify through one of three credential pathways:

1. **Journeyman Status** – A valid journeyman credential issued by AFSCME or an equivalent recognized union/trade organization with an approved apprenticeship program.

2. **Vocational/Trade School Certification** – Completion of an accredited technical or vocational program in a relevant skilled trade, combined with at least three years of trade experience.
3. **Post-Secondary Academic Certification** – A certificate or associate degree from an accredited college/university in a relevant technical or maintenance field, combined with at least three years of trade experience.

The parties will also form a committee to review existing Master Maintenance qualifications and job descriptions for consistency with the new credentialing pathways.

A related Letter of Agreement specifically provides for **Jason Anderson's placement into Master Maintenance and confirms Lonnie Hoffman's placement** in that classification.

Employee Evaluations

The parties agree to establish a committee to **review and consider an updated employee evaluation instrument**. Existing contractual protections regarding evaluations and personnel files otherwise remain in place.

Contract Term

The tentative agreement is a **two-year agreement**, effective July 1, 2026 through June 30, 2028.

Funding Source: General Fund. Cost for the increases for 2026/27 & 2027/28 $148,398
Strategic Goal Alignment -
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation : Approval of the tentative agreement between the Hazel Park Board of Education and AFSCME Local 271 as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

CONTRACT

Between

THE HAZEL PARK BOARD OF EDUCATION

and

THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNCIPAL EMPLOYEES LOCAL 271 AFL-CIO

CUSTODIAL, MAINTENANCE, ~~CAFETERIA~~ and TRANSPORTATION EMPLOYEES

2026~~5~~-2028~~6~~

8/10/26

RB 8-10-26

AEM 8-10-26

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Note: Following are identification codes for *labeled* contractual content:

(A) All Union Personnel
(B) Bus Driver Personnel
~~(C) Cafeteria Personnel~~
(D) Custodial/Maintenance Personnel

CONTRACT

Between Hazel Park Board of Education and the American Federation of State, County, and Municipal Employees Union, Local 271 (AFL-CIO), acting through its agent~~, Michigan Council #25~~ AFSCME Michigan 925, of the American Federation of State, County, and Municipal Employees Union (AFL-CIO).

PREAMBLE

It is desired that all employees be of fit character and exemplary behavior. The conduct of each employee should be such that at no time their action, speech or manner in which their duties are performed result in any unfavorable comment.

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.

PARTIES TO AGREEMENT

This agreement made and entered into by and between the Hazel Park Board of Education, hereinafter called the EMPLOYER, and the American Federation of State, County and Municipal Employees (AFL-CIO), Local 271, acting through its agent, Michigan Council #25 of the American Federation of State, County and Municipal employees, hereinafter called the UNION.

WHEREAS, the parties hereto have operated under an Agreement entered into July, 1971 and now desire to sign a contract;

WHEREAS, the parties hereto have negotiated certain changes in said Agreement which they agree to as a result of collective bargaining; and

WHEREAS, it is the desire of the parties to this Agreement to continue to work harmoniously to maintain and promote high standards of relationship between the Board of Education and the Union which will serve the interests of all concerned; and

WHEREAS, the Hazel Park Board of Education authorities recognize that those employed must have wholesome working conditions, and that in arriving at the standard to be set for this purpose, they should have a voice through worthy and responsible representatives of their own choosing;

THEREFORE, THEN LET IT BE RESOLVED, that the efforts and objectives of both the Board and the Union be directed to the formulation and implementation of a working agreement that will increasingly serve the best interests of the pupils and citizens of the Hazel Park School District.

ARTICLE 1
RECOGNITION

Section 1 - Employees Covered

Pursuant to and in accordance with all applicable provisions of Act 379 of the Public Acts of 1965, as amended, the School Board does hereby recognize the Union as the sole and exclusive representative for the purpose of collective bargaining in respect to rates of pay, wages, hours of employment, and other conditions of employment for the term of this Agreement of all employees of the School Board included in the Bargaining Unit described below:

All non-instructional employees, excluding teaching aides, crossing guards, supervisors and other managerial personnel, secretaries and office clerical employees.

Section 2

The Board of Education recognizes and will not interfere or restrain or coerce employees in their right of self-organization, to form, join or assist labor organizations, or to bargain collectively through representatives of their own choosing, or to engage in concerted activities for the purpose of collective bargaining or other mutual aid or protection.

Section 3

The Employer recognizes the established contractual rights, responsibilities and value of the union, and has no objections to its employees becoming members of the Union. The Employer specifically will not tolerate on the part of its representatives any discrimination whatsoever against the Union.

Section 4

The Employer recognizes the Union as the sole and exclusive bargaining agency for all employees now on the payroll and all employees who may be placed on the payroll in the future for the duration of this contract. The term 'employees' shall include all non-teaching employees, except teaching aides, crossing guards, directors, supervisors, managerial, secretarial and clerical employees.

ARTICLE 2
BARGAINING AND GRIEVANCE COMMITTEE

Section 1

The Union shall designate a committee of six (6) employees to be known as the Bargaining and Grievance Committee who shall represent the Union in negotiating with the representatives of the Employer who shall be regularly informed of committee personnel.

Section 2

Any member of the Grievance Committee attending a meeting at the request of the Employer for the purpose of presenting a legitimate grievance shall be paid at their regular hourly rate for all time spent in such meetings during the time of their normal working hours only.

ARTICLE 3
UNION SECURITY CLAUSE

Section 1

An employee hired **as permanent employee (not a substitute)** on or after the execution of this Agreement may become a member of the Union sixty (60) **working** days after their hiring date, **which shall be considered a probationary period during which time the actions of the Employer with respect to the employee, including but not limited to termination of employment, are not subject to challenge under the grievance procedure.** ~~or the effective date of this Agreement, whichever is later .~~

~~The employer shall notify the local president or designee of any new permanent employee under the recognition of this agreement within 10 business days of their date of hire. The notification shall include the employee's name and contact information so the union may meet with the employee at a mutually agreeable time and place to explain the benefits of union membership.~~
COVERED UNDER NEW EMPLOYEE ORIENTATION PROVISION

Section 2

Local and/or Council representatives of AFSCME, AFL-CIO, shall, after notification to management, have access to the premises of the School District at any reasonable time during working hours to investigate grievances and other problems of employer-employee concern.

Section 3

Any delegate elected by the Union to represent such Union at International, State or District meetings, which required their absences from duty, shall be granted up to five days to attend such meetings without loss of pay, without discrimination and without loss of seniority rights or any other rights granted by the Employer. Additional days may be granted, if necessary, at the discretion of the Director of Human Resources ~~General Services~~ or their designee.

ARTICLE 4
RIGHTS OF THE EMPLOYER

Section 1

It is recognized that the operation of the School District, the control and development of programs, the control and operating of buildings and facilities, the maintenance of order and efficiency are solely responsibilities of the School District.

Section 2

It is further recognized that the responsibility of the Employer for the selection and direction of the working forces, including the right to hire, suspend or discharge for just cause, assign, promote or transfer, to determine the amount of overtime to be worked, to relieve employees from duty because of lack of work or for other legitimate reasons is vested exclusively in the Employer, subject to only the seniority rules, grievance procedure and other express provisions of this Agreement as herein set forth.

It is understood that when the District is interviewing for a maintenance position, current employees interested in the position will be interviewed, but the District reserves the right to hire the best qualified applicant in the District or outside the bargaining unit.

Section 3

It is agreed that the Board of Education shall have a free hand in the operation of the school system and shall have the right to discharge for just cause any and all persons employed by it.

It is further agreed by the Administration and the Union that nothing in this Agreement shall be construed as delegating to others the authority conferred by law on the employer.

ARTICLE 5
JOINT RESPONSIBILITIES

Section 1

This Agreement shall be construed as requiring the Employer and the Union to follow the provisions of the Agreement in the exercise of the authority conferred upon the Employer by law, Public Employee Act 379 passed in the State of Michigan, 1965.

Section 2

The Employer shall not enter into any agreement with the Employees coming under the jurisdiction of the Agreement either individually or collectively which in any way conflicts with the terms and conditions of this Agreement.

Section 3

NEW EMPLOYEE ORIENTATION: The employer shall forward all new member information to the local President/Chair and local Treasurer AFSCME Michigan 925 staff representative within 5 days of hiring, by email. ~~The employer will notify the local President/Chair of orientation dates, and they will be allowed to meet with the new hires immediately after orientation. The Employer shall let the union meet with the new hires in private.~~

As part of the new Employee ~~orientation~~ **ONBOARDING** process, each employee will be given the name and location of the Union President, the Steward and informed that they may make contact with the Union Chairperson **IN A INFORMATIONAL DOCUMENT PROVIDED BY THE UNION**~~: for their Union orientation.~~

~~In the event that there are new hires in any single month, the President or one designated Steward (if the President is unavailable) will be permitted one hour with pay per month to conduct a single group orientation meeting for such new hires. If more than one new employee orientation occurs in a month, the President or alternate will be permitted an additional one-hour orientation meeting with no loss of wages. Said meeting must be scheduled in advance and at a time acceptable to the Union President's Supervisor.~~

ARTICLE 6
SENIORITY

Section 1

(A) Seniority shall be defined as beginning on the date of hire in the employees' current department. Date of hire is defined as date hired by the Board of Education for an AFSCME position.

If more than one employee has the same date of hire, seniority shall be determined by the numerical order of the last four digits of the employees' social security number. That is, 0000 would be first and 9999 would be last in order of seniority.

This definition of seniority applies to contractual issues such as bidding, layoff, recall, etc. For benefits that are based on total service (for example, retirement) the entire length of service to the district shall be credited, as determined by the rules that govern each benefit.

~~Promotions within the bargaining unit shall be made on the basis of ability, providing the employee has a good attendance record, i.e., no unpaid sick days, unless covered under FMLA guidelines, and no disciplinary letters in his/her file. When all qualifications are equal, seniority shall be the determining factor~~.

Section 2

(A) An up-to-date seniority list shall be individually and separately maintained for each department group. ~~Three~~ Two lists would then be posted -- one each for Custodial/Maintenance, Bus Drivers, ~~and Cafeteria.~~ Seniority lists should be prepared quarterly (each three months).

(B) Seniority shall not be affected by the race, sex, marital status, color, religious creed, age, ancestry or dependents of the employee.

(C) The seniority list on the date of this Agreement shall indicate the names and job titles of all employees of the unit entitled to seniority.

~~**Section 3**~~

~~Master Maintenance, upon receiving Journeyman's Card, the employee will start at Step 1 of the Master Maintenance Schedule.~~

ARTICLE 7
LAYOFF AND RECALL PROCEDURES

Section 1 - Layoff

(B) (D) Seniority within their respective department shall be the determining factor if there is the necessity of a reduction in the number of employees. If a reduction of forces is deemed necessary, the Employer shall notify the President of the Union and affected employee(s) ~~seven (7)~~ thirty (30)days in advance of such layoffs before they are made effective.

~~(C) Employee's seniority by established cafeteria classification shall be the determining factor if there is the necessity for a reduction in the number of employees. If a reduction of forces is deemed necessary, the Employer shall notify the President of the Union and affected employee(s) seven (7) days in advance of any such layoffs being made effective. An employee's seniority begins on the date of hire by the School Board or its appointed designee.~~

Section 2 - Recall Procedure

(A) Employees shall be recalled from layoff according to their ~~departmental~~ classification seniority status and no new employees shall be hired until all employees within the related classification ~~department~~ on layoff status desiring to return to work have been recalled.~~.~~

ARTICLE 8
LEAVE OF ABSENCE ~~AND FURLOUGH DAYS~~

Section 1

(A) Employees may be granted a leave of absence up to one (1) year with good cause with the consent of the Employer and the Bargaining Committee without prejudice to seniority and under such conditions as may be deemed equitable. The Bargaining Committee shall be notified promptly of a request for leave of absence and such notice shall be given by the Employer. Valid violation of the intent of the condition of the leave shall be considered grounds for immediate dismissal.

Employees not returning to their positions, consistent with these provisions, within one (1) calendar year will lose their seniority rights to the position vacated at the time the leave was initiated. Such employees shall be considered for the next available entry level position after presenting written verification to the Superintendent of their eligibility and desire to return to work.

~~**Section 2 – Furlough Days**~~

~~(A) Definition: Furlough days are when Employees work fewer days than originally called for in the AFSCME Agreement and pay is reduced for the equivalent number of days not worked. Furlough days do not impact health insurance. Monthly insurance contributions from the Employer remain the same.~~

~~Following are schedule furlough days for the duration of this Agreement:~~

~~(D) Custodial Maintenance 4.0 days*~~

~~(B)(C) Cafeteria & Transportation 3.0 days*~~

~~***Furlough Days will be reduced in half if the district's prior year end audited financial statement shows that the District is out of deficit, then eliminated the following year.***~~

~~(D) Deduction for all furlough days will be evenly divided by 26 pays. Employees hired during a school year will have their furlough days prorated accordingly.~~

~~Furlough days for the remaining school years will be determined at the beginning of each school year.~~

~~(B)(C) Deductions for furlough days will be on the days used but not on any days of instruction.~~

~~(B)~~ ~~(C) Three (3) Professional Development Days will be added to the work calendar, in years which involve furlough. Bus drivers shall be provided with two (2) additional professional development days outside of the current mandatory days.~~

ARTICLE 9
INSURANCE

Section 1 — Hospitalization

The District shall pay its share of the premiums for medical insurance coverage for those employees needing such insurance based on the State of Michigan hard cap amounts under PA 152.

For purposes of all articles and provisions dealing with insurance benefits, insurance coverage for each permanent employee (not a substitute employee) shall begin with the first day of active employment. The Board, by payment of the premiums required to provide the coverage set forth, shall be relieved from all liability with respect to the benefits provided by said plans. The failure of the insurance carrier to provide any of the benefits for which it has contracted for any reason, except the negligence of the Board, shall not result in any liability to the Board or the Union. However, the Board shall continue to assist employees with the processing of claims and, further, will advise the carrier when the Board or the Union finds the carrier's performance unsatisfactory.

For Employees needing health insurance: (TO BE UPDATED WITH CURRENT CHOICES AS PREVIOUSLY SHARED)

Long Term Disability: 66 2/3% of Max Eligible Salary
$3,000.00 Maximum
180 calendar days - straight wait elimination period
Mental/nervous and alcoholism/drug same as any other illness
5% Minimum Payout
Pre-existing limits waived
Family Social Security Offset
No survivor Income
No freeze on offsets
No Educational Supplement
2 year own occupation

Dental Plan 100/100/50 $1,200 Annual Max
50:700 Lifetime Max
Two Cleaning Per Year
No Adult Orthodontics

Negotiated life: $40,000 AD&D
Vision: VSP 3 - Gold

For employees not needing health insurance:

Long Term Disability: 66 2/3% of Max Eligible Salary
$3,000.00 Maximum
180 calendar days - straight wait elimination period
Mental/nervous and alcoholism/drug same as any other illness
5% Minimum Payout

Pre-existing limits waived
Family Social Security Offset
No survivor Income
No freeze on offsets
No Educational Supplement
2 year own occupation

Dental Plan 100/100/50 $1,200 Annual Max
50:700 Lifetime Max
Two Cleaning Per Year
No Adult Orthodontics

Negotiated life: $50,000 AD&D

Vision: VSP-3 - Gold

Dependent life: $2,000 spouse; $2,000 child(ren)

ARTICLE 9
INSURANCE
(continued)

Section 1 - Hospitalization (continued)

(A) Insurance

In the event the district exercises the 20% option under PA 152, the union should have the right to reopen negotiations with the district.

Should PA 152 be overturned, the District shall have the right to reopen negotiations with the union.

(A) Healthcare Committee:
Should insurance rates change more than acceptable. The district and the union shall reserve the right to discuss insurance options and plan design should either party invoke this right.

Insurance premiums required by employees will be spread out among all pays available.

(A) Employees electing out of insurance coverage shall receive, in lieu of, $3,000, to be paid in June each year.

(A) ~~Employees hired prior to (date of ratification):~~

~~Employees working less than eight (8) hours shall be offered the above benefits but on a pro-rata basis; i.e., eight (8) hours...fully paid; seven (7) hours...7/8 Board paid; 1/8 Individual; six (6) hours...3/4 Board paid; 1/4 Individual; five (5) hours...5/8 Board paid; 3/8 Individual. Less than five hours...no benefits.~~

(A) Employees hired on or after (the date of ratification):
Employees working less than eight (8) hours shall be offered the above benefits but on a pro-rata basis; i.e., eight (8) hours...fully paid; seven (7) hours...7/8 Board paid; 1/8 Individual; six (6) hours...3/4 Board paid; 1/4 Individual; Less than six hours...no benefits.

(A) **For employees hired before July 1, 2026**, Employees married to other employees who are members of the AFSCME - Local 271 are entitled to select A or B. One spouse shall select A, and the other shall select B, including the cash in lieu of health care. **For employees hired after July 1, 2026**, Employees married to other employees who are members of the AFSCME - Local 271 are entitled **to be covered by a two-person or full-family insurance plan rather than two separate plans to the extent permitted by law, otherwise the provision above applicable to employees hired before July 1, 2026 shall apply**.

(D) Pro-rata cost sharing provisions shall not remove or reduce benefits from any employee now receiving such coverage.

ARTICLE 9
INSURANCE
(continued)

Section 2 - Worker's Compensation

(A) In the event of an injury arising out of the course of employment and resulting in a Worker's Compensation Claim, the employee shall be paid their regular wages without charge to their available sick leave bank for any and all days for which they receive state-mandated Worker's Compensation Benefits.

1. NOTICE OF INJURY
   It shall be the responsibility of the employee to give the earliest possible written notice of injury to supervisory personnel. Except in an instance of extreme emergency, this should be construed to mean IMMEDIATE NOTICE -- within 24 hours. Said notice should be given in accordance with the District workers' compensation procedures~~, in order, to the Head Custodian in charge, the Building Principal, Director of General Services, or the Superintendent, whoever shall be reached first.~~

2. PERIOD OF CLAIM
   Regular pay benefits for 12-month employees for any single accident or instance of injury shall be for a maximum of 120 unbroken, continuous and consecutive calendar days.

   PERIOD OF CLAIM
   Regular pay benefits for 10-month employees for any single accident or instance of injury shall be for a maximum of 90 unbroken, continuous and consecutive calendar days or the end of their work year, whichever comes first. The one exception to the above periods of claim is: Anytime an employee returns to work for one or more full work days, these days will not count as part of the claim period.

3. WORKER'S COMPENSATION BENEFIT PAYMENTS
   During the period of claim as defined in (2) above, all Workers' Compensation loss of pay benefits shall be deducted from the regular gross pay amount.

4. EXTENDED COMBINED SICK LEAVE/WORKERS COMPENSATION PAYMENTS
   If, at the expiration period of claim as defined in (2) above, the employee has available and chooses to use their sick leave bank, on a one sick day for one work day basis, to continue their regular pay benefits, they may so designate. Once an employee chooses to use his or her sick days, as described above, they will continue to be used until they are depleted or written notice to stop usage is received, whichever comes first. If said employee puts a stop on the use of sick days to continue benefits, he/she may not start use of them again for the same accident or injury. In any case, combined sick leave/Worker's Compensation pay benefits shall not exceed regular pay dollar amounts. When getting full pay via the 120-day pay period of claim or sick day option, vacation and sick days will accrue.

Section 2 - Worker's Compensation (continued)

5. PHYSICAL CHECK-UPS
   It shall be at all times the prerogative of the School District to utilize its doctor/doctors to evaluate the physical condition of any employee receiving benefits under these provisions.

6. INJURY ON THE JOB
   Any employee incurring an injury on the job requiring his/her need to go home shall receive pay for a full-day's work at the regular rate. If he/she is required to report back to the doctor during regular working hours, they shall be paid for time lost.

7. VACATION AND SICK TIME will not accrue while receiving state mandated Workers' Compensation Benefits only.

8. TEN-MONTH EMPLOYEES who are required to take their vacation days during predesignated time periods will be charged vacation days on these dates. When these predesignated vacation days fall in conjunction with a Worker's Compensation Claim period, as defined in (2) above, the employee is entitled only to his/her regular pay benefits even though the predesignated vacation day is charged. The period of claim will be extended by the number of predesignated vacation days charge. Predesignated vacation days still available when the regular pay benefit period has expired will be used to make up salary differential on those dates if the employee is still receiving Worker's Compensation.

Section 3- Section 125 Cafeteria Plan

This will be set up to allow for cash payments in lieu of health coverage and before tax payments for medical coverage and employee purchased insurance such as AFLAC.

ARTICLE10
VACATIONS

Section 1 - Regularly Employed Personnel

(A) Regularly employed personnel who have completed the following periods of continuous service by June 30 of the preceding school year shall be entitled to pro rata vacation as follows:

One (1) to five (5) years of service -- two (2) weeks.

Five (5) to ten (10) years of service -- three (3) weeks.

Ten (10) years of service and over -- one additional vacation day each year to a maximum of twenty (20) days.

Regularly employed personnel who will have completed less than one (1) year of continuous service by June 30 of the preceding school year to be taken during the following school year as follows:

Period worked: 26 days -- Vacation earned: One (1) day

Thereafter, one (1) day for each subsequent twenty-six (26) days or major fraction thereof.

Vacation days for bargaining unit members shall be front loaded as of July 1st, with the understanding that should the bargaining unit member terminate employment before the end of the school year (June 30th) the days shall be pro-rated and days taken in excess of those earned shall be deducted from the employee's last salary and shall otherwise be reimbursed to the District. New employees who start after July 1st shall have their days front loaded on a pro-rated basis, with the same understanding that should the bargaining unit member terminate employment before the end of the school year (June 30th) the days shall be pro-rated and days taken in excess of those earned shall be deducted from the employee's last salary and shall otherwise be reimbursed to the District.

Vacation Days

1. That consistent with Article 10, Section 1(A), the words ***continuous service*** from this point on shall be interpreted as meaning a regularly scheduled work day for which the employee receives one of the following:

    a. a regular day's pay
    b. a sick day
    c. a vacation day
    d. a day paid via Board compensated worker's compensation

2. Any days of absence not meeting the above criteria will result in the employee's vacation days being calculated consistent with Article 10, Section 3: Part time personnel (1 day for each 26 days worked).

Section 2 – ~~Holiday Spring Winter Break Vacation Pay I~~

(B)~~(C)~~ During the weeks of Holiday Break, Spring Break, and Winter Break, when school is not in session, Employees whose services are not concurrently required **(i.e., excluding maintenance and custodial employees),** will be ~~paid for these weeks as vacation weeks.~~ **required to use their accrued vacation days during such breaks to the extent such vacation days are available. The District's Business Office shall apply such accrued and available vacations days in chronological order (beginning with the first holiday break) unless the employee otherwise informs the business office as to which breaks such accrued and available vacation days should be applied.**

Maintenance and custodial employees shall schedule their vacations as follows.

Vacation requests will be made by employees for the subsequent July through June calendar year by April 1 of the current year, beginning with April 1, 2027; for 2026-27, employees shall make their vacation requests by September 30, 2026, or 30 days after ratification of this agreement, whichever is later. Vacations will be granted at such time during the year as are suitable, considering both the wishes of the employees and efficient operation of the department concerned. In cases where notice as set forth above is not possible, requests for use of a vacation day must be submitted at least three days in advance and must be approved by the supervisor. In general, no more than twenty-five percent (25%) of the custodial and maintenance employees will be scheduled for vacation at any one time. When there is a conflict in requests, seniority shall prevail and the junior employee(s) shall submit new requests. In any event, no vacations shall be scheduled the week immediately prior to and the first week school is to be in session for students, the week after school ends for students, and during periods identified by the District due to special circumstances for operational needs.

Bus Driver
Special Use of Extra Vacation Days

Vacation days of bus drivers are to be used during the Christmas, Winter and Spring break holidays. If a bus driver has more vacation days than can be used during such holiday breaks, then the procedure below shall be followed.

Both parties agree that bus drivers who earn more vacation days than can be used may request permission from the administration to use these days while school is in session, subject to the following conditions:

1. The request is made in writing no less than seven (7) calendar days prior to the requested day(s). **No more than one driver will be scheduled for vacation at any one time. When there is a conflict in requests, seniority shall prevail and the junior employee(s) shall submit new requests.**
2. The day requested is not immediately preceding or following a holiday or vacation/break period.
3. Substitute drivers must be available.

4. Permission will be granted with the understanding that the administration reserves the right to revoke said permission up to 4:00 p.m. of the day previous to the requested day if there becomes a possibility that the district will not have substitute bus drivers to cover the route.
5. This option is available to only one (1) driver per day and will be granted on a first come, first served basis.

Section 3 - Part-Time Personnel
All benefits accrued under these conditions shall be awarded and distributed on a pro rata basis for less than full-time employment.

~~**Section 2 Holiday Spring Winter Break Vacation Pay**~~

~~(B)(C) During the weeks of Holiday Break, Spring Break, and Winter Break, when school is not in session, Employees whose services are not concurrently required, will be paid for these weeks as vacation weeks.~~

~~ARTICLE10~~
~~VACATIONS~~
~~(continued)~~

~~Bus Driver~~
~~Special Use of Extra Vacation Days~~

~~Both parties agree that bus drivers who earn more vacation days than can be used may request permission from the administration to use these days while school is in session, subject to the following conditions:~~

1. ~~The request is made in writing no less than seven (7) calendar days prior to the requested day(s).~~

2. ~~The day requested is not immediately preceding or following a holiday or vacation/break period.~~

3. ~~Substitute drivers must be available.~~

4. ~~Permission will be granted with the understanding that the administration reserves the right to revoke said permission up to 4:00 p.m. of the day previous to the requested day if there becomes a possibility that the district will not have substitute bus drivers to cover the route.~~

5. ~~This option is available to only one (1) driver per day and will be granted on a first come, first served basis.~~

~~Section 3 - Part-Time Personnel~~

~~All benefits accrued under these conditions shall be awarded and distributed on a pro rata basis for less than full-time employment.~~

ARTICLE 11
WORKING DAYS, HOURS, YEAR, OVERTIME

Section 1 - Work Day

(A) The standard work day shall be eight (8) hours for all employees.

Section 2 - Hours

(D) **(D) The work day SHALL COMPRISE OF THE FOLLOWING WORK SHIFTS: SHIFT A: 5 AM TO 1:30 PM (MONDAY THROUGH FRIDAY)**
SHIFT B: 6 AM TO 2:30 PM (MONDAY THROUGH FRIDAY)
SHIFT C: 11 AM TO 7:30 PM (MONDAY THROUGH FRIDAY)
SHIFT D: 2:30 PM TO 11 PM (MONDAY THROUGH FRIDAY)
SHIFT E: 11 PM TO 7:30 AM (SUNDAY THROUGH THURSDAY)

~~The work day for~~ ~~day shift will start at 6:30 a.m. and end at 3:00 p.m., Monday through Friday. The afternoon shift will start at 3:00 p.m. and end at 11:00 p.m., Monday through Friday. The midnight shift will work from 11:00 p.m. and end at 7:00 a.m., Sunday through Thursday.~~ *(Times may be changed for the good of the school district when authorized by the Director of Transportation ~~General Services~~ and Union.)*

Section 3 - Work Week

The standard work week shall be forty (40) hours, five (5) consecutive recurring day work schedule.

Section 4 - Work Year

(B & C) Regular employees shall be guaranteed 180 days of annual employment.

Section 5 - Summer Hours

(D) During summer months and holiday breaks when school is not in session, ~~all~~ afternoon and midnight employees ~~will~~ **may be permitted, based upon the District's operational needs, to** work day schedules with the exception of one person at the High School **and** Board Office, ~~and Quality Child Care~~,. These three people will remain on afternoons year round. *(Times may be changed for the good of the school district when authorized by the Director of General Services and Union)). BUS DRIVERS SHALL BE GIVEN THE FIRST OPPORTUNITY TO DO SUMMER WORK FOR AVAILABLE POSITIONS TO BE PAID AT AN HOURLY RATE THAT IS ONE DOLLAR ($1.00) LESS THAN THE CUSTODIAN RATE. [from 6-13-23 TA]* **It is understood that the summer work to be offered to bus drivers will not include work that requires the operation of machinery/equipment (for example, floor wax machine, lawn mowers, floor cleaners), or general building maintenance (for example, electrical or HVAC work). It is further understood that these employees may be required to assist the custodial crew to move furniture, in which case proper lifting assistance equipment/technique shall be utilized.**

Section 6 - Lunch/Break Periods

(D) (C) 1. The lunch period each work day will be one-half hour for full-time employees. Second and third shift employees must eat their lunch in the building of immediate employment of service.

2. Each employee shall be allowed a morning and afternoon coffee break. Each break shall be for a period of 15 minutes.

3. Building break-time schedules shall be determined by the Director of General Services and the building Head Custodian who shall mutually develop a functionally responsible schedule that shall be posted in each building.

4. Coffee break privileges shall be permitted only in the building of immediate service. Under no circumstance shall any employee take a coffee break other than on school premises.

ARTICLE 11
WORKING DAYS, HOURS, YEAR, OVERTIME
(continued)

Section 7 - Notice of Absence

(A) 1. When an employee is going to be absent he/she must USE THE ABSENCE-MANAGEMENT SYSTEM ~~call the absence phone line or the appropriate supervisor(if no absence phone line exists)~~ at least 30 minutes before the employee's start time.

(D) Custodians must also notify the Head Custodian in the employee's building of the absence by telephone at least 30 minutes before the employee's start time.

(A) 2. The employer shall have the right to request a doctors note, if the employer suspects abuse. (example: Employee regularly calls in on inclement weather day or sets a pattern of taking a certain day off during the week.)

(A) 3. All vacation time must be authorized by the Director of General Services or the Transportation Supervisor at least 5 business days before the first scheduled day of vacation.

Section 8 - Overtime

(A) 1. Employees shall be paid time and one-half for all work in excess of eight (8) hours in any one day and/or after 40 hours in one work week.

2. Employees shall be paid double time for all hours of work performed on a holiday in addition to the paid holidays listed in this contract under "Paid Holidays."

3. Employees working on the sixth or seventh day will be paid at the overtime rate.

4. Overtime shall be divided as evenly as possible within each building and/or department. Departmental or classification overtime shall be equally divided by seniority when possible. Each 60-day period, the management shall submit an itemized overtime list setting forth clearly all overtime paid during the immediate reporting period as well as accumulated overtime to date. Reports shall originate and terminate annually.

5. If an Employee is absent from a building due to illness, it will be the responsibility of Employees within said building to cover the absent Employee's duties.

6. When there is a need for work to be finished up in any one building and/or department beyond the regular eight-hour day, then the Employees in the immediate school building or department shall divide the overtime with the approval of the Director of General Services or the Superintendent. All work to be done after the regular eight-hour work day shall be considered overtime.

7. If Employees in the immediate school building are not able to work overtime, the Maintenance Department will have the first opportunity to work before other employees within the school district are called.

ARTICLE 11
WORKING DAYS, HOURS, YEAR, OVERTIME
(continued)

Section 8 - Overtime (continued)

8. When on vacation Thursday and Friday during a work week, you will not be eligible for overtime that weekend.

9. **Sunset Clause** – a ***Sunset Clause***, as defined in the Agreement, states when a said Agreement will stop being in effect. As part of the ***"Sunset Clause"*** there is a suspension of required overtime, to expire at the conclusion of this Agreement.

Section 9 - Weekend Building Check

(D) The head engineer, or engineer, or transportation employee assigned to weekend building checks will spend a minimum of one hour per day on weekend building check with the general duties of:

1. Check doors and windows and make sure they are secure. Check for vandalism.
2. Check pool and pool filter.
3. In winter time, check boilers, pumps and heating units to insure that all sections of the building have sufficient heat to insure the safety of the building.
4. Respond to emergency calls when called by police, guard service or Director of General Services.

Engineers or their appointed substitutes will be paid two hours at one and one-half times their regular hourly rate for the services set forth above. In the event of required, approved extra service or time, such time also will be paid at the rate of time and one half.

Section 10 - Exceptions

(A) Exceptions to the above conditions shall be mutually agreed upon by the Employer and the union.

ARTICLE 12
HOLIDAYS

Section 1

(A) All employees shall receive the following paid holidays when such holidays occur during periods of current employment.

MLK Day**	JUNETEENTH***
New Year's Day	Labor Day
Good Friday	Thanksgiving Day
Monday after Easter	Friday after Thanksgiving
Memorial Day	December 24
July 4	December 25 - Christmas
Day Friday before Labor Day	December 31

** - when the District is closed
*** - if scheduled as a work day

~~New Year's Day~~ ~~Labor Day~~
~~Good Friday~~ ~~Thanksgiving Day~~
~~Monday after Easter~~ ~~Friday after Thanksgiving~~
~~Memorial Day~~ ~~December 24~~
~~July 4~~ ~~December 25 - Christmas Day~~
~~Friday before Labor Day~~ ~~December 31~~

In addition, when July 4 falls on a Tuesday, July 3 shall be a paid holiday; when July 4 falls on a Thursday, July 5 shall be a paid holiday, providing in either instance that school is not in session.

For these days, employees will be paid at their regular rate and hours of pay.

All scheduled summer transportation employees shall be paid for the 4th of July holiday.

The Friday before Labor Day will be a scheduled day off as long as the law remains in effect that prohibits the district from scheduling classes on that day. If the school district is closed because of weather or any other reason during the year and AFSCME personnel are required to report to work that day in exchange for comp time, the Friday before Labor Day will be considered the first comp day off.

Section 2 - Holiday Pay Qualifications

(A) In order to qualify for a holiday with pay, an employee must be on duty immediately before and after the holiday. Authorized absence with pay will be considered as being on duty.

Section 3 - Earned Compensated Snow Days

(A) When Employees are required to report to work and are absent on an inclement weather day, they will not receive the Earned Compensated Snow Day(s).

(D) All employees must report to work on days when the District is closed due to inclement weather or a snow day. Employees shall not receive compensatory time if they fail or refuse to report for work in days when the District is closed due to inclement weather or a snow day.

Earned compensated snow days in one school year will be added to the employee's vacation days to be used the following school year unless otherwise agreed.

ARTICLE 13
SICK LEAVE

Section 1

(A) All personnel will earn at the rate of one (1) day of sick leave pro rata per month of employment to be used without loss of pay for any of the following reasons:

Personal Illness
Quarantine
Immediate Family Illness
Tragedy or Death
Pressing Personal Business

1. Not more than five (5) days of the total number of days allowed may be used ~~each year~~ for the ~~serious illness, tragedy,~~ death of an immediate family member. ~~a relative, or religious holidays~~. Immediate family shall be defined for the purposes of this section as domestic partner; father, STEP-FATHER, mother, STEP-MOTHER, mother and father in-law; grandparents; grandchildren; sister, brother, daughter and son in-laws; siblings, spouses and children by birth and/or marriage and/or any person living in the home of the bargaining unit member. Upon request, the Superintendent may permit an employee to use additional paid or unpaid days in the event of special circumstances.

2. Not more than two (2) days of the total number may be used for personal business, such leave to be granted upon written application by the employee before the absence, if possible. In the event of an emergency, personal business days may be approved after the absence of employee.

3. Employees that did not use any sick days during the fiscal year will receive one additional vacation day that may be used at a time that is mutually agreed upon between the employee and his/her supervisor. This does not apply to employees that were not employed for a full year or employees that were receiving Workers' Compensation benefits during the year.

4. Consistent with Article 13, Section 1(A), the words one day of sick leave per rata per month of employment will be interpreted to mean full months of employment that the employee was reimbursed via:

   a. a regular day's pay
   b. a sick day
   c. a vacation day
   d. a day paid via Board compensated Workers' Compensation

5. The case where an employee has worked less than 12 full months (2080 hours or 260 days) will result in sick days being calculated by the percentage derived from dividing the total number of regular days worked by 260 times 12.

6. Sick days for bargaining unit members shall be front loaded as of July 1st, with the understanding that should the bargaining unit member terminate employment before the end of the school year (June 30th) the days shall be pro-rated and days taken in excess of those earned shall be deducted from the employee's last salary and shall otherwise be reimbursed to the District. New employees who start after July 1st shall have their days front loaded on a pro-rated basis, with the same understanding that should the bargaining unit member terminate employment before the end of the school

year (June 30th) the days shall be pro-rated and days taken in excess of those earned shall be deducted from the employee's last salary and shall otherwise be reimbursed to the District.

Section 2

(A) At the end of each year, the unused portion of the sick leave days shall become accumulative and shall add without limitation to any such previous accumulation.

Section 3

(A) Religious holidays shall be approved in advance by the Director of ~~General Services~~Human Resources and shall be treated as a deduction from sick leave, up to a maximum of two days. Upon request, the Superintendent may permit an employee to use additional unpaid days in the event of special circumstances.

ARTICLE 14
RETIREMENT - SICK LEAVE PAY BENEFITS

(A) Upon retirement or death, the employee or his/her beneficiary shall be paid one-half his/her unused cumulative sick days up to a maximum of sixty (60) full days of pay. In addition, for every day in excess of 120 cumulative sick days, the employee shall receive $30.00 ~~$25.00~~ per day.

The term "Retirement" shall be defined as the eligibility of the employee to retire under the provisions of the Michigan School Employees Retirement Fund Law.

If there is a question of eligibility, the Employee's attendance and/or absence record with the School District shall be reviewed by a joint committee of employer/employee representatives.

ARTICLE 15
SEVERANCE PAY - SICK LEAVE PAY BANK

(A) Upon voluntary termination of employment; not, however, involving a disciplinary action, employees who have both attained the age of 55 and completed seven years or more of school district employment may be paid one-half of their accumulated sick leave days up to a maximum of 60 days.

ARTICLE 16
TRANSFERS

Section 1

(A) If any present employee is transferred to a position under the employer not included in the unit and is thereafter transferred again to a position within the unit, the employee shall reenter the unit with the seniority they held at the time of leaving the unit.

Section 2

~~(C)~~(D) If and when a building shall be phased out of operation, employee(s) affected will be given opportunities to transfer on the basis of qualification, seniority and classification.

Section 3

(A) Normal operation transfers and changes of assignments will be, whenever possible, on a voluntary basis. In making involuntary transfers, the convenience and wishes of the individual will be honored to the extent that such considerations do not conflict with the operational requirements and best interests of the District. Employees being involuntarily transferred will be assigned only to a position paying at least the same compensation.

If and when an employee is transferred for an extended period of time, the president of the local shall be notified of said transfer by the employer. Said notice shall include a statement of basic reasoning and/or determination.

ARTICLE 17
USE OF BUILDINGS

Section 1

(D) There will be a custodian or a maintenance employee called in whenever a building is to be used on Saturday, Sunday or any day beyond the regular working schedule. Schedules are to be arranged so that a custodian, or custodians, will be in attendance at all times when buildings are being used by outside groups (except small planning, executive groups, or school district sport teams for practice may meet without a custodian if a member of the administration or a coach is present). In case of an emergency meeting, the building custodian should be notified as soon as possible. If the kitchen is used, a food service ~~cafeteria~~ worker must be present.

On any occasion that an employee is required to return to a building or to an assignment as set forth above, overtime pay shall be a minimum of two (2) hours.

Section 2

(A) There shall be a bulletin board placed in a conspicuous place for use of the union in each school.

Section 3

~~(C)~~(D) At all times, the custodial and~~,~~ maintenance~~, and cafeteria~~ personnel shall be directly responsible to the Maintenance/Custodial Supervisor, ~~Director of General Services~~, supervisors, directors and related district administrators. When there are conflicting directions, the Maintenance/Custodial Supervisor's ~~Director of General Service's~~ instructions will prevail.

ARTICLE 18
SPECIAL MEETINGS

Section 1

(A) Special meetings to discuss important matters will be arranged between the local president and the employer, or their designated representatives, upon the request of either party. Such meetings shall be between at least two representatives of each: the union and the employer. Arrangements for such special meetings shall be made in advance and an agenda of the matters to be taken up at the meeting shall be presented at the time the meeting is requested. Matters to be taken up in special meetings shall be confined to those included on the agenda. Such meetings may be attended by a representative of the AFSCME Michigan 925 ~~council~~ or a representative of the International Union.

ARTICLE 19
GRIEVANCE AND ARBITRATION PROCEDURE

Section 1

(A) Any grievance or dispute which may arise between the parties, including the application, meaning or interpretation of this agreement, shall be settled in the following manner:

Step 1: Any employee having a grievance shall first take up the matter with their immediate supervisor and committeeman. The supervisor shall attempt to adjust the matter and shall respond to the steward or employee within three (3) working days. If the grievance has not been settled within three (3) working days, it shall be taken to the next step.

Step 2: The President shall arrange a meeting within seven (7) working days between all parties involved: the Director of Transportation/Maintenance/Custodial Supervisor ~~General Services~~, the employee involved, the committeeman and Local Union President. This committee will attempt to reach a satisfactory solution. If no agreement is reached by the parties involved within seven (7) working days, it shall be processed to the next step of the grievance procedure.

Step 3: If no agreement has been reached with the Director of Transportation/Maintenance/Custodial Supervisor ~~General Services~~, the matter shall, within seven (7) working days, be referred to the Superintendent of Schools, who shall have seven (7) working days after notice of said grievance to reach a solution or agreement with the Union.

Step 4: If said grievance is not settled at either the second or third step, it shall be submitted within seven (7) days to the Board of Education who will attempt to reach agreement with the Union within thirty (30) days. If the decision of the School Board is unsatisfactory to the Union, the grievance shall be handled as provided in Step 5 within fifteen (15) calendar days.

Step 5: Arbitration proceedings shall be conducted by an arbitrator, to be selected by the employer and the union within seven (7) working days. If the parties fail to select an arbitrator out of mutual agreement, the following procedure shall be followed:

~~a. Selection of five (5) qualified members submitted by the American Arbitration Association shall be presented to each party for approval. Both the employer and the union shall have the right to strike two (2) names from the panel. Each shall strike a name until only one (1) remains. The one (1) remaining shall be the arbitrator~~

The AFSCME Arbitration Department shall send a list of ad-hoc arbitrators to the superintendent to see if the parties can mutually accept an arbitrator.

If the parties are unable to agree, the case will be filed with the American Arbitration Association. In either case, the parties will be bound by the rules and procedures of the American Arbitration Association.

It is understood and agreed that the arbitrator shall have no authority to rule on matters pertaining to an employee during the employee's probationary period, including but not limited to discipline and/or termination of employment.

ARTICLE 19
GRIEVANCE AND ARBITRATION PROCEDURE
(continued)

Section 2

(A) All decisions of the arbitrator shall be final and binding on both parties. Any award by the arbitrator shall be bound by the specific content and conditions agreed upon in the contract. Such award shall, therefore, not add to nor subtract from the conditions of this Agreement. The expense for the arbitrator's service and the proceedings shall be borne equally by the employer and the union.

Should a difference arise between the Hazel Park District staff and AFSCME, Local 271, as to the meaning on the application of the negotiated agreement related to the time lines contained in Article 19, it is agreed that any reference to day(s) will exclude Saturdays, Sundays and all holidays.

ARTICLE 20
DISCIPLINE AND DISCHARGE

Section 1

(A) An employee shall be removed from the payroll and seniority list when he/she:

1. Quits.

2. Is absent for three (3) consecutive working days without notifying the employer of such absence unless failure to do so is due to circumstances beyond his/her control.

3. Is discharged for just cause and not reversed through the grievance procedure.

4. Fails to return to work within three (3) days after a registered letter, return receipt requested, is dispatched (based upon their seniority) by the employer unless said employee presents reasonable cause (sustained by the facts) for his/her failure to return to work.

Section 2 - Discharge or Discipline

(A) 1. The Employer agrees, upon the discharge or discipline of an employee, to promptly notify, in writing, the President of the Union.

2. The discharged or disciplined employee will be allowed to discuss his/her discharge or discipline with the President of the Union and the Employer will select an area where they may do so before they are required to leave the property of the Employer. Upon request, the Employer or their designated representative will discuss the discharge or discipline with the Employee and the President of the Union.

3. Should the discharged or disciplined employee or the President consider the discharge to be improper, a complaint shall be presented in writing through the President to the Employer within two (2) regularly scheduled working days after receiving the complaint. If the decision is not satisfactory to the Union, the matter shall be referred to the grievance procedure.

4. Any basis for pending disciplinary action by the employer shall not take into account any prior infractions which occurred more than two (2) years previously, not including discipline issued for reasons of moral turpitude, including but not limited to sexual harassment, inappropriate behavior with a student, etc. . Exceptions to these conditions can be mutually agreed upon.

ARTICLE 21
UPGRADING

Section 1 - Promotions

(B)(D) Promotions within the bargaining unit shall be made on the basis of ability, providing the Employee has a good attendance record, i.e., no unpaid sick days, unless covered under FMLA guidelines, and no disciplinary letters in his/her file. When all qualifications are equal, seniority shall be the determining factor.

~~(C) Promotions shall be determined by the Director of General Services who will give due consideration to such matters as demonstrated ability to perform the task, meritorious service and length of continuous related service experiences.~~

~~**Section 2 - Job Openings**~~

~~(A) When a new job classification within the department is created or a vacancy occurs, the employer shall, within five (5) working days, post notice of such opening with five (5) additional days of posting and final five (5) days allowed for the award (total of fifteen [15] days). Notice detail should include such information as required qualifications for the job, basic duties, rate of pay for the job, etc. Any bid made after the expiration date stated on the posting shall not be considered in filling of the job. Bids will be accepted from any qualified employee within the department.~~ **In filling job openings after the transfer process, the District shall continue its current practice of first filling the position with a current employee who is assigned to a different classification or a substitute employee if available, otherwise filling the position with an outside applicant. It is understood that any current employee moving into a new position – such a bus driver moving into a custodial position – will be required to serve a probationary period thirty (30) working days. If the current employee is not successful in the probationary period, the employee shall revert to a position in their former classification, RETAINING PREVIOUS CLASSIFICATION SENIORITY, which could potentially lead to involuntary transfers as may be necessary.**

Section 3

(A) When any employee has been awarded a bid position, they must remain on that job for a period of six months and cannot bid on any other openings except if a higher position should arise.

Section 4 - Temporary Classification

(A) When employees are temporarily assigned out of their classification for four (4) hours or more in any one day, they shall receive pay at the higher classification rate. Assignments to such duties shall be determined on the basis of demonstrated ability to perform the task as well as seniority.

*Procedural deviation from the above schedule shall be by mutual agreement between the Union and the School District and shall require immediate notice and reason for such exception to be forwarded to the President of the Union ~~(*also applies to Section 2 – **Job Openings**).~~

ARTICLE 22
IN SERVICE TRAINING

Section 1

(A) A program shall be originated to encourage employees to periodically attend local, state and other in-service training sessions. While in attendance, employees will receive their regular rate of pay. Sessions conducted where overnight accommodations are necessary will be paid for by the Hazel Park Board of Education, including housing, meals and transportation.

~~(C) Both parties agree to the following clarification of the language contained in Article 22, Section 1, related to cafeteria employees:~~

~~The following classes are considered mandatory. These classes must be completed within one (1) year of date of hire. The Administration agrees to pay, consistent with the article language, for the following:~~

~~Sanitation and Safety~~
~~Food Basics~~

~~All other classes taken will be at the expense of the individual and on their own time. However, if the Administration initiates class attendance, the district will reimburse expenses and wages consistent with Article 22.~~

ARTICLE 23
DISCRIMINATION CLAUSE

Section 1

(A) The Union shall impose no discriminatory qualifications for membership by reason of race, color, religious creed, sex, age, national origin, ancestry or numerical restriction of total membership unless based upon a bonafide occupational qualification and the Union shall grant to all members equal voting rights.

Section 2

(A) The Employer shall not discriminate against employees because of race, color, religious creed, sex, age, national origin, ancestry or union membership or activities in the Union.

ARTICLE 24
MISCELLANEOUS PROVISIONS

Section 1 -Leaving Building During Working Hours

(C)(D) No employee is to leave the building to which they are assigned except with the permission of the Director of General Services or the Superintendent of Schools.

Section 2 - Temporary and Part-Time Employees

(D) It shall be understood between the Union and Management that part-time and temporary employees shall not work to exceed 25 hours in any calendar month. This is not to be construed to stop the employment of substitutes when necessary to help fill in the work force whenever regular employees are out due to illness or vacations.

For each and every month wherein a temporary employee works for 25 or more hours, said employee shall be responsible for payment of an administrative service fee in an amount equal to monthly union dues. This amount shall be due and payable to the Union as with other dues deductions.

Section 3 - New Rules

(A) Before the Employer puts new rules into effect that alter or modify specific conditions of this Agreement, they shall be mutually agreed upon between the Union and the Employer. They shall then be attached as an appendix to this Agreement.

Section 4 - Strikes and Lockouts

(A) Under no circumstances will the Union cause or authorize or permit its members to cause, nor will any member of the bargaining unit take part in, any strike, sit down, stay-in, or slowdown at any building or property of the School District, or any curtailment of work or restriction of production or interference with the operations of schools during the term of this Agreement or during any period of time while negotiations are in progress between the Union and the District for the continuance or renewal of this Agreement. In the event of work stoppage or other curtailment of production, the District shall not negotiate on the merits of the dispute which gave rise to the stoppage or curtailment until same has ceased.

Section 5 - Armed Services

(A) The Employer agrees that the same right to reemployment which the law affords to Selective Service employees inducted into the Armed Services of the nation shall accrue to employees voluntarily enlisting in such armed forces, providing each such employee notifies the employer of such enlistment when leaving their employ. The employer shall give to each such employee in case the equivalent of one-half (1/2) of accumulated sick leave.

ARTICLE 24
MISCELLANEOUS PROVISIONS
(continued)

Section 6 - Back Wages

(A) No claim for back wages shall exceed the amount of wages the employee would otherwise have earned at the regular rate.

Section 7 - Jury Duty

(A) Employees called to jury duty shall receive the difference between the jury pay and their regular wages during time they are serving on the jury.

Section 8 - Supervision

(A) Supervisory personnel shall not perform duties that do not pertain to their position or status, except for emergency conditions. In such instances of repeated need or circumstances, proper assignments shall be made to an employee from within the bargaining unit.

Section 9 – Uniforms

(A) Uniforms shall be provided membership employees per the following allocation. It should, however, be clearly understood that any uniform made available to an employee must be worn at all times while on the job.

THE DISTRICT SHALL CHOOSE A VENDOR TO PROVIDE UNIFORMS WITH INPUT FROM THE UNION (INCLUDING COLOR OF UNIFORMS). IT IS UNDERSTOOD THAT PANTS/SLACKS TO BE WORN SHALL BE BLACK OR DARK GREY, OR JEANS.

~~(D) All clothing referred to in the Article will be distributed by September 15 of each year. Exceptions will be granted to the September 15 date when conditions beyond the control of the Employer arise.~~

(B) 1. Bus drivers shall **be PROVIDED EACH SCHOOL YEAR WITH A UNIFORM JACKET OR COAT FROM A DISTRICT-DESIGNATED VENDOR WITH INPUT OF THE BUS DRIVER. BUS DRIVERS SHALL ALSO BE PROVIDED WITH EXPENSE REIMURSEMENT FOR SLACKS IN THE AMOUNT OF $125 ANNUALLY.** ~~eligible to receive one (1) jacket **coat** and two (2) pairs of slacks annually and **receive $100 dollars annually for shoes.**~~

~~(C) 2. Cafeteria personnel shall be eligible to receive three (3) uniforms annually.~~

(D) 3. Custodial/Maintenance personnel shall **be expected to wear a uniform with a clothing allowance of $300 annually.** ~~eligible to receive three (3) **five (5)** uniforms annually and **$300 dollars annually for work boots.**~~

~~(D)~~ 4. Rain/foul weather gear will be available for ~~maintenance~~ personnel who are regularly required to work out-of-doors.

(A) 5. ~~Employees will not be required to turn in old uniforms to receive new uniforms,~~ **~~and shall receive five (5) shirts, three (3) pair of pants and three (3)pair of shorts annually.~~**

~~(A) Uniforms shall be provided membership employees per the following allocation. It should, however, be clearly understood that any uniform made available to an employee must be worn at all times while on the job.~~

~~(D) All clothing referred to in the Article will be distributed by September 15 of each year. Exceptions will be granted to the September 15 date when conditions beyond the control of the Employer arise.~~

~~(B) 1. Bus drivers shall be eligible to receive one (1) jacket and two (2) pairs of slacks annually.~~

~~(C) 2. Cafeteria personnel shall be eligible to receive three (3) uniforms annually.~~

~~(D) 3. Custodial/Maintenance personnel shall be eligible to receive three (3) uniforms annually.~~

~~(D) 4. Rain/foul weather gear will be available for maintenance personnel who are regularly required to work out-of-doors.~~

~~(A) 5. Employees will not be required to turn in old uniforms to receive new uniforms.~~

Section 10 - Appearance

(A) Employees must practice good personal hygiene such as being clean, hair clean and combed, groomed, with clean clothing. When an employee's appearance and hygiene are in question, it shall be at the discretion of the Director of General Services or the Transportation Supervisor to make the determination whether to send an employee home on unpaid time in order to return to work with proper appearance and clothing.

~~**Section 11 - Vacation Pay Allowance**~~

~~Vacation pay shall be paid in advance provided the employee requests such pay at least one week in advance. The employee shall be notified as to whether the advance payment will be made no later than three (3) days prior to said vacation. Vacation pay will not be paid in advance for vacations of less than one week.~~

ARTICLE 25
BUS DRIVING OPERATIONS

Section 1 - General Conditions

(B) 1. It is clearly understood that the Director of Transportation ~~General Services~~ retains the right to make any and all necessary changes and/or adjustments in scheduling of bus runs using current seniority list.

2. Drivers, as a condition of employment, shall, when initially hired, present a valid CDL. The Board shall reimburse the driver for subsequent renewals of the license.

3. Drivers' work day shall commence and end as scheduled by the Director of Transportation ~~General Services~~.

4. A notice shall be posted June 1 of each year requesting drivers for scheduled runs during summer school session. Transportation employees' yearly bid route selection shall be the 2nd Friday in October. All factors being equal, seniority shall be the determining factor for selection of the requisite numbers of drivers.

5. Bus drivers shall not deviate from the scheduled bus routes to make any stops other than the official stops established by the Director of Transportation~~General Services~~.

6. A bus driver shall assume full authority over his/her bus and passengers. Said driver shall not discharge any student from a bus for misbehavior while on route to and from school. The driver shall report to the Building Principal the misconduct of any pupil while on his/her bus, or under their immediate supervision, or return the bus with its load of students to the building in order to report the student or students' misconduct to the Building Principal and also the Director of Transportation~~General Services.~~

7. The bus driver shall report any and all changes in the performance of his/her vehicle and note repairs needed on daily inspection cards. The driver shall retain a copy with the date of report.

(B) 8. Bus drivers shall be paid a meal allowance when on field trips and athletic trips of four hours or more outside the Hazel Park School District. Proof of purchase must be submitted upon return to the district. Breakfast reimbursement shall not exceed ~~$8.00~~ $15.00 (only for overnight trips). Lunch reimbursement shall not exceed ~~$8.00~~ $15.00. Dinner shall not exceed ~~$12.00~~ $25.00.

9. All field and athletic trips shall be paid starting 45 minutes prior to scheduled pick up and 15 minutes minimum from the time returning to the parking lot.

10. It is understood that bus drivers are specially trained and uniquely qualified to handle the individual needs and services to be provided to the children and citizens of the district. This means that there must be a regular and orderly day-to-day carryover in each driver's performance and/or assignment area. This is not to mean that there cannot be exceptions* to regular assignments to provide an occasional or otherwise special trip or run. This circumstance might particularly apply in instances wherein overtime would assuredly result. Assignments and or reassignments to cover such specials runs shall be distributed as evenly

as possible according to the overtime board. Since the assignments are last minute it should not count against you on the overtime board by refusing such runs.

Assignments that shall not result in overtime shall be distributed by seniority.

*Meaning that there can be exceptions to these provisions for both assignment and overtime.

~~**11.** Part-time drivers (those not hired by the Board of Education) will not be assigned to Saturday or Sunday runs. Part-time drivers shall be limited to a 90-day qualification/training period.~~

11. Vacated bus runs shall be posted and filled on an equal basis of seniority and ability.

8. ____

12. The district shall establish two (2) dedicated summer bus detailing positions, to be paid at the employee's full driver hourly rate.

13. The district shall provide full reimbursement for all CDL licensing fees and related renewals.

~~7. Bus drivers shall be paid a meal allowance when on field trips of four hours or more outside the Hazel Park School District. Proof of purchase must be submitted upon return to the district. Breakfast reimbursement shall not exceed $8.00, and they are only permitted for overnight trips. Lunch reimbursement shall not exceed $8.00. Dinner shall not exceed $12.00.~~

~~8. All field and athletic trips shall be paid from the time they leave the parking lot until they return to same.~~

~~9. It is understood that bus drivers are specially trained and uniquely qualified to handle the individual needs and services to be provided the children and citizens of the district. This means that there must be a regular and orderly day-to-day carryover in each driver's performance and/or assignment area.~~

~~ARTICLE 25~~
~~BUS DRIVING OPERATIONS~~
~~(continued)~~

~~Section 1 - General Conditions (continued)~~

~~This is not to mean that there cannot be exceptions* to regular assignments to provide for an occasional or otherwise special trip or run. This circumstance might particularly apply in instances wherein overtime would assuredly result. Assignments and/or reassignments to cover such special runs shall be distributed as evenly as possible within the department sequence or order of special assignments and/or resultant overtime shall be by seniority.~~

~~*Meaning that there can be exceptions to these provisions for both assignment and overtime.~~

~~10. Part-time drivers (those not hired by the Board of Education) will not be assigned to Saturday or Sunday runs. Part-time drivers shall be limited to a 90-day qualification/training period.~~

~~11. Vacated bus runs shall be posted and filled on an equal basis of seniority and ability.~~

~~12. Transportation employees' yearly bid route selection shall be the 2nd Friday in October.~~

Section 2 - Trip cancellations

Trip cancellations occurring two (2) hours beyond the close (4:00 pm ~~5:00 p.m.)~~ of the work day: In such instances, the employee, after reporting, shall be paid a two-hour call-in minimum.

Trip cancellations occurring two hours or less beyond the close (4:00pm ~~5:00 p.m.~~) of the work day: Pay shall be based upon the following schedule of full 15-minute blocks of related employee time; such time to include that associated with both reporting as well as securing vehicle (garage to garage time).

0 to 15 minutes	- Regular pay
15 to 30 minutes	- Time and one-half
30 to 60 minutes*	- Double time

*60 minutes (one-hour maximum)

Section 3 - Equalization of overtime hours

~~Extra driving of~~ Overtime hours accumulated after an eight (8) hour day (Mon - Fri) including Saturday and Sunday, shall be ~~rotated from the list among the employees in the department as to the availability of driver and the bus according to set trip starting time.~~ added to the employee's calculation of overtime on the overtime list. Employees will be placed on the list by seniority. The start of the equalization for overtime will be by seniority. Once all employees have had overtime on the list, then the employee with the lowest number of total hours on the overtime list will be given all

consideration to make up hours on the next week's trip schedule. ~~All buses and drivers regularly not scheduled during the middle of the day will assigned day runs and charged for the time worked.~~
New Provision: Any Driver who is absent from work for three (3) or more consecutive regularly scheduled work days (Monday through Friday) shall, upon their return, be placed on the overtime rotation board at the current highest total hours.
Clarification: Regularly scheduled work days do not include optional weekend assignments (Saturday or Sunday). This ensures that drivers who work their full weekday shifts and night runs maintain priority for high-paying weekend assignments.

All drivers shall be rotated from the list that covers all runs after school hours.

All overtime hours will be rotated to be kept as equal as possible and schedule as driver and bus are available.

Overtime hours shall be computed on to the regular hours; i.e., one and one-half hour for every overtime hour, two hours for double time.

Employees who do not wish to work other than their assigned runs will make their request known in writing. Their names will then be removed from the schedule per their request. If they wish to be placed back on the ~~trip~~ overtime list, they will make their intention known in writing. Said driver will then be placed on the list and will receive the same ~~extra~~ overtime hours that the highest driver has recorded.

The weekly schedule which includes the overtime trips (athletic/night trips and weekend trips) must be posted by the end of the day Thursday.
Drivers will have until 4:00 p.m. on Friday to decline or turn in an assignment without penalty from the new weekly schedule. Assignment turned in after 4:00 p.m. on Friday from the new schedule will be charged the hours on the overtime list as if worked.

If the employee refuses a trip, that would result in overtime, the employee will be charged with the number of hours worked by whoever took said trip. ~~with the exception of an employee who informs the employee 48 hours in advance of trip will not be charged with the hours.~~

Employees will also not be charged for trips refused if they occur during the time of their regularly scheduled hours, unless said refusal causes an overtime situation.

Employees will not be charged overtime if an emergency situation occurs. Such as; documented emergencies, including personal/family illness, household emergencies, or bereavement.

~~If an employee accepts a trip and then for some reason cannot take the trip and then for some reason cannot take the trip, the driver shall be charged twice the number of hours the trip worked.~~

Records of the overtime ~~worked~~ list shall be posted on the bulletin board and kept current on a weekly basis.

~~Relief drivers will be c barged for all hours worked and must be available for any and all routes and trips.~~

~~Extra driving or overtime hours shall be rotated from one list among the employees in the department as to the availability of driver and bus according to set trip starting time. Employees will be placed on the list by seniority. The employee with the lowest number of total hours on the list will be given all consideration to make up the hours on the next week's trip schedule. All buses and drivers regularly not scheduled during the middle of the day will be assigned day runs and charged for the time worked.~~

~~ARTICLE 25~~
~~BUS DRIVING OPERATIONS~~
~~(continued)~~

~~Section 3 - Equalization of overtime hours (continued)~~

~~All drivers shall be rotated from the list that covers all runs after school hours.~~

~~All overtime hours will be rotated to be kept as equal as possible and scheduled as driver and bus are available.~~

~~Overtime hours shall be computed on to the regular hours; i.e., one and one-half hour for every overtime hour, two hours for double time.~~

~~Employees who do not wish to work other than their assigned runs will make their request known in writing. Their names will then be removed from the schedule per their request. If they wish to be placed back on the trip list, they will make their intention known in writing. Said driver will then be placed on the list and will receive the same extra hours that the highest driver has recorded.~~

~~If the employee refuses a trip, the employee will be charged with the number of hours worked by whoever took said trip with the exception of an employee who informs the employer 48 hours in advance of trip will not be charged with the hours.~~

~~Employee will also not be charged for trips refused if they occur during the time of their regularly scheduled hours.~~

~~If an employee accepts a trip and then for some reason cannot take the trip, the driver shall be charged twice the number of hours the trip worked.~~

~~Records of overtime worked shall be posted on the bulletin board and kept current.~~

~~Relief drivers will be charged for all hours worked and must be available for any and all routes and trips.~~

ARTICLE 26
EVALUATION/PERSONNEL FILE

CHANGE LETTERS TO NUMBERS

The parties agree to convene a committee to review and consider an updated evaluation instrument.

(A) All annual evaluations shall be general in content. Specific items relating to an employee's workmanship or behavior shall be resolved at the time of occurrence and shall not be included as specific isolated items in the yearly overall evaluation process.

(B) Each employee may examine the contents of his/her personnel file at any reasonable time in the presence of an administrator. He/she may, at his/her own expense, copy or reproduce any item or items in the file.

(C) In the event that an employee has in his/her file any annual evaluation forms that may be construed as detrimental to promotion, only the two most recent annual forms may be considered for such promotion.

(D) Employees shall have the right to respond in writing to any part of the formal evaluation. That response will be attached to the form.

(E) The employer shall have the right to devise and utilize reasonable evaluation forms and procedures which are not in direct conflict or violation of this agreement. Such reasonableness shall be subject to the grievance procedure.

(F) The evaluation shall be done sometime during each fiscal year.

ARTICLE 27
TERMINATION, RENEWAL AND MODIFICATION

1. This contract shall take effect as of July 1, 2026, ~~*(date of ratification)*~~ and shall remain in force and effect until ***June 30, 2026~~8~~***. Sixty (60) days prior to the termination thereof, as herein provided, either party may initiate negotiations for renewal and modification, or a new contract.

   This Agreement and all provisions of this Agreement shall terminate and not be in force or effect after June 30, 2028~~5~~, unless the Union and the Employer have entered into a signed and dated agreement to extend the Agreement and this extension Agreement is signed by the Employer's representative and an authorized Union representative.

2. 3. In the event any provisions of this contract become impractical in their application, both parties hereto agree to reopen the question for further discussion and any revisions arrived at by mutual agreement shall automatically become a part of this contract.

IN WITNESS WHEREOF: The parties have hereto set their hands and seals this day and year first above written:

Executed at: Hazel Park, County of Oakland,
State of Michigan, _____
(Date)

Hazel Park Board of Education

American Federation of State, County, and Municipal Employees Union, (AFL-CIO), Local #271

_____

_____

_____

_____

_____

_____

_____

_____

School District of the City of Hazel Park
American Federation of State, County and Municipal Employees – Local 271 AFL-CIO
Salary Schedule

Note: Effective July 1, 2004, Employees formerly classified as Cook-Helper, Baker, Baker's Helper, or Utility were reclassified as Cook.

Tier I Employees

2023-24

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$26.50~~	~~$23.07~~	~~$22.63~~	~~$21.50~~	~~$22.63~~	~~$23.50~~	~~$21.79~~
~~Weekly (40 hours)~~	~~$1,060.00~~	~~$922.80~~	~~$905.20~~	~~$860.00~~	~~$905.20~~	~~$940.00~~	~~$871.60~~
~~Annual (2080 hours)~~	~~$55,120.00~~	~~$47,985.60~~	~~$47,070.40~~	~~$44,720.00~~	~~$47,070.40~~	~~$48,880.00~~	~~$45,323.20~~

~~2024-2025 (3% Raise)~~

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$27.30~~	~~$23.76~~	~~$23.31~~	~~$22.15~~	~~$23.31~~	~~$24.21~~	~~$22.44~~
~~Weekly (40 hours)~~	~~$1,091.80~~	~~$950.48~~	~~$932.36~~	~~$885.80~~	~~$932.36~~	~~$968.20~~	~~$897.75~~
~~Annual (2080 hours)~~	~~$56,773.60~~	~~$49,425.17~~	~~$48,482.51~~	~~$46,061.60~~	~~$48,482.51~~	~~$50,346.40~~	~~$46,682.90~~

~~2025-2026 (3% Raise)~~

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$28.11~~	~~$24.47~~	~~$24.01~~	~~$22.81~~	~~$24.01~~	~~$24.93~~	~~$23.12~~
~~Weekly (40 hours)~~	~~$1,124.55~~	~~$979.00~~	~~$960.33~~	~~$912.37~~	~~$960.33~~	~~$997.25~~	~~$924.68~~
~~Annual (2080 hours)~~	~~$58,476.81~~	~~$50,907.92~~	~~$49,936.99~~	~~$47,443.45~~	~~$49,936.99~~	~~$51,856.79~~	~~$48,083.38~~

TIER I

2026-2027

	Master Maintenance	HPHS Head Engineer	Head Custodian	Maintenance	Maintenance - Skilled	Bus Driver	Custodian
Hourly	$29.09	$25.42	$25.21	~~$22.25~~23.60	$24.73	$25.78	$24.28
~~Weekly (40 hours)~~Percentage Increase	~~$1,163.60~~3.5%	~~$1,016,803~~.9%	~~$1,008.405~~.0%	~~$890.003~~.5%	~~$989.203~~.0%	~~$1,031.203~~.4%	~~$971.505~~.0%

2027-2028

	Master Maintenance	HPHS Head Engineer	Head Custodian	Maintenance	Maintenance - Skilled	Bus Driver	Custodian
Hourly	$30.13	$26.41	$26.41	~~$22.92~~24.30	$25.70	$26.71	$25.43
Weekly (40 hours)	~~$1,205.20~~3.57%	~~$1,056.40~~3.9%	~~$1,056.40~~4.77%	~~$916.80~~3.0%	~~$1028.00~~3.95%	~~$1068.40~~3.6%	~~$1017.20~~4.77%

Shift Difference
$.05/hour – Afternoon
$.10/hour - Midnight

Tier II Employees (new hires)

~~2023-24~~

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian / Engineer~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$26.50~~	~~$22.00~~	~~$19.00~~	~~$21.50~~	~~$22.50~~	~~$23.50~~	~~$17.50~~
~~Weekly (40 hours)~~	~~$1,060.00~~	~~$880.00~~	~~$760.00~~	~~$860.00~~	~~$900.00~~	~~$940.00~~	~~$700.00~~
~~Annual (2080 hours)~~	~~$55,120.00~~	~~$45,760.00~~	~~$39,520.00~~	~~$44,720.00~~	~~$46,800.00~~	~~$48,880.00~~	~~$36,400.00~~

~~2024-2025 (3% Raise)~~

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian / Engineer~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$27.30~~	~~$22.66~~	~~$19.57~~	~~$22.15~~	~~$23.18~~	~~$24.21~~	~~$18.03~~
~~Weekly (40 hours)~~	~~$1,091.80~~	~~$906.40~~	~~$782.80~~	~~$885.80~~	~~$927.00~~	~~$968.20~~	~~$721.00~~
~~Annual (2080 hours)~~	~~$56,773.60~~	~~$47,132.80~~	~~$40,705.60~~	~~$46,061.60~~	~~$48,204.00~~	~~$50,346.40~~	~~$37.492.00~~

~~2025-2026 (3% Raise)~~

	~~Master Maintenance~~	~~HPHS Head Engineer~~	~~Head Custodian / Engineer~~	~~Maintenance~~	~~Maintenance - Skilled~~	~~Bus Driver~~	~~Custodian~~
~~Hourly~~	~~$28.11~~	~~$23.34~~	~~$20.16~~	~~$22.81~~	~~$23.87~~	~~$24.93~~	~~$18.57~~
~~Weekly (40 hours)~~	~~$1,124.55~~	~~$933.59~~	~~$806.28~~	~~$912.37~~	~~$954.81~~	~~$997.25~~	~~$742.63~~
~~Annual (2080 hours)~~	~~$58,476.81~~	~~$48,546.78~~	~~$41,926.77~~	~~$47,443.45~~	~~$49,650.12~~	~~$51,856.79~~	~~$38,616.76~~

TIER II

2026-2027

	Master Maintenance	HPHS Head Engineer	Head Custodian / Engineer	Maintenance	Maintenance - Skilled	Bus Driver	Custodian
Hourly	$29.09	~~$25.42~~24.25	$21.18	~~$22.25~~23.60	$24.73	$25.78	$19.56
~~Weekly (40 hours)~~percentage increase	~~$1,163.60~~3.5%	~~$906.40~~3.9%	~~$782.80~~5.05%	~~$3.5%890.00~~	~~$989.20~~3.0%	~~$1,031.20~~3.4%	~~$782.40~~5.05%

2027-2028

	Master Maintenance	HPHS Head Engineer	Head Custodian / Engineer	Maintenance	Maintenance - Skilled	Bus Driver	Custodian
Hourly	$30.13	~~$23.34~~25.19	~~$20.16~~22.20	~~$22.92~~24.30	$25.70	$26.71	$20.49
Weekly (40 hours)	~~$1,205.20~~3.57%	~~$3.9%933.59~~	~~$806.28~~4.78%	~~$1102.80~~3.0%	~~$1028.00~~3.95%	~~$1068.40~~3.6%	~~$819.60~~4.76%

Shift Difference
$.05/hour – Afternoon
$.10/hour - Midnight

Master Maintenance

(D) **The classification of Master Maintenance may only be attained by qualified personnel who are in the Maintenance Department and have attained a Journeyman's Car in their skill area.**

Master Maintenance job descriptions, necessary qualifications, and basic job duties are attachments to the Agreement. A Journeyman's Card is required for all positions within this Classification. Once obtained within this classification, Employee will start to Step 1 of Salary Schedule provided it is not less in pay Otherwise, Employee moves to next step of pay schedule which is not less in pay.

~~**Salary Schedule**~~

~~**(Hired before 7/1/1988)**~~

~~**Cook**~~

~~Hourly 17.63~~

~~**Hired on or after 7/1/1988 but before January 17, 2011)**~~

~~**Cook – Manager**~~		~~**Cook**~~
~~Minimum Hourly~~	~~14.45 Minimum Hourly~~	~~12.96~~
~~Minimum Hourly~~	~~15.21 Minimum Hourly~~	~~14.00~~

Shift Difference
$.05/hour – Afternoon
$.10/hour - Midnight

RETENTION BONUS

Employees completing the years of continuous service with the District as indicated below as of the last day of the school year in June will be paid a retention bonus in the last payroll period in June. Example: An employee completing 14 years of service with the District by the last day in June 2023 will be paid a retention bonus of $950 in the last payroll period of June.

YEARS OF SERVICE	RETENTION BONUS
5 Years	$350
6-10 Years	$650
11-15 Years	$950
16-20 Years	$1,150
21+ Years	$1,500

School District of the City of Hazel Park
American Federation of State, County and Municipal
Employees – Local 271 AFL-CIO

Subject: Qualification Pathways for Master Maintenance Classification

Proposed Effective Date: July 1, 2026

Purpose: To establish clear, objective credentialing standards for the Master Maintenance classification, ensuring the District retains and attracts highly skilled personnel while providing flexible pathways for professional qualifications.

ARTICLE – MAINTENANCE QUALIFICATIONS AND CLASSIFICATIONS

Section 1: Master Maintenance Eligibility Standards
To qualify for advancement to, or placement within, the Master Maintenance classification, an applicant or upgrading bargaining unit member must provide verified proof of completion from at least one (1) of the following recognized credentials:

Pathway A: Journeyman Status
Possession of a valid Journeyman's Card issued by the AFSCME or an equivalent, recognized labor organization/trade union **which has an approved apprenticeship program**.
Reciprocity Provision: Individuals possessing a valid journeyman's credential from an alternative union or licensing body **with an approved apprenticeship program** may apply for reciprocity or credential transfer. Upon verification and acceptance of equivalent standing, the employee shall fulfill the credential requirement for the Master Maintenance rate. PAGE 1 OF 2

Pathway B:
Vocational/Trade School Certification
A formal certificate of completion or graduation from an accredited technical or vocational trade school in a relevant skilled trade discipline (e.g., HVAC, Electrical, Plumbing, Mechanical Systems) **with a minimum of three years of experience in the trade.**

Pathway C:
Post-Secondary Academic Certification
A formal certificate of course completion or an associate degree from an accredited college or university, documenting successful completion of a structured program of study in a relevant technical or maintenance field **with a minimum of three years of experience in the trade.**

Section 2: Implementation and Compensation

Candidates meeting any of the three criteria detailed above and selected for the position in accordance with District hiring discretion, shall be placed on the corresponding Master Maintenance salary schedule.

The parties agree to form a committee to review the qualifications and duties below to ensure consistency with the qualifications provisions above as well as updates as may be appropriate.

Master Maintenance Job Descriptions

Mechanic

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card
- Must have a MCDL (Michigan Commerical Driver License)
- Eight (8) years documented experience in mechanics
- Have a motor vehicle mechanic certification in engine repair and tune-up
- Must be certified in heavy-duty truck and auto for state safety inspections
- Knowledge about disposal of waste oil, antifreeze and other EPA issues
- Good attendance record

DUTES

- Maintain a safe and proper operation for maintenance, bus buildings and transportation parking lot
- Communicate with vendors and be knowledgeable about part outlets for any outside work
- Practice energy conservation
- Clean and start buses every morning I the winter
- Clean all vehicles, maintenance and district vehicles
- Keep maintenance records
- Buses serviced as required
- Vehicles and equipment (including tractors, snow blowers and lawn mowers) inspected and repaired
- Work with maintenance department in the general area when needed
- Flexible hours when needed due to weather, repairs, etc.
- Perform other tasks and assume other responsibilities as assigned by the Director of General Services

School District of the City of Hazel Park
American Federation of State, County and Municipal
Employees – Local 271 AFL-CIO
Master Maintenance Job Descriptions

Plumber

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card
- Eight (8) years documented experience in plumbing
- Knowledge of commercial and industrial plumbing
- Good attendance record

DUTIES

- Assist head engineers/custodians with the maintenance of building heating and cooling systems
- Perform routine maintenance/replacement of plumbing as required in all school district facilities
- Perform such other tasks and assume other responsibilities a assigned by the Director of General Services

Electrician

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card, covering Electrical
- Eight (8) years documented experience in electrical

DUTIES

- Possess knowledge and have ability to perform electrical repairs
- Perform such other tasks and assume other responsibilities a assigned by the Director of General Services

School District of the City of Hazel Park
American Federation of State, County and Municipal
Employees – Local 271 AFL-CIO
Master Maintenance Job Descriptions

Painter

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card which covers painting
- Eight (8) years documented experience in painting

DUTIES

- Possess knowledge of painting materials, methods and use of equipment
- Ability to do patching and mudding of drywall
- Perform such other tasks and assume other responsibilities a assigned by the Director of General Services

Heating and Cooling Mechanic

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card which covers electrical, plumbing, heating, cooling and refrigeration
- Eight (8) years documented experience in heating, cooling and refrigeration
- Must also have certification card and Number Type I and Type II in order to work on heating, cooling and refrigeration
-

DUTIES

- Maintain all building—electrical, plumbing, heating, cooling and refrigeration
- Perform such other tasks and assume other responsibilities a assigned by the Director of General Services

School District of the City of Hazel Park
American Federation of State, County and Municipal
Employees – Local 271 AFL-CIO
Master Maintenance Job Descriptions

Carpenter

QUALIFICATIONS

- Michigan Council 25 AFSCME, AFL-CIO Journeyman's Card which covers carpentry
- Eight (8) years documented experience in carpentry

DUTIES

- Demonstrated knowledge in the use of power tools used in carpentry
- Maintain and repair all types of wooden structures, such as cabinets, bleachers and playground structures
- Demonstrated ability in building counter tops and cabinets
- Perform such other tasks and assume other responsibilities a assigned by the Director of General Services

Letter of Agreement
School District for the City of Hazel Park and
American Federation of State, County and Municipal Employees (AFSCME),
Local 271, AFL-CIO (Union)

The circumstances leading to this agreement are as follows. The parties have made changes to their collective bargaining agreement with respect to qualifications in the Master Maintenance Classification. As part of that change, the parties agree with respect to placement of certain individuals.

Accordingly, the parties agree as follows:

1. Jason Anderson shall move up and be placed in the Master Maintenance job classification.

2. Lonnie Hoffman placement in the Master Maintenance job classification is confirmed.

All other terms in the current collective bargaining agreement not impacted by the agreement above will remain applicable and unchanged.

For the Union:

8/10/26
Date

8/10/26

For the District:

8-10-26
Date

HAZEL PARK SCHOOLS

To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: HPECEA Tentative Agreement 2026-2028
Date: August 17, 2026

The District and the **Hazel Park Early Childhood Educator Association (HPECEA)** have reached a tentative collective bargaining agreement governing wages, hours, benefits, and other terms and conditions of employment for Early Childhood Educators. The agreement recognizes the unique responsibilities associated with early childhood programming, including licensing compliance, required child-to-adult ratios, curriculum implementation, assessment, family engagement, and student social-emotional development.

This is the first contract for the HPECEA.

Compensation

The agreement maintains separate salary schedules based upon employee classification and credentialing. Updated salary schedules are included for the **2026-27 and 2027-28 school years**. The 2026-27 schedule reflects step increases, and the 2027-28 schedule includes additional adjustments.

The agreement also establishes or updates additional compensation opportunities, including:

- **$750** for completion of LETRS certification/training.
- **$150** for completion of Vector training by September 30.
- **$75** for completion of required Michigan Health and Safety coursework.
- **$35 per hour** for Lead Teacher additional assignments.
- Regular hourly rate for applicable GSRP Associate Teacher additional duties.
- Compensation for employees who plan and facilitate District professional development.
- Building Leadership Team and PBIS-related stipends where applicable.

Longevity compensation is also included:

- **10-15 years:** $500
- **16-18 years:** $1,000
- **20+ years:** $1,500

Salary Placement

The agreement provides additional flexibility in recognizing previous experience when determining initial salary placement.

Relevant early childhood, grade-level, private school, international school, teacher-preparation, and qualifying MPSERS-recognized experience may be considered by the District when establishing initial placement. Placement may not exceed the next-to-highest step occupied by an existing bargaining unit employee.

Employees returning to Hazel Park may also receive credit for prior District experience, subject to the placement provisions of the agreement.

Paid Leave

Bargaining unit members will receive **12 paid leave days annually**, which may be used for qualifying illness, family illness, quarantine, religious holidays, tragedy, and limited personal business. Unused leave accumulates without limitation. Leave is front-loaded at the beginning of the school year and prorated when an employee does not complete the full work year.
The agreement also establishes **up to three days of annual bereavement leave that are not deducted from the employee's general leave balance** for the death of an immediate family member.

The definition of immediate family includes domestic partners, parents, parents-in-law, grandparents, grandchildren, siblings, spouses, children by birth or marriage, and individuals residing in the employee's home.

Adoptive and Family Leave

Employees may use up to **20 accumulated sick days for adoptive leave** involving the adoption of a minor child. The agreement provides that this paid adoptive leave does not run concurrently with FMLA during the adoptive-leave period itself.

The agreement also contains provisions addressing maternity, family, health, military, professional, Association, and other voluntary unpaid leaves.

Donated Leave Days

A donated-day program permits bargaining unit employees to voluntarily donate leave to another eligible employee who has exhausted or anticipates exhausting available leave because of qualifying personal or family illness or injury.

Medical verification or appropriate FMLA documentation may be required. Donated days may generally be used to assist an employee through the applicable Long-Term Disability eligibility period.

Personnel Files

The agreement establishes detailed procedures governing personnel files.

Employees must be notified when evaluations, observation reports, complaints, commendations, or other written documents are placed in their personnel file and may submit a written response that will remain attached to the document.

Complaints intended for inclusion in the personnel file generally must be brought to the employee's attention within **10 working days** of the Administration receiving the complaint. Anonymous complaints or complaints from individuals unwilling to identify themselves will not be placed in an employee's personnel file.

Employees may review their personnel file with an Association representative or witness. Verbal coaching and informal counseling are not placed in the personnel file unless subsequently reduced to writing.

Upon employee request, qualifying written warnings, complaints, or progressive-discipline training references that are **three years old or older** may be removed if there has been no subsequent discipline for the same issue and removal is permitted by law.

Progressive Discipline

The agreement establishes a progressive discipline process generally consisting of:

1. Verbal warning
2. Written reprimand
3. Professional development/training when appropriate
4. Suspension with or without pay
5. Discharge

The severity of an offense may warrant accelerating the progression, and disciplinary steps may also be repeated when appropriate.

The agreement provides **just-cause protections** for bargaining unit employees and requires written notice of the grounds for disciplinary action. Employees are also entitled to Association representation during investigatory or disciplinary meetings.

Probationary Employees

The tentative agreement establishes a **120-workday probationary period for GSRP Associate Teachers**.

GSRP Lead Teachers, Preschool Academy Tuition-Based Teachers, and Early Childhood Specials Teachers generally have a two-year probationary period unless they are subject to teacher-certification/tenure requirements, in which case applicable Michigan tenure requirements apply.

Vacancies, Transfers and Assignments

Vacancies will be posted on the District's website and provided by email to bargaining unit employees and the Association. Regular-year postings generally remain open for **five school days**.

Qualified internal candidates receive first consideration. The most qualified certified applicant is selected based on criteria including evaluation status, relevant early childhood experience, specialized training, certification, and qualifications. When candidates are otherwise equal, preference is given to an internal applicant, with seniority determining selection between equally qualified internal candidates.

Layoff and Recall

The Association must receive advance notice of a contemplated reduction in force. Temporary and seasonal employees are reduced first, followed by bargaining unit employees based upon the contractual layoff criteria, certification requirements, evaluation status, and seniority.

Employees selected for layoff receive **25 calendar days' notice**. Recall rights continue for **two years**, with recall generally occurring in reverse order of layoff, provided the employee remains qualified for the assignment.

Employees recalled from layoff have **14 days to respond** to an offer after notification. Laid-off employees may also request priority placement on the District's substitute teacher list.

Insurance

Full time employees will be offered the following insurance benefits:

Medical	Long Term Disability	Employee Assistance Program
Dental	Life Insurance	
Vision	Dependent Life Insurance	

Employees who do not elect the medical coverage will receive a $400 Cash-in-lieu.

Evaluations

The agreement provides procedures for employee evaluations, including training for bargaining unit employees on the District's evaluation system and forms.

Only appropriately certificated administrators may evaluate bargaining unit employees. Evaluators must receive applicable training, including periodic rater-reliability training. The agreement also establishes review and mediation procedures for disputes involving evaluations. The bargaining unit and central office agrees to develop a tool for evaluation for GSRP Associate Teachers.

Health, Safety and Working Conditions

The agreement contains specific provisions addressing the unique health and safety needs of early childhood classrooms.

The District will maintain appropriate custodial services for classrooms serving young children, including nightly floor cleaning, carpet vacuuming, cleaning and sanitizing toilets and sinks, and sanitizing diaper-pail surfaces. Enhanced cleaning procedures are required when communicable disease concerns arise.

Employees may report health and safety concerns to administration, and the District will investigate and take corrective action when appropriate. Early Childhood Educators remain responsible for routine classroom organization and cleaning instructional toys/manipulatives but are not responsible for custodial, maintenance, or repair duties.

Association Rights and Payroll Deductions

The agreement includes procedures for voluntary payroll deduction of Association dues and PAC contributions upon appropriate employee authorization. The District will process valid authorizations within 15 business days, with deductions generally spread over 19 installments from September through June.

The agreement also establishes regular employee-data reporting to designated Association representatives, including information regarding new hires, terminations, leaves, and layoffs.

Funding Source: General Fund. Cost for the increases for 2026/27 & 2027/28 $148,398

Strategic Goal Alignment -
Academics & Programs: The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
Learning Environment & Culture: The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation : Approval of the tentative agreement between the Hazel Park Board of Education and HPECEA as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

MASTER AGREEMENT

between

SCHOOL DISTRICT OF THE CITY OF HAZEL PARK

and

HAZEL PARK EARLY CHILDHOOD EDUCATOR ASSOCIATION

2026 - 202_

THIS AGREEMENT, between the Board of Education of the City of Hazel Park, Michigan, hereinafter called the "Board," and the Hazel Park Early Childhood Educator Association, hereinafter called the "Association."

WITNESSETH

WHEREAS, the Board and the Association recognize that high-quality early childhood education is essential to the healthy development, school readiness, and long-term success of the young students attending Hazel Park, and that such quality depends upon the professional skill, stability, and well-being of the Early Childhood Educators who nurture and teach them; and

WHEREAS, the Board and the Association acknowledge that Early Childhood Educators carry out responsibilities that include delivering developmentally appropriate instruction; maintaining State of Michigan licensing compliance; implementing mandated curriculum with fidelity; ensuring adherence to required child-to-adult ratios; supporting children's social-emotional growth using approved assessment tools; and partnering with families through required home visits, conferences, and ongoing communication; and

WHEREAS, the Board and the Association acknowledge their shared commitment to creating and sustaining early learning environments that are safe, inclusive, trauma-informed, consistent with LARA licensing rules as applicable, and supportive of children's individual developmental needs; and

WHEREAS the Board has a statutory obligation to bargain with elected representatives of the Early Childhood Educators, in this case the Association, as the representative of such educators with respect to hours, wages, terms and conditions of employment, and

WHEREAS, the parties, following thorough and professional negotiations, have reached certain understandings that reflect the unique nature of early childhood education and desire to set forth those understandings in this Agreement;

NOW, THEREFORE, the Board and the Association mutually agree as follows:

TA Lily Mondu 01-29-2026

01/29/2026

MEA SODA 7A-1-12.2024 cp Counter
CLARKHILL\21952\11279\4\28610\85\v1 1/28/26 1A d Article 1 29/2026

ARTICLE

BOARD OF EDUCATION RIGHTS AND RESPONSIBILITIES

Except as expressly modified or restricted by a specific written provision of this Agreement, all statutory and inherent management rights, prerogatives, and functions are retained and vested exclusively in the Board and the Superintendent, including but not limited to the following sole and exclusive rights to:

A) Control and develop programs and the curriculum;

B) Reprimand, suspend or discharge or otherwise discipline Early Childhood staff consistent with the terms of this agreement and applicable law;

C) Determine the number of teachers to be employed;

D) Hire teachers and employees and determine their qualifications for hiring;

E) Determine the job duties for all existing and newly created positions;

F) Assign and direct teacher and employee work;

G) Transfer staff from one position or building to another;

H) Layoff and recall teachers;

In addition, there is reserved exclusively to the Board and Superintendent all responsibilities, powers, rights, and authority vested in it by all applicable laws, the Michigan Revised School Code, Michigan Public Employment Relations Act, and the laws and constitution of Michigan and the United States.

TA Lily Mondro 01-29-2026

TA [signature] - 1-29-2026

ARTICLE #

CIVIL RIGHTS

A. The Board agrees that neither it, nor any of its administrative agents, will discriminate against any EARLY CHILDHOOD ~~teachers/ancillary~~ staff on the basis of race, creed, color, national origin, sex, age, disability, height, weight, religion or marital status, political activities, sexual orientation, gender identity or membership or participation in the activities of the Association or any other employee organization.

B. The Association agrees that it will admit all EARLY CHILDHOOD ~~teachers/ancillary~~ staff to its membership without discrimination by reason of race, creed, color, national origin, sex, age, disability, height, weight, religion, marital status, sexual orientation, gender identity or prior membership or past participation in the activities of any other employee organization.

TA Lily Monahan 01-29-2026

DA Ward 1-29-2026

ARTICLE
PERSONNEL FILES

A. Notice and Right of Response

All written communications, including but not limited to evaluations, observation reports, commendations, and complaints prepared by Hazel Park administrators and placed in a bargaining unit member's personnel file, shall be brought to the bargaining unit member's attention at the time of inclusion. Notice shall be provided via email and shall clearly state that the document is being added to the personnel file ("Copy to Personnel File"). The bargaining unit member shall have the right to submit a written response to any such material placed in the personnel file, and the response shall be attached to the filed document.

B. Complaints and Timely Notice

Any complaint regarding a bargaining unit member made to the Administration and intended for inclusion in the personnel file shall be brought to the bargaining unit member's attention within ten (10) working days of the Administration's receipt of the complaint, or as soon as reasonably practicable given the circumstances. If a complaint is placed in the personnel file, the identity of the complainant shall be disclosed to the bargaining unit member.

C. Anonymous, Untimely, or Unsubstantiated Complaints

The Administration may disregard any complaint it determines to be without merit, unsubstantiated, or too remote in time to warrant consideration. Any such complaint shall be shared with the bargaining unit member. Anonymous complaints, or complaints submitted by individuals who refuse to identify themselves, shall not be placed in a bargaining unit member's personnel file.

D. Right to Review and Representation

Each bargaining unit member shall have the right, upon reasonable notice, to review their personnel file maintained at their worksite or at the central personnel office.

Materials deemed confidential by a college or university, or materials used solely in the initial employment process, shall not be subject to review. Such materials shall be removed prior to the review in the presence of the bargaining unit member's designated representative.

A bargaining unit member may be accompanied by a witness or Association representative of their choosing. The review shall take place in the presence of the administrator or designee responsible for the safekeeping of the file.

E. Materials Used for Discipline or Adverse Action

Any document placed in a personnel file that may be reasonably be used for disciplinary or other adverse employment action shall be provided to the bargaining unit member in advance or contemporaneously with placement in the file. Notice shall be provided via email in accordance with this Article, with a copy simultaneously provided to the Association President.

TA Lily Memeh 01-29-2026
A Wilson 1-29-2026

F. Access and Use of Personnel Files

Access to personnel files shall be limited to District administration and others as required by law. An Association representative may review a bargaining unit member's personnel file when necessary for contract administration, grievance processing, enforcement of PERA rights, or representation of the bargaining unit member in administrative or legal proceedings.

G. Verbal Counseling

Verbal warnings, coaching conversations, or informal counseling shall not be included in a bargaining unit member's personnel file and shall not be relied upon for disciplinary action unless subsequently reduced to writing and processed in accordance with this Article.

H. Expungement of Records

Upon written request by the bargaining unit member, any written warning, complaint, or reference to additional professional development or training issued pursuant to progressive discipline that is three (3) years old or older shall be removed from the personnel file, provided that no subsequent discipline has been issued for the same issue during that period, and subject to applicable state or federal law. Expunged materials shall not be relied upon for future disciplinary or employment decisions.

TA Lily Manchin 01-29-2026

1-29-2026

ARTICLE #
Physical Space and Safety

A. Acknowledgment

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

B. Physical Plant:

The school will have the following facilities:

1. An appropriately furnished lunchroom and/or lounge for the use of all bargaining unit members that is cleaned daily, including sinks and soap dispensers.

2. Clean and functional staff restrooms.
   a) Toilets shall be cleaned daily.
   b) Sinks shall be cleaned daily.
   c) ~~Personal~~ Hygenic materials shall be provided in the bathroom and checked daily, including paper towels, toilet paper, and soap dispensers.

~~INSERT SAME LANGUAGE AS CURRENTLY SET FORTH IN HPEA CBA BELOW~~

~~Each school will have the following facilities:~~

~~1. An appropriately furnished room for the use of all bargaining unit members.~~

~~2. Clean and functional staff restrooms.~~
   - ~~Toilets shall be cleaned daily.~~
   - ~~Sinks shall be cleaned daily.~~
   - ~~Personal materials shall be provided in the bathroom and checked daily, including paper towels, toilet paper, soap.~~

C. Enhanced Cleaning for Early Childhood Classrooms

Early childhood students (ages 2–5) routinely engage in floor-based play and use rest mats placed directly on the floor. The District shall implement appropriate cleaning protocols to reduce health risks. of communicable disease transmission.

The District shall ensure appropriate evening custodial staffing sufficient to meet the health and sanitation needs of all early childhood classrooms. At a minimum, custodial services shall include mopping of classroom floors, vacuuming of all carpets, cleaning and sanitizing of toilets and sinks, and washing and sanitizing the tops of diaper pails every night in all classrooms serving students.

TA Lily Monahan 01-29-2026
[signature] 1-29-2026

In the event of a confirmed or suspected communicable disease impacting a classroom or program, the District shall engage in enhanced cleaning and sanitization protocols.

D. Exposure to Bodily Fluids:

If a teacher comes in physical contact with any bodily fluid (urine, saliva, blood, fecal matter, etc.) on their skin or clothing that is concerning, ~~,~~ the teacher shall confer with their administrator ~~and may go home to shower or change clothes. This shall be done when reasonable and mutually agreed upon, with no loss of compensation or reduction in leave time. The expectation is that the teacher will return to work the same day if possible.~~ as to how to best address the situation. ok

E. Reporting Health and Safety Concerns:

Employees or the Association may report health and safety concerns—including inadequate cleaning, sanitation, ventilation, temperature control, or conditions that increase the risk of communicable disease transmission—verbally or in writing to the building administrator or designee. Upon receipt of a concern, the District shall investigate and take appropriate corrective action as needed.

F. Classroom Preparation and Maintenance

The Association members shall be responsible for maintaining their assigned classroom space in a manner that supports instructional readiness and engagement with students. Such responsibilities shall include routine classroom organization and cleaning toys and child manipulatives, but shall not include custodial, maintenance, or repair duties.

G. Classroom Furniture and Equipment

Classrooms shall be equipped with ~~age~~ appropriate furniture, ~~learning centers,~~ storage, and equipment ~~(adaptive, equipment, assistive technology and other specialized materials)~~ adequate for the number and age of children served. ~~Furniture shall be maintained in good repair or otherwise replaced.~~ ok

Any equipment or furnishings that are subject to a safety recall or otherwise identified as hazardous shall be immediately reported to the administration.

In classrooms serving infants and toddlers, the District shall provide adult-sized seating, ~~such as rocking chairs,~~ so that at least 50% of on-duty staff have access to ~~comfortable seating.~~ the same. ok

Any concerns regarding furniture, equipment, or licensing compliance shall be immediately reported to the administration.

~~D.~~H. PUMP/PWFA:

1. The district shall provide reasonable break time and a private place, other than a bathroom, for employees to express breast milk for their nursing child for at least one year after the child's birth. The private space shall be in proximity to the employee's

TA Lily Monroe 01-29-2026
[illegible] 1-29-2026

work area. The break time and private place will be provided each time an employee needs to express milk at work.

2. The private space will include an insulated food container, personal cooler, or refrigerator, an electrical outlet, a flat surface, a locking door from the inside that prevents any viewing from outside the room, if windows are present, there will be a covering that blocks any view, and is generally inaccessible to students.

3. The District and the Association encourage bargaining unit members will work to minimize disruption to instructional time by aligning pumping times with lunch, preparation periods, and other break times. Should those times be inconsistent with the bargaining unit members' needs, which are not usually within the control of bargaining unit members, then a reasonable accommodation may be made to ensure pumping needs are met in compliance with applicable law.

TA Lily Mancha 01-29-2026

1-29-2026

3-10-26

ACCEPT ECEA'S COUNTER OF 3-10-26 (WAITING TO RECEIVE ELECTRONICALLY)

ARTICLE
NEGOTIATIONS PROCEDURE

A. **Scope of Agreement:** This Agreement reflects the full understanding of the parties on all negotiated issues. During the term of this Agreement, neither party is required to negotiate on matters already covered herein. Matters not covered by this Agreement but allowed under Public Act 379 and of mutual concern may be negotiated upon written request by either party. Only by mutual written agreement, any subject in this contract may be opened for negotiation.

B. **Good Faith Bargaining:** Both parties agree to bargain in good faith in accordance with the law, including:

1. Responding to proposals in a timely manner.
2. Meeting regularly at mutually agreed-upon times and locations.
3. Sharing relevant information and data needed for negotiations, consistent with other provisions of this agreement and law.

C. **Successor Agreement**: No later than April 1 of the year this Agreement expires upon request of the Association, the Board will begin negotiations with the Association for a successor Agreement. Negotiations will include, but are not limited to, salaries, conditions of employment, and other matters under Public Act 379. Any agreement reached will apply to all members in the bargaining unit and will be reduced to writing and signed by both parties.

D. **Negotiation Process:** Both parties will share relevant data, exchange views, and present proposals and counterproposals in good faith. The Association may request access to budgetary documents ~~proposals~~ and pertinent records, which will be available at the Board office. Consultants may be used by either party to assist in negotiations.

E. **Notice Requirements:** Written proposals and/or responses may be submitted in advance of negotiation meetings whenever possible to allow adequate review and preparation by the parties, but may also be presented during the parties' meetings.

~~F. Confidentiality: All negotiations, proposals, and data shared shall be treated as confidential, unless disclosure is required by law.~~

~~G.~~F. **Negotiation Representatives:** Each party selects its own representatives. No agreement is final until ratified by a majority of the Board and a majority of the

Association membership. Representatives are empowered to make proposals, consider counterproposals, and make concessions, subject to ultimate ratification.

~~H.~~G. **Strikes and Peaceful Resolution:** The Association acknowledges that strikes are illegal under Public Act 336 of 1947, as amended, and there shall be no strikes by its bargaining unit members. The Board acknowledges that there shall be no lock-outs of its bargaining unit. Both parties agree to resolve differences by peaceful and appropriate means.

~~I.~~H. **Mediation:** Either party may request mediation by the Michigan Employment Relations Commission (MERC).

~~J.~~I. **Implementation:** Once ratified, all changes from negotiations will be implemented according to the timeline specified in the agreement.

3-10-26

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ARTICLE

UNPAID LEAVES OF ABSENCE

A. The Board agrees to grant, whenever possible, requests for voluntary non-paid leaves of absence as described in this Master Agreement to Association members who make such requests.

B. Leave of Absence without Pay

1. At the discretion of the Board and upon the written request of the bargaining unit member, it shall be the policy of the Board to grant leaves of absence without pay for health, maternity, family, study, voluntary purposes, research, travel, foreign teaching, military service and government volunteer programs or other professional and Association endeavors.

2. Eligibility for any kind of leave of absence, except military service, pregnancy disability, maternity, or *FMLA, is conditioned upon satisfactory record of at least two (2) years of continuous employment in the school system.

3. A second leave, or an extension of any type of leave, may be granted by the Board only upon the recommendation of the Superintendent.

4. Bargaining unit member shall be granted seniority accrual for up to one (1) full year of leave and a guarantee of bargaining unit members' right to return to the position vacated. These provisions apply only and exclusively to one (1) year leaves of absence. If any leave goes beyond a three (3) year period, a bargaining unit member shall be granted seniority accrual only for the first three (3) years unless otherwise mandated by law.

5. At the expiration of any leave of absence, except *FMLA, the bargaining unit member shall be returned according to qualification and the law.

   Commitment to this return is directly contingent on due notice by March 1 of the year preceding the intended return.

6. The bargaining unit member shall notify the Superintendent of Schools in writing of the intention to return no later than March 1 of the leave year. Failure to provide such notice shall be the equivalent of resignation.

7. All leaves of absence, except *FMLA, shall be for a one (1) year period, unless otherwise stipulated. Leaves of absence, when granted, are with the understanding that the bargaining unit member on leave shall not enter into a contract for professional employment as a K-12 educator unless otherwise agreed by both parties during the period for which the leave is granted. An exception to this rule is made only upon special action of the Board in individual cases and only under unusual circumstances. This position is based upon the premise that bargaining unit member on leave are

under a continuing contract and cannot be employed under another contract simultaneously.

*(*Also see Section ??, FMLA.)*

C. Types and Specific Conditions

1. *Health Leave*

Upon recommendation of the Superintendent and of a physician, a health leave shall be granted up to a maximum of one (1) year plus any unfinished year, at the end of which time the bargaining unit member must either return to duty or resign unless a special extension is granted. When the bargaining unit members' health permits their return to duty, they shall so notify the Superintendent in writing and submit a statement from their physician to be reviewed and approved by the school physician certifying their fitness to return to duty. The Superintendent shall give them an assignment no later than the beginning of the following year or sooner if a vacancy exists.

Leave of absence for a maximum of one (1) year, plus any part of an unfinished year for illness in the immediate family, may be granted upon written request of the bargaining unit member and the recommendation of the Superintendent.

*(*Also see Section ??, FMLA.)*

2. *Pregnancy Disability Leave*

Teachers may provide the Administration with notice of pregnancy at approximately seventh month to indicate the intended dates of leave.

It is recognized by the medical community that bargaining unit member who give birth are deemed disabled following the birth of their child and need a specified recovery time. Under FMLA, this disability constitutes an unpaid leave of absence. The duration of the leave is dependent upon the type of delivery. Without complications, a bargaining unit member who has a Cesarean delivery is allotted eight (8) weeks to recover, and those who have a vaginal delivery are allotted six (6) weeks. Since the bargaining unit member is classified as disabled for this recovery time, any days that have been accumulated to date by the bargaining unit member shall be used concurrently with the pregnancy disability leave, providing, in effect, paid days. The use of sick days during the pregnancy disability leave shall continue until the disability time, the FMLA leave, and/or the bargaining unit member's personal sick bank is exhausted. Paid leave provisions shall supersede this article insofar as the language conflicts.

3. *Maternity Leave**

a. The Board shall grant a leave of absence for maternity reasons, without pay, to any member of the bargaining unit upon written request for such

leave.

b. The maternity leave shall continue in effect at the bargaining unit member's option until the first or second September after the granting of the leave, and such date shall be specified in the notice to the Board. It is also the responsibility of the bargaining unit member to notify the Board, in writing, of their intention to return at least two (2) months before the date of return. In the event of a termination of pregnancy other than a live birth before the leave begins, it shall be treated as any other illness, and the bargaining unit member will return to work as soon as the physician permits. If the leave has already begun, the bargaining unit member will be returned to the first vacancy for which she is qualified.
c. Pregnant teachers/ancillary staff who do not wish to take a maternity leave of absence will follow the normal sick leave procedure.
d. Under maternity leave, there is no guarantee of a position upon return to work.
e. Under maternity leave, there is no insurance continuation. *(*Also see Section 11, FMLA.)*

4. *Family Leave*

The Board will allow family leaves of absence for teachers/ancillary staff desiring time off to raise a family. Approved family leave shall be for no more than five (5) years. In addition, the bargaining unit member shall be responsible for an annual notice to the Board indicating their desire to remain on leave for the following year and the intended date of their return to employment. Notice and return information shall be submitted no later than March 1 annually. Failure to comply with this notice will be deemed valid grounds for leave termination.

When ready to return to employment, teachers/ancillary staff will deliver proper notice to the Board. Upon receipt of such notice, the Board will place their names on the waiting list of staff desiring reemployment. For ancillary staff when in sequential place of order their application becomes due to consideration for a position for which they are both qualified and certified, they will be rehired. The person will be rehired at the previous step and longevity will not accrue for leave years.

When family leave (five-year maximum) is combined with maternity leave (two-year maximum), the combined leave period could extend to a total of seven (7) years.

5. *Leave for Study, Travel, or Research*

Leave for study, travel, or research shall be granted for a maximum of one (1) year, provided that no more than three percent (3%) of the teaching personnel may be granted such leave in any one school year. Requests for such leaves shall be considered upon the basis of seniority, and only one (1)

such leave shall be granted to any one teacher until all other requests for such leave have been disposed of.

6. *Military Leave*

Military leave shall be granted to any bargaining unit member requesting such leave in order to perform service in the Armed Forces of the United States. Upon return, he/she shall be entitled to reassignment rights in the position he/she is vacating or one of like status and pay, provided:

a. The position vacated is other than temporary.

b. He/she is honorably discharged from the Armed Forces.

c. He/she applies for reemployment within ninety (90) days after discharge or from hospitalization continuing after discharge for a period of one (1) year.

d. He/she is still qualified to perform the duties of the position. All provisions shall be in accordance with state and federal laws governing military leaves of absence.

7. *Foreign Exchange and Peace Corps Leave*

Leave for foreign exchange and Peace Corps teaching may be granted for a period not to exceed two (2) years for the purpose of participation in the Exchange Teaching and Peace Corps programs. Any bargaining unit member granted such leave that is below the maximum on the salary schedule shall advance one step on the schedule upon return, and such Foreign and Peace Corps service shall count the same as if the bargaining unit member had taught in the District. Requests for leaves other than those specified may be considered by the Board upon the recommendation of the Superintendent.

8. *Association Leave*

Teachers/Ancillary staff who are officers of the Association or appointed to its staff will, upon proper application, be granted leaves of absence without pay for the purpose of performing duties for the Association. Teachers/Ancillary staff given leaves of absence without pay shall receive credit toward annual salary increment on the schedule appropriate to their rank. Initial leaves granted for these purposes shall be for a period of up to two (2) years. Leave extension beyond the second year may be extended annually at the discretion of the Board when notified of such request no later than March 1 of the expiration school year.

9. *Campaign Leave*

Leaves to campaign for public office shall be for no less than the ensuing full

semester nor more than two (2) full semesters. If elected, the initial leave shall be for the length of the term of office for which elected. Leave beyond the first term of office may be extended annually at the discretion of the Board when notified of such request, no later than March 1 of the expiration school year.

10. *Voluntary Leaves of Absence*

The voluntary leaves concept is designed to open up the existing leave of absence policy so that more experienced teachers/ancillary staff might more seriously consider the merits of a voluntary leave.

Applicable conditions of such a leave plan would include the following:

a. Bargaining unit members who have attained ten (10) or more years' experience with the District shall be eligible for a voluntary leave.

b. Seniority shall accrue while a bargaining unit member is on leave.

c. Bargaining unit members will be guaranteed their right to return based on seniority at the expiration of the leave.

d. Requests for voluntary leaves shall be approved at the discretion of the Superintendent of Schools annually on or before March 1 and shall be limited to a total of three (3) such approved leaves per bargaining unit member.

e. ~~The concept and conditions of the voluntary leave policy shall apply with priority at the time of layoffs for ancillary staff and 'effective' and 'highly effective' teachers.**~~

f. Bargaining unit members granted voluntary leave shall receive neither salary nor other benefits during the time of the leave.

g. **Reverse layoffs - more senior bargaining unit members with 'effective' ratings may be offered the opportunity to be laid off for a year with guaranteed rights to return according to seniority. Members on reverse layoff shall accrue seniority.

11. *Family Medical Leave Act*

Teachers/Ancillary staff requesting leaves of absence, pursuant to the District Family Medical Leave Act (FMLA) policy, who are found eligible, will be required to exhaust paid leave entitlements (as identified by the FMLA policy guidelines) for which they may be otherwise eligible under the terms and conditions of the collective bargaining agreement during their FMLA leave time.

In the case where it is the bargaining unit member himself/herself that is sick, FMLA leave will run concurrently with the use of sick days accumulated in the teacher's/ancillary staff's personal sick bank. As any accumulated

sick days will be used in conjunction with any FMLA leave time for the sick bargaining unit member, this portion of the leave in effect constitutes a "paid leave" until the personal sick bank of the bargaining unit member is exhausted or the bargaining unit member returns to work.

Eligibility for FMLA leave is based on prior working experience in the preceding 12 months to the leave. In the teaching profession, 1250 hours must be worked in the calendar year before the leave for the bargaining unit member to be eligible.

If the bargaining unit member meets the working experience requirement of working 1250 hours in the year preceding his/her FMLA leave, then 12 weeks maximum will be allotted in a calendar year to said bargaining unit member.

The 12-week maximum time allotment commences on the first day of the first FMLA leave in a given calendar year. This 12-week FMLA leave runs concurrently with any sick days accumulated by the bargaining unit member and guarantees the bargaining unit member a position of employment upon returning from the leave and continuance of insurance during the duration of the cumulative 12-week FMLA leave.

The rights established under this contract may expand rights provided for under the law. The District Family Medical Leave Act (FMLA) policy will not be used to expand a bargaining unit member's contractual rights and benefits, provided those rights and benefits meet or exceed the basic requirements of the Family Medical Leave Act (FMLA).

ARTICLE

Protection of Bargaining Unit Members

A. The Board will continue to accept its responsibility to give support and assistance to teachers/ancillary staff with respect to the maintenance of control and discipline in the school. Such support will be provided by the appropriate administrative personnel and, when necessary, will be provided directly by the Board. Problem students may be temporarily removed from a teacher's classroom by the bargaining unit member and the building principal. Whenever it appears that a particular pupil requires the attention of special counselors, visiting teachers/ancillary staff, social workers, law enforcement personnel, physicians, or other professional persons, the Board will take all necessary steps to relieve the teacher of responsibilities with respect to such pupil.

B. Pupils who, after consultation with appropriate qualified professional people, are determined to be incapable of adjusting to the regular classroom will be removed from such regular classroom.

C. The Board acknowledges that some children require special attention. Therefore, the Board agrees to continue to seek methods of expanding appropriate programs to serve such children.

D. **Case of Alleged Assault and Battery**

1. Any case of alleged assault upon a bargaining unit member, which had its inception in a school-centered problem, will be promptly reported to the Board or its designated representative. If the alleged assault was by a pupil, the assaulting pupil will be immediately suspended for at least the period of time the investigation occurs. If any teacher initiates an appropriate Snap Suspension, the teacher shall be supported by their building principal and central office administration and shall not be retaliated against. ~~**During the period of investigation, the student will be separated from the bargaining unit member for at least 48 hours.**~~ **DURING THE PERIOD OF INVESTION, UPON THE TEACHER'S REQUEST, THE STUDENT SHALL BE REMOVED FROM THE TEACHER'S CLASSROOM FOR THE BALANCE OF THE DAY, A FOLLOW UP MEETING SHALL OCCUR BETWEEN THE TEACHER AND THE PRINCIPAL TO ADDRESS THE SITUATION.** The alleged assault will be promptly investigated by the principal or his/her designated representative, who, with the bargaining unit member and Superintendent, shall determine a suitable punishment for the assaulting pupil(s), up to and including involvement of law enforcement. Pursuant to federal and state law, due consideration for special education/504 students may be applicable, and it is understood and agreed that a special education student

may engage in physical contact with a bargaining unit member which may not be considered assaultive behavior, but rather a manifestation of the student's disability, and therefore such student behavior shall be addressed through special education procedures.

2. If the assault is by a person who is not a pupil, the Board will promptly report the incident to the proper law enforcement authorities and make reasonable assurances for safety for the bargaining unit member.

3. In either case (pupil or non-pupil), the Board will render assistance to the bargaining unit member in connection with handling of the incident by law enforcement, legal, and medical authorities.

4. Whenever a bargaining unit member is absent from school as a result of personal injury sustained or suffers damages or destruction of clothing or property by assault arising out of and in the course of their employment, they will be reimbursed for all such cost and will be paid their full salary (less the amount of any worker's compensation made to offset loss of salary due to said injury) for the period of such absence and no part of such absence will be charged to his/her annual or accumulated sick leave. The Board may, at its option, request a confirming statement from a medical doctor relative to the duration of such absence from the teaching assignment. As soon as such bargaining unit member is physically able to return to work, he/she shall be restored to his/her previous position or an equivalent position. Salary continuation shall extend, however, throughout the course of the related school year.

1. Assault of District employees is strictly prohibited. Any such incident, such as biting, scratching, punching and other forms of assault by students or others, excluding actions of special education/child-find students as noted above, will be documented through an incident report and reported to the appropriate authorities.

2. As the parties agree that administrative support and backing is essential to the maintenance of the staff member's authority and effectiveness in his/her classroom or other place of assignment, the District shall support teachers and take appropriate action to address teacher's safety concerns, including but not limited to student class assignment and referral to law enforcement.

In all cases wherein a student physically strikes a teacher, including a special education/504 student, the administration shall ensure the teacher receives appropriate treatment related to the same, which may include first aid and/or a visit to the clinic.

E. Worker's Compensation

Any bargaining unit member who is injured in the line of duty shall receive such compensation and expenses as prescribed by the Worker's Compensation Law of the state plus any other benefits from Social Security or public sources. Such compensation shall be supplemented with an amount sufficient to maintain his/her regular pay for a period not to exceed one hundred twenty (120) calendar days or the end of the current school year, whichever comes first, **WITHOUT DEDUCTION TO HIS/HER ACCUMULATED SICK LEAVE.** ~~At no time shall a bargaining unit member experience a deduction to his/her accumulated sick leave as a result of being injured on the job.~~ It shall be the responsibility of the bargaining unit member to give immediate notice of injury to his/her supervisor.

As soon as such bargaining unit member is physically able to return to work, he/she shall be restored to his/her previous position or an equivalent position.

F. During the term of this Agreement the Board will provide liability insurance protection for teachers/ancillary staff in the amount of one million dollars ($1,000,000). Cases involving corporal punishment are, however, specifically excluded from this coverage.

G. Any complaints directed toward a bargaining unit member shall be promptly called to the attention of the bargaining unit member.

H. Teachers/Ancillary staff shall be expected to exercise reasonable care with respect to the safety of pupils and property, but shall not be individually liable, except in the case of gross negligence or gross neglect of duty, for any damage or loss to person or property.

7/22/26

7/22/26

DISTRICT PROPOSAL 5-11-26

ARTICLE #

RIGHTS OF BARGAINING UNIT MEMBERS

A. Use of Early Childhood Educators

Early Childhood Educators will not be used as secretarial, custodial or administrative help except in emergency situations.

B. Discipline or Discharge:

Just Cause - All bargaining unit members shall not be reprimanded, disciplined, discharged, and/or reduced in rank without reasonable and just cause.

Notification - Any such discipline, or adverse evaluation of a bargaining unit employee's performance, shall be subject to the grievance procedure, hereinafter set forth, including arbitration. The specific grounds for disciplinary action will be presented in writing to the bargaining unit employee and the Association no later than ten (10) business days of it being discovered.

Observed events which are considered seriously questionable, assumed to be very unsatisfactory, need immediate clarification and/or interpretation, shall be brought to the bargaining unit member's attention by the close of the bargaining unit member's next scheduled workday, absent reasonable cause.

Probationary Period:

GSRP Associate Teachers: ~~Ninety~~ One hundred-twenty (120~~90~~) day probationary period.

GSRP Lead Teacher, Pre-School Academy Tuition-Based Teacher, and Early Childhood Specials Teacher: two-year (2) probationary period, unless certificated/tenure eligible shall be four years consistent with Michigan Tenure Law.

For discipline OR ~~that involves the discharge,~~ demotion ~~or non-renewal~~ of a probationary bargaining unit member, the District shall have the right to take such action that is reasonable in its judgment. If, in the opinion of the member or of the Association, the discipline is not reasonable, nothing shall restrict either from grieving the discipline. THE DISTRICT SHALL HAVE THE RIGHT TO NONRENEW A PROBATIONARY BARGAINING UNIT MEMBER PROVIDED THAT THE REASON(S) THEREFOR ARE NOT ARBITRARY AND CAPRICIOUS.

For discipline that involves the discharge or demotion of a tenured teacher or the non-renewal of a probationary teacher subject to the Teacher Tenure Act, the mandates, standards, and procedures of the Michigan Teachers' Tenure Act, MCL 38.71, et seq., shall apply.

C. Progressive Discipline

A program of progressive discipline shall be followed.

1. Verbal warning, then
2. Written reprimand, then
3. Professional development and training, if determined appropriate by the administration.
4. Suspension with or without pay, then
5. Discharge.

Apart from the loss of salary that would occur in an unpaid suspension, no other adverse economic effect will result from such unpaid suspension, such as a reduction in leave days, insurance benefits, etc.

The parties recognize that the severity of an offense may provide just cause for the acceleration of the above progression of discipline.

The parties recognize that steps on the progressive discipline may be repeated before imposition of a higher step.

No Applicability to Evaluation Scoring: In the event a bargaining unit employee is disciplined and receives one of the forms of Progressive Discipline defined above, that employee shall not in any way subsequently be evaluated in their annual evaluation performance for the same incident if the step on the progressive discipline was a verbal warning.

No polygraph or lie detector device shall be used in any investigation of any bargaining unit member unless requested by the bargaining unit member.

D. Association Representation:

When any member is notified to meet with a principal because disciplinary action may take place, the building representative shall be contacted. A bargaining unit member shall at all times be entitled to have a representative of the HPECEA present when the bargaining unit member is being warned, reprimanded, or disciplined for any alleged infraction of discipline or delinquency in professional performance. Any such warning, reprimand or disciplining shall be done in a private meeting.

When a request for such representation is made, no action shall be taken with respect to the bargaining unit member until a representative of HPECEA is present. The representative of HPECEA shall not delay being present beyond thirty (30) minutes following the close of the school day for students. However, if it is not possible for the representative of the HPECEA to be present on the day of the meeting, then the representative shall meet with the parties as soon as possible the following day.

A bargaining unit member shall, at all times, be entitled to have present a representative of the Association when he/she is being investigated for any infraction of discipline or

delinquency in professional performance. When a request for such representation is made, no action shall be taken with respect to the bargaining unit member until such representative of the Association is present.

E. Criminal Accusations

~~[INSERT SAME LANGUAGE AS CURRENTLY SET FORTH IN HPEA CBA BELOW]~~

~~In matters of criminal allegations, the UniServ Director shall be contacted immediately. If a bargaining unit member requests that no UniServ staff be present, the District shall inform the Association that the member made such a request. In a situation that is not an emergency, the teacher/ancillary staff will be able to request a person that she/he wishes to see as the representative for her/him. At that time, a mutually agreed upon meeting date will be set.~~ In matters of criminal allegations, the UniServ Director shall be contacted immediately. If a bargaining unit member requests that no UniServ staff be present, the District shall inform the Association that the member made such a request ~~WHICH MAY and shall~~ WHICH MAY BE CONFIRMED BY THE MEMBER IN WRITING . In a situation that is not an emergency, the ~~teacher/ancillary staff~~ MEMBER will be able to request a person that she/he wishes to see as the representative for her/him. At that time, a mutually agreed upon meeting date will be set.

Executive Director

Executive Director

F. Access and Use of Personnel Files

Access to personnel files shall be limited to District administration and others as required by law. An Association representative may review a bargaining unit member's personnel file when necessary for contract administration, grievance processing, enforcement of PERA rights, or representation of the bargaining unit member in administrative or legal proceedings.

G. Verbal Counseling

Verbal warnings, coaching conversations, or informal counseling shall not be included in a bargaining unit member's personnel file and shall not be relied upon for disciplinary action unless subsequently reduced to writing and processed in accordance with this Article.

H. Expungement of Records

Upon written request by the bargaining unit member, any written warning, complaint, or reference to additional professional development or training issued pursuant to progressive discipline that is three (3) years old or older shall be removed from the personnel file, provided that no subsequent discipline has been issued for the same issue during that period, and subject to applicable state or federal law. Expunged materials shall not be relied upon for future disciplinary or employment decisions.

TA Lily Mancha 01-29-2026

1-29-2026

Hold # of days - need still

5-12

Dist 1-28-26

most recent

Tony SS 8-5-26

Sell MS 8-5-26

ARTICLE #

HAZEL PARK EARLY CHILDHOOD EDUCATORS ASSOCIATION

RIGHTS AND RESPONSIBILITIES

~~A.~~

A. Compliance with Law and Board Policies

The Board and the Association agree to abide by Public Act 112 of the Michigan Public Acts of 1994 of the laws of Michigan and to all the , all applicable laws and statutes pertaining to the ~~teachers'/ancillary~~ Early Childhood staffs' rights and responsibilities. The Board and the Association agree to the Board Policies and Procedures now in effect other than those related to wages, hours, and working conditions, and unless otherwise altered by specific conditions within of this Agreement.

The foregoing specifically excludes from Agreement determination matters of curriculum and program, but does not otherwise change the Board's intent and desire for maximum Early Childhood staff ~~teacher/ancillary staff~~ input.

B. Rights of Association Membership and Participation

Every Early Childhood staff ~~teacher/ancillary staff~~ of the Board shall have the right freely to organize, join, and support the Association for the purpose of engaging in collective bargaining or, negotiation, and other ~~legallegally~~legally ~~protected~~ concerted activities for their mutual benefit.

The Board and the Association undertake and agree that it will~~they shall~~ not directly or indirectly discourage or deprive or coerce any ~~teacher/ancillary~~ Early Childhood staff in the of any rights conferred by Public Act 112 of the Michigan Public Acts of 1994 and the laws of, Michigan and of the Constitutions of Michigan and the United States..

The Board shall not discriminate against any bargaining unit member with respect to hours, wages, or any terms or conditions of employment by reason because of their membership in the Association, or other professional organization, their participation in any activities of the Association or collective professional negotiations with the Board or their institution of any grievance, complaint, or proceeding under this Agreement or otherwise with respect to terms or conditions of employment.

C. Labor Mediation Rights

The Board and the Association recognize the right of bargaining unit members to invoke the assistance of the State Labor Mediation.

D. ~~Use of School Facilities~~

~~Week day activities commencing prior to 5:00 p.m. — The Association will have the right to schedule meetings within the building and without cost. Such scheduling will be processed through the school dude athletic director setting forth in advance the time and place of the meeting. Weekday activities commencing after 5:00 p.m. and all weekend activities are to be scheduled through the Board Office. The Association shall enjoy the same privileges of facility availability as other community groups. It is further understood that the only cost to the Association shall relate to directly increased custodial costs.~~

- Other information reasonably necessary for the Association to develop informed programs on behalf of Early Childhood Educators and their students, or to process any grievance or complaint.

2. ~~Requests shall be specific as to the information desired; oral requests will not be denied.~~ Such written request shall be specific as to the information desired. This is not to imply that oral requests will be denied. Official records shall be available at the Board's office, and originals shall not be removed.

roll over up to 25

I. Union Release Days HOLD THIS ARTICLE 10 then 8

1. The Association shall be allotted twelve (12) days annually for Association business at no cost to the Association. Notification should, whenever possible, be provided one week in advance, specifying the activity or purpose of the released day. For sudden, infrequent matters, verbal notice shall suffice.

2. The above provision do not apply during mutually agreed-upon negotiation periods.

J. Employee Data and Notification

1. Beginning with the effective date of this agreement, every ninety (90) days, those representatives designated by the Association shall receive a complete listing of all bargaining unit staff, including:

   - First, middle, and last name
   - Start date of employment in the current bargaining unit
   - FTE, step, lane placement, and annual salary
   - Employee identification number (if applicable)
   - State Personal Identification Code (PIC), if applicable
   - Primary position
   - Work email and personal email (if known)
   - Home mailing address
   - Home and/or cell phone number

2. The above information shall be provided via email in an attached Excel document.
3. Designated Association representatives shall receive the same information above within thirty (30) days of any new hires.
4. Terminations shall be reported to the designated Association representatives, including termination date, within thirty (30) days of the member's last day.
5. Notification of any bargaining unit member placed on layoff or leave of absence (paid or unpaid) exceeding fifteen (15) days shall be reported within thirty (30) days of the first day of leave.

If the amount of dues or PAC contributions changes during the program year, the Association shall submit an updated deduction form, and the Employer shall implement the change within fifteen (15) business days.

Section 5. Transmission of Funds

The Employer shall transmit deducted dues, assessments, and PAC contributions to the Michigan Education Association via the established ACH process within ten (10) days of the payroll date, along with the required electronic payroll detail report in the format provided by the Association.

Pursuant to such authorization, the Employer shall deduct one twentieth (1/20TH) of such dues, assessments, and/or PAC contributions from the regular salary check of the bargaining unit member each month for ten (10) months, beginning in the first paycheck in September and ending in June of each year. It is understood that the payroll deductions for such purposes shall not exceed two per payroll period; one amount for dues and assessment, and one amount for one PAC contribution.

Section 6. Legal Defense and Indemnification

In the event that the Employer faces legal action for complying with this Article, the Association shall defend the Employer at its own expense, provided:

1. The Employer gives prompt written notice to the Association;

2. The Employer allows the Association to intervene in the action; and

3. The Employer fully cooperates in providing information and witnesses as needed.

If the Association assumes the defense, it shall indemnify and hold the Employer harmless from damages and costs imposed by a final judgment directly resulting from compliance with this Article.

Section 7. Mid-Contract Reopener for Changes in Law

The Employer and Association agree to meet within a reasonable time—without waiting for contract expiration—if either of the following occurs:

1. A decision of the United States Supreme Court overturns or limits *Janus v. AFSCME* (2018), in whole or in part; or

2. A Constitutional amendment restores the ability to require public employees who are not Association members to pay fees to the bargaining representative.

7/22
HPSD to
HPECEA

WEBSTER EARLY CHILDHOOD CENTER
HAZEL PARK SCHOOLS

August

S	M	T	W	T	F	S	
						1	
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30	31						6

September

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October

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November

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December

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January

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31							20

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21							

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April

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30	31						

June

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July

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25	26	27	28	29	30	31

81 99

2026-2027 Webster Early Childhood Center Calendar

2 yr Program 8:00-3:00 PA/GSRP: 7:45-2:45
Half Days: 2 yr Program 8:00-11:10 PA/GSRP: 7:45-10:55

8/24/2026 Parent Contact - Open House
8/25-8/27/2026 Home Visits
8/28/2026 First Day of School - 1/2 Day. 7:45am-10:55am
09/04 - 09/07/2026 Friday No School - Labor Day Break
09/08/2026 Tuesday Classes Resume
10/02/2026 Friday Half Day AM
10/05/2026 Monday No School - Institute Day
10/30/2026 Friday Half Day AM District wide - Records PM
11/03/2026 Tuesday No School - Institute Day
11/19/2026 Conferences - No School 8:00-11:00 & 12:00-4:00 & 5:00-7:30
11/25/2026 Wednesday No School - Institute Day
11/26 - 11/27/2026 No School - Thanksgiving Break
11/30/2026 Monday Classes Resume
12/18/2026 Friday Half Day AM - Holiday Break begins PM
12/21/2026 - 01/01/2027 Holiday Recess
01/04/2027 Monday Classes Resume
01/15/2027 Friday Half Day Records PM
01/18/2027 Monday No School - Institute Day
01/19/2027 Tuesday Classes Resume
02/12/2027 Friday Half Day AM - Winter Break begins PM
02/15 - 02/19/2027 Winter Break
02/22/2027 Monday Classes Resume
03/16/2027 Conferences - No School 8:00-11:00 & 12:00-4:00 & 5:00-7:30
03/25/2027 Thursday Half Day AM - Records PM
03/26/2027 Friday No School - Institute Day
03/29 - 04/02/2027 Spring Break
05/28/2027 Friday Half Day AM - Holiday Break begins PM
05/31/2027 Monday No School - Memorial Day
06/03/2027 Classes Resume
06/04/2027 Friday Half Day AM Last Day of School

No School | Institute Day | Half Day | Parent Contact | Conferences

Total Student Days
180

WEBSTER EARLY CHILDHOOD CENTER
HAZEL PARK SCHOOLS

8-5-26

8-5-21

8.12.26 AM 8-12-24

ARICLE ##

TERMS AND CONDITIONS & CLASS SIZES

A. Position Classifications, Classroom Structures with Adult-Child Ratio Requirements:

The bargaining unit consists of the following job classifications:

- GSRP Lead Teacher
- Preschool Academy Teacher (Tuition-Based)
- GSRP Associate Teacher
- Early Childhood Specials (STEM and future specials positions) Teacher

Current LARA ~~C~~classroom staff structures with adult-child ratio requirements are outlined in **Appendix 1** at the end of this document. The District shall use its best efforts so that ~~E~~each GSRP and Preschool Academy classroom for ages 3 and 4 years old ~~shall be capped at~~ do not exceed 16 students.. Class size maximums shall not exceed those published by LARA or Great Start Readiness Programs.

~~B. Curriculum:~~

~~When using the creative curriculum, teachers will begin the school year with the first six weeks or beginning of the school year study. After the completion of the first six weeks, teachers will be able to choose any study based on their classroom interest.~~

~~C. Inclusive Practices:~~

~~The District and Association jointly commit to maintaining high-quality inclusive classrooms. Both parties recognize their shared responsibility for:~~

~~1. The learning, development, and well-being of all children, including those with autism and other special needs;~~
~~2. Ensure adequate staffing, resources, and appropriate adult-to-child ratios for inclusive classrooms;~~
~~3. Provide ongoing training in special education, autism supports, and differentiated instruction;~~
~~4. Facilitate collaboration between Lead Teachers and special education staff;~~
~~5. Support educators in implementing IEP's, behavior plans, and individualized interventions;~~
~~6. Provide yearly training prior to the first day of school, in such areas listed below, but not limited to:~~
~~i. Non-violent Crisis Intervention (NCI) through Oakland Schools.~~
~~ii. Usage of Visual Cards and AAC Device.~~
~~iii. Sensory integration and Task Boxes in the classroom for autistic students.~~
~~iv. Behavior Tiers and Management Strategies.~~

3 year olds 1:8 4 year olds 1:12 Must follow lowest age in the classroom	Preschool Academy Classroom (Braided)	Preschool Academy (Tuition-Based) Lead Teacher	Paraprofessional	Special Education Paraprofessional	Braided Lesson and Support with ECSE and Ancillary Staff
2 year olds 1:4	Toddler Classroom	Toddler Lead Teacher	Paraprofessional	Paraprofessional	?
Adult:Child Ratio	**Early Childhood Specials Classrooms**				
Same as above	STEM with GSRP Classrooms (not Braided)	STEM Lead Teacher	GSRP Associate Teacher		
Same as above	STEM with GSRP Classrooms (Braided)	STEM Lead Teacher	GSRP Associate Teacher	Special Education Paraprofessional	Support with ECSE and Ancillary Staff
Same as above	STEM with Preschool Academy Classroom (Braided)	STEM Lead Teacher	Paraprofessional	Special Education Paraprofessional	Braided Lesson and Support with ECSE and Ancillary Staff
Same as above	Toddler Classroom	STEM Lead Teacher	Paraprofessional	Paraprofessional	?

TA 8-12-26

ASM 8-12-26

District Response 8-12-26

ARTICLE ##

STAFF EVALUATION, DEVELOPMENT & ASSESSMENT

A. Beginning with the initial bargaining agreement for the HP-ECEA, the negotiated performance evaluation system shall include a rigorous, transparent, and fair performance evaluation system. ~~that includes:~~

B. ~~Specific performance goals identified by the bargaining unit member and in collaboration with their assigned evaluator to improve their effectiveness in the upcoming school year. An evaluation of the bargaining unit member's job performance with timely and constructive feedback.~~

C. ~~clear approaches to measuring student growth with relevant data on student growth.~~

D. ~~multiple rating categories that take into account student growth and assessment data or student learning objective metrics that have been negotiated with the Association.~~

E. ~~Adaptations for Early Childhood Educators: The Parties agree that the collective bargaining agreement shall include appropriate adaptations and supplementary guidance to ensure fair and developmentally appropriate evaluation and professional expectations. The Parties acknowledge that Illinois and other states have developed comprehensive early childhood–specific documentation that illustrates how each Danielson Framework component is applied in PreK–3 settings, including concrete examples of effective practice. Such resources may be jointly reviewed and utilized to support consistent understanding and implementation.~~

~~F. the use of student growth and assessment data or student learning objective metrics as 20% of the year-end evaluation determination.~~

~~G. The student growth and assessment data or student learning objectives shall consist of measurable, long-term academic goals set for students that utilize available data as determined annually by the individual, or grade-level/department level bargaining unit members; and, offered by way of example and without limitation, may utilize SLO's, iReady, other standardized tests and locally developed assessments, IRLA, state data and performance task; Grade/subject-level SLO's that are already in place and determined by grade-level/department-level bargaining unit member decisions and approved by the evaluating administrator or designee.~~

~~H. The bargaining unit member, in collaboration with the assigned evaluator, shall be allowed to eliminate data attributable to students who have excessive absences from illness or truancy, are partial-year transfers into/out of the bargaining unit member's classroom, or who have other anomalous circumstances that warrant eliminating that data. If the bargaining unit member and assigned evaluator cannot agree, the assigned evaluator shall decide what student data is appropriately excluded.~~

meeting shall be held no later than ten (10) calendar days after the observation occurred. If there is a need to change this timeline, it may be done so by mutual agreement of the District and the Association, which agreement shall not be unreasonably withheld, provided it does not extend for more than five (5) additional days. At the post-observation meeting, the bargaining unit member will be provided with written feedback on that observation on the "Post-observation" feedback form contained in Appendix E.

g. There shall be two (2) Formal Observations of a ~~non-tenured~~ bargaining unit member in the first four years of employment~~each school year the bargaining unit member is evaluated~~, and two (2) Informal Observations that are conducted at least 20 days apart. The first formal observation shall occur no later than November 15 of each school year, which may be extended by mutual agreement. Such agreement shall not be unreasonably withheld, provided it does not extend for more than five (5) additional days. Should the evaluator believe that additional formal observations are needed, the evaluator shall so advise the bargaining unit member and the Association President before proceeding.

h. Starting in the fifth year of continuous employment in the bargaining unit, ~~T~~there shall be one (1) Formal Observation of a tenured/permanent bargaining unit member in each school year the bargaining unit member is evaluated, and (2) Informal Observations that are conducted at least 30 days apart. The first observation shall occur no later than December 15 of each school year, which may be extended by mutual agreement. Such agreement shall not be unreasonably withheld, provided it does not extend for more than five (5) additional days.

i. Should a concern arise in an on-cycle year, and either the bargaining unit member or evaluator requests additional Formal and/or Informal Observations(s), then reasons shall be provided for the request which shall be shared with the bargaining unit member or evaluator (as the case may be) and the Association President before proceeding.

j. There shall be no unscheduled Formal Observations.

k. For off-cycle years, it is understood that walk-through may continue.

2. The annual performance evaluation system will assign a year-end rating of "effective", "developing" or "needing support".
3. The year-end evaluation determination and form shall be delivered at a meeting with the observing administrator and the bargaining unit member no later than April 30 of each year. In the event there is no year-end evaluation as described above, the bargaining unit member shall be deemed "effective" per the year-end evaluation determination.
4. Bargaining unit members who work less than 60 days in any school year and/or before May 1st when the evaluation is due or who have their evaluation results vacated through the grievance procedure, or are otherwise not evaluated due to extenuating circumstances or other considerations (FMLA, etc.) the district deems applicable for exempting a bargaining unit member

of the request for review. A written response to the review shall be provided to the bargaining unit member within thirty (30) calendar days after receipt of the request, and before making any modifications to the year-end performance evaluation.

b. If the written response does not resolve the matter, the bargaining unit member or the Association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.
    i. The request must be submitted in writing within thirty (30) calendar days after the bargaining unit member receives the written response from the superintendent.
    ii. Within fifteen (15) calendar days of receipt of the request for mediation, the District shall provide a written response to the bargaining unit member and the Association stating that the mediation will be scheduled as appropriate.

2. A tenured/ bargaining unit member who receives two (2) consecutive ratings of "needing support" may demand to use the grievance procedure ~~as outlined in Article 19~~..

M. Training on the evaluation system, tools, and reporting forms:

1. Within the first two (2) weeks by September 30 of each school year, the district shall provide training to bargaining unit members on the evaluation system, reporting forms, and other important components of the year-end evaluation process and how each reporting form and the evaluation tool is used during the process.
2. Only certificated administrators shall evaluate bargaining unit members.
3. Each administrator who is assigned to evaluate bargaining unit members shall have demonstrated expertise in the systems and tools used by the district which shall include a "rater reliability" training every three (3) years as approved by the MDE and will invite the HPECEA Executive Board to participate, provided that such expense is one typically charged for the training and borne by the District once every three years as required by applicable law.
4. To the extent required by law, such training shall include:
    a. A clear and consistent set of evaluation criteria that all evaluators can use when assessing bargaining unit member performance, consistent with the evaluation system and forms included in Appendix E.
    b. Clear expectations for what evaluators should look for when assessing bargaining unit member performance, including key behaviors and practices that are associated with effective teaching, as included in the negotiated evaluation system and tools.
    c. Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results.
    d. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.

Letter of Agreement
Hazel Park Schools and
Hazel Park Early Childhood Educators Association

Evaluations for GSRP Associate Teachers – Initial CBA

Agreement between the Hazel Park Schools (hereafter "District") and the Hazel Park Education Association (hereafter "Association").

The circumstances leading to this agreement are as follows. The District and the Association, in desiring to have a quality evaluation rubric for GSRP Associate Teachers, agree to the following:

1. The District and the Association will meet and create a rubric that is mutually acceptable for the Association's initial collective bargaining agreement.

2. The parties will meet on a monthly basis to create and refine the documents and will implement in the year following its creation.

The parties understand and agree that this constitutes the entire agreement between them pertaining to the subject matter addressed herein and does not affect any other language in the collective bargaining agreement. This agreement will run concurrently with the parties collective bargaining agreement.

For the District:

8-12-26
Date

For the Association:

8-12-26
Date

TA 8-12-24

ASM 8-12-24

ARTICLE ##

PROFESSIONAL COMPENSATION

A. **Salary Schedules**: ~~Two~~ One salary/wage schedules (Schedule 1 and 2) shall be maintained, and no differential in salary shall be allowed because of sex, marriage, or dependents. ~~All salary and financial enhancements are retroactive to the beginning of the 2025-2026 academic school year.~~

B. **Placement on Salary Schedule for Re-Employment**: Applicants with previous Hazel Park School District experience seeking reemployment shall be credited with full previous Hazel Park experience on the salary schedule, but not to exceed the salary they were on when they left the District.

However, applicants with previous Hazel Park School District experience seeking reemployment who left the District more than three years ago may be credited with full previous Hazel Park experience and outside experience for placement on the salary schedule at the District's discretion when hired, not to exceed the next to the top step on either schedule that an existing bargaining unit member is placed.

C. **Initial Placement on Salary Schedule**: Early childhood and grade level experience at American, private schools and international schools where the teacher has related experience or graduated from a teacher preparation program that leads to certification, or has become appropriately licensed, as well as experience recognized by the Michigan Public School Employees Retirement Act (MPSERS), may be credited for placement on the salary schedule at the District's discretion when hiring staff, not to exceed the next to the top step on either schedule that an existing bargaining unit member is placed.

D. **Armed Services Placement on Salary Schedule:** All teachers/ancillary staff now employed or previously employed by the Board shall have their total service in the Armed Forces credited with one regular annual salary increment for each year, provided they have served a minimum of one (1) year with an honorable discharge. New teachers/ancillary staff employed shall be given one (1) regular salary increment for service, provided they have served a minimum of one (1) year in the Armed Forces with an honorable discharge.

~~E. **Educational Advancement and Lane Changes:** Bargaining unit members who complete additional education resulting in a higher degree, addition of licensure,~~

Credential / Position	Annual Amount
LETRS (Language Essentials for Teachers of Reading and Spelling) Certification	~~$1,000~~ $750
Vector Training Stipend	$150 done by September 30 OK
Michigan Health & Safety	$75 done by September 30 OK

~~G.~~F. **Hourly Rates for Extended Programs and Additional Duties**

Extended Program / Additional Duty	Hourly Rate
Lead Teacher Extra Hourly Rate	~~$50~~ $35
GSRP Associate Teacher Extra Hourly Rate	~~$25~~ Regular Hourly Rate
Lead Teacher Summer Program Pay	~~$50 or per HPEA negotiated contract rate~~ $35
GSRP Associate Teacher Summer Program Pay	~~$25~~ Regular Hourly Rate
Plan and Facilitate a Professional Development Session for the District	~~$50~~ $35 Extra hourly rate up to 5 hours
~~Other Extra Duty Assignments~~	~~$50~~
~~Family Events Outside of Work Hours~~	~~$25 per event (excluding Open House)~~

~~H.~~G. **Hourly Salary Rate and Extra Hourly Rate:** For assignments requiring compensation based on an individual bargaining unit member's salary (such as extending contract days), the hourly rate shall be calculated using the following formula: Individual Hourly Rate = (Annual Base Salary from Schedule A) ÷ ~~180~~ 180 days ÷ ~~7~~ 8 hours.

~~I. **Braided (Inclusion) Classroom:** For all Braided (inclusion) classrooms, the corresponding stipends and differentials will be effective immediately when qualifying as a Braided (inclusion) classroom at the start of the academic year and should be paid out by the end of September of the current school year. Any classroom that falls under Braided (inclusion) qualifications later in the school~~

Current GSRP Associate Teachers shall have their current hourly rate increased by 1% for the 2026-27 school year.

Newly hired GSRP Associate Teachers shall be paid an hourly rate of $17.77.

SEE ATTACHED EXCEL SHEET

Years of Experience	HS Diploma	CDA License	Associates Degree	Bachelor's Degree
1	$32,630.40	$34,272.00	$37,022.40	$38,880.00
2	$33,609.60	$35,294.40	$38,131.20	$40,046.40
3	$34,632.00	$36,374.40	$39,297.60	$41,270.40
4	$35,683.20	$37,468.80	$40,478.40	$42,508.80
5	$36,763.20	$38,606.40	$41,702.40	$43,790.40
6	$37,872.00	$39,772.80	$42,955.20	$45,115.20
7	$39,009.60	$40,968.00	$44,251.20	$46,468.80
8	$40,190.40	$42,206.40	$45,590.40	$47,880.00

Schedule 2: 2026-2027 GSRP Lead, Pre-School Academy & Toddler

Current GSRP Lead, Pre-School Academy & Toddler teachers shall have their current annual salary increased by 1% for the 2026-27 school year.

Newly hired GSRP Lead, Pre-School Academy & Toddler teachers shall be paid an annual salary of $43,260 for the 2026-27 school year.

Years of Exp.	Associate Degree	Bachelor Degree	BA with Certification	MA with Certification	MA +15	MA +30	MA +45	Dr.
1	$45,961.38	$50,557.52	$54,602.13	$60,062.35	$63,065.47	$66,218.75	$69,529.69	$73,006.18
2	$47,340.23	$52,074.26	$54,677.98	$57,411.88	$60,282.48	$63,296.61	$66,461.45	$69,784.53
3	$48,760.44	$53,636.49	$56,318.32	$59,134.24	$62,090.96	$65,195.51	$68,455.29	$71,878.06
4	$50,223.26	$55,245.59	$58,007.87	$60,908.27	$63,953.69	$67,151.38	$70,508.95	$74,034.40
5	$51,729.96	$56,902.96	$59,748.11	$62,735.52	$65,872.30	$69,165.92	$72,624.22	$76,255.44
6	$53,281.86	$58,610.05	$61,540.56	$64,617.59	$67,848.47	$71,240.90	$74,802.95	$78,543.10
7	$54,880.32	$60,368.36	$63,386.78	$66,556.12	$69,883.93	$73,378.13	$77,047.04	$80,899.40

ARTICLE
PROFESSIONAL COMPENSATION

A. **Salary Schedules**: Two salary/wage schedules (Schedule 1 and 2) shall be maintained, and no differential in salary shall be allowed because of sex, marriage, or dependents. ~~All salary and financial enhancements are retroactive to the beginning of the 2025-2026 academic school year.~~

B. **Placement on Salary Schedule for Re-Employment**: Applicants with previous Hazel Park School District experience seeking reemployment shall be credited with full previous Hazel Park experience on the salary schedule, but not to exceed the salary they were on when they left the District.

However, applicants with previous Hazel Park School District experience seeking reemployment who left the District more than three years ago may be credited with full previous Hazel Park experience and outside experience for placement on the salary schedule at the District's discretion when hired, not to exceed the next to the top step on either schedule that an existing bargaining unit member is placed.

C. **Initial Placement on Salary Schedule**: Early childhood and grade level experience at American, private schools and international schools where the teacher has related experience or graduated from a teacher preparation program that leads to certification, or has become appropriately licensed, as well as experience recognized by the Michigan Public School Employees Retirement Act (MPSERS), may be credited for placement on the salary schedule at the District's discretion when hiring staff, not to exceed the next to the top step on either schedule that an existing bargaining unit member is placed.

D. **Armed Services Placement on Salary Schedule:** All teachers/ancillary staff now employed or previously employed by the Board shall have their total service in the Armed Forces credited with one regular annual salary increment for each year, provided they have served a minimum of one (1) year with an honorable discharge. New teachers/ancillary staff employed shall be given one (1) regular salary increment for service, provided they have served a minimum of one (1) year in the Armed Forces with an honorable discharge.

~~E. **Educational Advancement and Lane Changes:** Bargaining unit members who complete additional education resulting in a higher degree, addition of licensure,~~

Credential / Position	Annual Amount
LETRS (Language Essentials for Teachers of Reading and Spelling) Certification	~~$1,000~~ $750
Vector Training Stipend	$150 done by September 30 OK
MI HEALTH & SAFETY	$75 done by September 30 OK

~~G.~~F. **Hourly Rates for Extended Programs and Additional Duties**

Extended Program / Additional Duty	Hourly Rate
Lead Teacher Extra Hourly Rate	~~$50~~ $35
GSRP Associate Teacher Extra Hourly Rate	~~$25~~ Regular Hourly Rate
Lead Teacher Summer Program Pay	~~$50 or per HPEA negotiated contract rate~~ $35
GSRP Associate Teacher Summer Program Pay	~~$25~~ Regular Hourly Rate
Plan and Facilitate a Professional Development Session for the District	~~$50~~ $35 Extra hourly rate up to 5 hours
~~Other Extra Duty Assignments~~	~~$50~~
~~Family Events Outside of Work Hours~~	~~$25 per event (excluding Open House)~~

~~H.~~G. **Hourly Salary Rate and Extra Hourly Rate:** For assignments requiring compensation based on an individual bargaining unit member's salary (such as extending contract days), the hourly rate shall be calculated using the following formula: Individual Hourly Rate = (Annual Base Salary from Schedule A) ÷ ~~180~~ 180 days ÷ ~~7~~ 8 hours.

~~I. **Braided (Inclusion) Classroom:** For all Braided (inclusion) classrooms, the corresponding stipends and differentials will be effective immediately when qualifying as a Braided (inclusion) classroom at the start of the academic year and should be paid out by the end of September of the current school year. Any classroom that falls under Braided (inclusion) qualifications later in the school~~

~~Current GSRP Associate Teachers shall have their current hourly rate increased by 1% for the 2026-27 school year.~~

~~Newly hired GSRP Associate Teachers shall be paid an hourly rate of $17.77.~~

SEE ATTACHED EXCEL SHEET

~~Years of Experience~~	~~HS Diploma~~	~~CDA License~~	~~Associates Degree~~	~~Bachelor's Degree~~
~~1~~	~~$32,630.40~~	~~$34,272.00~~	~~$37,022.40~~	~~$38,880.00~~
~~2~~	~~$33,609.60~~	~~$35,294.40~~	~~$38,131.20~~	~~$40,046.40~~
~~3~~	~~$34,632.00~~	~~$36,374.40~~	~~$39,297.60~~	~~$41,270.40~~
~~4~~	~~$35,683.20~~	~~$37,468.80~~	~~$40,478.40~~	~~$42,508.80~~
~~5~~	~~$36,763.20~~	~~$38,606.40~~	~~$41,702.40~~	~~$43,790.40~~
~~6~~	~~$37,872.00~~	~~$39,772.80~~	~~$42,955.20~~	~~$45,115.20~~
~~7~~	~~$39,009.60~~	~~$40,968.00~~	~~$44,251.20~~	~~$46,468.80~~
~~8~~	~~$40,190.40~~	~~$42,206.40~~	~~$45,590.40~~	~~$47,880.00~~

~~Schedule 2:~~ ~~2026-2027 GSRP Lead, Pre-School Academy & Toddler~~

~~Current GSRP Lead, Pre-School Academy & Toddler teachers shall have their current annual salary increased by 1% for the 2026-27 school year.~~

~~Newly hired GSRP Lead, Pre-School Academy & Toddler teachers shall be paid an annual salary of $43,260 for the 2026-27 school year.~~

Years of Exp.	~~Associate Degree~~	~~Bachelor Degree~~	~~BA with Certification~~	~~MA with Certification~~	~~MA +15~~	~~MA +30~~	~~MA +45~~	~~Dr.~~
1	~~$45,961.38~~	~~$50,557.52~~	~~$54,602.13~~	~~$60,062.35~~	~~$63,065.47~~	~~$66,218.75~~	~~$69,529.69~~	~~$73,006.18~~
2	~~$47,340.23~~	~~$52,074.26~~	~~$54,677.98~~	~~$57,411.88~~	~~$60,282.48~~	~~$63,296.61~~	~~$66,461.45~~	~~$69,784.53~~
3	~~$48,760.44~~	~~$53,636.49~~	~~$56,318.32~~	~~$59,134.24~~	~~$62,090.96~~	~~$65,195.51~~	~~$68,455.29~~	~~$71,878.06~~
4	~~$50,223.26~~	~~$55,245.59~~	~~$58,007.87~~	~~$60,908.27~~	~~$63,953.69~~	~~$67,151.38~~	~~$70,508.95~~	~~$74,034.40~~
5	~~$51,729.96~~	~~$56,902.96~~	~~$59,748.11~~	~~$62,735.52~~	~~$65,872.30~~	~~$69,165.92~~	~~$72,624.22~~	~~$76,255.44~~
6	~~$53,281.86~~	~~$58,610.05~~	~~$61,540.56~~	~~$64,617.59~~	~~$67,848.47~~	~~$71,240.90~~	~~$74,802.95~~	~~$78,543.10~~
7	~~$54,880.32~~	~~$60,368.36~~	~~$63,386.78~~	~~$66,556.12~~	~~$69,883.93~~	~~$73,378.13~~	~~$77,047.04~~	~~$80,899.40~~

TA 8.12.26 DSM 8-12-26

SALARY 2026-2027. 3% steps,

	-4% Assoc Teacher				-5% Certified Teacher				-10% Certified Teacher	
	Assoc Teacher on Compliance Plan	**Placement**	**Associate Teacher**	**Placement**	**Teacher**	**Placement**	**Certified Teacher**	**Placement**	**Plan from ISD**	**Placement**
Step 1	$30,796.80	CA, LM, JG	$32,080.00	SH	$45,000.00		$47,380.00		$43,000.00	
Step 2	$31,720.70		$33,042.40	KB,TS	$46,350.00		$48,801.40	LM,LS	$44,290.00	
Step 3	$32,672.33		$34,033.67		$47,740.50	LH	$50,265.44	JS	$45,618.70	
Step 4	$33,652.49		$35,054.68		$49,172.72		$51,773.41		$46,987.26	TS
Step 5	$34,662.07		$36,106.32		$50,647.90		$53,326.61		$48,396.88	
Step 6	$35,701.93		$37,189.51		$52,167.33		$54,926.41		$49,848.79	
Step 7	$36,772.99		$38,305.20		$53,732.35		$56,574.20	DP	$51,344.25	
Step 8	$37,876.18		$39,454.35		$55,344.32	EB, MK	$58,271.42		$52,884.58	
Step 9	$39,012.46		$40,637.98		$57,004.65		$60,019.57		$54,471.11	
Step 10	$40,182.84		$41,857.12		$58,714.79		$61,820.15		$56,105.25	
Step 11	$41,388.32		$43,112.84		$60,476.24		$63,674.76		$57,788.40	
Step 12	$42,629.97		$44,406.22		$62,290.52		$65,585.00		$59,522.06	
Step 15	$43,908.87		$45,738.41		$64,159.24		$67,552.55		$61,307.72	

SALARY 2027-2028 +0.125%

	-4% Assoc Teacher				-5% Certified Teacher				-10% Certified Teacher	
	Assoc Teacher Comp Plan	**Placement**	**Associate Teacher**	**Placement**	**Teacher**	**Placement**	**Certified Teacher**	**Placement**	**Plan from ISD**	**Placement**
Step 1	$31,181.76		$32,481.00		$45,562.50		$47,972.25		$43,537.50	
Step 2	$32,117.21	CA, LM, JG	$33,455.43	SH	$46,929.38		$49,411.42		$44,843.63	
Step 3	$33,080.73		$34,459.09	KB,TS	$48,337.26		$50,893.76	LM,LS	$46,188.93	
Step 4	$34,073.15		$35,492.87		$49,787.37	LH	$52,420.57	JS	$47,574.60	
Step 5	$35,095.35		$36,557.65		$51,281.00		$53,993.19		$49,001.84	TS
Step 6	$36,148.21		$37,654.38		$52,819.43		$55,612.99		$50,471.90	
Step 7	$37,232.65		$38,784.01		$54,404.01		$57,281.38		$51,986.05	
Step 8	$38,349.63		$39,947.53		$56,036.13		$58,999.82	DP	$53,545.63	
Step 9	$39,500.12		$41,145.96		$57,717.21	EB, MK	$60,769.81		$55,152.00	
Step 10	$40,685.12		$42,380.34		$59,448.73		$62,592.91		$56,806.56	
Step 11	$41,905.68		$43,651.75		$61,232.19		$64,470.69		$58,510.76	
Step 12	$43,162.85		$44,961.30		$63,069.16		$66,404.81		$60,266.08	
Step 15	$44,457.73		$46,310.14		$64,961.23		$68,396.96		$62,074.06	

Schedule B & Additional Pay			
$1,000	3 Positions	BLT	Building Leadership: Bi-weekly meetings before / after school regarding building specific issues
$1,000	3 Positions	PBIS	Need definition from admin
$150	Vector Training completion by September 30th		
$35	Extra Hourly Rate Lead Teachers		
$ Hourly Rate	Extra Hourly Rate Assoc Teachers		
$75	MI Health&Safety Courses Completion		
$750	Completion of LETRS Training		
Longevity			
10-15yrs	$500		
16-18yrs	$1,000		
20+yrs	$1,500		

DISTRICT PROPOSAL 5-11-26

Article ##

Layoff & Recall

A. **Layoff**:

1. The Association shall be notified in writing of the contemplated reduction at least ten (10) calendar days prior to the issuance of layoff notices.

2. In the event of a layoff, people working on a temporary or seasonal basis will be terminated first. If more staff reductions are needed, then the order of reduction shall be as follows, unless the layoff of the bargaining unit member would leave a position unfilled that could not be filled by another actively employed bargaining unit member due to certification and qualifications requirements:
    i. Staff member rated overall less than "effective" on the most recent evaluation rating;
    ii. Seniority within the unit

3. The District will meet with the Association representative(s) to discuss the layoff and recall process and to ensure it adheres to the agreed-upon parameters.

4. The Board shall give an employee who is to be laid off from the workforce twenty-five calendar notice of such layoff, at which time the employee will provide Human Resources with a current personal phone and email address for potential recall.

6. Seniority shall accrue during a layoff to a maximum of two (2) years. Such seniority, however, shall be applicable only for purposes of layoff and recall and shall not be applicable to or be the basis of increasing the affected employee's eligibility for any employee benefits provided for elsewhere in this Agreement. An employee's eligibility for and the right to such benefits shall be suspended at the time an employee is laid off, except as otherwise provided.

B. **Recall**

1. Order of Recall: Recall shall be in reverse order of layoff, provided that a recalled employee possesses the qualifications and ability to perform the

work of the assignment to which they are recalled. The right of recall shall exist for two (2) years after the layoff.

2. Notice of recall shall be sent to the employee via personal cell phone number and personal email. Once contact is made via email and phone call with the employee to be recalled, the employee will receive confirmation of the offer and will have fourteen (14) days to respond.

3. Each employee on the recall list is responsible for keeping the District advised in writing of any changes concerning the employee's personal cell phone number, personal email address, and/or certification updates.

4. Insurance During Layoff: Applicable health insurance benefits shall be continued and paid by the Board through the end of the month following notice of layoff, in accordance with Article ## (Insurance Protection). Thereafter, teachers may continue coverage in accordance with carrier policies and COBRA provisions.

5. Laid-off bargaining unit members who qualify shall have the choice to be placed on the District substitution teacher list. Upon application, they shall receive priority placement on the District substitute teacher list.

5-12-26

5/12/26

ARTICLE 8
GRIEVANCE PROCEDURE

A. **Definitions and Timelines**

A grievance is a complaint by a bargaining unit Employee, or by the Association on its own behalf, concerning 1) any alleged violation, misinterpretation, or misapplication of this Agreement, including but not limited to any disciplinary action and process related to evaluation.

1. The number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits may be extended by mutual consent.

2. For purposes of this Article, the term "working days" shall be defined to be any day on which student instruction and services are conducted during the regular academic year, and as Monday through Friday when school is not in session during the summer months.

B. **Purpose**

1. The primary purpose of this Procedure is to secure, at the lowest level possible, resolutions of a complaint.

2. These proceedings will be kept confidential to the extent possible. Nothing contained herein will be construed as limiting the right of a teacher or the Association's designee from having a grievance to discuss the matter informally with the Board. The grievance may be modified without the intervention of the Association, provided the adjustment is not inconsistent with the terms of this Agreement and that the Association has been allowed to be present at such modification.

C. **Procedure**

1. **Level I**: A bargaining unit member or one (1) designated member of a group of bargaining unit membeers having a complaint may present, or have his/her Association Representative present, a written grievance signed by the grievant, to the supervisor or other appropriate Board representative. Within five (5) workdays, a meeting shall be held with the bargaining unit member and his/her grievance representative. The written Level I disposition will be rendered within ten (10) workdays after this meeting.

2. **Level II**: If the Level I disposition does not settle the complaint, the Association may, within ten (10) workdays after the Level I disposition is rendered, prepare and present to the Superintendent of Schools and/or his/her designee, a Level II grievance signed by the aggrieved and the designee of the Association.

   Within five (5) days following the presentation of the Level II grievance, the Superintendent and/or his/her designee shall schedule a Level II grievance meeting. The Level II disposition will be rendered within the ten (10) workdays after this meeting.

3. **Level III**: If the Level II disposition does not settle the grievance, the Association may, within the ten (10) school days after the Level II disposition is rendered, submit the grievance in writing and signed by the teacher to arbitration at Level III.
   a. Within the five (5) workdays after such written notice of submission to arbitration, the Board and the Association will agree on a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, then, within the next five (5) workdays, a request for a list of arbitrators will be made to the American Arbitration Association by the party seeking arbitration. The parties will be bound by the rules and procedures of the American Arbitration Association.

   b. The arbitrator so selected will hear the matter promptly and will issue their decision not later than thirty (30) calendar days from the date of the close of the hearing, or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to them. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issue(s) submitted.

GRIEVANCE PROCEDURE AND ARBITRATION TIME LIMITS TABLE

Grievance Level	Presentation	Meeting	Disposition
I Administration	10 days after the occurrence	5 days	10 days
II Superintendent	10 days after Level I Disposition	5 days	10 days

III Arbitration	10 days Level II Disposition	Joint selection of arbitrator – 5 days Demand for arbitration – 5 days	30 calendar days

D. **Powers of the Arbitrator**

It shall be the function of the arbitrator, and he/she shall be empowered, except as his/her powers are limited below, after due investigation of the specific Articles and Sections of this Agreement.

1. He/she shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.

2. He/she shall have no power to establish wage rates.

3. He/she shall have no power to rule on the termination of services of or failure to re-employ any probationary Employee, any claim or complaint covered by the Teacher Tenure Act (Act 4, Public Act, Extra Session, 1937, Michigan amended), or any claim or complaint based upon an action taken by the Board and/or their representative which was required of them by law.

4. The arbitrator shall confine his/her opinion to the sole question of whether or not there has been a violation of this Agreement or whether any disciplinary action was unjust or improper. He/she shall give no opinion with respect to any matter left by this Agreement or by law to the discretion of the Board of Education.

5. The fees and expenses of the arbitrator shall be shared equally by the parties.

E. **Time Limits**

Failure at any step of the grievance procedure to communicate the decision on a grievance within the specified time limit shall permit lodging an appeal at the next Step of the procedure within the time which would have been allotted had the decision been given. Failure to file a grievance within the time specified shall bar the grievance. Failure to file an appeal to a decision within the specified time limits shall be deemed an acceptance of the decision and shall bar further appeal. Time limits may be extended in any specific instance by mutual agreement in writing.

F. **Rights to Representation**

Only the parties to this Agreement and/or officially designated agents, as well as individual Grievant (s) and any necessary witnesses, may participate in meetings and/or hearings provided under this Article.

G. **Miscellaneous**

1. If a grievance affects a group of Employees, the Association may process it or withdraw it without prejudice or precedent at the appropriate level.

2. A grievance may be withdrawn at any level without prejudice or precedent.

3. All matters about a grievance shall be filed in a separate file, unless otherwise required by the Bullard-Plawecki Employee Right to Know Act.

5. The parties to this Agreement, and/or their agents, shall be provided with all necessary information to process a grievance as allowed by PERA.

6. Any Employee who has been unjustly discharged shall be reinstated with all lost monetary benefits and all other benefits provided by this Agreement.

7. The Association shall be notified of all grievances filed. The Association may investigate grievances. The investigation of a grievance shall be conducted at such times and in a manner so as not to cause interruption of, or interference with, regular established teacher schedules, or the effective performance of other duties of any teacher.

5-12-26

5/12/26

ARTICLE
NEGOTIATIONS PROCEDURE

A. **Scope of Agreement:** This Agreement reflects the full understanding of the parties on all negotiated issues. During the term of this Agreement, neither party is required to negotiate on matters already covered herein. Matters not covered by this Agreement but allowed under Public Act 379 and of mutual concern may be negotiated upon written request by either party. Only by mutual written agreement, any subject in this contract may be opened for negotiation.

B. **Good Faith Bargaining:** Both parties agree to bargain in good faith in accordance with the law, including:

1. Responding to proposals in a timely manner.
2. Meeting regularly at mutually agreed-upon times and locations.
3. Sharing relevant information and data needed for negotiations, consistent with other provisions of this agreement and law.

C. **Successor Agreement**: No later than April 1 of the year this Agreement expires upon THE request of the Association, the Board will begin negotiations with the Association for a successor Agreement. Negotiations will include, but are not limited to, salaries, conditions of employment, and other matters under Public Act 379. Any agreement reached will apply to all members in the bargaining unit and will be reduced to writing and signed by both parties.

D. **Negotiation Process:** Both parties will share relevant data, exchange views, and present proposals and counterproposals in good faith. The Association may request access to budgetary documents and pertinent records, which will be available at the Board office. Consultants may be used by either party to assist in negotiations.

E. **Notice Requirements:** Written proposals and/or responses may be submitted in advance of negotiation meetings whenever possible to allow adequate review and preparation by the parties, but may also be presented during the parties' meetings.

F. **Negotiation Representatives:** Each party selects its own representatives. No agreement is final until ratified by a majority of the Board and a majority of the

Association membership. Representatives are empowered to make proposals, consider counterproposals, and make concessions, subject to ultimate ratification.

G. **Strikes and Peaceful Resolution:** The Association acknowledges that strikes are illegal under Public Act 336 of 1947, as amended, and there shall be no strikes by its bargaining unit members or lockouts by the employer. ~~The Board acknowledges that there shall be no lock-outs of its bargaining unit.~~ Both parties agree to resolve differences by peaceful and appropriate means.

H. **Mediation:** Either party may request mediation by the Michigan Employment Relations Commission (MERC).

I. **Implementation:** Once ratified, all changes from negotiations will be implemented according to the timeline specified in the agreement.

Tony SS 7-22-26

CW 7/22/2026

DISTRICT PROPOSAL 5-11-26

ARTICLE ##

PAID LEAVES OF ABSENCE

A. **Sick Leave**

1. **Annual Sick Leave Allowance:** All teachers shall be granted an annual sick leave allowance equivalent to thirteenfourteen (134) workdays or one hundred twelve four (104112) hours, front-loaded at the beginning of each school year, without loss of salary. Sick leave shall be administered in hourly increments.

2. **Front-Loading and Proration**: A total of fourteen thirteen (134) workdays or one hundred twelve four (112104) hours of sick leave shall be front-loaded at the start of each school year. Sick leave shall be earned on a prorated basis at the rate of one (1) day of leave is earned for every two and a half weeks of work during the academic calendar. In the event an employee separates before the end of the school year, repayment of unearned sick leave shall be limited to the amount of the employee's final paycheck, and no additional repayment shall be required.

3. **Permitted Uses**: Sick leave may be used for any reason based on the bargaining members' need, including, but not limited to, personal illness or injury, illness in the immediate family, quarantine, civic observances, personal tragedy, or personal business. All uses shall be deducted from the same paid leave bank.

4. **Extenuating Circumstances**: In cases of extenuating circumstances, additional paid or unpaid leave may be granted by the Superintendent or designee. Such requests shall be considered in good faith, and the employee shall receive a written response. Denials shall be subject to review under the grievance procedure, limited to whether the decision was arbitrary, capricious, or discriminatory.

B. **Accumulation of Paid Leave**: Unused paid leave shall accumulate from year to year without limitation. Accumulated paid leave shall remain available for use in accordance with this Article for the duration of the employee's service with the District.

C. **Extended Illness and Long-Term Disability:** Accumulated paid leave shall be applied toward the Long-Term Disability (LTD) waiting period before an employee is placed on unpaid leave. If paid leave is exhausted, the employee may elect unpaid leave or transition to LTD benefits. The District shall provide MESSA Long Term Disability benefits as provided for in Article ??.

D. **Parental Leave**: A bargaining unit member who becomes a parent through birth, adoption, or foster placement shall be eligible to use up to twenty (20) workdays or the hourly equivalent of paid parental leave for bonding and family adjustment. Paid parental leave shall not be charged against accumulated sick leave and shall not run concurrently with FMLA unless required by law. This leave may be used by either parent and may be taken consecutively or intermittently within one (1) year of the child's arrival.

1. **Relationship to FMLA:** The parties agree that parental leave paid through the use of accumulated sick leave supplements and enhances the benefits provided under the Family and Medical Leave Act (FMLA). Parental leave shall not run concurrently with FMLA leave, and no FMLA time shall be charged during the period in which paid adoptive leave is used.

2. **Combination With Other Leaves:** Parental leave may be used in conjunction with unpaid family leave, parental leave, voluntary leave, or other leaves available under this Agreement or under FMLA, at the employee's option.

E. **Other Paid Leaves**

1. **Jury Duty:** A bargaining unit member required to serve on jury duty shall submit the jury summons to the building principal or immediate supervisor for verification. The bargaining unit member shall receive full pay for each day of verified jury service. The bargaining unit member shall remit any jury duty compensation received, excluding mileage or expense reimbursement, to the District. No sick leave shall be permanently deducted for jury duty service.

   If a bargaining unit member is dismissed from jury duty after a partial day of service, the employee shall contact the building principal or supervisor to determine whether reporting to work is required. If the employee is not required to return to work, the day shall be considered a full day of jury duty with no loss of pay. When returning to work, reasonable travel time and a minimum thirty (30) minute lunch period shall be honored.

2. **Religious Holidays**: Each bargaining unit member shall be entitled to up to three (3) paid days per school year for the observance of religious holidays. These days shall not be charged against the employee's general leave or sick leave balance.

~~Requests shall be submitted in advance through Frontline and shall not be unreasonably denied. Approval shall not be contingent upon the employee's religious affiliation.~~

3. ~~**Bereavement Leave:** A bargaining unit member shall be entitled to up to five (5) paid days per school year of bereavement leave, not charged to the employee's general leave or sick leave balance, for the death of an immediate family member.~~

~~For purposes of this provision, *immediate family* shall include domestic partner; spouse; parent; parent-in-law; grandparent; grandchild; sibling; sibling-in-law; child; child-in-law; and any person residing in the employee's household.~~

~~Bereavement leave may be used for attendance at funeral or memorial services, for matters directly related to the death, and estate or legal matters in cases involving the death of a spouse, parent, or child.~~

~~Proof of attendance shall not be required as a condition of leave unless there is a reasonable basis to believe misuse has occurred.~~

~~In cases of extraordinary circumstances, additional bereavement leave may be granted by the Superintendent or designee.~~

INCREASE CURRENT NUMBER OF SICK LEAVE DAYS BY ONE DAY BUT USE FOR THE MOST PART CURRENT LANGUAGE OF HPEA TEACHERS'S CBA AS APPLICABLE

PAID LEAVES OF ABSENCE

A. Sick Leave

1. All EARLY CHILDHOOD teachers/ancillary staff will be granted a total of ~~ELEVEN (11)~~ twelve (12) days absence *(see Article 27 for State Mandated Extended School Year Program Teachers)* each year without loss of salary/WAGES subject to the following:

   a. The entire ~~ELEVEN (11)~~ twelve (12) days *(see Article 28 for State Mandated Extended School Year Program Teachers)* allowance may be used for personal illness, serious illness in the family, quarantine, religious holidays or tragedy.

   b. Not more than five (5) of the ~~ELEVEN (11)~~ twelve (12) days *(see Article 28 for State Mandated Extended School Year Program Teachers)* may be used for death or family illness, except as specified above in A(1)(a).

   c. Not more than three (3) of the ~~ELEVEN (11)~~ twelve (12) days *(see Article*

28 for State Mandated Extended School Year Program Teachers) may be used for personal business. The application will be submitted through ~~AESOP~~ THE ATTENDANCE RECORDING SYSTEM. Whenever possible, the application for the personal business day should be submitted at least three (3) days PRIOR to the date requested. A personal business day shall be further identified as being a day to be used for pressing personal business that must be taken care of on a school day.
Personal business days that are taken immediately preceding or immediately following a school holiday are subject to full salary deduction.

d. In the case of extenuating circumstances, additional personal day(s) and/or unpaid days may be approved on a case-by-case basis by the Superintendent. The award or denial of additional days is at the sole discretion of the Superintendent and are non-grievable.

e. SICK LEAVE MUST BE USED IN INCREMENTS OF HALF-DAYS OR FULL-DAYS TO THE EXTENT PERMITTED BY LAW.

1. At the end of each year, the unused portion of the ~~ELEVEN (11)~~ twelve (12) days *(see Article 28 for State Mandated Extended School Year Program Teachers)* shall become cumulative and shall be added without limitation to any previous accumulation. Absences for approved reasons shall be with pay within the limits of provisions set forth above.

   If aN EARLY CHILDHOOD teacher/ancillary staff uses any combination of personal sick days and maximum sick bank allocation equivalent to the LTD waiting period, unless the EARLY CHILDHOOD teacher/ancillary staff still has remaining personal sick days at that point, the teacher/ancillary staff shall either take an unpaid sick leave or go on LTD. Teacher/Ancillary staff insurances shall extend throughout the course of the related school year. A written doctor's statement shall be requested as a basis and/or requisite for payment of all extended sick leave benefits.

   The District shall front load sick days/hours at the beginning of each school year. When a bargaining unit member has not worked the entirety of a school year and used sick days/hours that had not yet been earned on a pro-rated basis, the District shall withhold the unearned portion of the sick days/hours that had been used and credited at the beginning of the school year by withholding the unearned amount from the member's final paycheck, according to the following calculation: for every FOUR three weeks of work of the academic calendar, 1 day of leave is earned.

B. Adoptive Leave

An EARLY CHILDHOOD teacher/ancillary staff may utilize a maximum of twenty (20) days from his/her personal sick bank to accomplish the adoption of a minor child on the following conditions:

1. Adoptive leave must be used at the time of the adoption on consecutive work days within one school year.

2. The Master Agreement between the Board and the Association allows for the adoptive leave to be paid by using a maximum of twenty (20) personal sick bank days thus enhancing the benefits provided under FMLA. Therefore, no FMLA time will be charged or will run concurrently with the time of the adoptive leave itself.

3. The adoptive leave may be used in conjunction with such unpaid leaves as a family leave, maternity leave or voluntary leave as allowable under the provisions of FMLA.

C. Sabbatical Leave

The Board shares with the professional staff its interest in and commitment to continuous improvement in teaching competence. Because of this mutual concern, the Board is extending to the staff the privilege of sabbatical leave.

Sabbatical leave of absence may be granted to members of the professional staff of Hazel Park Public Schools subject to the approval of the Board upon the recommendation of the Superintendent of Schools when in their considered judgment the professional competence of the staff member and the general welfare of the public schools will be benefited.

The exact provisions of the sabbatical leave shall be those in existence in the 1983-84 master agreement (herein incorporated by reference) and shall remain on file in the principal's office in each building, as well as the administrative offices of the Assistant Superintendent.

D. Other Paid Leaves

1. Jury Duty: bargaining unit members serving on jury duty must submit the jury summons to the building principal or supervisor to verify service time. They will be charged a sick day for every school day that they miss. The sick days will be reimbursed in full when the bargaining unit member submits the jury duty paycheck, indicating service time, to the payroll department. The jury duty paycheck will determine the service time.

   If members are dismissed from jury duty after a half day of service, they will call the building principal to ask if they need to report to work. If the principal determines that they are not needed at work, a sick day will be reimbursed in full upon submission of the jury duty paycheck. When returning to work, a 35-minute lunch and drive time will be considered.

2. Religious holidays and U.S. Federal Holidays shall be approved in advance by the Superintendent and shall be treated as a deduction from sick leave as a personal business day. Application shall be made on AESOP. THE ATTENDANCE RECORDING SYSTEM.

3. Bereavement Leave: There shall be up to three (3) days of annual bereavement leave not to be charged to the employee's General Leave balance. This leave shall be used for the school calendar year for the purpose of bereavement for immediate family.

Immediate family shall be defined for the purposes of this section as domestic partner; father, mother, mother and father in-law; grandparents; grandchildren; sister, brother, daughter and son in-laws; siblings, spouses and children by birth and/or marriage and/or any person living in the home of the bargaining unit member.

Bereavement is defined as attendance at or attending to funeral or memorial services. It is understood and agreed that two (2) of the three (3) days of bereavement leave may be used for estate business in cases involving a parent, spouse or child. Upon request by the Superintendent or his/her designee, proof of attendance to a memorial or funeral service may be requested of the bargaining unit member.

Upon request, the Superintendent may grant an employee additional bereavement leave in the event of special circumstances.

F. **Donation of Days Program**

1. Parameters: A bargaining unit member may voluntarily donate no more than one (3~~4~~) Sick Leave Days each school year to another employee who has expended their accumulated days. These days may be used to assist an employee who has expended their days or anticipates they will expend their days and is unable to work as a result of personal injury, illness, or family illness. All Insurance will be continued while a teacher is using donated days.

2. Doctor Verification: The bargaining unit member requesting days must supply a doctor's verification of the injury or illness to Human Resources. The District may require the teacher to undergo an appropriate evaluation by a doctor, physician selected and paid for by the District or PROVIDE appropriate FMLA documentation.

3. Forms: The application for use of donated days, the Doctor Verification Form, and the Donation Form are available through Human Resources or the HPECEA. The application and doctor verification form shall be submitted to Human Resources. For applications submitted after the employee's eligibility has begun, on the receipt of donated days, payment will be made retroactively to the start of the employee's eligibility.

4. Qualifications Limits: Teachers will not qualify for days for elective surgeries. It shall be for medically necessary surgeries.

5. The maximum number of days that may be donated is limited to the number of days needed by the teacher to complete the eligibility period for Long Term Disability benefits.

6. Collection: The Association shall collect the days contributed and shall provide the donation forms to Human Resources on a bi-weekly basis.

7. Open Enrollment: The parties shall issue a joint letter provided to new employees and contained in the open enrollment packet on the procedures to be followed regarding Sick Leave Days, Parental Leave, Donated Days, and the availability of short and long-term disability income protection.

8. ~~Excess Days: Should the Association collect days in excess of days used by members of the bargaining unit in a given school year, the Association shall have use of up to 25 days donated by members of the bargaining unit in previous years for use by members in subsequent years for the purposes set forth above. No restrictions shall be placed on days donated in previous years, regardless of the status of the donating members at the time of their use.~~

9. ~~Donation Maximum: Each employee can donate no more than five three (35) days when voluntarily terminating their contract with the District.~~

agreed with 3 dys

7-22-26

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7/22/2026

DISTRICT COUNTER-PROPOSAL 5-11-26

ARTICLE ##_

VACANCIES, TRANSFERS & ASSIGNMENTS

A. **Vacancies:**

1. A vacancy shall be defined for purposes of this Agreement as a position within the bargaining unit that remains unfilled after all other positions have been filled by District assignments, voluntary and involuntary transfers, job sharing, and/or recalls, where applicable and said vacancy is posted in a manner by the District seeking applicants, including newly created positions, as well as such positions currently filled but anticipated to be open in the future for a period of a semester or more.

2. A Temporary Vacancy is posted for those bargaining unit members who are on an approved leave for less than a full school year.

B. **Notification (Posting) of Vacancies and Application:**

1. Vacancies occurring within the bargaining unit, including newly created positions, shall be set forth on the District's website and provided via e-mail to each bargaining unit employee with a copy of such posting to the Association. Positions described above shall be posted at least ~~eight (8)~~ five (5) school days before being filled. Bargaining unit employees may apply for such positions by submitting an email of interest to the personnel office. Said positions shall be filled in accordance with the procedure outlined in Section C below.

2. Summer Months: During the summer months when regular school is not in session, the Employer will provide via school email, all vacancies as above described. Prior to August 15 positions so posted shall remain posted at least ~~eight (8)~~ five (5) calendar days prior to being filled. From August 15 through September 30, vacancies shall remain posted at least two (2) days before being filled. An application may be made in the same manner as described above. Likewise, these positions shall be filled on the same basis.

C. **Awarding of Vacancies:**

The parties understand that career ladder opportunities attract higher-motivated employees and will work in good faith to support career endeavors that meet the appropriate qualifications and certifications. After interviewing internal qualified

applicants and external qualified applicants, first consideration will be given to internal applicants, based on the following criteria. If an external applicant is chosen for a vacancy instead of an internal applicant, the appropriate administrator shall meet with the internal applicant upon request to discuss the reasons why.

The most qualified certified applicant shall be awarded the position. "Most Qualified" shall be determined as follows:

1. Applicants awarded the position must have been rated as "effective" on their most recent evaluation, if it exists.
2. The teacher's number of years teaching/supporting at the early childhood learning AND/OR SPECIALIZED TRAINING RELATED TO THE POSITION. ~~-~~ Partial-year teaching/support in early childhood education shall be credited with a fractional percentage of that year taught, rounded to the nearest 1/10th.
    a. Credit for teaching in early childhood and ~~K-12~~ pre-K-3 grades shall count towards any "vacancy" in the ECEA.
    b. Subject level credit shall be defined as any position relevant to the subject included in the vacancy (e.g., Lead GSRP, Pre-School Academy, and/or GSRP Associate, etc.)
    c. ~~A teacher who was/is assigned classes in multiple subject areas for any given year shall be credited with one (1) year of teaching experience in each of those subject areas during each of those years (or fractional credit as outlined above for partial year experience).~~

RS 7-22-26

~~3. Relevant specialized training and certified experience.~~ AW 7/22/26

~~4.~~ If two (2) or more applicants equally meet the above standards, then the position shall be awarded to the internal applicant; as to between internal applicants, the internal applicant with the most length of service within the bargaining unit now defined, by their Seniority List ranking, shall be awarded the position.

D. **Transfers and Assigments**

1. **Voluntary Transfer:** A request for a transfer may be made at any time in writing to the Office of Human Resources with a copy to the Association. The request shall specify the school, early childhood area, and position sought. Subject to possessing appropriate certification/licensing/qualifications, a request for

voluntary transfer shall be handled in the manner pertaining to the filling of vacancies. The Employer shall acknowledge receipt of the request for transfer within five (5) working days. No bargaining unit employee shall be discriminated against or retaliated against because of a request to transfer. Vacancies caused by a voluntary transfer shall be posted unless that vacated position is eliminated.

2. **Involuntary Transfers:** An "involuntary transfer" shall be defined as an involuntary change in (1) Building Assignment, should early child programming move from one to more than one building; ~~(2) a change from a non-classroom assignment, such as Itinerant personnel, to a classroom assignment, or vice versa~~; or (3) a change in assignment, not initiated by the teacher, BETWEEN THE TWO-YEAR OLD PROGRAM, ~~STEM~~, AND ONE OF THE OTHER ~~PROGRAMS/ELECTIVE~~ (LE, GSRP, PRE-SCHOOL ACADEMY ~~AND STEM~~).

Involuntary transfers may be implemented only for reasonable cause. ~~Fifteen (15)~~ Five (5) days' notice DURING THE SCHOOL YEAR AND TEN (10) DAYS NOTICE DURING THE SUMMER MONTHS of the intention to transfer specifying the reasons for the same and the specific position to be transferred to shall be provided to the affected bargaining unit employee and the Association. Cause for involuntary transfer includes only cases involving the individual's performance, certification, part of a necessary reduction of force in a building, or legal compliance.

~~A bargaining unit member may not be involuntarily transferred more than once in any seven (7) years.~~

E. **Assignment**:

1. The parties intend that bargaining unit members shall only be assigned in areas in which they are appropriately certified/licensed/qualified, and whenever possible, absent good reason, bargaining unit members shall be retained in their current assignment.

2. All bargaining unit members shall be given written notice of their tentative assignment for the forthcoming school year no later than June 1. Notice shall include building, department, and room number.

E. Pay for movement: ***MOVED TO PROFESSIONAL COMPENSATION***

As a result of a transfer, a LEAD TEACHER bargaining unit member who is required to change rooms shall be reimbursed for their packing, moving, and unpacking time up to ~~twenty (20) five (5) EIGHT~~ (8) hours at their THE CURRICULUM hourly rate. The time shall be tracked on a time card and submitted for approval to their immediate supervisor.

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ARTICLE ##

JOINT COMMITTEES

A. Labor-Management Committee

A Labor-Management Committee shall be established, consisting of at least two (2) representatives from the Association and representatives from the District. The committee shall meet to discuss matters of mutual concern, including working conditions, professional development, program quality, and implementation of this Agreement. Outside of the regular school day month unless otherwise agreed.

B. Professional Study Committee

A Professional Study Committee is hereby established, composed of three (3) members: one (1) selected by the Superintendent and two (2) selected by the Association.

The Association shall designate the chairperson. The Professional Study Committee may recommend changes to the District's early childhood educational programs, curriculum, and practices.

Sources of Recommendations

1. Recommended changes may be submitted to the Committee by:
    a. Early Childhood Educators in the District
    b. Superintendent
    c. Early Childhood Building Administrator

Committee Responsibilities

1. Receive and review recommended changes to early childhood programming
2. Refer proposals for study to appropriate committees when further analysis is needed
3. Review recommendations from study committees
4. Submit written recommendations to the Superintendent, who shall respond within thirty (30) days of receipt. The chairperson or designee may present the committee's views to the Administrative Council.
5. Inform the recommending party of actions taken by the Superintendent and/or Board
6. Respond to all recommendations within thirty (30) days of receipt
7. The District and HPECEA will meet as a subcommittee (Professional Studies Committee) to review the Braided (inclusion) Program, as it relates to the education program.

B. Add leadership committee as agreed upon for HPEA.

7-22-26

ARTICLE ##

OPERATIONAL ISSUES

7/22/26

Editors Note: Red and strike throughs reflect HPSD 7/7/26 proposal

A. Absence Management and Substitute Teachers

The Board shall **use its best efforts to** maintain an adequate roster of substitute teachers who meet LARA requirements for early childhood classroom assignments, which includes dual fingerprinting clearances.

Teachers shall report absences through the District's absence management system by 6:30 a.m. on or before the day of absence. Reporting requirements shall align with existing District directives. ~~Once an absence is reported, the administration shall be responsible for securing a substitute teacher for all Early Childhood Educators.~~

~~Substitute teachers shall be hired for~~ **The Board shall use its best efforts to fill** all instructional staff absences, **with substitutes,** including Specials Teachers (STEM and future specials positions).

B. Committee Indemnification

The District shall indemnify and hold harmless any bargaining unit employee serving on District, state, or federally mandated committees. In the event of complaints or litigation arising from such committee participation, the District shall provide legal counsel at District expense.

DISTRICT PROPOSAL 5-11-26

ARTICLE #

RIGHTS OF BARGAINING UNIT MEMBERS

7/22/26

7/22/26

A. Use of Early Childhood Educators

Early Childhood Educators will not be used as secretarial, custodial or administrative help except in emergency situations.

B. Discipline or Discharge:

Just Cause - All bargaining unit members shall not be reprimanded, disciplined, discharged, and/or reduced in rank without reasonable and just cause.

Notification - Any such discipline, or adverse evaluation of a bargaining unit employee's performance, shall be subject to the grievance procedure, hereinafter set forth, including arbitration. The specific grounds for disciplinary action will be presented in writing to the bargaining unit employee and the Association no later than ten (10) business days of it being discovered.

Observed events which are considered seriously questionable, assumed to be very unsatisfactory, need immediate clarification and/or interpretation, shall be brought to the bargaining unit member's attention by the close of the bargaining unit member's next scheduled workday, absent reasonable cause.

Probationary Period:

GSRP Associate Teachers: ~~Ninety~~ One hundred-twenty (120~~90~~) day probationary period.

GSRP Lead Teacher, Pre-School Academy Tuition-Based Teacher, and Early Childhood Specials Teacher: two-year (2) probationary period, unless certificated/tenure eligible shall be four years consistent with Michigan Tenure Law.

For discipline OR ~~that involves the discharge,~~ demotion ~~or non-renewal~~ of a probationary bargaining unit member, the District shall have the right to take such action that is reasonable in its judgment. If, in the opinion of the member or of the Association, the discipline is not reasonable, nothing shall restrict either from grieving the discipline. THE DISTRICT SHALL HAVE THE RIGHT TO NONRENEW A PROBATIONARY BARGAINING UNIT MEMBER PROVIDED THAT THE REASON(S) THEREFOR ARE NOT ARBITRARY AND CAPRICIOUS.

For discipline that involves the discharge or demotion of a tenured teacher or the non-renewal of a probationary teacher subject to the Teacher Tenure Act, the mandates, standards, and procedures of the Michigan Teachers' Tenure Act, MCL 38.71, et seq., shall apply.

C. Progressive Discipline

A program of progressive discipline shall be followed.

1. Verbal warning, then
2. Written reprimand, then
3. Professional development and training, if determined appropriate by the administration.
4. Suspension with or without pay, then
5. Discharge.

Apart from the loss of salary that would occur in an unpaid suspension, no other adverse economic effect will result from such unpaid suspension, such as a reduction in leave days, insurance benefits, etc.

The parties recognize that the severity of an offense may provide just cause for the acceleration of the above progression of discipline.

The parties recognize that steps on the progressive discipline may be repeated before imposition of a higher step.

No Applicability to Evaluation Scoring: In the event a bargaining unit employee is disciplined and receives one of the forms of Progressive Discipline defined above, that employee shall not in any way subsequently be evaluated in their annual evaluation performance for the same incident if the step on the progressive discipline was a verbal warning.

No polygraph or lie detector device shall be used in any investigation of any bargaining unit member unless requested by the bargaining unit member.

D. Association Representation:

When any member is notified to meet with a principal because disciplinary action may take place, the building representative shall be contacted. A bargaining unit member shall at all times be entitled to have a representative of the HPECEA present when the bargaining unit member is being warned, reprimanded, or disciplined for any alleged infraction of discipline or delinquency in professional performance. Any such warning, reprimand or disciplining shall be done in a private meeting.

When a request for such representation is made, no action shall be taken with respect to the bargaining unit member until a representative of HPECEA is present. The representative of HPECEA shall not delay being present beyond thirty (30) minutes following the close of the school day for students. However, if it is not possible for the representative of the HPECEA to be present on the day of the meeting, then the representative shall meet with the parties as soon as possible the following day.

A bargaining unit member shall, at all times, be entitled to have present a representative of the Association when he/she is being investigated for any infraction of discipline or

delinquency in professional performance. When a request for such representation is made, no action shall be taken with respect to the bargaining unit member until such representative of the Association is present.

E. Criminal Accusations

~~[INSERT SAME LANGUAGE AS CURRENTLY SET FORTH IN HPEA CBA BELOW]~~

~~In matters of criminal allegations, the UniServ Director shall be contacted immediately. If a bargaining unit member requests that no UniServ staff be present, the District shall inform the Association that the member made such a request. In a situation that is not an emergency, the teacher/ancillary staff will be able to request a person that she/he wishes to see as the representative for her/him. At that time, a mutually agreed upon meeting date will be set.~~ In matters of criminal allegations, the UniServ Director shall be contacted immediately. If a bargaining unit member requests that no UniServ staff be present, the District shall inform the Association that the member made such a request ~~WHICH MAY~~ and shall WHICH MAY BE CONFIRMED BY THE MEMBER IN WRITING . In a situation that is not an emergency, the ~~teacher/ancillary staff~~ MEMBER will be able to request a person that she/he wishes to see as the representative for her/him. At that time, a mutually agreed upon meeting date will be set.

Executive Director

Executive Director

F. Access and Use of Personnel Files

Access to personnel files shall be limited to District administration and others as required by law. An Association representative may review a bargaining unit member's personnel file when necessary for contract administration, grievance processing, enforcement of PERA rights, or representation of the bargaining unit member in administrative or legal proceedings.

G. Verbal Counseling

Verbal warnings, coaching conversations, or informal counseling shall not be included in a bargaining unit member's personnel file and shall not be relied upon for disciplinary action unless subsequently reduced to writing and processed in accordance with this Article.

H. Expungement of Records

Upon written request by the bargaining unit member, any written warning, complaint, or reference to additional professional development or training issued pursuant to progressive discipline that is three (3) years old or older shall be removed from the personnel file, provided that no subsequent discipline has been issued for the same issue during that period, and subject to applicable state or federal law. Expunged materials shall not be relied upon for future disciplinary or employment decisions.

TA Lily Manelin 01-29-2026

1-29-2026

Hold # of days - need still

5-12 Dist 1-28-26 most recent

ARTICLE #

HAZEL PARK EARLY CHILDHOOD EDUCATORS ASSOCIATION

RIGHTS AND RESPONSIBILITIES

~~A.~~

A. Compliance with Law and Board Policies

The Board and the Association agree to abide by Public Act 112 of the Michigan Public Acts of 1994 of the laws of Michigan and to all the , all applicable laws and statutes pertaining to the ~~teachers'/ancillary~~ Early Childhood staffs' rights and responsibilities. The Board and the Association agree to the Board Policies and Procedures now in effect other than those related to wages, hours, and working conditions, and unless otherwise altered by specific conditions within of this Agreement.

The foregoing specifically excludes from Agreement determination matters of curriculum and program, but does not otherwise change the Board's intent and desire for maximum Early Childhood staff ~~teacher/ancillary staff~~ input.

B. Rights of Association Membership and Participation

Every Early Childhood staff ~~teacher/ancillary staff~~ of the Board shall have the right freely to organize, join, and support the Association for the purpose of engaging in collective bargaining or, negotiation, and other ~~legallegallylegally protected~~ concerted activities for their mutual benefit.

The Board and the Association undertake and agree that it will~~they shall~~ not directly or indirectly discourage or deprive or coerce any ~~teacher/ancillary~~ Early Childhood staff in the of any rights conferred by Public Act 112 of the Michigan Public Acts of 1994 and the laws of, Michigan and of the Constitutions of Michigan and the United States..

The Board shall not discriminate against any bargaining unit member with respect to hours, wages, or any terms or conditions of employment by reason because of their membership in the Association, or other professional organization, their participation in any activities of the Association or collective professional negotiations with the Board or their institution of any grievance, complaint, or proceeding under this Agreement or otherwise with respect to terms or conditions of employment.

C. **Labor Mediation Rights**

The Board and the Association recognize the right of bargaining unit members to invoke the assistance of the State Labor Mediation.

D. ~~Use of School Facilities~~

~~Week day activities commencing prior to 5:00 p.m. — The Association will have the right to schedule meetings within the building and without cost. Such scheduling will be processed through the school dude athletic director setting forth in advance the time and place of the meeting. Weekday activities commencing after 5:00 p.m. and all weekend activities are to be scheduled through the Board Office. The Association shall enjoy the same privileges of facility availability as other community groups. It is further understood that the only cost to the Association shall relate to directly increased custodial costs.~~

~~It will be the policy of the Board that bulletin boards in a given school will be used for the purpose of displaying educational material and other notices referring to the conduct of education and student activities; provided, however, that there will be one~~

D. Use of School Facilities

Weekday Activities Before 5:00 p.m. The Association shall have the right to schedule meetings within District buildings at no cost. Scheduling shall be coordinated in advance through the building principal or designee, specifying the time and place of the meeting.

Weekday Activities After 5:00 p.m. and Weekend Activities
All activities scheduled outside of regular school hours must be coordinated through the Board Office. The Association shall have access to school facilities under the same conditions as other community groups. Any costs incurred shall be limited to directly increased custodial expenses.

E. Posting and Distribution of Materials

Bulletin Boards
One (1) bulletin board shall be designated in the staff lounge, or in a mutually agreed-upon location, for the posting of notices, circulars, and materials of the Association.

Distribution of Materials
The Association may distribute materials through designated mailboxes, provided that such distribution occurs outside of instructional time. It is expressly understood that no member of the administration shall assume responsibility for the posting or distribution of materials for the Association.

F. Association Apparel and Membership Identification

No teacher shall be prevented from wearing pins, badges, or other apparel indicating membership in the Association or any other legally recognized teachers' ~~or ancillary~~ staff organization.

H. Access to Information

1. Upon written or electronic request, the Board shall provide the Association with information concerning:

    - Financial resources of the District
    - Tentative budgetary requirements and allocations

- Other information reasonably necessary for the Association to develop informed programs on behalf of Early Childhood Educators and their students, or to process any grievance or complaint.

2. ~~Requests shall be specific as to the information desired; oral requests will not be denied.~~ Such written request shall be specific as to the information desired. This is not to imply that oral requests will be denied. Official records shall be available at the Board's office, and originals shall not be removed.

I. Union Release Days HOLD THIS ARTICLE 10 then 8 roll over up to 25

1. The Association shall be allotted twelve (12) days annually for Association business at no cost to the Association. Notification should, whenever possible, be provided one week in advance, specifying the activity or purpose of the released day. For sudden, infrequent matters, verbal notice shall suffice.

2. The above provision do not apply during mutually agreed-upon negotiation periods.

J. Employee Data and Notification

1. Beginning with the effective date of this agreement, every ninety (90) days, those representatives designated by the Association shall receive a complete listing of all bargaining unit staff, including:

   - First, middle, and last name
   - Start date of employment in the current bargaining unit
   - FTE, step, lane placement, and annual salary
   - Employee identification number (if applicable)
   - State Personal Identification Code (PIC), if applicable
   - Primary position
   - Work email and personal email (if known)
   - Home mailing address
   - Home and/or cell phone number

2. The above information shall be provided via email in an attached Excel document.
3. Designated Association representatives shall receive the same information above within thirty (30) days of any new hires.
4. Terminations shall be reported to the designated Association representatives, including termination date, within thirty (30) days of the member's last day.
5. Notification of any bargaining unit member placed on layoff or leave of absence (paid or unpaid) exceeding fifteen (15) days shall be reported within thirty (30) days of the first day of leave.

6. Notification of a return from layoff or leave shall also be provided within thirty (30) days of the first day of return.

K. Union Dues and PAC Payroll Deduction

Section 1. Effective Date

This Article shall take effect on August 1 of the year in which the Association notifies the Employer of its intent to implement payroll deduction of Association dues and/or political action committee (PAC) contributions for Early Childhood Educator employees.

Section 2. Voluntary Membership

Any bargaining unit employee in Early Childhood Educator may voluntarily become a member of the Association.

A member, or an employee who has applied for membership, may authorize the deduction of dues, assessments, and/or PAC contributions by signing and submitting to the Employer a hard-copy or electronic authorization form provided by the Association. The Employer shall accept all valid authorization forms.

Section 3. Processing of Authorizations

The Employer shall process payroll deduction authorizations within fifteen (15) business days of receipt. Authorizations shall remain in effect year-to-year unless revoked in writing by the employee through procedures administered by the Association. Revocations shall not be submitted to, processed by, or maintained by the Employer.

Section 4. Deduction Schedule

Payroll deductions shall occur over the regular pay schedule for Early Childhood Educator employees. Unless otherwise agreed:

- Deductions shall occur in nineteen(19) equal installments, September through June, or over the employee's assigned pay cycle if compensated year-round.

- The Employer shall deduct no more than two (2) items per pay period for this purpose:

    1. Association dues and assessments

    2. One (1) PAC contribution

If the amount of dues or PAC contributions changes during the program year, the Association shall submit an updated deduction form, and the Employer shall implement the change within fifteen (15) business days.

Section 5. Transmission of Funds

The Employer shall transmit deducted dues, assessments, and PAC contributions to the Michigan Education Association via the established ACH process within ten (10) days of the payroll date, along with the required electronic payroll detail report in the format provided by the Association.

Pursuant to such authorization, the Employer shall deduct one twentieth (1/20TH) of such dues, assessments, and/or PAC contributions from the regular salary check of the bargaining unit member each month for ten (10) months, beginning in the first paycheck in September and ending in June of each year. It is understood that the payroll deductions for such purposes shall not exceed two per payroll period; one amount for dues and assessment, and one amount for one PAC contribution.

Section 6. Legal Defense and Indemnification

In the event that the Employer faces legal action for complying with this Article, the Association shall defend the Employer at its own expense, provided:

1. The Employer gives prompt written notice to the Association;

2. The Employer allows the Association to intervene in the action; and

3. The Employer fully cooperates in providing information and witnesses as needed.

If the Association assumes the defense, it shall indemnify and hold the Employer harmless from damages and costs imposed by a final judgment directly resulting from compliance with this Article.

Section 7. Mid-Contract Reopener for Changes in Law

The Employer and Association agree to meet within a reasonable time—without waiting for contract expiration—if either of the following occurs:

1. A decision of the United States Supreme Court overturns or limits *Janus v. AFSCME* (2018), in whole or in part; or

2. A Constitutional amendment restores the ability to require public employees who are not Association members to pay fees to the bargaining representative.

The parties shall negotiate appropriate revisions to this Article to comply with such legal changes.

ARTICLE 4#

RIGHTS OF BARGAINING UNIT MEMBERS

A. Use of Early Childhood Educators

~~A.~~ Early Childhood Educators will not be used as secretarial, custodial~~, teaching (non-bargaining unit work)~~ or administrative help except in emergency situations.

B. Discipline or Discharge:

~~1.~~ Just Cause - All bargaining unit members shall not be reprimanded, disciplined, discharged, and/or reduced in rank without reasonable and just cause.

Notification - Any such discipline, or adverse evaluation of a bargaining unit employee's performance, shall be subject to the grievance procedure, hereinafter set forth, including arbitration. -The specific grounds for disciplinary action will be presented in writing to the bargaining unit employee and the Association no later than ten (10) business days of it being discovered.

Observed events which are considered seriously questionable, assumed to be very unsatisfactory, need immediate clarification and/or interpretation, shall be brought to the bargaining unit member's attention by the close of the bargaining unit member's next scheduled workday absent reasonable cause.

For discipline that involves the discharge or demotion of a probationary bargaining unit member or the non-renewal of a probationary bargaining unit member, the District shall have the right to take such action in the exercise of its good faith judgment, and such action shall not be subject to the grievance procedure. Bargaining unit members shall be considered to be probationary during their first four (4) full years of employment with the District.

For discipline that involves the discharge or demotion of a tenured teacher or the non-renewal of a probationary teacher subject to the Teacher Tenure Act ~~or the non-renewal of a probationary teacher~~, the mandates, standards and procedures of the Michigan Teachers' Tenure Act, MCL 38.71, et seq., shall apply.

C. Progressive Discipline~~:~~

~~2.~~ A program of progressive discipline shall be followed.

1. Verbal warning, then

7/22
HPSD to
HPECEA

WEBSTER EARLY CHILDHOOD CENTER
HAZEL PARK SCHOOLS

August

S	M	T	W	T	F	S	
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30	31						6

September

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October

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November

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December

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January

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March

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May

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June

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July

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81 99

2026-2027 Webster Early Childhood Center Calendar

2 yr Program 8:00-3:00 PA/GSRP: 7:45-2:45

Half Days: 2 yr Program 8:00-11:10 PA/GSRP: 7:45-10:55

8/24/2026 Parent Contact - Open House
8/25-8/27/2026 Home Visits
8/28/2026 First Day of School - 1/2 Day. 7:45am-10:55am
09/04 - 09/07/2026 Friday No School - Labor Day Break
09/08/2026 Tuesday Classes Resume
10/02/2026 Friday Half Day AM
10/05/2026 Monday No School - Institute Day
10/30/2026 Friday Half Day AM District wide - Records PM
11/03/2026 Tuesday No School - Institute Day
11/19/2026 Conferences - No School 8:00-11:00 & 12:00-4:00 & 5:00-7:30
11/25/2026 Wednesday No School - Institute Day
11/26 - 11/27/2026 No School - Thanksgiving Break
11/30/2026 Monday Classes Resume
12/18/2026 Friday Half Day AM - Holiday Break begins PM
12/21/2026 - 01/01/2027 Holiday Recess
01/04/2027 Monday Classes Resume
01/15/2027 Friday Half Day Records PM
01/18/2027 Monday No School - Institute Day
01/19/2027 Tuesday Classes Resume
02/12/2027 Friday Half Day AM - Winter Break begins PM
02/15 - 02/19/2027 Winter Break
02/22/2027 Monday Classes Resume
03/16/2027 Conferences - No School 8:00-11:00 & 12:00-4:00 & 5:00-7:30
03/25/2027 Thursday Half Day AM - Records PM
03/26/2027 Friday No School - Institute Day
03/29 - 04/02/2027 Spring Break
05/28/2027 Friday Half Day AM - Holiday Break begins PM
05/31/2027 Monday No School - Memorial Day
06/03/2027 Classes Resume
06/04/2027 Friday Half Day AM Last Day of School

No School | Institute Day | Half Day | Parent Contact | Conferences

Total Student Days
180

WEBSTER EARLY CHILDHOOD CENTER
HAZEL PARK SCHOOLS

Hazel Park SD 8-5-26

8-5-21

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Griff Mills, Ed.S.
Interim Superintendent

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

To: Mr. Griff Mills, Interim Superintendent
From: Kristy Cales, Director of Human Resources
Subject: 2026/27 Substitute Rates
Date: August 17, 2026

Administration is providing the following informational items with regards to substitute pay rates for positions across the District.

Category	Pay Rate
Custodian	$19.00/hour
Office Para	$15.64/hour
Special Ed Classroom Para	$16.00/hour
Bus Driver	$25.00/hour
Secretary	$19.53/hour
Daily Sub Teacher	$145.00/day
Long Term Sub Teacher (10 days)	$232.60/day
Retired Hazel Park Teacher	$220.00/day
Retired Teacher	$195.00/day

Funding Source: General Fund

Strategic Goal Alignment -
Academics & Programs: The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
Learning Environment & Culture: The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

HAZEL PARK SCHOOLS

Recommendation: That the Board of Education approve the substitute pay rates for 2026/27 school year, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Griff Mills, Ed.S.
Interim Superintendent

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

To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Dr. Megan Papasian-Broadwell, Executive Director of Student Services
Mr. Chuck Pleiness, Director of Athletics and Communications
Mr. Brad Wilkins, Director of Technology
Subject: 2026-2027 Handbooks
Date: 8/17/26

The table below summarizes the handbooks that support the work of the Teaching and Learning, Student Services, Communications, and Technology departments. New or revised handbooks have been submitted to the Board of Education for review. These updates are designed to enhance the educational experience for students and families, support our staff, and ensure alignment with board policies and state and federal regulations. For clarity, revisions are highlighted in red. Thank you for your attention to these updates. We look forward to sharing them with our staff, students, and families.

Please note, the Annual Notifications and the Student Code of Conduct, now separate documents, have been removed from the main Student and Parent Handbook. This change was recommended by our attorney at Miller Johnson as a component of the new Board Policy and Administrative Regulation work. Additionally, the technology and athletic sections of the Student and Parent Handbook have been shortened and now include links to the full Technology Handbook and Athlete Code of Conduct Handbook.

Separating this information into individual documents allows us to provide greater clarity and ease of use for our families while supporting our ongoing commitment to continuous improvement in how we communicate information and make resources accessible.

Handbook Title	**Status of Handbook Contents**	**Targeted Audience**
*Webster FamilyHandbook	New	Parents/Guardians
Annual Notifications	New	Parents/Guardians
Student Code of Conduct	New	Parents/Guardians/Students
Student and Parent Handbook	Revised	Parents/Guardians/Students
Webster Early Childhood Family Handbook	Revised	Parents/Guardians
Virtual Learning Student and Parent	Revised	Parents/Guardians/Students
Latchkey Parent Handbook	Revised	Parents/Guardians
ESL & Title III Handbook	Revised - Letter Revisions in Process	Staff and Administration

HAZEL PARK PROMISE

System of Student Support	Revised - MTSS Implementation Guide in Process	Staff and Administration
Curriculum, Instruction, and Assessment Handbook	No Content Revisions; Minor Date and Format Updates	Staff and Administration
McKinney-Vento & Title IX Handbook	No Content Revisions; Minor Date and Format Updates	Staff and Administration
Title Programs Handbook	No Content Revisions	Staff and Administration
504 Plan Handbook	Update - 8 Updates from OCR	Staff and Administration
Technology Handbook	No Content Revisions; Minor Date and Format Updates	Parents/Guardians
Student Athletic Code of Conduct Handbook	Revised	Parents/Guardians
Special Education Handbook	Update - Level Resource Rooms	Parents/Staff/Administration

***ISD requires district to distribute**

Funding Source: Not Applicable

Strategic Goal Alignment:

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
- **Learning Environment & Culture:** The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
- **Communication & Community Engagement:** The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
- **Personnel & Leadership:** The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.
- **Personnel & Leadership:** The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation
That the Board of Education approve the 2026-2027 Handbooks, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

Hazel Park School District

Annual Notifications 2026-2027 School Year

ANNUAL NOTIFICATIONS

Family Educational Rights and Privacy Act (FERPA)

Rights Under FERPA The federal law known as the Family Educational Rights and Privacy Act (FERPA) affords parents[1] and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 30 days after the day the School District receives a request for access.

   Parents or eligible students who wish to inspect their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the School District to amend their child's or their education record should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why they believe it should be changed. If the School District decides not to amend the record as requested, the school will notify the parent(s) or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student at the time they are notified of the right to a hearing.

3. The right to provide written consent before the School District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the School District as an administrator, teacher, or other person designated by the Board of Education. A school official also includes a liaison officer who, while not employed by the School District, may be granted access to student educational records (including video footage) at the direction and supervision of a school administrator. A school official also may include a contractor or consultant who, while not employed by the School District, performs an institutional service or function (such as design and maintenance of the School District's security camera system) for which the school would otherwise use its own employees and who is under the direct control of the School District with respect to the use and maintenance of personally identifiable information from student education records. A school official has a legitimate educational interest if the official needs to review the education record to fulfill his or her professional responsibilities.

4. The right to refuse to allow the disclosure of "directory information."

[1] The word "parents," when used in these Annual Notifications includes legal guardians and, where required by law, those acting in the place of parents.

With certain exceptions, the School District must obtain parent consent before disclosing personally identifiable information (PII) from the student's education records. However, the School District may disclose PII designated as "directory information" without written consent, unless parents have opted out pursuant to the School District's procedures. The Board of Education has defined "directory information" as a student's:

- Name;
- Address and telephone number;
- Photograph;
- Birth date and place of birth;
- Participation in School District related programs and extracurricular activities;
- Academic awards and honors;
- Height and weight, if a member of an athletic team;
- Honors and awards; and
- Dates of attendance and date of graduation.

In the event inconsistency exists between the Board of Education policy defining "directory information" and this annual notification, the policy prevails.

Common uses for students' directory information include, but are not limited to: school publications, military recruitment, verification for employers, and public recognition of honors.

Eligible students and parents may refuse to allow the School District to disclose any or all of such directory information by providing written notification to the School District within thirty (30) days after receipt of this notice. Parents may submit written notification to the building principal of their child's school and/or fill out the attached *FERPA Opt-Out Form*.

5. The right to file a complaint with the United States Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-8520

United States Armed Forces The School District is required to provide United States Armed Forces recruiters with at least the same access to student directory information as is provided to other entities offering educational or employment opportunities to those students as is permitted and/or required by law. "Armed Forces of the United States" means the armed forces of the United States and their reserve components and the United States Coast Guard. An eligible student or the parent may submit a signed, written direction to the School District that the student's directory information should not be provided to United States Armed Forces recruiters, in which case, the information will not be disclosed.

Other Agencies or Institutions As permitted by FERPA, the School District may forward education records, including disciplinary records, without student or parental consent, to other agencies or

institutions in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer and upon receipt of a request for a student's school or education records.

Compliance The School District will comply with a legitimate request for access to education records within a reasonable period of time, but not more than 30 days after receiving the request or within a shorter period as may be applicable by law to students with disabilities. The requesting party may be charged a processing fee for the information.

Notice of Asbestos in School Buildings

Each school building within the School District has been inspected for the presence of asbestos-containing materials as required by the Asbestos Hazard Emergency Response Act (AHERA). A copy of the Building Inspection and Management Plan for each building is available in the building's main office. The plans may be inspected by members of the public and by School District employees during normal business hours. A copy of the plan will be made available upon request for a nominal fee.

Pesticides

The Board of Education has adopted a policy to provide students and staff with an environment that is free of pests, pesticides, and harmful chemicals to the extent required by law. The Integrated Pest Management Program (IPM) includes routine inspections or surveys of all school facilities and various strategies to prevent pests from becoming a problem. Pesticides are used only as a last resort and parents will be notified prior to a pesticide application in a school building or on school grounds.

Drug-Free Environment/Protection

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. In accordance with the federal and state law, the Board establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia, including alcohol and marijuana, at any time on School District property, within the Drug-Free Zone or at any School District-related event. Further, the Superintendent, or his/her designee, will take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Michigan statute within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

Discrimination and Harassment

The District prohibits discrimination or harassment, in any program or activity that it operates, on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity/expression), marital status, pregnancy status, genetic information, disability, age, or any other basis prohibited by law. The Board of Education has adopted a Discrimination and Harassment Policy which prohibits all forms of harassment and discrimination within the School District. Any person who believes that they have been the victim of discrimination may seek resolution of their complaint through the procedures that have been established by the School District. A person wishing to pursue a complaint may also contact the School District's Civil Rights Compliance Officer, Director of Human Resources at 248-658-5241 and kristy.cales@myhpsd.org, or visit the Hazel Park Schools Administration offices at 1620 E Elza Ave.,

Hazel Park, MI 48030. Individuals may report concerns or questions about sex discrimination to the Title IX Coordinator. The notice of nondiscrimination is located at www.hazelparkschools.org.

McKinney-Vento Homeless Assistance Act

The School District, in accordance with the McKinney-Vento Homeless Assistance Act (Act), will ensure that homeless children and youth in transition have access to a free and appropriate public education, including preschool, and be given a full opportunity to participate in state and District-wide assessments and accountability systems. Under the Act, homeless children are those children who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are:

- Sharing the housing of other people due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- Living in a migratory situation and who qualify as homeless because of living circumstances as described above.

The Board of Education has designated the Director of Community Schools as the School District's Coordinator under the Homeless Assistance Act. For questions or assistance, please contact the McKinney-Vento Liaison at 248-658-5211 or visit the Hazel Park Schools Administration offices at 1620 E Elza Ave., Hazel Park, MI 48030. during regular business hours 8:00 a.m. – 3:00 p.m.

Parental Inspection of Instructional Materials

Parents have the right to inspect, upon request, any instructional material used as part of the School District's educational curriculum. Parents will be provided access to instructional materials within a reasonable period of time after the request is received by the building principal. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

School Property

The Board acknowledges the need for a reasonable degree of in-school storage of student possessions and will provide storage places, including desks and lockers, for that purpose. Where lockers are provided, students may lock them against incursion by other students, but lockers remain School District property. Students do not have a reasonable expectation of privacy with respect to School District personnel or their designees in lockers or other in-school storage places provided by the School District.

Search and Seizure

The Board authorizes the use of canines trained in detecting the presence of drugs or devices. Canines are used to determine the presence of drugs in locker areas and other places where such substances may be concealed. Canine detection is usually conducted in collaboration with law enforcement authorities or other certified organizations and is not used to search individual students without legally sufficient suspicion, or unless a warrant or parental permission has been obtained.

School authorities are authorized to take reasonable steps to safeguard the safety and well-being of the students by, among other things, implementing the School District's Student Code of Conduct. Within the discharge of their responsibilities, School District personnel may search students, student property, and school property in the manner permitted by law.

Special Education and Section 504

The School District is required, by law, to identify, locate, and evaluate all children with disabilities, including children with disabilities attending private schools located within the School District, as well as homeless children. The process of locating, identifying, and evaluating children with disabilities is known as Child Find.

Child Find extends both to children who may be eligible for special education under the federal Individuals with Disabilities Education Act (IDEA) and those who may be eligible under Section 504 of the Rehabilitation Act of 1973 (Section 504).

If you believe your child may qualify under either the IDEA or Section 504, please contact the District's Director of Special Services and/or Section 504 Coordinator.

Personal Curriculum

The Personal Curriculum (PC) is a Michigan Department of Education (MDE) endorsed process, permitting modification of specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. For more information from MDE about personal curricula, please click here. To the extent required by law, the School District will grant all requests for personal curriculums.

Student Privacy and Parental Access to Information

Under the federal Protection of Pupil Rights Amendment (PPRA) and School District policy, parent consent is required before a student may be required to submit to a survey that concerns one or more of

the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or his/her parents;
- Mental or psychological problems of the student or his/her family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or his/her parents; or
- Income, other than as required by law to determine program eligibility.

Parents have the right to receive notice and an opportunity to opt a student out of any protected information survey, regardless of funding, and any activities involving the collection, disclosure, or use of student information for marketing purposes ("marketing surveys") or to sell or otherwise distribute the information to others (unless used for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions).

Parents have the right to inspect, upon request and before administration or use, protected information and marketing surveys created by a third party. The parent will be given access to the survey within a reasonable period of time after the request is received by the building principal.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-8520

Title I Funds: Parent Involvement

Schools within Hazel Park School District receive Title I funding. In accordance with law, the Board of Education has adopted a parent involvement policy (also known as a parental and family engagement policy). The School District is committed to establishing and maintaining positive relationships with families and the community. To that end, the School District will provide a variety of opportunities for families and other members of the community to become involved in children's education.

Parents may request information regarding the professional qualifications of the student's classroom teachers in writing submitted to Kristy Cales, Director of Human Resources. The request may include:

- Whether the teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which s/he provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

- The teacher's baccalaureate degree(s), major, any other graduate certification or degree(s) held, and the field of discipline of the certification or degree; and
- Whether the student is provided services by a paraprofessional and, if so, the paraprofessional's qualifications.

Programs for English Language Learner Students

Parents of limited English proficient (LEP) students participating in a language instruction program will be notified, no later than 30 days after the beginning of the school year, of the following:

- Placement and reason why their child was identified as LEP;
- The student's academic achievement level and level of English proficiency (including method of measurement);
- The methods used for language instruction;
- How the language program will meet the student's instructional needs;
- How the program will help the child to learn English and meet the academic standards required for promotion or graduation;
- The exit requirements for the language program; and
- An explanation of parental rights, including the parent's right to enroll or remove a child from the language instruction program.

Child Nutrition Program

The School District participates in the National School Lunch Program, School Breakfast Program, and Special Milk Program. The participation policy for families unable to pay the full price of meals served under the School Lunch Program may be found in the office of each school building, as well as in the School District's main office. The corresponding policy and/or administrative regulation may be reviewed by any interested party and can be found by visiting www.hazelparkschoos.org.

To apply for reduced-price or full-price meals at any time during the school year, please complete the attached application or visit www.hazelparkschools.org to fill out an application and submit it to Brenda Sapp, Director of Food Service at brenda.sapp@myhpsd.org. Please be sure to include all required information; the School District cannot approve incomplete applications. Households receiving benefits from SNAP, FDPIR, and TANF may submit an application which contains only each Student's name, appropriate SNAP or TANF case number, or FDPIR case number or other FDPIR identifier, and the signature of an adult household member.

Students are eligible for reduced-price or full-priced meals during the 2026-2027 school year (July 1, 2026 to June 30, 2027) if their households receive SNAP, FDPIR, or TANF, or if the total household income falls at or below the following:

Reduced-Price Meals

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	$29,526	$2,461	$1,231	$1,136	$568
2	$40,034	$3,337	$1,669	$1,540	$770
3	$50,542	$4,212	$2,106	$1,944	$972
4	$61,050	$5,088	$2,544	$2,349	$1,175
5	$71,558	$5,964	$2,982	$2,753	$1,377
6	$82,066	$6,839	$3,420	$3,157	$1,579
7	$92,574	$7,715	$3,858	$3,561	$1,781
8	$103,082	$8,591	$4,296	$3,965	$1,983
For each add'l family member, add . . .	$10,508	$876	$438	$405	$203

Students whose parents become unemployed during the school year are eligible for reduced-price or full-price meals during the period of unemployment, provided the household income during that period is within the income eligibility range. Students in households participating in WIC may be eligible for reduced-price or full-price meals. Please fill out an application for eligibility determination. Head Start enrollees and foster, homeless, migrant, and runaway children are categorically eligible for free meals. Please contact your student's school for additional information. Any information included on the application may be verified by the School District at any time.

If you disagree with the School District's decision about your application, you may ask for a hearing by contacting Dr. Amy Wilcox, Superintendent at amy.wilcox@myhpsd.org or (248) 658-5220.

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or disability.

Wellness Policy

The School District is committed to creating a school environment that enhances lifelong wellness practices. As required by law, the Board has adopted a Wellness Policy, which is periodically reviewed. The Board's policies and/or administrative regulations can be found at: www.hazelparkschoos.org.

Physical Examinations and Screenings

The School District does not administer to students any non-emergency, physically invasive examinations or screenings as a condition of attendance. Should this practice change, the School District will notify parents in advance of such examinations/screenings and provide parents an opportunity to opt their student out of participation.

*A non-emergency, physically invasive examination/screening *does not* include hearing, vision, or scoliosis screenings; any physical exam or screening permitted or required under State law; or any physical exam or screening necessary to protect the immediate health and safety of a student.

Firearms and Other Weapons

As required by law, the School District's website www.hazelparkschoos.org includes the Michigan Department of Health and Human Services' informational notice on the safe storage of firearms. This information is available in English, Spanish, and Arabic.

FERPA OPT-OUT FORM
Hazel Park School District
2026-2027 School Year

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) and Section 1136 of the Revised School Code, MCL 380.1136, a student's education records and the personally identifiable information contained therein are maintained as confidential. Except for a limited number of circumstances permitted by law, a student's education records will not be released to a third party without the parent's or student's (if the student is over the age of 18) prior written consent.

One of these exceptions allows schools to release a student's "directory information" without obtaining the prior consent of the parent or student. "Directory information" is defined as:

- A student's name, address, and telephone number;
- A student's photograph;
- A student's birth date and place of birth;
- A student's participation in School District related programs and extracurricular activities;
- A student's academic awards and honors;
- A student's height and weight, if a member of an athletic team;
- A student's honors and awards; and
- A student's dates of attendance and date of graduation.

The School District has compiled a list of typical instances under which a student's directory information is likely to be used, including: school publications, military recruitment, verification for employers, and public recognition of honors.

If you do not want the School District to release your or your student's directory information, you may choose to "opt-out" of this FERPA exception by filling out and submitting this form to the student's building principal.

> I request the School District withhold the above-referenced "directory information." I understand that by submitting this form, this information cannot be released to third parties without my written consent or unless the School District is required by law or permitted under FERPA to release such information without my prior written consent. I further understand that if directory information is released prior to the School District receiving this opt-out request, the School District may not be able to stop the disclosure of my directory information.

_____
Name of Student

_____ _____
Name of Parent/Student Signing Form Signature

_____
Date

HAZEL PARK SCHOOLS

EDUCATION BENEFITS FORM SY 2026 - 2027

District: _____ School:_____

Part A: STUDENT INFORMATION - Complete for each student Pre-K through 12th Grade _____

Student's Last Name	Student's First Name	Grade Level	School	Identify H if Homeless M if Migrant R if Runaway F if Foster

Part B: BENEFITS RECEIVED (if applicable)

If any member of your household receives Food Assistance Program (FAP), Family Independence Program (FIP), or FDPIR, provide the name and case number for the person who receives benefits. Bridge Card Numbers and Medicaid Numbers are NOT ACCEPTABLE case numbers.

Name: _____ Case Number: _____

Part C: HOUSEHOLD SIZE	Part D: ANNUAL HOUSEHOLD INCOME - Select the appropriate range of combined annual income for all people in the household (Include all income before taxes)
❑ 1 ⟶	❑ At or below $20,748 ❑ Between $20,749 and $29,526 ❑ At or above $29,527
❑ 2 ⟶	❑ At or below $28,132 ❑ Between $28,133 and $40,034 ❑ At or above $40,035
❑ 3 ⟶	❑ At or below $35,516 ❑ Between $35,517 and $50,542 ❑ At or above $50,543
❑ 4 ⟶	❑ At or below $42,900 ❑ Between $42,901 and $61,050 ❑ At or above $61,051
❑ 5 ⟶	❑ At or below $50,284 ❑ Between $50,285 and $71,558 ❑ At or above $71,559
❑ 6 ⟶	❑ At or below $57,668 ❑ Between $57,669 and $82,066 ❑ At or above $82,067
❑ 7 ⟶	❑ At or below $65,052 ❑ Between $65,053 and $92,574 ❑ At or above $92,575
❑ 8 ⟶	❑ At or below $72,436 ❑ Between $72,437 and $103,082 ❑ At or above $103,083

*** Special Instructions for households with more than 8 people: DO NOT check the boxes above. Instead, fill in items below:** Household size (# people): _____ Total annual income: _____

Part E: CERTIFICATION - The head of household or adult designee who completed this form must complete this certification section

I certify (promise) that all information on this form is true and that all income is reported to the best of my knowledge. I understand that this form may impact the amount of State or Federal funding allocated to my local school district. I understand that the information I have provided may be verified.

_____

(Signature)

_____ _____

(Printed Name) (Date)

_____ _____ _____

(Address) (City) (Zip)

_____ _____ _____

(Email Address) (Home Phone) (Work Phone)

Do NOT fill out this section. This is for school use only.

Status: F _____ R_ _____ N _____

Determining Official's Signature:_____ Date: _____

HAZEL PARK SCHOOLS

INSTRUCTIONS FOR COMPLETING THE EDUCATION BENEFITS FORM

This form is used to determine eligibility for state benefits for which your child(ren)'s school may qualify. Please complete, sign, and return this form to your child's school.

If any member of your household receives benefits from the Food Assistance Program (FAP), Family Independence Program (FIP), or FDPIR, please follow these instructions:

Part A: Student Information – For each student in the household Pre-K through 12th grade, list the last name, first name, grade level, school, and H if homeless, M if Migrant, R if Runaway or F if a Foster Child.

Part B: Benefits Received – If any household member, including adults, receives Food Assistance Program (FAP), Family Independence Program (FIP), or Food Distribution Program on Indian Reservations (FDPIR), provide the name and case number. Bridge Card Numbers and Medicaid Numbers are NOT ACCEPTABLE case numbers.

Part C: Household Size - Check the box for the total number of individuals living in your household. This should include all children and adults, related and un-related, that live in a single dwelling and share income and expenses.

Part D: Annual Household Income – Skip this part

Part E: Certification - Sign the form. Print your name and date.

If your household <u>does not</u> receive benefits from the Food Assistance Program (FAP), Family Independence Program (FIP), or FDPIR, please follow these instructions:

Part A: Student Information - For each student in the household Pre-K through 12th grade, list the last name, first name, grade level, school, and H if homeless, M if Migrant, R if Runaway or F if a Foster Child.

Part B: Benefits Received – Skip this part

Part C: Household Size – Check the box for the total number of individuals living in your household. This should include all children and adults, related and un-related, that live in a single dwelling and share income and expenses.

Part D: Annual Household Income – Moving across the same row as the household size check box, check the box that shows the range of annual income for all people in your household. Make sure to include all of the following income sources: work, welfare, child support, alimony, pensions, retirement, Social Security, SSI, VA benefits, child income and/or all other income. The amount should be before any deductions for taxes, insurance, medical expenses, child support, etc.

Part E: Certification - Sign the form. Print your name, date, and contact information.

HAZEL PARK SCHOOL DISTRICT

K – 12
Curriculum Handbook
Writing, Renewal, and Adoption

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Introduction

We believe all students can 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 can 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.

Vision, Mission, and Beliefs

The district's vision, mission, and beliefs guide the implementation

Vision

A community where learners are empowered to thrive.

Mission Statement

Together, we cultivate an environment rooted in critical thinking, empathy, and adaptability, creating learners who are prepared to shape the future.

Beliefs

We believe...

- Each student has the right to a high-quality education within a safe environment.
- All students have the ability to learn.
- Students are successful when staff, families, and community are engaged and support learning.
- Students succeed in an environment of shared accountability.
- The whole child must remain the focus of everything we do.
- Diversity makes us better.
- Each student should be prepared to thrive in life, learning, work, and community.

Goal Area 1: Academics & Programs

- Strategic Goal Statement: Hazel Park Schools will prepare students to think critically, communicate effectively, and contribute to their community.

Goal Area 2: Learning Environment & Culture

- Strategic Goal Statement: Hazel Park Schools will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.

Goal Area 3: Communications & Community Engagement

- Strategic Goal Statement: Hazel Park Schools will increase family and community engagement and provide consistent and intentional communication.

Goal Area 4: Personnel & Leadership

- Strategic Goal Statement: Hazel Park Schools will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Goal Area 5: Operations

- Strategic Goal Statement: Hazel Park Schools will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

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.

Drivers for High Quality Curriculum and Instruction

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 ELA Instructional Framework (Revisions in Progress)
- 6-8 ELA Instructional Framework (Revisions in Progress)
- 9-12 ELA Instructional Framework (Revisions in Progress)
- Disciplinary Literacy Framework (Revisions in Progress)

Math

- K-5 Framework
- 6-8 Framework
- 9-12 Framework
- Elementary Math Framework Danielson Draft
- Secondary Math Framework Danielson Draft

Science

- K-12 Science Instructional Framework

Social Studies

- K-12 Secondary Instructional Framework
- K-12 Instructional Framework Danielson

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 Writing, Resource/Materials Adoption, and Revision Process

The curriculum writing and revision process is guided by content-specific curriculum coordinators, who serve a two-year term. These teacher curriculum coordinators play a key role in developing, implementing, and refining K -12 subject-specific curricula to ensure alignment with educational standards and best practices.

During the first year of the two-year tenure, the focus will be on researching subject-specific best practices, developing curriculum and assessments, and ensuring alignment with standards. Throughout this process, the Curriculum Coordinators work collaboratively with teachers to provide feedback, assist with the writing and revision process, and launch the new written or revised curriculum. The second year will prioritize piloting new

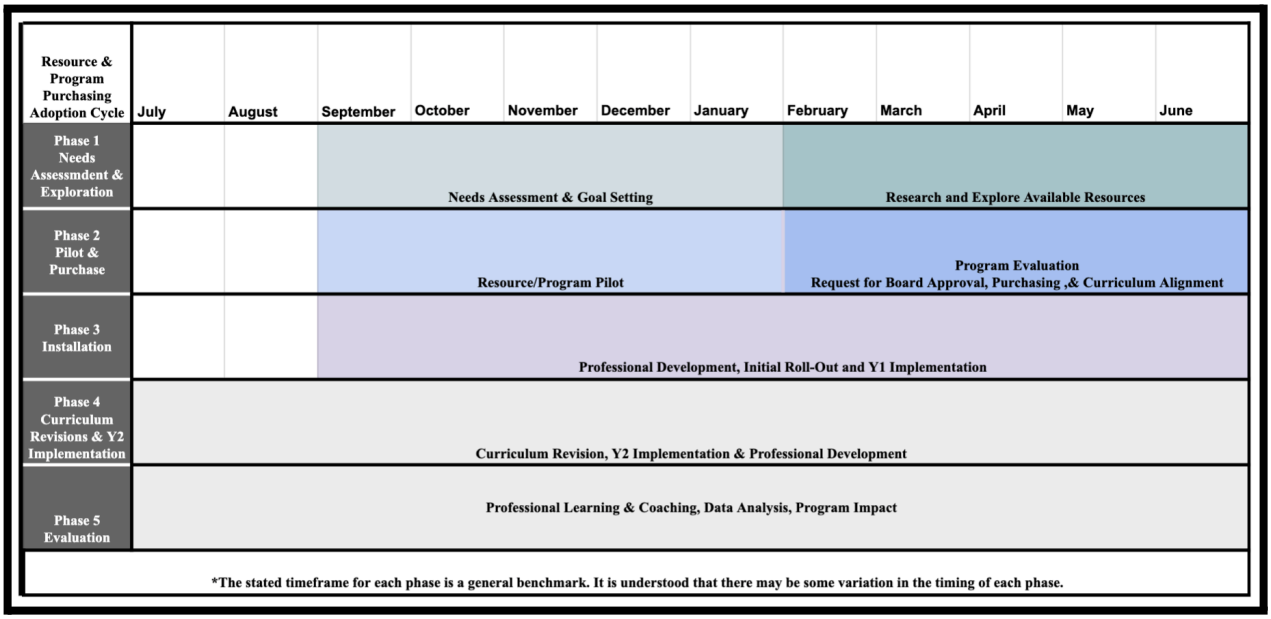
resources, providing training and coaching, and implementing the revised or newly developed curriculum across the district.

Specific responsibilities include:

- Collaborate with teachers, administrators, and other stakeholders to support the development of comprehensive subject-specific K-12 instructional frameworks and curricula that integrate UbD and UDL principles.
- Support the creation of curriculum maps, unit plans, lesson plans, and assessments that support differentiated instruction and meet the diverse needs of students.
- Provide professional development and in-classroom coaching to support the implementation of the newly revised curriculum and effective instructional strategies, including Universal Design for Learning.
- Collaborate with the curriculum writing team and provide feedback to design and develop units in UbD format.
- Stay abreast of current trends, research, and best practices in curriculum development, instructional design, and educational technology.
- Collaborate with district leaders to ensure curriculum alignment with state and national standards, as well as district goals and initiatives.
- Facilitate data-driven decision-making processes by analyzing student achievement data and using findings to inform curriculum revisions and instructional practices.
- Participate in UbD, UDL, Power Schools Curriculum, Instruction, and Assessment solutions, and other conferences and workshops related to curriculum development and instructional leadership.

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.



Resource/Materials Piloting Process

The documents below provide the procedures for a project proposal, pilot/adoption process, and request to approve supplementary instructional materials or resources. The use of these processes and procedures ensures the use of high-quality curriculum, programming, and instructional resources/materials.

- **Pilot/Adoption Process Forms Template**
- Project Proposal/Action Plan Template (Version 24-25)
- Supplementary Instructional Materials and Resource Requests

Course Adoption Process

Course Approval Timeline

- Fall Submission Deadline: OCT 15
    - The course will be offered in the fall of the following school year
- Spring Submission Deadline: APR 15
    - The 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

Hazel Park English Learner/Title III

Handbook

Revised January 13, 2024; July 31st, 2026

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Introduction

The district's vision, mission, and beliefs guide the implementation of the ESL and Title III programming, in accordance with all applicable laws and regulations.

Vision

A community where learners are empowered to thrive.

Mission Statement

Together, we cultivate an environment rooted in critical thinking, empathy, and adaptability, creating learners who are prepared to shape the future.

Beliefs

We believe...

- Each student has the right to a high-quality education within a safe environment.
- All students have the ability to learn.
- Students are successful when staff, families, and community are engaged and support learning.
- Students succeed in an environment of shared accountability.
- The whole child must remain the focus of everything we do.
- Diversity makes us better.
- Each student should be prepared to thrive in life, learning, work, and community.

Introduction and Purpose

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 ESL/Title III Consultant, Oakland Schools
- Christy Osborne, ESL/Title III Consultant, Oakland Schools
- 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

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 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 can participate meaningfully in the education program without language assistance services, 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 districts and/or school activities. (APPENDIX J)

- 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 Criteria - Title III/ESL/ELD/Bilingual Program Services (1)

Hazel Park School District follows the entrance guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

> New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the WIDA Screener. If the student was enrolled in another state and assessed on the WIDA ACCESS for ELLs, results from the previous year's cycle are reviewed. Potentially eligible EL students who score below the levels indicated in TABLES 1 and 2 on the WIDA Screener are eligible for the EL program. Students are not found eligible as ELs if they exceed the WIDA Screener or WIDA ACCESS for ELLs levels, as shown in TABLES 1 and 2. A student who is not found eligible as an EL is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be identified as an EL at a later date if they fail to progress and fall below the Entrance Protocol requirements (MDE Entrance and Exit Protocol, p.8).

Entrance	**Kindergarten (including Young 5s) before December 1**	**Kindergarten after December 1st through Twelfth Grade**
WIDA Screener Score	Student scores below 5.0 on the listening and speaking domains (See TABLE 1).	Student scores below 5.0 on one or more domains (See TABLES 1 and 2).

> Kindergarten Students
>
> All kindergarten students who indicate a language other than English on the HLS and who enroll before the first day of December must be assessed using the WIDA Screener for Kindergarten in the two available domains of listening and speaking. Kindergarten students qualify as ELs if the criteria below apply:
>
> HLS lists a language other than English, and

Student scores below 5.0 on the WIDA Screener Listening and Speaking domains.

Potentially eligible kindergarten students who achieve 5.0 or higher on the WIDA Screener must be assessed using the reading and writing domains of the WIDA Screener prior to January 31. At that time, kindergarten students who score below 5.0 on the WIDA Screener reading or writing are identified as ELs and reported as ELs in MSDS. They are required to take WIDA ACCESS for ELLs in the spring of the same school year. A kindergarten student who scores at or above 5.0 on the WIDA Screener reading and writing does not qualify as an English learner, is not reported in MSDS as an English learner, and does not take the spring WIDA ACCESS for ELLs assessment (MDE Entrance and Exit Protocol, p.9).

Exit Criteria - Title III/ESL/ELD/Bilingual Program Services (1)

Hazel Park School District follows the exit guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

Students in grades K-12 who receive a composite score of 4.8 or higher on the spring WIDA ACCESS for ELLs or received an overall score of P2 on the WIDA Alternate ACCESS for ELLs will exit EL services. WIDA domain proficiency scores are used as a decimal and not rounded up. LEAs must monitor English learners for four years and continue to provide the necessary support to them in the domain (listening, speaking, reading, and writing) if additional supports are needed. Students in all grades obtaining a minimum overall score of 4.8 or P2 will be EL-exited from MSDS at the state level via an "auto-exit" process. The Exit Protocol for Kindergarten through twelfth grade is summarized in TABLE 5. Students who demonstrate a continued need for the LAP/supplemental EL services may be re-entered into the EL program (MDE Entrance and Exit Protocol, p.16).

Students exited from theTitle III/ESL/ELD/Bilingual must also be exited from the program in the district's Student Information System and MSDS. For a period of four years, the student is considered FEL (Former English Learner). The academic performance of a student identified as FEL 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).

Former English Learners

Hazel Park School District follows the FEL monitoring guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

- A designated district team, including but not limited to a certified and endorsed Bilingual/ESL teacher, must meet regularly to monitor FEL student progress.
- Districts must have a plan for monitoring FEL students that utilizes local assessments to review individual student progress for four years once they are exited from services and classified as FEL.

FEL students are found to be succeeding if they maintain proficiency on local assessments. If concerns about a FEL student's academic progress are raised, a team that includes a certified and endorsed Bilingual/ESL teacher will meet to discuss the student's data and possible reasons for the student's academic challenges. Then, the team should choose interventions that might include re-entry into the LAP/supplemental EL services (MDE Entrance and Exit Protocol, p.19).

Monitoring is completed by the ESL staff through the ELLevation platform. The district uses multiple sources of information (grades, teacher input, local and benchmarking assessments) to assess proficiency. Additionally, FELs will be monitored within the MTSS framework. FELs are eligible for any and all services and interventions offered within the MTSS system. These supports should be considered prior to re-entry into the EL program. A record of monitoring, as well as any placement changes resulting from the monitoring will be completed and hosted in the district's EL specific digital platform.

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 (APPENDIX N). Enrollment staff also have the option to utilize an interpretation service to all enrollment tasks, including the Home Language Survey. The completed registration information shall be placed in student's permanent (CA-60) files.

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 PowerSchool. 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 ESL staff must follow the steps for EL Identification.

Identification of Immigrant Students (3)

- Processes and Procedures for Identifying Students for LEP and Immigrant Services - Final

The district determines if a student meets the definition of an"immigrant"student as defined below:

- 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

For example, if a student comes to the US today and starts school on November 21st, they would be marked as Immigrant this year, then also for 25-26, 26-27, and 27-28. Then for 28-29 they would have that flag removed (however they may still be considered LEP (EL/ML) until their WIDA scores are high enough.

The Home Language Survey includes a required question that addresses when the student first entered the country. This information will be used to determine immigrant status using the following process:

> Enrollment staff reviews all new enrollee paperwork. If the first question is marked YES, the second question is reviewed. If the child entered US schools within 30 cumulative academic months from the enrollment date, the student is identified as immigrant in the local Student Information System (SIS) and reported in Michigan Student Data System (MSDS) as code 9130 during the following count days K-2 automatically identified). Outside of K-2, there must be an interview process to determine where the students are in their 30 cumulative months. The LEA must de-identify the student once the 30 academic months have passed in the SIS (MDE Guidance for Immigrant Students).

If needed, a family interview will be conducted by the ESL or enrollment staff 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 30 month window for immigrant identification, staff flags the student as "immigrant"in the student information system and documents when the three years will expire. **Under no circumstances will the LEA request any information that asks about a students' immigration status or citizenship.**

When the student reaches the end of the three year period, ESL staff removes the immigrant flag from the student record in the district's student information system. By June 30 of each school year, members of the enrollment office/student information team will complete a review of the current immigrant students, removing students who are no longer eligible.

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 appropriate ESL/ELD/Bilingual teacher or designated staff will be notified through an alert from the district's student information system. Following the alert, the EL teacher or designated staff will implement the district's Procedures for Determining Language Proficiency.

Procedures for Determining Language Proficiency/Eligibilty for Title III Program Service (5,6)

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.

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.

Once the EL teacher receives the name/information of the potential EL student the procedures outlined in the document below should be followed. **If eligible, the student's language needs will be reviewed and added to the servicing schedule of the appropriate EL teacher.** Staff are responsible for tracking timely provision of services by documenting the dates of: initial registration, screening completion, implementation of EL services, and parent notification letters sent. This information is tracked in the district's Student Information System, EL specific digital platform and the student's CA-60 file

Early Childhood Transition Students (monitoring indicator 33)

[remove this section if your district does not have an in-house ECE program]

The School District has an intentional systematic process for welcoming potential English Learner students into Kindergarten via 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 pre-k program. The district's EL teacher will conduct a transition meeting to make a plan for potential English Learners as they transition from the pre-k program(s) into Kindergarten.

Procedures for Identifying Students for LEP and Immigrant Services in PowerSchool

- Processes and Procedures for Identifying Students for LEP and Immigrant Services - Final
- 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.
- If a parent/guardian requests that their child not receive services, an ANNUAL letter or request must be submitted in writing (See p. 14 & APPENDIX D).

- If the parent/guardian of the child communicates to staff that their child was *falsely identified (*MDE False ELL Guidance*)* 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 designee, who will submit it to Assessment and Accountability Secure Site 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.**

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. To address these needs, the district's Title III/ESL/ELD/Bilingual program provides language and academic content support to ELs through a variety of supports which are dependent on student needs and the specific site:

- English as a Second Language Instruction
- Content Classes (ESL/Bilingual, specific site)
- MTSS Academic Support, if eligible
- Special Education and/or or 504 Supports, if eligible

The Language Assistance Program (APPENDIX K) outlines the Title III program instruction by level of language proficiency.

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 letter APPENDIX B
- Sample of student's schedule for ESL/ELD/Bilingual services
- Student Profile (for Students moving from elementary to middle school and from middle school to high school
- Refusal of Services (If applicable - APPENDIX D)
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Monitoring and Exit records
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services), including a start date for services

File reviews will be completed on a quarterly basis by the district's EL staff to ensure the accuracy of the records and adherence to the required timelines.

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, and other important documentation, 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. Translated documents are housed in the district's ESL share drive.

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 language.

Detailed guidance is outlined in the Oakland Schools Guidance: Effective Interpretation Process for English Learners and Their Families. The following suggestions may facilitate successful communication when using an interpreter:

Prior to Meeting

- Accurately determine the parents' native language prior to the meeting and identify if an interpreter (may be an adult family member) is needed. Staff members can activate these supports by following the guidance outlined in the district's Language Access Plan (APPENDIX O). Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate. The district's ESL/Bilingual staff will aggregate and maintain the preferred language of communication for parents/guardians.
- 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.
- 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.
- 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.
- 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

- 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.
- Speak at a normal rate and volume.
- Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
- Stop periodically and ask if there are any questions.
- Support your statements with examples of student work that parents can take with them and examine further.
- Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting

- Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
- 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 scheduled quarterly meetings facilitated by the EL Staff and /or the Assistant Superintendent of Teaching and Learning starting in the 2025-2026 school

year. 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 2025-2026 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 Refusal 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 O) 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.

Translated version of the Parent Notification Letters and other important documentation is available in the following languages:

- English
- Arabic
- Spanish
- Portuguese

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, one of the district's EL teachers will contact the parent/guardian to discuss the request for refusal of services. If the parent would like to move forward, an ANNUAL letter or request must be submitted in writing (APPENDIX D). 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. Staff is responsible for coding students whose parents have refused services in the SIS with Service Code 15.

- 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.

In the majority of our schools, we utilize an English as a Second Language (ESL) or English Language Development (ELD) program designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). INVEST Roosevelt provides a blend of ESL with some components of a Transitional Bilingual Education (TBE) program. Due to the high number of Newcomers/Immigrants, in many of the core classes teachers and support staff provide content in English and the students' primary language as needed.

Language Assistance Program (14)

Hazel Park School District's language assistance and 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.

Hazel Park School District has a comprehensive multi-tiered system of student support that includes the regular 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 specific groups of students, including those identified as ELL students.

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.

The assessment and progress monitoring practice, paired with the WIDA assessment, allow teachers and administrators to monitor progress toward attainment of the appropriate academic standards and English language proficiency.

Provide Meaningful Access (15)

The instructional program, that 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. The ESL staff are trained in and utilize SIOP strategies and the following key principles:

- Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.
- Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction and instructional materials for ELs are rigorous, grade-level appropriate, and provide deliberate and appropriate scaffolds.
- Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
- Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings (Department of Education English Learner Tool Kit, p.8)
- Actively recruit EL students for advanced coursework, arts, music, and extracurricular programs (sports, clubs, by providing information in students' home languages, as needed, and utilizing the districts' EL teachers to support course selection at the secondary level.
    - US Department of Education Newcomer Toolkit - Link

Hazel Park School District also utilizes EL-specific curriculum for students scoring between 1.0 and 2.9, or as needed to support the individual learning needs of students. The following resources are part of a comprehensive program of support

- National Geographic Lift - Grades 6-12
- Our World - Grades K-5
- Reach Higher - Grades 9-12

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. A district EL teacher will monitor the students progress. If it is determined that a student is not progressing at an appropriate rate, this information will be communicated to the building level student support team. 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.

- Hazel Park MTSS Handbook 2024-2025 (Final)

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) for four years, but not less than two years, if still enrolled at the District. 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.

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.

Evidence of supports/services and meaningful access to the core content, electives (AP, CTE, Honors), and extracurricular activities/ programs (clubs, athletics, Early Middle College, dual enrollment) will be tracked in the district's EL platform, ELLevation, and Analytics and Insights.

Annual English Language Proficiency Assessment (19, 34)

Hazel Park School District has a WIDA test coordinator assigned to oversee timely and accurate WIDA testing that assess the proficiency of students in all four domains (speaking, listening, reading, and writing). 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.

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)

Multi-Tier System of Student Support - 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 or other support personnel. 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.

The district's multi-tiered system of student support emphasizes high-quality instruction and interventions aligned to student needs, frequent progress monitoring to guide decisions, and data-driven adjustments to instruction and goals. A multi-disciplinary team collaborates to assess growth in academic, behavioral, and social-emotional areas. ***When requested, Child Find procedures are initiated to evaluate potential eligibility for special education services.***

Special Education or 504 Referral Process (17, 21)

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.

Child Find: § 300.111, R 340.1721
As a result of the IDEA, Michigan's Revised School Code requirements, and the MARSE, districts must have policies and procedures for conducting child find activities to identify, locate, and evaluate all children and students with disabilities who need or may be in need of special education programs and services, including children and students who have:

- History of Academic Concerns

- Collaborative discussions with students and/or parents
- Failing or Declining Grades
- Poor or Declining Progress on Standardized Testing
- Section 504 Plans and accommodations are providing little benefit
- Signs of: depression, withdrawal, inattention/distraction, organizational issues, anxiety,
- mental illness or mental health issues
- Hospitalized or receiving medical treatment for mental health issues
- Increasing discipline referrals, suspensions, expulsion, pattern of removal and/or truancy
- Student is being or has been exposed to traumatic events in his/her primary and/or secondary
- environments
- Information from medical or outside service providers

EL students shall not be determined to be students with disabilities because of their limited English proficiency. Rather, EL students will disabilities shall be provided with both language assistance and disabilit-reated services.

Purpose

Before the initial provision of special education and related services to a student with a disability, Hazel Park Schools will conduct a full and individual initial evaluation and determine the student's eligibility.

Prior Notice

When a request for an initial evaluation is received, the district will provide notice to the parents within 10 school days R 340.1721. The notice will be consistent with 34 CFR §300.503 and include:

- A description of the action proposed or refused by the district.
- An explanation of why the district proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record, or report the district used as basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part.
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA (e.g., Michigan Alliance for Families Services, intermediate school district representative, and local supervisor or director).
- A description of other options that the IEP Team considered and the reasons why those options were rejected.
- A description of other factors that are relevant to the district's proposal or refusal. The notice will describe the decision of the district to evaluate or not and the information used to make that decision.

Prior Written Notice will describe any evaluation the district proposes to conduct and why it's proposed. The notice must be written in language understandable to the public and in the native language of the parent.

Parental Consent

When the district determines an initial evaluation is needed, the district must make reasonable efforts to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability in accordance with 34 CFR §300.300. Reasonable efforts include multiple attempts to obtain consent by various modes which may include telephone calls, visits to the parent's home and correspondence in the parent's native language. When the parent provides no response to multiple attempts to obtain written consent for evaluation or denies consent, the district will provide notice that an evaluation will not be conducted due to lack of parental consent. When a district receives consent to evaluate a student, that consent must not be construed as consent for the provision of special education services.

Initial Evaluations

To determine eligibility for special education programs and services, the multidisciplinary evaluation team must conduct a full and individual initial evaluation and develop an evaluation report (34 CFR §300.301 and R 340.1721a). In Michigan, the timeline from the receipt of parental consent for initial evaluation to the completion of an IEP and offer of FAPE is not to exceed 30 school days. This timeline may be extended if agreed upon by the district and the parent. The agreement must be in writing and the extension must be measured in school days (R 340.1721b). The initial evaluation must be comprehensive enough to determine if the student is a student with a disability and to determine the educational needs of the student.

Review of Existing Evaluation Data (REED)

As part of an initial evaluation, if appropriate, and as part of any reevaluation a district must conduct a REED according to 34 CFR §300.305. A REED is not required for an initial evaluation but may be conducted when a district determines it appropriate to do so. The REED is a process and does not have to be a meeting. As part of the REED process, members of the IEP Team and other qualified professionals review existing data about the student including: Evaluations and information provided by the parents of the child, Current classroom-based, local, or state assessments, and classroom-based observations, and Observations by teachers and related service providers. Based on that review and input from the student's parents, the IEP Team will identify what, if any, additional data are needed to determine the following:

- Whether the student is a student with a disability and their educational needs for an initial evaluation. For a re-evaluation, the IEP Team will identify what, if any, additional data are necessary to determine whether the student continues to have a disability and their educational needs.
- The present levels of academic achievement and related developmental needs.
- Whether the student needs or continues to need special education services.
- Whether additions of modifications to the special education and related services are needed.

In many instances, the REED results in the development of an evaluation plan that, after obtaining parental consent, will be used to conduct evaluations and gather data that will be used to make a recommendation of eligibility. When the REED team determines no additional information or evaluation is needed in order to make an eligibility recommendation, the district must notify parents of that determination, by providing notice of sufficient data, which includes the reasons, and the right of the parent to request an assessment.

Evaluation Procedures

The evaluation will consider all suspected areas of disability. In conducting the evaluation, the district must ensure the following consistent with 34 CFR §300.304. The district must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that will assist in determining:

- whether the student is a student with a disability and
- the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

The district will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate education program for the student. The district will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. A multidisciplinary evaluation team means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability (R 340.1701b). The multidisciplinary evaluation team must complete a full and individual evaluation and make an eligibility

recommendation that includes a written report. The report must include information needed by the IEP Team to determine all of the following: Eligibility A student's present level of academic achievement and functional performance

Educational Needs of the Student

In accordance with 34 CFR §300.304c, the district will ensure assessments and other evaluation materials are:

- Selected and administered so as not to be discriminatory on a racial or cultural basis.
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.
- Used for the purposes for which the assessments or measures are valid and reliable. Administered by trained and knowledgeable personnel.
- Administered in accordance with any instructions provided by the producer of the assessments. Assessments and other evaluation materials include those tailored to assess specific areas of educational need.

Hazel Park Schools will not rely solely on an assessment which provides a general intelligence quotient. Assessments must be selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure. The student will be assessed in all areas related to the suspected disability. The multidisciplinary evaluation team will carefully consider all eligibility categories for which the student may be eligible for special education and related services when making their evaluation plan. The initial evaluation for students who will be 16 years or older when the IEP will be in effect must include age-appropriate transition assessments. The evaluation must be sufficiently comprehensive to identify all the student's special education and related service needs, even those not commonly linked to the eligibility category.

- 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

Assessment-Specific Supports and Accommodations

- All EL students are eligible for test-specific support and accommodations that takes into consideration their English language proficiencies. 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 multi-disciplinary team. The following MDE guidance document provides a comprehensive overview:
    - 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 & Required 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. As described below, training will be reviewed periodically to ensure it adequately prepares staff to implement the EL program effectively. The table below provides a general timeframe for supplementary and required professional learning.

Staff	Content of Training	Training Schedule	Staff Conducting Training
Enrollment Office	Home Language Survey & Identification Process	March-April	ESL Teacher Assistant Superintendent of Teaching and Learning
Building Staff	Identification Process & EL Services SIOP	September - October August	EsL Teacher Assistant Superintendent of Teaching and Learning ESL Trained Teacher
EL Staff	SIOP (If needed) EL Processes & Procedures WIDA Screener and ACCESS Test Administration ELLevation EL Platform	As Needed New Staff, Upon Entry or As Needed New Staff, Upon Entry November - January October and As Needed for New Staff	ESL Teacher Assistant Superintendent of Teaching and Learning Completion of Required self-paced courses for the WIDA Screener and ACCESS ELLevation Trainers or ESL Staff
GE Staff	Professional Learning to Support English Learners	October & February	ELLevation Trainers or ESL Staff

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 we will expand the number of SIOP trained general education staff through the following avenues:

- Provide access to the Newcomer Supports Drive (Newcomer Resources)
- Teachers will discuss and review SIOP strategies (and any other strategic EL support) with the EL teachers.
- EL Teachers will provide support to teachers in implementing the strategies
- MDE's Program Evaluation Tool will be utilized.
- Additional training options are available to staff that may include the following:
    - Oakland Schools EL Networking Meetings and EL-specific professional learning opportunities
    - Conferences: MABE and MITESOL
    - Oakland Schools Lets Talk Series
    - Trauma and Trauma-Informed Practices
    - Essential Practices for MLs
    - ELLevation Professional Development for EL Teachers

EL Staffing (24)

The District is committed to hiring and emplying an adequate number of qualified personnel and providing the resources necessary to effectively implement the EL program.

- Personnel Practices - ESLPosition 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 providing direct English language 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
    - Provide guidance and support to the ESL paraprofessionals or classroom aids.
    - 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/Classroom Aids(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. Building leaders and the Assistant Superintendent of Teaching and Learning provide building and district level supervision.

Administrative Responsibilities - Program Evaluation and Continuous Improvement

Program Evaluation (27)

A District ESL Department, and other building and district leaders, will meet annually (but not less than every two years) 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, graduation, 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.

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) and their meaningful participation in the District's educational program.
- 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.

On a yearly basis, the district is required to analyze data, set goals, and develop targeted actions as part of the yearly Section 41 Report. The goals are focused on increasing the proficiency of ELLs through the use of high-quality, researched-based interventions and supports.

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 in the four domains (based on the annual 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 following 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.

- Monitoring will occur in the ELLevation Platform in the Winter and Spring, or on an as needed basis through the district regular Student System of Support process.

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 completed as part of the yearly Consolidated Application for all Title funds.

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)

The 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. 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 district goal is to add Kindergarten transition meetings for EL students and families. 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 early childhood teachers are required to meet with all parents/guardians to discuss the Kindergarten transition. All Early Childhood staff work with families on the transition to Kindergarten. As needed, our EL staff will provide consultation to the Early Childhood staff or families.

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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.

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. Title III funds support a

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

Michigan Department of Education Home Language Survey Michigan welcomes families of all language backgrounds. Speaking more than one language is a valuable asset! Please answer the two questions below. If your response to either question is a language other than English, the school district will give an assessment to see if your student may benefit from English language support.

- What language is used most at home?
- What language is used most by the student?

Title III Immigrant Funding Identification Question

- Was the student born outside of the US or Puerto Rico?
  - If yes, when did the student enter the US schools?

Translated Versions

- Albanian
- Arabic – Modern Standard Arabic
- Bengali/Bangla
- Burmese
- Chinese – Mandarin
- French
- Hindi
- Hmong
- Japanese
- Kinyarwanda
- Korean
- Portuguese
- Spanish – Traditional Sort
- Swahili
- Tamil
- Telugu
- Ukrainian
- Urdu

- Vietnamese

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

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 or Bilingual (ESL) certified teacher
- Support from MTSS interventionists and/or Special Education teachers, if eligible
- 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.

Student Name _____

Grade_____

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 or Bilingual (ESL) certified teacher
- Support from MTSS interventionists and/or Special Education teachers, if eligible
- 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.

Student Name _____

Grade_____

School_____

Parent/Guardian Signature_____

Date_____

APPENDIX D: Annual Refusal 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 Dat

APPENDIX E: WIDA Testing Notification Letter (Arabic and Spanish Translations available)

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. The Michigan Department of Education has prepared the following guide for more information: WIDA Parent Guide.

If they are identified as an English Learner, your child must take the test, even if they are not in ESL/ELL classes or receiving services. The test is for Reading, Writing, Listening, Speaking, and Comprehension in English. Students will take this test between [Enter Start and End Dates]. We will send your child's test results when we receive them from the Michigan Department of Education.

Please contact us if you have any questions.

Sincerely,

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: Definitions

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

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 be demonstrated in listening, speaking, reading, writing, and comprehension of both the English language and the native language for which they provide support services.

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 and/or Psychologist, as needed
- Special Education or MTSS Teacher, as needed
- ESL Instructor/Paraprofessional/Classroom Aid
- General Education Resource Teacher
- Building Administrator

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.

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 proficiency 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 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.

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* ACCESS** 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 I - 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 encourages the LEP student's involvement in extracurricular 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 J - 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:

- High-quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
- 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.
- 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:

- 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.
- 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.
- 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.
- 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.
- Cost for educational field trips if part of high-quality language instruction educational programs/activities (buses and admission).
- Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation.

<u>Title III Non-Allowable Expenditures:</u>

- 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 costs (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 costs (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 K - 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 group students, co-teaching, and collaborative planning and scheduling of servicing hours.

Hazel Park School District has developed a 4 year staffing plan (Hazel Park School District 4 Year EL Staffing Plan) to expand the number of certified EL teachers and work toward the service hours listed in the table below. The target hours are aligned with the MDE's the English Language Development Instructional Model.

WIDA Level 1

Entering/Level 1: WIDA ACCESS for ELLs Score 0 – 1.9
Newcomer's/Immigrants

Elementary Grades 1 - 5	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & Integrated Student Support
Junior High Grades 6 - 8	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & Integrated Student Support
High School Grades 9 - 12	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & 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 (Proficient 4.8)

Elementary Grades 1 - 5	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		
Junior High Grades 6 - 8	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		
High School Grades 9-12	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		

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 L - Program Entry and Exit and Summary Chart

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 24-25 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 M - Notice of Non-Discrimination

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. For more information contact:

Ms. Kristy Cales, Civil Rights Coordinator
Mr. James Paterson, Civil Rights Coordinator

1620 E. Elza

Hazel Park, MI 48030

(248) 658-5200

AGV-2. Non-Discrimination and Anti-Harassment Procedures. I. NON-DISCRIMINATION ANDEQUALEMPLOYMENTOPPORTUNITY

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.

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.

APPENDIX N - 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:

Michigan Department of Education Home Language Survey Michigan welcomes families of all language backgrounds. Speaking more than one language is a valuable asset! Please answer the two questions below. If your response to either question is a language other than English, the school district will give an assessment to see if your student may benefit from English language support.

- What language is used most at home?
- What language is used most by the student?

Title III Immigrant Funding Identification Question

- Was the student born outside of the US or Puerto Rico?
- If yes, when did the student enter the US schools?

Translated Versions:

APPENDIX O - Language Access Plan

Hazel Park School District
Language Access Plan

Hazel Park School District is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their families. We recognize that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. The District seeks to address language barriers and has adopted a plan for implementing and maintaining a language access program that is culturally responsive, provides for systemic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current population of students and families who have limited English proficiency.

Identification of families needing language access services.

The District will accurately and promptly identify parents/family members of students with limited English proficiency and provide them with information in a language they can understand regarding the language service resources available within the District. Information on a family-preferred language for school-related communication will be aggregated and distributed by the district's EL teachers.

Oral Interpretation

The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with District staff significant to the student's education. The District will provide the following services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary:

- On-site interpreters will be provided for parent-teacher conferences, Individualized Education Program (IEP) meetings, disciplinary hearings, and other critical interactions.
- Telephonic or virtual interpretation services will be available when on-site interpreters are not feasible.

Written Translation

The District will provide a written translation of

- vital documents (i.e. enrollment and course selection, safety, discipline, and student handbook)
- special education and related services, Section 504 information, and McKinney-Vento services
- language access plan and program and related services or resources available
- other documents notifying parents of their rights under applicable state laws and containing information or forms related to consent or filing complaints under federal law, state law, or District policy

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will provide the information to parents in a language they can understand through competent oral interpretation.

All school administrators, particularly those who have the most interaction with the public, such as secretaries and enrollment staff, certificated staff, and other appropriate staff as determined by the EL Supervisor and/or EL staff, will

receive guidance and training on meaningful communication with parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services promptly, language services available within the District, how to evaluate EL teachers (including on preparedness and implementation of training) and other information deemed necessary by the EL Supervisor and/or EL staff to effectuate the language access plan and program.

Language services can be accessed in a variety of ways:

- By calling or emailing the school, teacher, school leader, or district office
- Leaving a voicemail message on the district's designated language hotline
- Through the use of the language services provider that offers live interpreter services

Sign Language Interpretation

School leaders will work with educator/ancillary staff to follow the process for scheduling sign language interpreters.

- Complete the DeafCAN! Interpreter Request Form ***at least ten workdays before*** the scheduled meeting and submit to the District Point Person
- Cancellations must be communicated to the District Point Person at least one business day before the event/meeting
- Confirmation of interpretation services will be sent to the requesting educator/ancillary staff.

Meeting Type or Topic	**District Point Person**
• Early On • Special Education & 504 Plans • Threat Assessments • Child Find	Student Services Department Rochelle Tassie rochelle.tassie@myhpsd.org
• General Communication Needs/Non-Special Education	Teaching and Learning Department Linda Yates linda.yates@myhpsd.org

DEAF COMMUNITY ADVOCACY NETWORK

Spoken Languages Interpretation

School leaders will work with teachers and support staff to follow the process for scheduling interpreters.

Interpreters

- Complete the University Translator Interpreter Request Form ***at least ten work days before*** the scheduled meeting.
- Cancellations must be communicated to the District Point Person at least one business day before the event/meeting
- Complete the Request for Interpreter Google Form. Information will be processed by Linda Yates or Rochelle Tassie.

Meeting Type or Topic	**District Point Person**
• Early On	Student Services Department

• Special Education & 504 Plans • Threat Assessments • Child Find	Rochelle Tassie rochelle.tassie@myhpsd.org
• General Communication Needs/Non-Special Education	Teaching and Learning Department Linda Yates linda.yates@myhpsd.org

- Complete the University Translator Interpreter Request Form at least ten workdays before the scheduled meeting
- Submit to Linda Yates or Rochelle Tassie
- Confirmation of interpretation services will be sent to the requesting educator/ancillary staff.

Distribution of the Language Access Plan

An effective way to ensure families with limited English proficiency can meaningfully access program services is to provide notices about the availability of language assistance services. Hazel Park School District will provide notices to LEP parents and guardians in the following ways:

- Website notices and translated web pages
- Parent/guardian flyer
- Language Access Plan, in multiple languages, sent directly to parents/guardians

Questions regarding access should be sent to the Teaching and Learning Department at (248) 658-5223 or Student Services at 248 658-5204.

District Roles and Resources

Role	**Contact Information**	**Responsibility**
Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning	Email: stephanie.dulmage@myhpsd.org Contact Number: 248 658-5234	Coordinate and publish the district language access plan. Assist with staff training on the utilization of language assistance services when serving families. Coordinate and manage requests for interpretation and translation. Manage budget to provide language assistance services. Ensures that the designated language pages on the website are accurate and updated each year
Dr. Papasian, Executive Director of Student Services	Email: megan.papasian-broadwell@myhpsd.org	Coordinate and publish the district language access plan.

	Contact Number: 248 658-	Assist with staff training on the utilization of language assistance services when serving families. Coordinate and manage requests for interpretation and translation. Manage budget to provide language assistance services.

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: _____

Latchkey Parent Handbook
2026-2027

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Latchkey Mission Statement

The mission of the Hazel Park School District Latchkey Program is to provide a safe, affordable, nurturing environment for all Hazel Park children who are in need of out-of-school-time care.

Latchkey Philosophy

Children thrive in an atmosphere of acceptance and support where they are allowed free exploration of their unique talents and interests. Our latchkey program strives to provide children with opportunities to explore and develop the skills necessary to lead happy and productive lives. Social, emotional, physical, and cognitive activities are integrated into each day's routine.

Latchkey Program Goals

- To provide a safe, stimulating environment in which children can acquire and practice physical, social, and cognitive skills.
- To provide an atmosphere that supports the development of a positive self-image in preparation for a happy and productive life among peers, colleagues, and loved ones.
- To support each child's growing independence at an individual level by allowing children to make choices and carry out tasks and activities with adult support and assistance when needed. To support all families through open communication and respect.

Diversity, Equity, and Inclusion

The Hazel Park School District recognizes individual diversity and respects cultural differences. The childcare center creates a warm and welcoming environment that embraces the unique aspects of each student and their family. Staff members take the time to learn about each child daily. Latchkey regularly integrates cultural awareness and celebration through materials and activities that reflect the diversity of the families in the program and local community. In addition, staff members receive training in diversity, equity, and inclusion.

The Latchkey program is committed to meeting the needs of all students. Children with special needs may be accepted into the Latchkey program under the guidelines of the Americans with Disabilities Act (ADA) and in keeping with the State of Michigan Licensing Rules for Child Care Centers. If applicable, the program director collaborates closely with school staff and the Student Services Department to stay informed about each student's Individualized Education Program (IEP) or 504 Plan goals. The program also collaborates with school nurses to ensure proper support for students with health plans or medical issues.

For students who need additional support, parents/guardians must report specific health/medical needs (diabetic care, asthma, severe allergies, etc.) and/or any special needs on the registration form and contact the Latchkey Director to schedule a planning meeting. The planning meeting, which must be held prior to the student's first day of Latchkey attendance, will be held with the parents, Latchkey staff, and the Hazel Park School District nurse (as appropriate). If staff have any concerns about a child, then they will work with the Student Services

Department, and school or district personnel to formulate strategies to support the child. Staff is provided annual professional development related to working with children with special needs.

Contact Information - Latchkey Department

For questions, concerns, or comments regarding latchkey services, caregivers, or billing contact the HPS Child Care Director assigned to your program:

Chistina Saferian Jill Cucchiara Webster Early Childhood Center Director Office Phone: 248-658-5501 jill.cucchiara@myhpsd.org	Stephanie Dulmage Joan Rybinski Hazel Park Elementary Age Latchkey Director Office Phone: 248-658-5913 joan.rybinski@myhpsd.org

Hazel Park School District Latchkey Programs are licensed by the Department of Human Services.

**Required licensing notebook is available in each office upon request.*

General Information and Hours of Operation

Latchkey Caregivers promote a safe and pleasant experience for students while maintaining compliance with all State of Michigan Licensing Rules for Child Care Centers. Students will have the opportunity to participate in school-organized activities during latchkey hours. For students in grades K-5, Latchkey services are available when school is in session, including ½ days.

Please review the important information below:

Elementary Age Students

- Latchkey is available Monday - Friday on school days.
- Latchkey opens at 6:30 a.m. and closes at 6:00 p.m. per site clock.
    - Hoover Elementary: AM Latchkey - 6:30-8:00 a.m.
    - Hoover Elementary: PM Latchkey - 3:00-6:00 p.m.
    - United Oaks Elementary: AM Latchkey - 6:30-8:00 a.m
    - United Oaks Elementary: PM Latchkey - 3:00-6:00 p.m.
    - Webb Elementary: AM Latchkey - 6:30-8:00 a.m.
    - Webb Elementary: PM Latchkey - 3:00-6:00 p.m.
    - ½ Day Latchkey Services: 11:15 a.m. - 6:00 p.m.

Preschool Age Students

- Latchkey is available Monday - Friday on regularly scheduled school days
- Latchkey Hours:
    - Morning 6:30 am - the start of school
    - Afternoon dismissal - 6:00 pm

IMPORTANT:

- There will be no latchkey services offered during school closings.
- School-age latchkey MAY run during Winter and Spring school breaks if enough students express interest. Information will be sent to current families before each break to determine interest.

In order to ensure that all HPS families have the opportunity to participate in quality before and after-school care, students must be registered in Latchkey through School Care Works. ***Same-day registration and "Drop-In" Latchkey Services are not available.***

BUILDING PHONE CONTACT INFORMATION

Building	Phone	Staff
Webster Early Childhood Center	(248) 658-5501 Main Office (248) 658-5527 Latchkey Room	Christina Saferian Lisa Chrouch-Johnson (lead)
Webb Elementary School	(248) 658-5950 Main Office (248) 658-5913 Latchkey Room	Joan Rybinski Lynette Daley (lead)
Hoover Elementary	(248) 658-5300 Main Office (248) 658-5318 Latchkey Room	Joan Rybinski Sheila McNaughton (lead)
United Oaks Elementary School	(248) 658-2400 Main Office (248) 658-2418 Latchkey Room	Joan Rybinski Antonio Sanders (lead)

Admission

Hoover, United Oaks, and Webb: Students must be pre-registered and approved to attend Latchkey. Online registration must be completed each year through School Care Works. A valid email address is required to register. Latchkey registration is available at the Hazel Park School District Website.

Webster - Ms. Jill Cucchiara for additional information about the Latchkey Program at Webster.

Please read the following before you enroll your children in Hazel Park Schools' Latchkey Program. These policies are set by HPS and may not be changed at individual Latchkey sites. Latchkey staff do not have the authority to deviate from these written policies.

Required for Enrollment

1. Every child must be fully registered and approved on the online registration system.
2. Payment Agreements for families receiving DHS Daycare Assistance must be completed. **It is the parent/guardian's responsibility to ensure that DHS paperwork is completed and approved.**

3. Emergency Cards/Child Information Records must be completed on School Care Works.
    a. Current and operable phone numbers for your home and workplace are required.
    b. Two current and operable numbers of persons authorized to pick up your child (other than the child's parents) in the event of an emergency. Identification will be required upon pick up. We will always attempt to contact the child's parent or guardian first.
    c. Failure to notify the Latchkey staff of changes in emergency numbers may result in the exclusion of your child or children from the program.

Please be advised that accounts from previous years must be paid in full before registering. If your account is sent to collections, you will be responsible for paying your balance plus the collection fees assessed to HPS before starting Latchkey

Communication

The HPS Latchkey Program supports open communication. To ensure the success of your child, please discuss any concerns you have with your child's caregiver.

Daily Routine (Sample)

Latchkey is intended to be a safe, supportive, and stable environment for all students. Latchkey provides students the opportunity to engage in ongoing physical, emotional, social, and cognitive development. Each of our latchkey programs is expected to reflect best practice standards for childcare programs. The greatest indicator of a high-quality program for children is the quality of adult/child interactions. In our programs, adults show respect for and have fun with the children in their care. Our latchkey programs feature the following:

- Art
- Science Experiments and/or Gardening
- Homework/IReady/Reading Nook (Elementary Age Only)
- Stem/Building
- Gym/Playground
- Nutritious Snacks

Webster Early Childhood Daily Schedule

Time	**Morning Schedule**
6:30 – 7:20 AM	Arrival and choice time (games, coloring, toys)
7:20 – 7:30 AM	Clean up
7:30 – 7:40 AM	Movement games (DJ Ralph, Danny Go, etc.)
7:40 AM	Students leave for classroom
Time	**Afternoon Schedule**

2:45 – 3:00 PM	Kids arrive
3:00 – 4:10 PM	Choice time in rooms (games, coloring, toys)
4:10 – 4:25 PM	Clean up and snack
4:25 – 4:50 PM	Craft, playground, or gym
4:50 – 5:00 PM	Clean up
5:00 – 5:20 PM	Movement games (DJ Ralph, Danny Go, etc.)
5:20 – 6:00 PM	Calm activities
6:00 PM	Latchkey closes for the evening

K-5 General Daily Schedule

Time	Morning Schedule
6:30 – 7:00 AM	Free choice time (games, coloring, reading, computer)
7:00 – 7:45 AM	Outside play (weather and staff permitting)
7:45 AM	Breakfast
7:45 – 8:00 AM	Get ready for school (clean up)
8:05 AM	Dismiss students for school

Time	Afternoon Schedule
3:10 PM	Latchkey reopens for the afternoon
3:15 – 3:40 PM	Hand hygiene and nutritious snack
3:40 – 4:15 PM	Free choice time (games, coloring, reading, computer)
4:15 – 5:00 PM	Gym, playground, or outside play
5:00 – 5:30 PM	Group activity (art, science, reading)
5:30 – 6:00 PM	Open activities (games, projects, homework)
6:00 PM	Latchkey closes for the evening

School-Year Latchkey Food: Snacks and Lunches

- The Latchkey Program provides a healthy snack during the school year that includes a serving of whole grain and a serving of fruit.
- The Latchkey students have the option of choosing a free school lunch on half days. If your child normally brings lunch from home and comes to Latchkey without one, they will be given a school lunch. **Please do not send foods containing nuts or nut products to Latchkey.** Be sure your child's name is on his/her lunch.

Latchkey Camps - Grades K-5

- Latchkey Camp Registration: https://schoolcareworks.com/registration/hazelparkschools/start_registration.jsp
- Latchkey Camps are operated at one site only and are available from 6:30 A.M. to 6:00 P.M. except as noted in advance. The site will be announced at least one week before the start date. Program operation is dependent upon enrollment and on a first-come, first-served basis.
    - K-5 Latchkey Camp
        - Winter Break
        - Spring Break
- Winter and Spring Break Camp Fees
    - $150.00 fee per week/per child

Summer Camp

- $50.00 Activities Fee per child to cover field trips and other activities.
- $150.00 fee per week per child

Latchkey Camps Food: Snacks and Lunches

- **During the Winter and Spring Break Camps, parents are required to provide their child with a lunch and snack.**
- **SUMMER PROGRAM ONLY: The option for a free breakfast and free lunch** will be available for a scheduled number of days. The schedule of lunch choices and days will be provided by the kitchen staff at the end of the school year.

Latchkey Rules For Children

Rules are developed with children and revised as necessary. Making rules is part of a group problem-solving process.

Discipline Policy

- Staff shall use positive forms of discipline that encourage self-control, self-direction, self-esteem, and cooperation. This includes but is not limited to:
    - Following and posting predictable routines.

    - Providing clear expectations.
    - Problem-solving with the group and posting group solutions to problems.
    - Arranging the physical environment to avoid problem behaviors.
    - Modeling respect and social skills.
    - Involving children in conflict resolution.
    - Offering choices and decision-making opportunities.
    - Providing a quiet, soothing, somewhat private place where children can go voluntarily or at the teacher/caregiver's request to regain control of their emotions.

- Staff shall be strictly prohibited from using any form of physical discipline. Please read the Child Care Licensing book for details.

- If it becomes necessary to restrain a child, for his or others' protection, holding the child as gently as possible is acceptable. Children shall not be physically restrained longer than necessary to control the situation. Staff may not:
    - Hold a child with undue physical force
    - Hold a child down on a sleep surface
    - Sit on a child

Behavior Incident Continuum: NOT Physically Aggressive or Threatening

- 1st Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 2nd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 3rd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
    - *A meeting is required with the Site Director, staff, and parents BEFORE the child is allowed to return to Latchkey.
- 4th Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
    - *A meeting is required with the Site Director, staff, and parents BEFORE the child is allowed to return to Latchkey. **The Site Director at this meeting will determine if your child is able to continue in the Latchkey Program. This will be based on the severity of the incidents.

Behavior Incident Continuum: Physically Aggressive or Threatening

- 1st Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 2nd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
    - 1 day (The next day) suspension from Latchkey (NO refund)
    - A meeting will be required with the Site Director and staff BEFORE the child is allowed to return.
- 3rd Behavior Incident: Dismissal from the Latchkey Program.

***Children will NOT be allowed to bring toys or any other devices to latchkey.**

Latchkey Fees

- All fees are NON-REFUNDABLE

- Latchkey Registration Fees
    - First Child - $40.00
    - Second Child - $20.00
    - Third Child (or more) - $10.00

- All Families for School Year Latchkey
    - Two $50.00 (40.00 GSRP and Preschool Academy) non-refundable activity fees occur in September and February.
    - After the first student, every student within the family will have a $10 fee in September and February.
    - The first activity fee is due upon registration.

School-Year Latchkey Weekly Fees

Elementary Aged Children **Registration:** 40.00 **Bi-Yearly Activities Fee:** 50.00	**Webster Latchkey** **Registration:** 40.00 **Bi-Yearly Activities Fee:** 40.00	**Webster 2-Year-Old and Preschool Academy**
Morning & Afternoon Sessions: ● $55/week, each child paid weekly ● Morning Sessions Only: ● $25/week, each child paid weekly ● Afternoon Sessions Only: ● $40/week, each child paid weekly ½ Day Free Structure (Addition) ● Hazel Park - $15 Summer or School Break Fees ● 5 Full Days - $150 (Increase)	Morning & Afternoon Session ● $70.00 per week/per child Morning Session Only: ● $30.00 per week/per child Afternoon Session Only: ● $45.00 per week/per child	$625.00/Month

Important Notes:

- Current rates are subject to change.
- Parents/Guardians will be charged weekly regardless of whether or not a student attends.
- Latchkey is self-supporting through fees. The payment policies outlined in this handbook must be enforced to maintain our Latchkey program.

- If your family participated in the School-Year Latchkey Program, all fees are expected to be paid before enrolling in the Camps to remain in good standing.
- If your family participates in the Summer Latchkey Program, all fees are expected to be paid before enrolling in the School-Year Latchkey Program to remain in good standing.
- If you are not in good standing with your previous fees, you will be contacted by the Latchkey Site Director for a final decision on the continued use of this service and future registration.

Late Pick-Up Fee:

- There is a $10 per child fee for every five minutes, or a portion thereof, if you are late picking up your child or children. This will be added to your next week's fee. (ex., pick-up at 6:06 = $20 per child late pick-up fee).

Late Payment Fee:

- Failure to pay on time will result in a late payment fee of $15 per child per week. Payments are due no later than MONDAY of the same week.

Payment Policy:

- Your weekly child care payment is based on the schedule on the Child Enrollment Form and submitted in the registration platform, regardless of the days and times that your child attends each week.
- Latchkey is a prepayment service. Payments are to be made no later than the Monday of the same week.
- **Any change to your current schedule must be made with the Elementary Latchkey Site Director or Webster Office via written notice. You will be billed up to the date the written notice is received.**
- 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 your Site Director.
- Two sick days from September to January and two sick days from February to June are allowed. Sick days do not accumulate if you do not use them. **It is the parent or guardian's responsibility to contact the Site Director for this credit via email with the child's name and the date absent. This 'sick day' credit must be requested within 48 hours or you will not receive the credit.**
- There will be no sick day credits issued during any of the Latchkey Camps.
- **Your email address must be accessible and up-to-date to receive statements and billing. This is the full responsibility of the parent or guardian.**
- Latchkey does not issue credit for any days paid for but not used. NO REFUNDS

Failure to follow the Payment Policy may result in dismissal from the HPS Latchkey Program. The following steps will be taken when the first instance of noncompliance occurs for Late Payment or Late Pick-Up.

- 1st Fees and Pick-Up Noncompliance Incident
    - 1st Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)

- 2nd Fees and Pick-Up Noncompliance Incident
    - 2nd Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)

- 3rd Fees and Pick-Up Noncompliance Incident
    - 3rd Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
    - **A meeting will be required with the Site Director within 1 week.**

- 4th Fees and Pick-Up Noncompliance Incident
    - 4th Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
    - **Dismissal from the program will take place until ALL fees are up-to-date. This may result in loss of spot at latchkey.**
    - **Late Pick-Up fees will be added for each week of unpaid balances.**
    -

DHS Child Development and Care (CDC) Assistance

- ***DHS CDC (State assistance) is also accepted. Parents/guardians are responsible for payment until the DHS paperwork is received. Once received, a reimbursement will be made to families for any payments dating back 30 days.***
- **ALL FORMS, UNDERSTANDING the DHS CDC Handbook AND STAYING UP-TO-DATE ARE THE RESPONSIBILITY OF THE PARENT OR GUARDIAN.**
- To apply for CDC benefits, visit MI Bridges to complete and submit an electronic application. You may also visit the Child Development and Care website to download or print the Michigan Department of Health and Human Services (MDHHS) Assistance Application [MDHHS-1171]. Paper applications may be mailed or faxed to MDHHS or dropped off at your local MDH office.
- **ALL DHS/CDC Parents/Guardians are required to contact the Elementary Latchkey Site Director or Webster Office prior to registration to confirm DHS/CDC so that the registration fee is waived.**
- Written authorization is required from the Department of Human Services before accepting that a parent is eligible for childcare assistance. Until written authorization is received, the family must pay the full fee.
- **The following link is the document that needs to be filled out and given to your worker 30 days prior to the start of Latchkey. If this is not done in advance, you are required to pay for Latchkey until it goes through.-**DHS-4025
- Once authorization is received, a co-payment will be established and the family will pay the copayment weekly. Co-payments are subject to change based on the actual time children are in attendance. DHS CDC only pays for the actual hours that a child is scheduled to be in care.
- Any fees paid by both the parent and DHS CDC will be refunded to the parent. This will take up to one month.
- False reporting of children's hours of attendance to DHS is a felony and can be prosecuted. Families must enter times when children are dropped off and picked up accurately. DHS may require families to substantiate their need for care by providing documentation that they actually worked or attended approved classes during the times we billed for childcare.

- Families are responsible for any fees accrued not paid by DHS.
- ***Important Note***: DHS does not pay late pickup fees or late payment fees.

Dismissal From The Program

The following circumstances may result in your child being dismissed from Latchkey services:

- Failure to pay for services by the due date.
- Excessive late pick-up (after 6:00 PM) of your child.
- Failure to maintain current contact and emergency information – phone, address, and email.
- Failure to sign in/out child from Latchkey on a consistent basis.
- Failure to follow Latchkey policies and procedures.
- A child who verbally or physically harms another student or staff member. A child who does not adjust to behavioral expectations.
- A child suspended from school will not be permitted in the Latchkey program for the duration of the suspension.
- A child that does not follow the HPS Student Code of Conduct.
- 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 the 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.

Hazel Park Schools is a learning and caring environment for students, families, and staff. Please treat others with kindness and respect. We have a zero-tolerance policy for any type of aggression which includes abusive language, verbal harassment, sexual harassment, threats of harm, physical assault, and destruction of property. Aggression may result in the removal from the facility and/or prosecution.

Safety and Security Information

- The doors to all latchkey rooms will be locked at all times that children are in the room.
- Children and families are not to open locked doors for others. This is a latchkey staff responsibility, as staff recognizes family members who are authorized to pick up children.
- If someone not recognized by staff is at the latchkey door, staff will ask for I.D. If the person at the door is not on the child's emergency card, they will be asked to leave the building. If building administration is still in the building, they will be notified by phone immediately.
- If a person not authorized to pick up a child in the latchkey program refuses to leave and the building administration has left for the day, the latchkey leader will call the Hazel Park police and report an intruder in the building. Our primary responsibility is the safety and well-being of our children.
- Please make certain that all people authorized to pick up your child are listed on the emergency card and carry their photo I.D.
- Parents/guardians should give the school advance notice if their student will be checked out early.
- 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 PowerSchool for that student. **The latchkey staff or Program Director must have a 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 PowerSchool cannot check a student out of school.
- Picture ID will be required of anyone not immediately recognized by staff as authorized to pick up your child. **ALL parents, guardians, and designees must have this on hand daily. There may be a substitute who will require this on any given day.**
- Parents must notify the Latchkey Site Director if he/she will not be attending. We can never accept a child's word for a change in plans.

Emergency Procedures

To ensure the safety of all students, emergency/crisis procedures will be followed as identified below:

HOLD IN YOUR ROOM OR AREA. Some situations require students and staff to remain in their classrooms or stay out of access areas. For example, a 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 pickup. 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.

- In the event of an emergency requiring evacuation from a school, HPS District Procedures will be followed. If students are not sent home before regular latchkey dismissal time, the following procedures will be followed:

    - Elementary students will be bussed to a nearby site that has instructional space available.
    - If the situation allows, students will be returned by bus to the normal PM Latchkey site for dismissal at their regular time.
    - If an alternate PM Latchkey site is necessary, Latchkey Caregivers will be responsible for informing parents as to where their child(ren) can be picked up after school hours if an alternate PM site is utilized.

SHELTER STATE THE HAZARD AND SAFETY STRATEGY Shelter is called when specific protective actions are needed based on a threat or hazard. Staff will direct students to follow the appropriate, practiced strategy for the specific hazard. Threats or hazards may include:

- Tornado
- Severe weather
- Flooding
- Hazmat spill or release

Serious Accident, Illness, or Injury – staff will follow emergency procedures.

Attendance, Arrival, and Departure

- Arrival
    - Webster - Students must be accompanied into the Latchkey room by a parent, parent designee or guardian. The child must be signed in by that person, noting the time the child arrived.
    - School Age Child Care - Elementary-age grown-ups will call the number for the room to announce what child they are dropping off. The staff will then let the student in the door.
- Departure
    - Webster - Children must be picked up in the Latchkey room by a parent, parent designee, or guardian. The child must be signed out by that person, indicating the time of departure.
    - School Age Child Care - The child will be signed out by the staff indicating the time and person picking up on the attendance sheet.

Late Pick-up of Children

- Latchkey closes promptly at 6:00 p.m. according to the site clock.
- Beginning at 6:01 p.m. parents/guardians will be charged $10 per child for every five minutes, or portion thereof, you are late picking up your child or children. This will be added to your next week's fee. (ex.: pick-up at 6:06=$20 per child late pick-up fee).
- If we have not heard from you by 6:00, we will begin calling numbers on your child's emergency card in order to contact someone to pick up your child.
- If no one has picked up your child by 6:30 p.m., staff has been unable to contact anyone to pick up your child, and you have not contacted the HPS Latchkey Program, the Department of Human Services requires that the police department be contacted to handle the responsibility of caring for your child and locating you, the parent(s) or guardian(s).

Non-Attendance

- The Latchkey Site Director reserves the right to disenroll your child from the program due to non-attendance after 10 days.

Program Withdrawal and Re-Enrollment

- Parents are required to notify the Latchkey Site Director of the child's final program date. Until the Latchkey Site Director is notified in writing of the child's last date, families will be required to pay for this service.

- To re-enroll for any reason, a new $40.00 enrollment fee will be billed.

Custody Conflicts

- If both parents are on the emergency card, we will consider both parents able to pick up the child.
- Unless we have a copy of a court order on file limiting one parent's right to a child, children will be released to either parent. State law prohibits us from restricting a parent's right to a child for any reason short of a court order.
- Please make an appointment with the Latchkey Site Director at your child's school if you wish to discuss custody or other issues regarding your child's other parent. Staff is prohibited from having these discussions when children are present.

Health Services Plan

Staff members are aware of the Health Policies of the State of Michigan Rules for Child Care Licensing. New staff members receive in-service training regarding these policies. Latchkey staff members are certified in CPR and First Aid. In addition, licensing rules require knowledge of and compliance with the following procedures:

- Hand Washing - the following procedures will be used:
    - Moisten hands with water (temperature between 60- 120 degrees F) and apply soap
    - Rub hands vigorously until a soapy lather appears, continuing for 10 seconds
    - Rub areas between fingers, around nail beds, under fingernails, jewelry, and back of hands
    - Rinse hands under running water until free of soap and dirt. Water will remain running while drying hands
    - Dry hands with clean, disposable paper or single-use cloth towels. Water will be turned off with the disposable paper or single-use towel
    - Dispose of the single service towel in a lined trash container

- Handling Children's Bodily Fluids – Brief Overview:
    - Use of disposable gloves (waterproof barrier)
    - Placing soiled objects in biohazard bags
    - Cleaning and sanitizing areas and articles
    - Centers shall use precautions when handling potential exposure to blood, including blood-containing body fluids and tissue discharges, and when handling other potentially infectious fluids. OSHA has model exposure plan materials used by the centers in addition to formal staff training
    - Staff members are trained in Blood Borne Pathogens

- Cleaning and Sanitizing – the following procedures will be used:
    - surface of the article will be washed vigorously with warm water and detergent
    - article will be rinsed with clean water

    - surface of the article will be submerged in, wiped, or sprayed with a sanitizing solution
    - article will be air-dried

- Controlling Infection – the following procedures will be used:
    - Parents are notified when changes in the child's health are observed, if an accident or injury occurs, or if the child is too ill to remain with the group
    - Child is placed in a separate location under adult care until the parent/guardian arrives
    - Items exposed to risk are thoroughly cleaned and sanitized
    - Upon notification of communicable disease, parents are informed of the name of the disease, that exposure may have occurred, and the symptoms of the disease

The district employs two school nurses who are available to support students, parents/guardians, and latchkey staff regarding health matters. Counselors and therapists are available throughout the District to address concerns, conduct assessments, and attend to special needs as deemed necessary.

Illness

Whenever a child exhibits any of the following symptoms the parent will be called to pick up the child:

- Fever above 101 degrees - A child must be fever-free for 24 hours without medication before return.
- Vomiting/Diarrhea - Vomiting/Diarrhea must cease without medication for 24 hours before return.
- Rashes - A child must be examined by a physician to determine the type of rash. The physician will determine when it is acceptable for the child to return.
- Pinkeye - A child must be excluded until 24 hours after treatment begins and there is no eye drainage.
- Lice- A child must be treated and cleared by the Latchkey Site Director before returning to Latchkey.
- General appearance of being ill - a child who is not participating in activities, is very tired, has unusually pale or flushed skin or red, watery eyes, and appears too sick to be in school will be excluded until the child looks and feels well.
- Persistent cough - a child who is coughing so hard that they can not play will be excluded until the cough is not as persistent.

Accidents, Injuries, and Incidents

- All child injuries, no matter how minor, will be reported to parents.
- If another child has injured a child, we will protect each child's confidentiality. Minor injuries require an informal written report with a copy going to the parent and a copy to the Latchkey Director. An additional copy will be kept in the child's file. A separate report will be written for each child.
- Injuries, that require medical attention, will necessitate an official incident report. These can be obtained from the school office. A copy will be sent to the HPS Business Office and a copy will be sent to the Latchkey Director. Staff will fill these out as accurately as possible noting times, exactly what happened, and the course of action. A follow-up phone call will be made to parents to determine the child's condition.
- If an injury is serious enough to warrant calling parents to pick up the child, the Latchkey Director will be informed immediately.
- If an injury is serious enough to warrant immediate medical attention, staff will notify the parents and give first aid. Staff will not attempt to move a child who may have sustained a serious head or neck injury.

Children's Medication

The program complies with the medication policies adopted by the Hazel Park School District for individual schools. The policy is as follows:

- A Medication Authorization Form must be on file before medication is dispensed at school. This authorization, signed by a physician is necessary for prescriptive and non-prescriptive medications and is valid only for the current school year. Medication Authorization Form links (2 are required):

    - https://www.michigan.gov/documents/lara/BCAL-1243_8_15_fillable_2_498629_7.pdf
    - https://docs.google.com/document/d/1X6OxuU3QcnzZSVjbomxqnlURNolk8BjE1Z0EagPI2as/edit?usp =sharing

- Prescriptive and non-prescriptive medications must be labeled and in the original container to be administered. Directions from the physician must be clearly marked on the container of prescription medications.
- All medications needed during Latchkey will be kept in a secure place in the Latchkey room. If your child has Asthma, you are required to have the prescribed inhaler for him/her on-site daily.
- A medication log will be kept for all medications administered to children. Each child and each medication given to a child requires a separate log. Changes in behavior will be logged and reported to parents. Logs and authorization forms should be kept in a binder in the office.
- Injections will not be given. (Exception: Documented diabetes, insect sting allergy or hypersensitivity, or anaphylactic reaction due to exposure to or ingestion of a food to which the child is known to be allergic). Latchkey staff will be trained by the school nurse to administer these types of medications.
- Staff will not administer medication the first time it is given. The parent/guardian must administer the first dose to monitor that the prescriptive drug does not pose allergic reaction problems.

Immunizations

The State of Michigan Licensing Rules for Child Care Centers require that immunizations remain up to date to participate in Latchkey. The best way to protect all students from contracting serious diseases is to have all students vaccinated according to the recommended vaccination schedule found at: CDC Immunization Schedules. If you have any questions regarding immunizations, please contact:
Macomb County Health Dept. (586) 469-5372 or Oakland County Health Dept. (248) 424-7046.

Child Abuse and Neglect Reporting

All employees and volunteers in the Latchkey program 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 program will comply with the Hazel Park School District policy on reporting suspicion of child abuse or neglect.

Licensing Information

The HPS Latchkey complies with all State of Michigan Licensing Child Care Centers requirements. Parents may access these rules at: www.michigan.gov/michildcare. A licensing notebook is available to parents during regular business hours at each building. The notebook contains the following documents: license inspection

reports, special investigation reports, and corrective action plans. In addition, licensing inspection reports, special investigation reports, and corrective action plans may also be found online for the previous 5 years at: Child Care Licensing

HPS LATCHKEY PROGRAM POLICIES

- ☐ I understand that Hazel Park Schools Latchkey complies with all State of Michigan Licensing Child Care Center requirements.
- ☐ I understand that the payment is due on Monday of each week. Failure to make payments promptly may result in the child being removed/dropped from the program.
- ☐ I understand that students must be pre-registered to attend Latchkey. **I also understand that I am responsible for payment for all the pre-selected days of attendance, regardless of the child's attendance.**
- ☐ I understand that if I am late picking up my child, I will be charged a late fee for every additional minute after 6:00 PM. The fee will be added to the bi-weekly invoice (weekly for Webster) . Repeated late pick-ups may result in the child being removed/dropped from the program.
- ☐ I understand that I am responsible for providing the child's caregiver in writing any changes in parent/student information including phone numbers, addresses, email addresses, emergency contact information, and pertinent information pertaining to the child.
- ☐ I understand that I must complete the entire online registration form and include all parent information, local emergency contact information, physician and hospital information, as well as allergies, special needs, and special instructions.
- ☐ I understand that my child may be photographed or videotaped during their time in the program. These photos or tapes may be used in newsletters, the HPS District media sites, and/or community media.
- ☐ I understand that my child's immunizations must be up to date and the appropriate immunization record or waiver(s) are on file with the school.
- ☐ I understand my child must be in good health to attend Latchkey. In addition, I understand that I am required to notify Latchkey if my child has any activity restrictions.
- ☐ I am aware that a Licensing Notebook with licensing inspection reports, special investigation reports, and related corrective actions is available for review at each Latchkey location. I understand that this notebook will be available for parents to review during regular business hours.
- ☐ I understand that all employees of Latchkey have been cleared according to LARA (Licensing and Regulatory Affairs) via a Comprehensive Background Check.
- ☐ I understand that personal items are not allowed in Latchkey. I will not send personal items to Latchkey.

I have read the Latchkey Program 2025-2026 Parent Handbook and agree to all policies.

Parent/Guardian Signature_____Date_____

Payment Agreement for Families Receiving DHS Daycare Assistance

Name of Parent or Guardian:_____

Child's Full Name:_____Date of Birth:_____

Child's Full Name:_____Date of Birth:_____

Child's Full Name:_____Date of Birth:_____

Child's Full Name:_____Date of Birth:_____

Latchkey Site: _____ Case #_____

By signing this Payment Agreement for Families Receiving DHS Daycare Assistance I am indicating that I fully understand the following.

- ☐ I understand that written authorization is required from the Department of Human Services (DHS) before accepting that a parent is eligible for childcare assistance. Until written authorization is received, the family must pay the full fee.
- ☐ I understand that there may be a co-payment which will be my responsibility to pay on a weekly basis before services are rendered and according to the terms outlined in the Parent Handbook. The co-payment is subject to change based on a child's actual hours of attendance. I understand that I will be responsible to pay all fees in full until the Hazel Park School District receives written notification that I am eligible for daycare assistance, the percentage DHS will pay and the eligibility start date.
- ☐ I understand that DHS only pays for the actual hours that a child is in care.
- ☐ I understand that I am not eligible for daycare reimbursement on days that I am not working, seeking employment or in an approved education program, and agree to either pay in full for days that I am not engaged in an approved activity or to refrain from using services on these days. Hazel Park School District Latchkey Program will not knowingly bill DHS for any unauthorized time that my child is in care.
- ☐ False reporting of children's hours of attendance to DHS is a felony and can be prosecuted. I understand that families must enter times when children are dropped off and picked up accurately. DHS may require families to substantiate their need for care by providing documentation that they actually worked or attended approved classes during the times we billed for childcare.
- ☐ I understand that DHS does not cover the cost of activity fees, late payment fees, or late pickup fees. I agree to pay these fees in full at the time they become due.
- ☐ Any fees paid by both the parent and DHS will be refunded to the parent. I understand that any overpayment as a result of these terms will be credited to my account or refunded to me. Any underpayment as a result of these terms will be immediately due to the school district and is my responsibility. I agree to pay all fees due to Hazel Park School District that are not reimbursed by DHS.

I wish to enroll my child in the program at the above site and agree to all terms and conditions outlined above.

Parent or Guardian Signature _____ Date:_____

Permission for After-School Activities - Elementary Only

Permission for Latchkey Child to Participate in Other After-School Activities

_____ *(Child's name)* has my permission to participate in the following after-school activity with the understanding that the person in charge of that activity is supervising my child during the activity and is responsible for returning my child to the Latchkey room when the activity is completed unless I specify otherwise. I will advise the person responsible for the activity of my desire to have my child returned to the latchkey room.

Service Squad_____ *(Position/Teacher)*
Teacher Helper_____ *(Teacher)*
Brownies/Scouts_____ *(Leader)*
Athletic Program_____ *(Coach)*
Other _____ *(Responsible party)*

Please indicate below your specifications regarding the return of your child to the Latchkey program:

_____ I expect my child to be returned to the latchkey program at approximately_____ *(time)* by _____ *(Staff member)* who will sign my child into the program. I have made these arrangements with the responsible party.

_____ I do not expect my child to be returned to the latchkey program.

Parent or Guardian Signature _____ Date:_____

Confidentiality Agreement

We expect that parents involved in the program refrain from discussing other children or their families with other parents, friends or staff. What is seen or heard in the program is not something for one to talk about to others. No one appreciates being the topic of others' conversation; it is up to each of us to treat all families with the same respect we desire for ourselves.

Within Latchkey, confidential and sensitive information will only be shared with Latchkey Staff who need to know so they can safely care for your child. The exception to this rule is in the event of suspected child abuse or neglect; information will be shared with Child Protective Services. To protect everyone's privacy and maintain trust, confidential information about staff, parents, or children other than your own will not be shared. Confidential information includes, but is not limited t,o names, addresses, phone numbers, disability information, or other health-related information and behavior of anyone associated with Latchkey.

Our confidentiality policy protects every child and family's privacy. Latchkey Staff are strictly prohibited from discussing anything about a child other than their own with you.

Parent or Guardian Signature _____ Date:_____

Withdrawal Policy

Parent Decision

Parents are required to notify the Latchkey Site Director of the child's final program date. Until the Latchkey Site Director is notified in writing of the child's last date, families will be required to pay for this service.

Latchkey Site Director Decision

- Unable to Meet Child's Needs
    - It is our responsibility and desire to provide care for every child enrolled in our program. Sometimes, however, the Latchkey program is unable to meet the needs of a child and feels it is not in the best interests of the child, program, and/or other children enrolled to have the child in attendance. If this occurs, the program may require the parents to attend a conference with the Latchkey Coordinator and needed Staff regarding the matters that potentially warrant termination. Every effort will be expended to come to a satisfactory solution for all involved, including identification of the needs of the child, development, and implementation of behavior plans, changes to routines, and, as a last resort, referrals to other, more appropriate programs.

- Overdue Fees
    - The Latchkey Coordinator reserves the right to withdraw your child from the program if payments are not up-to-date. This is to ensure the program can sustain itself.

- Latchkey Family Consequences
    - In all circumstances, adult behavior that is perceived as threatening or disruptive to the emotional or physical safety of children and/or staff, will result in the immediate and possibly permanent exclusion of the adult(s) involved from our program.

Parents have the right to appeal all dismissals with the school district administration.

Parent or Guardian Signature _____ Date:_____

Virtual Learning

Student and Parent Handbook

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Introduction & Purpose of Handbook

The Hazel Park Schools Virtual Learning Student and Parent Handbook is provided as a supplemental resource to help students and parents/guardians understand the expectations, procedures, and unique features of participating in a virtual learning program. This handbook is intended to provide information specific to virtual learning, including course participation, communication, attendance, academic progress, technology, assessments, and other expectations associated with online coursework.

Students and parents/guardians should use this handbook in conjunction with, and not in place of, the district's Student and Parent Handbook and other applicable guidance documents. When a question or situation is not specifically addressed in this supplemental handbook, the applicable district handbook, policy, procedure, administrative guidance, or school-level direction should be consulted.

The purpose of this document is to highlight information that is particularly relevant to students participating in virtual learning and to clarify how certain district expectations apply within a self-paced or fully virtual learning environment. Virtual learning requires students to take an active role in managing their coursework, communicating with teachers and mentors, meeting established deadlines, and maintaining satisfactory academic progress.

Families are encouraged to review this handbook carefully and to become familiar with the Hazel Park Schools Student and Parent Handbook and other applicable district guidance documents. Together, these resources provide the framework for student rights and responsibilities, academic expectations, attendance, conduct, communication, and participation in the Hazel Park Schools virtual learning program.

Schools Offering Virtual Courses

Hazel Park schools/programs offering virtual course offerings include the Viking Virtual Academy (VVA), Michigan Cyber Academy (MCA), Invest, and Advantage Alternative School. Visit the Hazel Park Schools website for more information about each school and how to enroll. Each school utilizes self-paced virtual courses differently, summarized in the chart below:

School	Delivery	Learning Environment	Schedule	Notes
Advantage	Online, Self-Paced	In-Person & Fully Virtual Pathway	Flexible	Full Virtual Pathway
Michigan Cyber Academy	Online, Self-Paced	Virtual	Flexible	Full Virtual Pathway
Viking Virtual Academy	Online, Self-Paced	Virtual	Flexible	Full Virtual Pathway

Hazel Park High School	Online, Self-Paced	In Person	School Day	Limited to designated courses/hours
INVEST	Online, Self-Paced	In Person	School Day & Summer	Limited to designated courses/hours

About the Schools

School	Learning Environment	Type of School	Maximum Age Range to Enroll	Graduation Requirements/Credits
Advantage	In-Person & Fully Virtual Pathway	Alternative	22	19
Michigan Cyber Academy	Virtual	Alternative	22	19
Viking Virtual Academy	Virtual	Alternative	22	19
Hazel Park High School	In Person	Traditional	18	22
INVEST	In Person	Alternative	22	19

Choosing the Right Learning Environment

Hazel Park Schools offers multiple pathways to earning a high school diploma because students learn in different ways and have different educational goals. Families and students should carefully consider each option before selecting the learning environment that best supports their academic needs, personal learning style, and postsecondary plans.

Students who thrive in a structured environment, benefit from daily face-to-face interaction with teachers and peers, plan to attend a four-year college or university, or hope to participate in NCAA athletics are generally encouraged to enroll in a traditional high school program. Traditional programs often provide greater access to Advanced Placement (AP) courses, Career and Technical Education (CTE), extracurricular activities, athletics, clubs, leadership opportunities, and college advising services that can strengthen college applications and support NCAA eligibility requirements.

Alternative and virtual learning environments can be excellent options for students who need greater flexibility due to work, health, family responsibilities, scheduling conflicts, credit recovery, or other individual circumstances. These programs require students to be highly motivated, organized, independent learners who can manage their time effectively and consistently complete coursework with less direct supervision.

Choosing the right learning pathway is an important decision. Students should not only think about what will help them be successful now, but also about how their choice may support their future goals, such as attending college, entering the workforce, joining the military, participating in athletics, or becoming involved in school activities. Students under the age of 18 are encouraged to make this decision with the support of their parents or guardians and school staff. Students who are 18 years of age or older may make their own educational decisions and are encouraged to include parents, guardians, or other trusted adults in the conversation if they choose.

Credit Recovery and Diploma Enhancement Programming

Students who do not complete or receive a passing grade have the opportunity to recover credit through the district's approved online course provider. Credit recovery is designed to help students remain on track for graduation while demonstrating mastery of the required course standards.

Unless otherwise approved by the district, students participating in credit recovery are expected to complete the entire course. In limited cases, a modified version of the course may be approved due to documented extenuating circumstances and in accordance with district guidelines.

Participation in credit recovery may be available:

- During the regular school day (as determined by the student's schedule, specific schools only)
- After school (in-person schools only)
- During summer programming (in-person schools only)

Students are expected to complete all coursework consistently, meet established deadlines, and communicate regularly with their assigned teacher or mentor. Successful completion of all required coursework is necessary to earn credit.

<u>Diploma Enhancement</u>

Students meeting on-track grade level & graduation requirements may enroll in additional courses to strengthen their academic preparation, explore career interests, earn college credit, or enhance their high school transcript. Students at Hazel Park High School and INVEST may not participate in online CTE or AP courses.

Online Course Platform

Hazel Park Schools use the Subject.com platform for original and credit recovery online courses. The program comprises the following key elements:

- Rigorous, explicit instruction led by expert, on-screen teachers
- Motivating, media-rich content
- Interactive instructional tools
- A wide range of tasks from independent reading to guided online exploration
- Formative, summative, and authentic assessments
- Self-Paced Progress: We understand that every student has a unique learning pace. Hence, our virtual courses allow students to advance at a speed that aligns with their individual learning needs. This flexible structure empowers students to take control of their educational progress.

- Flexibility: Recognizing the importance of accommodating diverse schedules, our program offers students the freedom to complete coursework from any location with internet access. They can conveniently work on their course remotely.

Visit Subject.com to learn more about this program.

Instructional Components: Please review the following items to better understand the virtual school structure.

- **Self-Paced Coursework:** Students enrolled in a Hazel Park virtual program will be enrolled in Subject.com coursework instead of in-person coursework. Classes are self-paced and provide an asynchronous learning experience. Students will be taught by highly qualified, Michigan-certified teachers through the Subject.com platform and supported by a district-provided mentor. This type of learning environment requires that students manage their time independently and adhere to the specific attendance requirements, which include weekly direct communication with their Subject.com teacher or district-provided mentor.

- **Teacher of Record:** A teacher of record is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, reporting outcomes, and evaluating the effects of instruction and support strategies. Please note that the teacher of record will be a Michigan-certified, highly qualified teacher. They will provide content for the course and will also be available remotely, via email, and possibly by phone.

- **Mentor:** A mentor is a professional employee of Hazel Park Schools who monitors the student's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. All virtual learning students will be assigned a Hazel Park mentor.

- **NCAA:** Not all online courses meet NCAA requirements. The student is responsible for making sure each class is acceptable to the college admissions office, scholarship program, and NCAA eligibility center (future college athletes). More information is available on the NCAA website: http://eligibilitycenter.org

Expectations of Virtual Students

Attendance/Credit Requirement

- Students must have at least one contact per week with their mentor or Subject.com teacher. Contact can be via phone, email, or face-to-face, or via the chat feature on the Subject.com platform.

- Students must use their school email to communicate with their teachers and mentors.

- Daily "in-seat" attendance is not required for virtual classes. Upon starting their course, students will be given an expected date of course completion. Student progress will be monitored throughout the course. If student progress significantly varies from the expected completion date, parents will be notified by the Hazel Park mentor.

- As these programs are self-paced, students may finish the course earlier than expected.

- If the course is not completed in the allotted number of days, the student will earn a failing grade. This failing grade will appear on the student's transcript.
- Students engaging in behavior prohibited by the Hazel Park School District Student Handbook and Hazel Park School District policies may earn a failing grade.

Student Expectations

- Students must have face-to-face, phone, text, chat, or email contact with the assigned mentor and/or Subject.com at least one time/week about course content.
- As a student, certain standards are expected. Appropriate use of the internet is expected at all times. All terms are outlined in the district's Acceptable Use Policy and Student Code of Conduct.
- All coursework and submissions that students complete may be retrieved and/or monitored by your mentor teacher at any time.
- Students are expected to be committed to the courses, adhere to the course schedules as prescribed, and understand that drops will only be allowed as outlined by the Subject.com program and the Hazel Park Schools add/drop procedures.
- It is the student and guardian's responsibility to research college admissions, scholarship programs, and the NCAA Eligibility Center to make sure courses are acceptable for future collegiate programs.
- Students will be emailed the course start and end dates through school email. Courses should be completed in this timeframe.
- Students enrolled in Subject.com courses through the Hazel Park School District are Hazel Park School District students and are expected to follow the rules and expectations outlined in the Hazel Park School District Student Handbook.

Attendance - Fully Virtual Schools

Attendance for students enrolled in a fully virtual program is determined in accordance with Michigan law and district procedures for virtual instruction.

Students must participate in **at least one documented two-way communication each week** with their teacher of record or other assigned instructional staff member. Two-way communication may occur through methods approved by the district, including but not limited to:

- Virtual meetings
- Telephone conversations
- Email exchanges
- Learning management system messaging
- Other district-approved communication platforms

A student's attendance is based on this documented weekly two-way interaction, not simply logging into the online learning platform. While attendance is determined through weekly two-way communication, students are also expected to:

- Engage in coursework on a regular basis throughout the week.
- Complete all required assignments according to course pacing guides and established deadlines.
- Respond to teacher communications in a timely manner.
- Seek assistance when needed to remain on track for successful course completion.

Failure to participate in the required weekly two-way communication or to make satisfactory academic progress may result in intervention by school staff and could affect continued enrollment in the virtual program.

Daily Coursework Expectations

Students enrolled in a full-time virtual program should plan to engage in coursework each school day.

As a general guideline, students should expect to spend:

- Approximately 45-60 minutes per course per school day
- Approximately 4-6 hours of total academic work each school day for a full course load (typically six courses)

The actual amount of time may vary depending on:

- The student's learning pace and other commitments
- Course difficulty
- Reading and writing requirements
- Projects and assessments
- Individual support needs

Students should follow the pacing guide provided by each course and complete assignments by established deadlines to remain on track for successful course completion.

Count Day Information

State Count Days are established by the State of Michigan and are used to determine school funding and verify student enrollment. Students and families will be notified by each school of the Count Day specifics. **Students enrolled in virtual or alternative learning programs must meet all state participation requirements in addition to being enrolled on Count Day**. Participation requirements may include:

- Completing coursework within the required participation window.
- Demonstrating meaningful academic engagement.
- Responding to teacher communication when requested.
- Completing any required attendance verification activities.

Failure to demonstrate the required participation may affect a student's enrollment status and the district's ability to claim state funding for the student.

State Testing:

Students are required to take all appropriate grade-level local and state assessments in person, at the designated date, time, and location. Students must attend in person for required testing to continue in the virtual program

and to stay on track for graduation. State testing will take place in April and May. These assessments are valuable sources of information for staff to better understand your student's academic needs and how best to support these needs. Specific dates and times will be communicated as soon as information becomes available.

Academic Integrity:

HAZEL PARK SCHOOLS
Virtual School Attendance and Expectations Agreement

Checking each box indicates that you understand and agree to the attendance policy as a virtual student in the Hazel Park Schools.

- ☐ Daily "in‑seat" attendance is not required for virtual classes. Upon starting online courses, students will be given an expected date of course completion.
- ☐ Student progress will be monitored throughout the course. If student progress significantly varies from the expected completion date, parents will be notified.
- ☐ As these programs are self‑paced, students may finish the course earlier than expected.
- ☐ If the course is not completed in the allotted number of days, the student may earn a failing grade.
- ☐ Students are expected to adhere to the Hazel Park Student Handbook and Hazel Park School District policies as virtual students
- ☐ Students are required to take all state-mandated tests in-person, including P-SAT 9, 10, SAT, ACT-Work Keys, and M-STEP science and social studies assessments. Dates for these tests will be communicated via email in advance.
- ☐ **Students must have at least one contact per week with their mentor or Subject.com teacher. Contact can be via phone, email, or face-to-face, or using the chat feature on Subject.com.**
- ☐ **Students must use their school email to communicate with their teachers and mentors.**

**** The last two items are critical to earning credit in online classes.**
Two-way communication between virtual students and their HP teacher/mentor is required every week to pass all virtual classes. **

By signing this document, you acknowledge that you understand the attendance policy and will adhere to the expectations outlined here.

_____ _____

Student Signature **Date**

_____ _____

Parent/Guardian Signature (If under 18 Years Old) **Date**

Staff Resource Handbook
Title IX Homeless and McKinney-Vento
Hazel Park Schools

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McKinney - Vento FAQ's

What does the McKinney-Vento Act refer to?

The McKinney-Vento Homeless Assistance Act and Title IX, Part A of the Every Student Succeeds Act (ESSA) are federal laws designed to ensure educational stability and support for students experiencing homelessness. The McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) is a federal law that provides important educational rights and services to PreK -12 children and youth experiencing homelessness, while Title IX, Part A reinforces these protections by providing funding and resources to remove barriers to academic success. Together, these laws help schools identify, support, and advocate for homeless students, ensuring they receive a free, appropriate public education in a safe and supportive environment.

All LEAs are required to reserve funds from their Title I, Part A allocations for services to homeless children and youths. Under section 1112(b)(6) of the ESEA, an LEA must describe in its Title I, Part A plan the services it will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A) of the ESEA, to support the enrollment, attendance, and success of homeless children and youths.

What is the McKinney rule?

The law requires states and school districts to remove barriers to the identification, enrollment, stability, and success of children and youth experiencing homelessness.

What are the four categories of homelessness?

1. Literally Homeless

2. Imminent Risk of Homelessness

3. Homeless Under Other Federal Statues

4. Fleeing/Attempting to Flee Domestic Violence

What are the potential signs of homelessness?

Poor Health/Nutrition

- Lack of immunizations and/or immunization records.
- Unmet medical and dental needs.
- Increased vulnerability to colds & flu.
- Respiratory problems.
- Skin rashes.
- Chronic hunger (may horde food)
- Fatigue (may fall asleep in class)

What is the McKinney-Vento definition of doubled up?

Doubled-up is the informal wording used to describe a concept included in the McKinney-Vento Act's definition of homeless. It refers to shared living arrangements, some of which may be considered homeless, while others may not be, depending on various factors.

Is living with family considered homeless?

Programs must carefully and sensitively learn from families whether they live with relatives or friends due to a crisis (e.g., loss of income, natural disaster, domestic violence) or another economic-related hardship. If so, that family meets the definition of experiencing homelessness under the McKinney-Vento Act.

Is foster care considered McKinney-Vento?

All students in foster care/state custody are covered by the Title I, Part A provisions that provide them with immediate enrollment and school stability. They are not covered by the McKinney-Vento Act.

What is silent homelessness?

There is a fourth type of homelessness that most people are not aware of because it often goes unreported and undocumented. This category is known as hidden homelessness and includes those who are temporarily living, or "couch-surfing," with friends or family.

Is couch surfing being homeless?

Sofa surfing is staying for short periods with different friends or family because you have nowhere to live. Even though you may have a temporary roof over your head when you sofa surf, you are still classed as homeless. You might be staying with friends, family or even people you don't know very well.

What is the HUD definition of homeless?

This document helps to clarify that individuals who lack resources and support networks to obtain permanent housing meet HUD's definition of homeless. Categories of the homeless include experiences of those who: Are trading sex for housing. Are staying with friends but cannot stay there for longer than 14 days

Which situation would not qualify under the McKinney-Vento Act?

If the family has (or had) a fixed, regular, and adequate nighttime residence, then they are not living in the housing program due to lack of alternative accommodations and would not qualify for McKinney-Vento services.

What can McKinney-Vento funds be used for?

(7) The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.

Guidance on Allowable and Unallowable Costs for McKinney-Vento Funds and Title I, Part A Setaside (See Appendix)

- Title I, Part A funds may be used to provide a wide variety of services to homeless students. This includes providing services to assist homeless students in meeting the State's challenging academic standards and providing services that may not ordinarily be provided to other Title I students.

- Principles that govern the use of Title I, Part A funds to provide services to homeless students.
    - The services must be reasonable and necessary to assist homeless students in taking advantage of educational opportunities.

- Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students.

Can McKinney-Vento funds be used for food?

4 Additionally, Section 11433(d)of the McKinney-Vento Act authorizes McKinney-Vento subgrant funds to be used to provide food to attract, engage, and retain children and youth who are homeless in public school programs and services, as well as on an emergency basis to enable them to attend school.

Who determines McKinney-Vento?

To determine a student's McKinney-Vento eligibility, school districts must determine whether a student's living arrangement meets the McKinney-Vento definition of homelessness.

What are the duties of a local McKinney-Vento liaison?

Under the McKinney-Vento Act, every local educational agency is required to designate a liaison for homeless children and youth. The local educational agency liaison coordinates services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically.

How long does McKinney-Vento last?

The McKinney-Vento Act applies to children and youth aged 21 and under, consistent with their eligibility for public education services under state and federal law. State laws vary but generally provide access to all students until high school graduation or equivalent, or until age 18 (or over in some states).

Who funds the McKinney-Vento Act?

The U.S. Department of Education (ED) allocates McKinney-Vento funding annually to states based on the state's proportion of the Title I, Part A federal allocation.

Are undocumented children not covered under the McKinney-Vento Act?

Anyone physically present in the US has the right to attend school here regardless of immigration status—refugees, asylum seekers, undocumented youth, etc. Public schools cannot ask families or youth about their immigration status. Also, the McKinney-Vento Act applies equally to students from other countries.

Is there a mileage limit for McKinney-Vento?

Transportation services must rest on the individualized and student-centered best interest determinations, not on blanket mileage limits. 42 USC 11432(g)(3)(A). Applying local policies that establish blanket limits on transportation to students experiencing homelessness would violate the McKinney-Vento Act.

Are foster children considered McKinney-Vento?

Aside from the exceptions noted below, students in foster care do not qualify as McKinney-Vento eligible. So which program is the right one for your student's situation?

Is living with your parents considered homeless?

No, living with your parents is generally not considered homeless; as long as you have a place to stay with them, even if it's not your own separate residence, you are considered to have a home and are not technically homeless.

HP McKinney Vento Procedures Overview

Initiation:

- The initiation of McKinney Vento occurs when a staff member or parent indicates a loss of stable living quarters. (key words may include: doubled up, living with someone, Couchsurfing, kicked out of home…)
- The staff member will alert the McKinney-Vento Liaison, Thelma Hardy at 5211, Director of Community Schools, Karla Graessley at 5284 or complete the linked form. The Google form is sent to the staff members to document the information given to them.
- For students without a guardian or parent available, fill out the Unaccompanied Youth Form

Intake

- The McKinney-Vento Liaison completes the information on the referral form
- The McKinney-Vento Liaison contacts the family the same day or less than 24 hours to gather information on Initial Contact McKinney-Vento Act & Student Housing Questionnaire

Determine Eligibility

- Using ***Student Housing Questionnaire***, ***Initial Contact*** and *FIXED, REGULAR or ADEQUATE housing* a determination of eligibility is made by the MV Liaison.
- **From Initiation to Determination of Eligibility should be 24 hours or less.**

    - Yes, this family qualifies for McKinney Vento
        - Contact family for an in-person meeting
        - Complete the following forms
            - McKinney-Vento Rights Notification
            - Family Requests Form & McKinney-Vento Resource Questionnaire
            - Transportation Agreement for Parents & Students
            - Send home an HP District Calendar and a copy of the Transportation Agreement for the Parent & Student(s).

    - No, this family does not qualify for McKinney-Vento
        - Contact family via phone to discuss McKinney-Vento
        - Send Written Notification of McKinney-Vento Determination
        - Give family a list of resources (assist them)

Follow-up documentation

- Complete the Cooperative Transportation Agreement and turn it in to the Superintendent for review and signature.
- Send the Cooperative Transportation Agreement to the appropriate district.
- Add information about McKinney-Vento to PowerSchool
    - Update address
- Label a folder with the family Name and/or add information to the spreadsheet.
- Add information to the Oakland Co. Dashboard
- Confirm transportation and monitor
    - Weekly check-in with transportation to ensure families are using the transportation and canceling it when not using the transportation.
- Gather other resources for the family to remove barriers

Redetermination

- A month before the school year begins
    - Contact parent to update information- redetermination email
        - Call the family if we have not heard from them the week before school is to begin.
    - Complete and update these forms
        - Student Housing Questionnaire
        - McKinney-Vento Rights Notification
        - Family Requests form for HP Schools
        - Transportation Agreement for Parents and Students

Additional Information

- **For Families Living in a Hotel**
    - When a family lives in a hotel, the family will share the address to the MV Liaison and we will enter it into our form ….but the family's address on Power School will be Ford Administration Building 1620 E. Elza, Hazel Park, MI 48030, as the hotel does not like receiving and delivering mail to families.

    - If a building administrator needs to get mail to the family (truancy notices, report cards, etc) please call the MV Liaison, and she will get the mail to the family.

- **Communication to schools**
    - Communication regarding MV students (especially Unaccompanied Youth) should be to the Building Administrator, School Social Work,and all Secretarial staff at the building. CC Karla Graessley, Amy Kruppe, Stephanie Dulmage.

- **Transportation**
    - If a student is a no-show for transportation, a call to the parent is made to inquire about attendance. For students who are no-shows for several days, rides are paused and a home visit is made to the residence. We will make every effort to call and email the family to support them.

- **Attendance and Grades**
    - MV liaison will check attendance weekly for our MV students to ensure they are attending school. For a student who is struggling with attendance, a home visit is made to help support the family and/or student.
    - Additionally, the MV liaison checks the quarterly grades to ensure these students are receiving support from the school.

Appendix

Internal form

Initial Contact McKinney-Vento Act

Date: _____ School Year: _____

Parent/Guardian Email: _____

Parent/Guardian: _____

Relationship: _____ Contact Phone #: _____

Current Address: _____

Moved in: _____ Expected Move-out date: _____

Email: _____

We may email you with local events or info. which pertain strictly to your McKinney-Vento eligibility, i.e. family needs, resources, etc.

Previous Address: _____

Situation: _____

_____

_____

Student Names:

Name: _____ Birthdate: _____ M / F
School: _____ UIC _____ Grade: _____

Name: _____ Birthdate: _____ M / F
School: _____ UIC _____ Grade: _____

Name: _____ Birthdate: _____ M / F
School: _____ UIC _____ Grade: _____

Name: _____ Birthdate: _____ M / F
School: _____ UIC _____ Grade: _____

Please select all that apply:

- ❑ ELL / ESL student(s): _____
- ❑ Migrant
- ❑ Military Family
- ❑ Parent Incarcerated
- ❑ Special Education student(s): _____
- ❑ Teen Parent student(s): _____
- ❑ Other _____
- ❑ None

Enrolled Programs:

❑ General Education: student(s): _____
❑ 0 - 3 Early: student(s) _____
❑ Early Childhood Special Education: student(s) _____
❑ State Funded Pre-School: student(s) _____
❑ Head Start: student(s) _____
❑ Alternative Education: student(s) _____
❑ Dual Enrollment: student(s) _____
❑ Gifted & Talented: student(s) _____
❑ Migrant Education: student(s) _____
❑ Special Education: student(s) _____
_____
❑ Vocational Education: student(s) _____
❑ Title I Preschool: student(s) _____
❑ LEA funded Preschool: student(s) _____
❑ Not enrolled in school programs: student(s) _____

Services Requested

- ❑ Backpack
- ❑ Counseling
- ❑ Clothing
- ❑ Enrollment Assistance
- ❑ FAFSA Information
- ❑ Hygiene Supplies
- ❑ Obtained Records
- ❑ School Supplies
- ❑ Tutoring/Educational Support
- ❑ Enrolled/No Services Provide Community

Referrals

- ❑ Community Action Plan
- ❑ DHHS Assistance
- ❑ Employment Assistance
- ❑ Food - Gleaners
- ❑ Housing Assistance
- ❑ Medical/Vision/Dental
- ❑ Mental Health
- ❑ Other Educational Programs
- ❑ Does Not Apply

Caregiver Authorization Form

This form is intended to address the McKinney-Vento Homeless Assistance Act (P.L. 107-110) requirement that homeless children have access to education and other services for which they are eligible. The McKinney-Vento Homeless Assistance Act states specifically that barriers to enrollment must be removed. In some cases, a child or youth who is homeless may not be able to reside with his/her parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education.

Instructions:
Complete this form for a child/youth presenting himself/herself for enrollment while not in the physical custody of a parent or guardian.

- To authorize the enrollment in school of a minor, complete items 1 through 4 and sign the form.
- To authorize the enrollment and school-related medical care of a minor, complete all items and sign the form.

I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor named below.

1. Name of Minor: _____

2. Minor's date of birth: _____

3. My name (adult giving authorization): _____

4. My home address: _____

5. Check one or both (for example, if one parent was advised and the other could not be located):

_____I have advised the parent(s) or other person(s) having legal custody of the minor as to my intent to authorize medical care and have received no objection.

_____I am unable to contact the parent(s) or legal guardian(s) at this time to notify them of my intended authorization.

6. My date of birth: _____

7. My state driver's license or identification card number: _____

I declare under penalty of perjury under the laws of the State of Michigan that the foregoing information is true and correct.

Signature: _____ Date: _____

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Wilcox, Ed.D.
Superintendent

Student Housing Questionnaire

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness. (Please see reverse side for more information)

If you own/rent your own home, you do not need to complete this form.
If you do not own/rent your own home, please check all that apply below.

☐ In a motel
☐ In a shelter
☐ Moving from place to place/couch surfing
☐ In someone else's house or apartment with another family
☐ A car, park, campsite, or similar location
☐ Transitional Housing
☐ In a residence with inadequate facilities (no water, heat, electricity, etc.)
☐ Other: Other details

---

1. Name of Student: _____ Date of Birth: _____ UIC: _____
2. Name of Student: _____ Date of Birth: _____ UIC: _____
3. Name of Student: _____ Date of Birth: _____ UIC: _____

1. Name of School: _____ Grade: _____ Gender: _____
2. Name of School: _____ Grade: _____ Gender: _____
3. Name of School: _____ Grade: _____ Gender: _____

☐ Student is unaccompanied (not living with a parent or legal guardian)
☐ Student(s) is living with a parent or legal guardian
☐ Transportation Needed: **Non Hazel Park Resident Only** (☐ Yes ☐ No)

Address of current residence: _____

Phone number or contact number: _____

Name of Parent(s)/Legal Guardians(s) or unaccompanied youth: _____

*Signature: _____

**** I declare under penalty of perjury under the laws of the State of Michigan that the information provided here is true and correct.***

Parent Signature: _____ Date: _____

For School Personnel Only: For data collection purposes and student information system coding

☐ (N) Not Homeless ☐ (A) Shelters ☐ (B) Doubled-Up ☐ (C) Unsheltered ☐ (D) Hotels/Motels

****Internal**

Fixed, Regular, and Adequate

Determining eligibility for McKinney-Vento homeless identification is the first step in ensuring students receive the educational rights, services and support they are entitled to under federal law. The following tool may help gather information as part of identifying and determining the extent to which the current living situation is fixed, regular and adequate.

Fixed: *"A fixed residence is one that is stationary, permanent, and not subject to change."*	**Yes**	**No**
Is this a permanent arrangement?		
Are you sharing the housing expenses equally (food, utilities, rent)?		
Is your name on the lease?		

Regular: *"A regular residence is one that is used on a regular/nightly basis."*	**Yes**	**No**
Do you have a key to the place you are staying?		
Is your sleeping location common? (Not a barn, travel trailer, car, tent, garage, etc.)		
Are you able to use this location every day/night of the week?		
Will you be living here for the entire school year?		

Adequate: *"An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments."*	**Yes**	**No**
Are there enough beds/sleeping spaces so everyone has their own space?		
Does the shelter/home have electricity, heat, and running water, and no pest infestation?		
Can you come and go as you please?		
Is the supervision adequate? (this primarily applies to UHY)		

*Definitions taken from NCHE resource; Questions from a variety of resources and conversations with liaisons in the field.

ANY "NO" RESPONSE INDICATES THE STUDENT MAY BE ELIGIBLE FOR MV SERVICES.

McKinney-Vento Rights Notification

Date: _____ **Unaccompanied Youth: ___**YES **___** NO

Name of Student: _____
Name of Student: _____
Name of Student: _____
Name of Parent / Guardian:**_____**

Under the McKinney-Vento Assistance Act, the following rights apply to youth/families in transition:

- Youth in transition are those who lack a fixed, regular, and adequate nighttime residence.
- Youth in transition have the right to attend either the local school or the school of origin if this is in the best interest of the student.
- Youth in transition have the right to receive transportation to and from the school of origin
- Youth in transition have the right to enroll in school immediately, even if missing records and documents normally required for enrollment (birth certificate, immunizations).
- Youth in transition have the right to have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- Youth in transition have the right to attend school with children not experiencing transitional housing difficulties; segregation based on a student's status as ''youth in transition" is prohibited.

Under this Act, the student has the right to attend the following school districts, as well as any public school academy with openings in the attendance area:

School of Origin: _____
School of Residence: _____

The following transportation options to the School of Origin are offered to this student: _____

My signature indicates that these rights have been offered and explained to me on the date above. I have received a copy of this information.

Student Signature (if Unaccompanied): _____

Parent/Guardian Signature: _____

Liaison Note: *This information is given to parents and youth via the school district liaison upon identification and during parent teacher conferences twice per year or while enrolled.*

Liaison Signature:**_____** **School District**: **_____**

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Wilcox, Ed.D.
Superintendent

Family Requests Form for Hazel Park Schools

Parent Name _____ Date _____ Filled _____

Phone # _____ Clothes picked up date _____

Address_____

Email for resources to be sent _____ Emailed on _____

Gleaners Mobile School Pantry information will be in email blasts, and a reminder call will go out the night before. Make sure to sign up for all communications through your PowerSchool portal.

Clothes (please add, if kid or adult size)

Name_____ School _____ Shirt Size _____ Pants Size ___

Coat Size _____ Dress Size _____ Shoe Size ____ PJ's Size _____ Hats or Gloves _____

Name_____ School _____ Shirt Size _____ Pants Size ___

Coat Size _____ Dress Size _____ Shoe Size ____ PJ's Size _____ Hats or Gloves _____

Name_____ School _____ Shirt Size _____ Pants Size ___

Coat Size _____ Dress Size _____ Shoe Size ____ PJ's Size _____ Hats or Gloves _____

Name_____ School _____ Shirt Size _____ Pants Size ___

Coat Size _____ Dress Size _____ Shoe Size ____ PJ's Size _____ Hats or Gloves _____

Name_____ School _____ Shirt Size _____ Pants Size ___

Coat Size _____ Dress Size _____ Shoe Size ____ PJ's Size _____ Hats or Gloves _____

List of food pantries in area Y/N **MV** Y/N **Do you need Hygiene Products?** Y/N

Information to help with utilities Y/N **Oakland County Home Improvement loan information** Y/N

McKinney-Vento Resource Questionnaire

Would you like shelter information? _____

What else may we try to assist you with? _____

Does your child participate in after-school activities? _____

What Hygiene product or extra support did you give? _____

If MV - Did the child play, need equipment for a sport or afterschool program _____

_____

_____

If MV - did you have to buy clothing or school supplies? _____

_____

_____

Notes _____

_____

_____

_____

_____

_____

_____

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Wilcox, Ed.D.
Superintendent

Transportation Agreement for Parents & students

School Year: _____

Parent Name:_____

Student Name:_____
Student Name:_____
Student Name:_____

I agree that the following behaviors will be followed in order for children to receive and/or continue transportation services through Hazel Park School District. **I understand that if I, or my child, do not follow the service guidelines as described below, transportation services will be stopped.**

Student(s) must:

1. Student(s) MUST wear a seatbelt at ALL times.
2. Student(s) MUST keep their hands and feet to themselves.
3. Student(s) MUST respect all other passengers and the driver.
4. Student(s) MUST use appropriate language and behaviors for school.
5. Student(s) MUST adhere to the **10 minute pick up/drop off time** to ensure the driver will not be late picking up other students.
6. You MUST notify the transportation company and the school if your child is not attending that day.

I have read and understand the 5 rules listed above: _____ **(Initial here)**

Parent/Guardian must:

1. Parent(s): If their student will not be riding, you **MUST call the McKinney-Vento Liaison 248/658-5211 by 6:30 AM**.
   a. Parents who do not call the transportation department for a student who will not be attending school are called a **no service/show**.
   b. **After three (3) total days of no service, transportation services will be stopped.**
2. Parents MUST adhere to the **10-minute pick up/drop off time** to ensure the driver will not be late picking up other students.
3. Parent(s) **MUST** contact the McKinney-Vento Liaison at 248/658-5211 when transportation does not arrive for pick up/drop off; this will be considered a no service.
4. Parent(s) **MUST** contact the McKinney-Vento Liaison at 248/658-5211 within ***24 hours*** of any address change, or transportation will be dropped, and you will have to reapply for transportation.

I have read and understand the above guidelines to use this transportation provided to me by Hazel Park Schools. _____ **(Initial here)**

This is not a personal transportation service; this service is provided at the discretion of the McKinney-Vento Liaison, Thelma Hardy & Director of Community Schools, Mrs. Karla Graessley, in accordance with the McKinney-Vento Law.

Parent/Guardian Signature _____ **Date** _____

School District Cooperative Transportation Agreement
For Homeless Students Living outside the District of Origin

It is hereby agreed between the districts listed below that the transportation expenses/arrangements for students listed on this form will be equally shared.

Student(s) Name	School	School Address	Grade

Parent/Guardian Name: _____
Address (where youth will be transported to/from): _____
Phone Number: _____

The following transportation arrangements have been cooperatively agreed upon between the origin/residence districts for the students listed: _____

If necessary, expenses incurred will be invoiced according to the following schedule:

_____

Special Needs Information / Instruction: _____

Billing will be supported by transportation service documentation and/or district certification of services provided. Student attendance records will not be shared unless otherwise agreed upon in compliance with FERPA.

Date Transportation is to begin: _____

District of Origin: _____

_____
Approved by: Date

_____
Printed name

_____
Title

_____
Phone Number Email

District of Residence: _____

_____
Approved by: Date

_____
Printed name

_____
Title

_____
Phone Number Email

McKinney-Vento Homeless Act
Fuel Card Agreement
2026-27

I, _____, understand that I am eligible to receive fuel cards for the sole purpose of transportation assistance for the transportation of my students to/from Hazel Park School District.

Student Name	Current School	Grade

Current Temporary Residence	City, State Zip Code	Resident School District

I understand that I am to pick up and sign for my fuel cards in the school office unless other arrangements have been made. ☐ _____ Initials

The Hazel Park School District has the right to adjust the fuel card amount based on the student's weekly attendance records. ☐ _____ Initials

I understand further that fuel cards are not issued for periods when there are school vacations, breaks, or school is cancelled due to inclement weather, etc. ☐ _____ Initials

I understand that my eligibility remains in effect for the ***2026-27*** school year while living outside the Hazel Park School District's boundaries at the above address. ☐ _____ Initials

I will contact Thelma Hardy at 248-658-5211 if/when my current temporary residence changes so my case may be re-evaluated accordingly. ☐ _____ Initials

Signature: _____ ☐ Parent ☐ Guardian ☐ Student

Print Name: _____

Signature of Witness: _____

Date Signed: _____

Written Notification of McKinney-Vento Determination

To be completed by the McKinney-Vento liaison of a district when a request for a student experiencing homelessness is declined by a public school district.

Date of Notification of Determination: _____

Person completing form: Thelma Hardy

Title of person completing form: McKinney-Vento Liaison for Hazel Park Schools

Name of District: Hazel Park

In compliance with section 722(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): _____
Name of Student(s): _____

_____ Check here if the student is an unaccompanied youth.

After reviewing your request to enroll/***serve*** the student(s) listed above, the request is declined. This determination was based upon the following (attach additional pages if necessary):

You are now in your own home with fixed, regular, and adequate housing.

You have the right to appeal this decision by completing the second page of this notice or by contacting the school district's McKinney-Vento Liaison (in person, by email or U.S. mail).

Name of District McKinney-Vento Liaison: Karla Graessley

Phone: 248-658-5284 Email: karla.graessley@myhpsd.org

In addition:

- The students listed above have the right to enroll immediately in the requested schools pending the resolution of the dispute.

- You may provide written or verbal communication(s) to support your position regarding the student's enrollment/**service** in the requested school. You may use the attached form for this notification. If further help is needed or desired, you may contact the Oakland Schools Homeless Student Services Coordinator at 248-209-2338 or kelly.phillips@oakland.k12.mi.us

Written Notification of McKinney-Vento Appeal Request – PARENT/GUARDIAN/YOUTH

Date of Appeal: _____ Date of Decision Being Appealed: _____

Student(s): _____ Grades:_____

Person completing the appeal form: _____

Relationship to student(s), or self if unaccompanied youth: _____

I may be contacted at (phone or email): _____

I wish to appeal the enrollment decision made by: _____

Name of School and District: _____

I have been provided with (please check all that apply):

____ A written explanation of the school's/district's decision

___ The contact information of the District's MV Liaison

___ A copy of the District or State's dispute resolution process for students experiencing homelessness

Optional:

Please include a brief, clear explanation of the reason(s) you wish to appeal this determination.

_____
_____
_____
_____
_____
_____
_____
_____

_____ **(initial) The school provided me with a copy of this form upon submission.**

SUBMIT THIS FORM TO:

Michigan Department of Education
Office of Educational Supports, Special Populations Unit
608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909
517-241-6977 or MDE-OESSpecialPops@michigan.gov

A copy of our state's dispute resolution procedure for students experiencing homelessness is attached.
You may contact the National Law Center on Homelessness and Poverty for additional information on the McKinney-Vento Homeless Assistance Act (www.nlchp.org). You may also seek the assistance of advocates or an attorney.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Wilcox, Ed.D.
Superintendent

End of Marking Period Review

For McKinney-Vento Eligible Students

Date: _____ **Marking Period:** 1 2 3 4

Student Name: _____ **Total absences this year?** _____

Does this meet the district's attendance requirements? Yes / No

Current grades:

Math _____ Science ____ Social Studies _____ English _____ Other _____

Other _____ Other _____

Follow-up needed regarding grades? Yes / No

Services being provided/suggested:

_____Transportation _____ Tutoring ____ School Clothing __ School Supplies

Assistance with extra-curricular activities _____
_____

Other _____

Is further follow-up needed at this time (i.e., because of failing grades or attendance issues)? Yes / No

Additional Comments: _____
_____
_____
_____
_____

Completed by: _____ Date: _____

Appendix - Allowable and Unallowable Expenditures McKinney Vento and TITLE I, Part A: Homeless Set-aside

Allowable Expenditures	Unallowable Expenditures
● Items of clothing and shoes necessary for participation in classes ● Student fees that are necessary to participate in the general education program ● Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet ● The acquisition of birth certificates ● Immunizations ● Food ● Medical and dental services ● Eyeglasses and hearing aids ● Counseling services related to homeless issues that impede learning ● Outreach services ● Extended learning time (before and after school, Saturdays, summer) ● Extra-curricular activity fees ● Tutoring services, especially in shelters or other locations where homeless students are residing ● Parental involvement ● Fees for AP, IB, SAT/ACT, and GED testing (for students ineligible for the waiver) ● College Entrance Exam Fees ● Fund all or part of the homeless liaison's salary, even if that person has no Title I duties. ● Transporting students in temporary housing to and from their school of origin. Title I funds may not, however, be used to pay for transportation expenses that are reimbursed by the State.	● General living expenses: Paying for rent, utilities, or other necessities for a homeless family is not an allowable use of McKinney-Vento funds. ● Cash payments: Giving cash directly to homeless families or students is not permitted under the McKinney-Vento Act. ● Non-educational supplies: Purchasing items like clothing, personal hygiene products, or furniture that are not directly related to school attendance would not be considered allowable. ● Services provided to all students: Funding services that are already provided to all students in the district, like regular school supplies or basic transportation, cannot be used solely for homeless students through McKinney-Vento funds. ● Duplication of services: If another funding source is available to cover a specific need for homeless students, McKinney-Vento funds should not be used to duplicate those services.

FAFSA Verification of Independent Student Status for Unaccompanied Homeless Youth

This letter confirms that any time after July 1 of _____
the FAFSA base year (e.g., July 1, 2024, for the 2026 - 2027 FAFSA form)

The student named below is:

- ☐ an unaccompanied homeless youth, as defined by the FAFSA Simplification Act (Public Law No: 116-260).
- ☐ an unaccompanied, self-supporting youth at risk of homelessness.

STUDENT'S INFORMATION:

Name: _____ **Date of Birth:** _____

SSN: _____

Street: _____ **City:** _____

State: _____ **Zip:** _____

If the student does not have a stable address, provide the address or contact information for a friend, relative, or the school.

Under the FAFSA Simplification Act (Public Law No: 116-260), as the School district homeless liaison, or designee of the liaison, as designated by the McKinney-Vento Homeless Assistance Act, I am authorized to document this student's living situation and determine his/her independent student status as an unaccompanied homeless youth, or an unaccompanied, self-supporting youth at risk of homelessness. Financial aid administrators are required to accept this documentation, unless there is conflicting information.

If you have any questions,
please contact me at _____ or _____
phone number email address

Sincerely,

_____

Hazel Park School District Title Programs Handbook

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Introduction

Overview of Title Funding

Title programs provide federal funding to support equitable education opportunities for all students, particularly those who are economically disadvantaged, English learners, and other historically underserved populations. These funds assist schools in improving student achievement, supporting teacher development, and providing targeted interventions. The funding is distributed based on student demographic data and is subject to federal compliance and oversight.

Purpose of the Handbook

This handbook serves as a guide for administrators, educators, and stakeholders to effectively implement and manage Title-funded programs in the Hazel Park School District. It ensures compliance with federal requirements, provides clarity on funding use, and helps schools maximize the impact of Title programs on student outcomes. This handbook is used in conjunction with the Business Office Procedures Handbook.

Resources to Support Handbook Development

- MDE State and Federal Programs
- New York Department of Education ESSA Titled Programs

Title Programs Overview

Title I Part A: Improving Basic Programs

Purpose:

- Provides financial assistance to schools with high numbers of students from low-income families.
- Supports interventions such as reading and math instruction, academic interventions, and after-school programs.
- Funds may be used for additional staff, instructional materials, and technology resources to improve student learning (See Appendix D)
- Schools may operate as **schoolwide programs** (serving all students) or **targeted assistance programs** (supporting identified students).
    - Schoolwide Programs: In Schoolwide programs (SWP), Title I, Part A funds are used to upgrade the entire educational program in a school, and all students in the school may benefit from the use of Title I, Part A funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment. In addition to supplemental services, SWPs may provide elective courses to prepare or support low-achieving students to take advanced courses, preschool enrichment programs, and programs to improve outcomes for students with disabilities and English learners.
    - Targeted Assistance Schools: In Targeted Assistance schools, Title I, Part A funds may only be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally related, objective criteria.
- School-level decision-making is a key component of Title I, Part A program design, implementation, and evaluation within the guidelines for allowable expenses.
- Parent and Family Engagement activities, along with the joint development of the plan (See Appendix B), are a requirement of Title I, Part A.

Title I Part A: Equitable Services

- Title I, Part A of the Elementary and Secondary Education Act (ESEA) ensures that eligible private school students, their teachers, and families receive equitable educational services funded by federal resources. The goal is to provide supplemental academic support to disadvantaged students attending private schools, ensuring they have the same opportunities for success as their peers in public schools. These services are designed to help students achieve high academic standards, particularly in reading and mathematics.
- Under Title I, Part A, Local Educational Agencies (LEAs) must reserve a portion of their Title I funds to provide equitable services to eligible private school students. These services are determined through meaningful consultation between the LEA and private school officials and must be:
    - Equitable & supplemental:
    - Evidence-based & standards-aligned:
    - Secular, neutral, & non-ideological:
    - Administered & monitored by the LEA

- Equitable services may include direct instruction, professional development for private school educators, family engagement activities, and targeted interventions tailored to the needs of eligible students.

- LEAs are responsible for ongoing monitoring and evaluation to ensure the effectiveness of the services provided

Title II: Supporting Effective Instruction

Purpose: In general, Title II-A funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders*. Activities funded by Title II-A must meet the purpose of Title II-A, which is to:

- Increase student achievement consistent with state standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

  LEAs should take the following steps to determine if a proposed program or activity is allowable under Title II-A:

  Verify that proposed Title II-A activities align with the LEA Professional Development Plan or an overarching established teacher growth and improvement plan.

    - ESSA defines professional development as activities that are sustained, intensive, collaborative, job-embedded, data-driven, personalized, or based on information from an evaluation and support system and classroom-focused. This definition applies to all Title II-A activities, such as PLCs, conferences, workshops, etc.
    - LEAs must ensure that the identified needs are listed in the Title II-A section of the Consolidated Application and that the proposed program or activity addresses the identified needs.
    - For nonpublic schools, confirm that LEA Affirmation of Private School Consultation has identified the need for the proposed Title II-A activities.
        - Confirm that the proposed activity is consistent with the Title II Uses of Funds and Conditions of Use in Consolidated Application.
    - Determine if the proposed expenditure is reasonable, necessary, and allocable to the grant.
        - Reasonable: consistent with prudent business practice and comparable current market value.
        - Necessary: required to carry out the intent and purpose of the Title II-A program
        - Allocable: chargeable or assignable by relative benefits received. In addition, costs must be aligned with generally accepted accounting principles (GAAP) and adequately documented and budgeted within the grant.

- **Transferability:** LEAs may transfer a **portion or all** of their Title IV-A allocation to Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, or Title V-B. (Before transferring funds, LEA must have assessed Title IV-A needs, consulted with required stakeholders, and consulted with in-district private schools to determine that transferring is the most appropriate use of funds to meet identified needs.)

Title III: English Learner and Immigrant Student Support

Purpose: The Title III Program is designed to fund school districts and schools to provide effective services that improve English language proficiency, assist students in achieving in the core academic subjects, and assist students in meeting State academic standards. It is also designed to provide immigrant students with high-quality instruction to meet challenging State academic standards and assist the transition of immigrant children and youth into American society. Furthermore, the Title III legislation guides the requirements of Title III, Part A of the Every Student Succeeds Act (ESSA).

A State Education Agency (SEA) and its Local Education Agencies (LEA) may use Title III funds (Allowable and Unallowable Expenditures - See Appendix H) for activities relating to ELLs that were previously required under Title III and are now required under Title I if:

- specific use of funds is consistent with the purpose of Title III and meets federal guidelines for "reasonable and necessary costs."
- specific use of funds is supplemental to the SEA's or LEA's civil rights obligations to ELLs under Title VI and the Equal Education Opportunity Act (EEOA)
- SEA or LEA also uses Title III funds for activities required under Title III. Required Activities that target the needs of English Language Learners (ELLs):
    - Increase the English proficiency of ELLs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child's home language, demonstrating the effectiveness of the programs in increasing: o English proficiency; and o student academic achievement in the core academic subjects
    - Provide high-quality, effective professional development to classroom teachers (including Early Learning Program staff and teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is o designed to improve the instruction and assessment of ELLs:
        - designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs
        - able to demonstrate the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom
    - Conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing language instruction educational programs for ELLs and providing professional development to teachers and school leaders.

Title IV: Student Support and Academic Enrichment

Purpose: Title IV, Part A under the Every Student Succeeds Act (ESSA) are designed to improve students' academic achievement by increasing access to well-rounded educational opportunities, improving school conditions for student

learning, and enhancing the use of technology to improve academic outcomes in the areas listed below. The specifics of allowable and unallowable expenditures can be found in Appendix H.

- Well-Rounded Education
    - This category ensures that students have access to a diverse range of academic subjects and experiences that contribute to a holistic education.
        - Districts should prioritize programs that promote educational equity and close achievement gaps.
        - Programs must be research-based and demonstrate effectiveness in improving student outcomes.
- Safe and Healthy Students
    - This category supports initiatives that create positive, safe, and inclusive learning environments, with an emphasis on mental health, student safety, and emotional well-being.
        - Schools must ensure that interventions align with evidence-based best practices.
        - Investments in personnel (e.g., counselors and social workers) should align with long-term sustainability planning.
- Effective Use of Technology
    - This category is focused on improving access to technology, digital literacy, and instructional innovation.
    - No more than 15% of funds allocated to technology can be spent on infrastructure or devices.
    - Schools must demonstrate that technology investments enhance student learning and engagement.

- Needs Assessment Requirement
    - If a district receives $30,000 or more, it must conduct a comprehensive needs assessment every three years to determine priorities across the three Title IV focus areas.

    - If a district receives less than $30,000, funds may be spent in any one or more of the three areas without a needs assessment.

    - Minimum Spending Allocations for Districts Receiving Over $30,000

        - At least 20% of funds must be spent on Well-Rounded Education.
        - At least 20% of funds must be spent on Safe and Healthy Students
        - A portion of funds must be used for **Effective Use of Technology**, but no more than **15% of technology-related funds** may be used for infrastructure.

- **Transferability:** LEAs may transfer a **portion or all** of its Title IV-A allocation to Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, or Title V-B. (Before transferring funds, LEA must have assessed Title IV-A needs, consulted with required stakeholders, and consulted with in-district private schools to determine that transferring is the most appropriate use of funds to meet identified needs.)

<u>Title IX: Homeless, McKinney-Vento, and Other Laws</u>

Purpose: Title I, Part A funds may be used to provide a wide variety of services to homeless students that

- Ensures educational access and stability for students experiencing homelessness.
- Requires schools to remove barriers to enrollment, attendance, and success.
- Provides transportation support, school supplies, and case management services for eligible students.

In addition to providing services to assist homeless students in meeting the State's challenging academic standards, Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. To help homeless students effectively take advantage of educational opportunities, an LEA may use Title I, Part A funds to provide, where appropriate, items or services, including, but not limited to, the examples in the chart below.

- Two principles govern the use of Title I, Part A funds to provide services to homeless students:
    - Services must be reasonable and necessary to assist homeless students in taking advantage of educational opportunities.
    - Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students.

- All LEAs are required to reserve funds from their Title I, Part A allocations for services to homeless children and youths. Under section 1112(b)(6) of the ESEA, an LEA must describe in its Title I, Part A plan the services it will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A) of the ESEA, to support the enrollment, attendance, and success of homeless children and youths.

Requirements and Compliance

Comprehensive Needs Assessment (See Appendix E)

- Conduct an annual review of student data, including academic performance, attendance, and demographics.
- Identify achievement gaps and areas requiring targeted support.
- Engage stakeholders (educators, parents, community members) in identifying priority needs.
- Develop an action plan based on assessment findings.
- Submit findings to district leadership for review and approval.

Targeted Support for Disadvantaged Populations

- Identify students in need based on established criteria (e.g., low-income, EL, special education).
- Implement evidence-based interventions tailored to students' needs.
- Monitor student progress and adjust interventions as needed.
- Document all support strategies and outcomes for compliance reporting.

Parent and Family Engagement

- Develop an annual parent engagement plan aligned with Title I requirements.
- Host workshops, meetings, and communication sessions to involve families.
- Provide parents with materials and training to support student learning at home.
- Collect and analyze feedback from families to improve engagement strategies.
- Maintain documentation of all engagement activities.

Professional Development

- Conduct needs assessments to determine professional development priorities.
- Provide ongoing training and support for educators.
- Ensure training aligns with state standards and district goals.
- Track participation and evaluate effectiveness.
- Document all professional development activities for compliance reporting.

Supplement, Not Supplant

- ☐ Maintain detailed financial records to show Title funds supplement, not replace, state and local funding.
- ☐ Conduct annual audits to ensure compliance.
- ☐ Develop internal guidelines for the allowable use of funds.
- ☐ Train staff on appropriate funding usage and compliance requirements.

Accountability and Reporting

- ☐ Establish a tracking system for expenditures and program outcomes.
- ☐ Submit required reports to state and federal agencies.
- ☐ Conduct regular internal audits to ensure compliance.
- ☐ Address any identified compliance issues through corrective action plans.
- ☐ Provide annual updates to district leadership and stakeholders.
- ☐ Conduct an annual evaluation of programs and services

Inventory of Federally Funded Property

The district maintains a physical inventory of all equipment and property purchased with federal funds in accordance with 2 CFR §200.313. The purpose of this process is to ensure proper stewardship, accountability, and tracking of federally funded assets.

The inventory system includes the following elements:

- A record of each item purchased with federal funds, including description, serial number or identification number, funding source, acquisition date, cost, and location.
- Identification of the program or grant under which the item was purchased (e.g., Title I, Title II, Title III, or Title IV).
- Procedures for tagging, tracking, and safeguarding equipment to prevent loss, damage, or theft.
- A physical inventory is conducted once/year, with reconciliation of inventory records.
- Documentation of the condition of equipment and procedures for maintenance to ensure items remain usable for program purposes.
- Procedures for the transfer, replacement, or disposition of equipment in accordance with federal regulations.

The district maintains documentation of inventory records and verification activities for monitoring and audit purposes. Information will be updated by June 30 on a yearly basis. The physical inventory tracking form used by the district is included in Appendix G.

Appendix A - Fund-Specific Title Handbooks

- System of Student Support and Title I Handbook
- English Learner Title III Handbook
- McKinney-Vento Title IX Homeless Handbook

Appendix B - Parent and Family Engagement Plan Template & Title Monitoring Indicators

- **Title I Targeted and Schoolwide Program Template**

District-Level

- **District Study Guide Updated 11/7/24**
- **District Study Guide with Evidence and Explanation Updated 11/7/24**
- **District Compliance Plan Form with Examples Updated 9/17/24**

School-Level

- **School Study Guide Updated 9/13/24**
- **School Study Guide with Evidence and Explanation Updated 9/13/24**
- **School Compliance Plan Form with Examples Updated 9/17/24**

Title III

- **MDE Monitoring Indicators**

Appendix C - Annual Evaluations

- **Comprehensive Needs Assessment (CNA) Framework - Hazel Park**
- **Annual Evaluation of Title-Funded Programs and Services**

Appendix D - Allowable and Unallowable Expenditures

Title I: Improving Basic Programs

Allowable Expenditures	Unallowable Expenditures
Supports for Title I Students: ● AIS, MTSS, and credit recovery services ● Certified teachers and teaching assistants ● Proportional benefits for Title I salaries ● Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas ● Equitable services for private school students ● Pre-K, summer, and extended day programs ● Transportation for Title I programs if not otherwise available **Support Staff for Title I Programs:** ● Teacher aides (non-instructional services) ● Data management staff for Title I only ● Secretary and/or clerks for Title I only ● Title I coordinators and administrators ● Stipends for principals outside of contract hours ● Nurses for summer and Title I programs **Title I Program Supplies and Materials:** ● Instructional materials for Title I programs ● Computer-aided instructional software for Title I programs ● Diagnostic and progress monitoring materials for Title I programs ● Title I Data Management software ● Nutritious snacks for Title I students ● Technology to upgrade the educational program of an SWP **Title I Parent and Family Engagement:** ● Parent liaison or coordinator ● Family engagement consultants ● Stipends for staff to plan for or participate in Title I activities outside contract hours ● Costs for activities, including materials, transportation, childcare, and light refreshments	**General Expenditures** ● Base pay for principals (contract hours), superintendents, and deputies with districtwide responsibilities ● Direct reimbursements to private schools ● Targeted Assistance Programs Costs/services that are not targeted to at-risk students ● Special Education services (OT, PT, Speech) Part 154 services for English Learners **Supplies and Materials:** ● Food and refreshments for staff activities, including working lunches ● Furniture and office equipment are generally not allowable unless it is necessary for a Title I room/program ● Incentives to reward students for participation in a Title I program, such as monetary awards or rewards with monetary value, such as passes to amusement parks or gift certificates ● Any costs related to entertainment, amusement, or diversion ● Title I supplies or materials to private schools without Title I-funded services ● Core instructional materials for private schools **Other:** ● Field trips for entertainment or recreational purposes only ● Construction, Remodeling, or Renovation projects are not allowable

Professional Development aligned with Title I: ● Stipends and/or substitutes for staff ● PD aligned to a Schoolwide Program plan or directly related to the needs of participating Title I students ● Educational consultants ● Reasonable supplies and materials for PD ● Travel costs are allowable if they relate to the grant program activities. **Other:** ● Field trips aligned with academic content or to access humanities experiences ● Preparation for and awareness of opportunities for postsecondary education and the workforce. ● Student awards for effort and achievement (not participation), which are nominal and non-monetary	

Title II: Supporting Effective Instruction

Allowable Expenditures	Unallowable Expenditures
● Salaries, stipends, or contractor/consultant fees for instructional coaches in public schools ● Contractor/consultant fees for instructional coaches or evidence-based professional development vendors/presenters in public and nonpublic schools ● Recruitment and retention initiatives for effective teachers in high-needs academic subject areas, such as signing bonuses, relocation costs, recruitment materials and travel expenses, salary differentials or incentive pay, certification or licensure costs, and contracted search costs for public schools ● Stipends and/or substitute costs to participate in evidence-based professional development in public schools ● Stipends allowed for nonpublic instructional personnel for after or before school, in summer and/or vacation time, evidence-based professional development ● Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and evidence-based professional development in public schools ● Administrative costs for coordinating evidence-based professional development programs for public and nonpublic schools	● Evidence-based professional development that is stand-alone, one-day, or short-term workshops with no connection to a larger school-wide or individualized plan, with no job-embedded component or initiative for both public and nonpublic school personnel ● Benefits and costs for nonpublic personnel ● Substitute costs in nonpublic schools. ● Any direct reimbursement to a nonpublic school ● Food and refreshments, including working lunches, are not allowed ● Paid time to design, develop, align, map, or revise curriculum or assessments ● Materials and supplies that are not directly connected to Title II, Part A funded evidence-based professional development (e.g., individual teacher iPads that are used outside the scope of evidence-based professional development environment, whiteboards for classroom use, software programs for students, copiers, computers, carts, and other miscellaneous electronic equipment, and professional library that is unrelated to any specific professional development.) ● Development and furnishing of training rooms in nonpublic schools ● Use of Title II funds for student direct instruction,

● Administrative fees (may be negotiated) for third-party contractors on behalf of nonpublic schools ● Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to LEA travel policies and/or state and federal guidelines for both nonpublic and public school educational personnel ● Program development costs for allowable Title IIA-funded programs, such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys in the public schools ● Materials, supplies, and equipment* for use in evidence-based professional development sessions that are reasonable and necessary to carry out development sessions in both the public and nonpublic schools or for implementing PD-aligned collaborative educator work in public schools. (Materials, equipment, and supplies must be an integral part of a Title IIA-purchased evidence-based professional development.) ● Reasonable benefits costs (i.e., per usual district policies) linked with FTEs/salaries identified in Codes 15 and 16 for public school personnel ● Salaries for effective class-size-reduction teachers in public schools (see Conditions of Use below)	supplies to students, or parent workshops ● Nonpublic school evidence-based professional development that has not been agreed to during the timely and meaningful consultation process.

Title III: English Learner and Immigrant Student Support

Allowable Expenditures	**Unallowable Expenditures**
● Supplementary educational programs that work to increase English language proficiency and academic achievement of ELLs. ● Providing effective supplemental language instruction educational programs that meet the needs of ELLs, including early childhood education programs that demonstrate success in increasing (A) English language proficiency and (B) student academic achievement. ● Providing professional development that is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. ● Promoting parent, family, and community engagement through community participation programs, family literacy services, and parent outreach and training activities to ELLs and their	● 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 costs (ELPA and ELPA Screener, other state assessments) must be paid by the general fund, including the pay for proctors, assessors, and substitute teachers. ● Translation of documents, parent handbooks, and assessments is funded by general funds and NOT with Title III funds. ● Title III funds may NOT be used for

families.

- Improving the instruction program for ELLs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Tutorials and supplemental materials (including home language) for ELLs
- Early college high school or dual enrollment programs for ELLs. Title III funds cannot, however, be used to fulfill an LEA's obligations under Title VI and the EEOA, including an LEA's basic obligation to provide a Language Instruction Education Program to all ELLs in the district that is educationally sound and has been proven successful.
- Improving instruction, including the provision of educational technology, for all ELL subgroups: Newcomers, Developing ELLs, Long Term ELLs, ELLs with disabilities, Students with Interrupted/ Inconsistent Formal Education (SIFE), and Former ELLs.

Immigrant

LEAs must use the immigrant subgrant to provide enhanced supplemental instructional opportunities for immigrant children and youth.

- Support for the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Supplemental instructional services that are directly attributable to the presence of immigrant children and youth in the LEA, 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
- Supplemental instructional services that are designed to assist immigrant children and youth in achieving in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education
- Activities are coordinated with community-based organizations, institutions of higher education,

Intake/Eligibility or Annual progress assessments.

Immigrant

- 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 costs (WIDA and WIDA Screener, other state assessments) must be paid by the 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 is funded by general funds and NOT with Title III immigrant funds.

private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services ● Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;	

- Note 1: LEAs that use Title III subgrant funds to support preschool-aged Emergent Multilingual Learners (EMLLs) should ensure that their language instruction and other services are developmentally appropriate for EMLLs, culturally responsive, reflective of relevant research on effective instruction for EMLLs in early learning programs, and supportive of all EMLLs' needs.
- Note 2: An LEA may not use Title III subgrant funds to administer the annual English language proficiency assessments (e.g., to pay for substitute teachers or materials or for the cost of scoring State English language proficiency assessments).

Title IV: Student Support and Academic Enrichment

Allowable Expenditures	**Unallowable Expenditures**
● Salaries of personnel to carry out identified programs and services ● Professional development (PD) for allowable Title IV-A activities ● Supplemental educational resources and equipment ● Equitable services for eligible private school students and teachers ● Food (only permissible if reasonable/necessary to meet the intent/purpose of the program)	● General Unallowable Expenditures ● Salaries of personnel who do not carry out identified programs and services ● Administrative costs that exceed 2% ● Professional development (PD) not related to allowable Title IV-A programs and activities ● Costs for activities that supplant and are not supplemental ● Unallowable educational resources and equipment, materials, supplies, and equipment that do not support a Title IV-A program or activity ● Items given to students/families. (NOTE: LEA must maintain title and ownership of all items purchased with Title IV-A funds.) ● LEAS should attempt to exhaust all other means of funding before utilizing Federal grant funds. ● Advertising, public relations, and promotional items ● Banners, tee-shirts, lanyards, wristbands, water bottles, etc. (UGG 2 CFR §200.421) ● Costs that do not align with the LEA's identified Title IV-A program needs and objectives. ● Direct reimbursement to private schools (if applicable) ● Construction (major building construction, structural alterations to buildings, building

	maintenance, and repairs) ● Costs associated with the purchase of firearms, storage, and training ● Unreasonable/excessive costs or costs that do not comply with program performance ● Food (Meals, catering, special events, and celebrations) ● Awards and Award Ceremonies ● Social events ● Gift Cards, incentives, and prizes of monetary value, Non-educational games and devices ● Non-educational field trips or field trips with the objective of social and emotional learning or relationship-building
Programs and Activities to Support a Well-Rounded Education (WRE), such as ● STEM: Science, technology, engineering, and mathematics, including computer science ● Music and Arts ● World Language Instruction ● Accelerated Learning Programs ● Supplemental Programs ● Civics Instruction ● Career and College Counseling/Guidance ● Social and Emotional Learning (SEL) ● Environmental Education	● Computers, iPads, Chromebooks, smartboards, etc., do not fall under "programs and activities" and therefore are not allowed to be purchased under the Well-Rounded Education section unless reasonable and necessary for the performance of a Title IV-A instructional program. ○ Please note that if the acquisition and use of technology devices are intended to enhance technology infrastructure in schools and support academic achievement, then they would be considered technology infrastructure within the Effective Use of Technology (EUT) content area
Programs and activities to support safe and healthy students (SHS) under the Safe and Supportive Schools category, such as ● Preventing bullying and harassment. ● Developing relationship-building skills and effective communication. ● Improving safety by preventing coercion, violence, or abuse. ● School dropout prevention. ● Re-entry programs for justice-involved youth. ● Enhancing school readiness and academic success through integrated student and family supports. ● Child sexual abuse awareness and prevention for students and parents. ● Reducing exclusionary discipline practices and	Safe and Healthy Students (SHS) Unallowable Expenditures ● Computers, iPads, Chromebooks, smartboards, etc., do not fall under "programs and activities" and therefore are not allowed to be purchased under the Safe and Healthy Students section unless reasonable and necessary for the performance of a Title IV-A instructional program. ○ Please note that if the acquisition and use of technology devices (Computers, iPads, Chromebooks, Smart Boards, etc.) is intended to enhance technology infrastructure in schools and support academic achievement, then they would be considered technology infrastructure within the Effective Use of Technology

promoting supportive school discipline. ● Suicide prevention. ● Violence prevention, crisis management, and conflict resolution. ● Preventing human trafficking. ● Building school and community relationships through partnerships. ● Culturally responsive teaching and professional development to address implicit bias. Programs and Activities to Support Effective Use of Technology (EUT) to incorporate the effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students by providing high-quality professional development, professional learning tools, devices, content, and resources for the following: ● Provide Personalized Learning to improve academic achievement ● Discover, Adapt, and Share High-Quality Resources (see EUT special rule) ● Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities ● Building technological capacity and infrastructure ● Implement Online and Blended Learning Strategies ● Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning. ● Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	(EUT) content area. (Technology infrastructure costs cannot exceed 15% of funds allocated for EUT.) ● Purchasing PBIS Incentives (ESEA Section 9501(d)) Effective Use of Technology (EUT) Unallowable Expenditures ● Technology infrastructure costs that exceed 15% of funds allocated for EUT. These include devices, equipment, learning technology software and platforms, digital instructional resources, one-time information technology purchases, and software applications. ● Please note that if the acquisition and use of technology devices are intended to enhance technology infrastructure in schools and support academic achievement, then they would be considered technology infrastructure within the Effective Use of Technology (EUT) content area. They cannot be assigned to WRE or SHS.

Title IX: Homeless, McKinney-Vento Act

Allowable Expenditures	**Unallowable Expenditures**
● Items of clothing and shoes necessary for participation in classes ● Student fees that are necessary to participate in the general education program ● Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet	● General living expenses: Paying for rent, utilities, or other basic necessities for a homeless family is not an allowable use of McKinney-Vento funds. ● Cash payments: Giving cash directly to homeless families or

● The acquisition of birth certificates ● Immunizations ● Food ● Medical and dental services ● Eyeglasses and hearing aids ● Counseling services related to homeless issues that impede learning ● Outreach services ● Extended learning time (before and after school, Saturdays, summer) ● Extra-curricular activity fees ● Tutoring services, especially in shelters or other locations where homeless students are residing ● Parental involvement ● Fees for AP, IB, SAT/ACT, and GED testing (for students ineligible for the waiver) ● College Entrance Exam Fees ● Fund all or part of the homeless liaison's salary, even if that person has no Title I duties. ● Transporting students in temporary housing to and from their school of origin. Title I funds may not, however, be used to pay for transportation expenses that are reimbursed by the State.	students is not permitted under the McKinney-Vento Act. ● Non-educational supplies: Purchasing items like clothing, personal hygiene products, or furniture that are not directly related to school attendance would not be considered allowable. ● Services provided to all students: Funding services that are already provided to all students in the district, like regular school supplies or basic transportation, cannot be used solely for homeless students through McKinney-Vento funds. ● Duplication of services: If another funding source is available to cover a specific need for homeless students, McKinney-Vento funds should not be used to duplicate those services.

Appendix E - Yearly Compliance Checklist

General Compliance Checklist (Applicable to All Title Funds)

Needs Assessment & Planning

- ☐ Conduct a Comprehensive Needs Assessment (CNA) to identify student achievement gaps and school priorities (building and district)
- ☐ Align funding requests with the district's Consolidated Application, District Improvement Plan (SIP), and Strategic Plan
- ☐ Engage stakeholders (parents, educators, community members) in the planning process.
- ☐ Ensure funds are supplemental, not supplanting existing state/local expenditures.

Application and Budget Approval

- ☐ Submit an annual funding application to the State Education Agency (SEA)
- ☐ Clearly outline the intended use of funds, evidence-based strategies, and expected student outcomes
- ☐ Obtain district and board approval before implementing expenditures
- ☐ Ensure the budget meets the required spending allocations for each Title program

Supplement, Not Supplant

- ☐ Maintain detailed financial records to show Title funds supplement, not replace, state and local funding
- ☐ Conduct annual audits to ensure compliance
- ☐ Train staff on appropriate funding usage and compliance requirements

Accountability and Reporting

- ☐ Tracking expenditures and program outcomes
- ☐ Submit required reports to state and federal agencies
- ☐ Conduct regular (quarterly) internal audits to ensure compliance
- ☐ Address any identified compliance issues through corrective action plans
- ☐ Provide annual updates to district leadership and stakeholders
- ☐ Conduct an annual evaluation of programs and services

Equity and Accessibility

- ☐ Funds are distributed equitably among schools, ensuring that low-income and at-risk students receive appropriate support
- ☐ Services and programs are accessible to all eligible students, including English learners, special education students, and migratory students
- ☐ Maintain non-discrimination compliance in the use of funds

Title I, Part A – Improving the Academic Achievement of Disadvantaged Students

Program Implementation

- ☐ Develop and communicate written processes and procedures to monitor implementation, ensure school-level decision-making, and conduct annual evaluations of supplementary programs/services
- ☐ Identify and serve eligible students in Targeted Assistance Programs or provide Schoolwide Program services
- ☐ Ensure instructional interventions are evidence-based and aligned with state academic standards
- ☐ Provide high-quality professional development for educators to support Title I students
- ☐ Implement parent and family engagement activities, including a yearly meeting and required notifications
- ☐ Provide opportunities for the joint development of the Parent and Family Engagement plan

Monitoring & Reporting

- ☐ Maintain student progress data to demonstrate academic improvement
- ☐ Conduct annual program evaluations to assess effectiveness (Annual Program Evaluation Template)
- ☐ Submit annual reports on student achievement and fund usage to the SEA.

Title I, Part A – Equitable Services Monitoring Checklist for Private Schools

Consultation & Program Design

- ☐ Conduct meaningful and timely consultation, which includes program planning, with private school officials
- ☐ Document consultation meetings, including agendas, sign-in sheets, and minutes
- ☐ Ensure consultation addresses how funds are allocated, eligible students are identified, and services are focused on the academic core
- ☐ Develop and implement a written agreement outlining the services to be provided

Monitoring & Reporting

- ☐ Ensure Title I funds allocated for private school students are used only for approved services through studnet progress data.
- ☐ Maintain control and oversight of program funds, materials, and equipment, and conduct an annual evaluation of program effectiveness in consultation with the private school officials
- ☐ Regularly review and document expenditures to ensure compliance with Title I requirements.
- ☐ Submit annual reports on fund usage, student achievement, and program effectiveness to the SEA.
- ☐ Keep documentation of all program activities, including parent engagement efforts, professional development, and student support services.

Title II, Part A – Supporting Effective Instruction

Professional Development & Teacher Support

- ☐ Expenditures are allowable with Title II Funds
- ☐ Ensure PD activities are sustained, intensive, and evidence-based (not one-time workshops)
- ☐ Support initiatives to recruit, retain, and develop effective educators
- ☐ Provide instructional coaching, mentoring, and leadership training
- ☐ Fund teacher certification and licensure advancement programs

Monitoring & Reporting

- ☐ Document training sessions and participant attendance
- ☐ Conduct a needs assessment that includes feedback from educators on PD effectiveness and impact on student achievement
- ☐ Submit annual Title II expenditure and impact reports

Title III, Part A – English Learner (EL) and Immigrant Student Support

Identification & Program Implementation

- ☐ Properly identify and assess English learners (ELs) using state-approved screening tools
- ☐ Properly identify Immigrant students using the district's process, aligned to Federal guidelines on the requirements
- ☐ Implement evidence-based instructional strategies for EL students and provide sustained professional learning for EL staff members
- ☐ Provide **language acquisition programs** and **content-area support**
- ☐ Ensure EL students have equitable access to academic and extracurricular activities
- ☐ Implement outreach activities that engage EL parents/guardians

Monitoring & Reporting

- ☐ Track EL progress using the **annual English language proficiency (WIDA)**
- ☐ Monitor **exit criteria** for EL students transitioning out of the program
- ☐ Conduct annual assessments of staffing to support the Language Acquisition Plan
- ☐ Submit Title III compliance and progress reports (Section 41 Report)
- ☐ Conduct annual program evaluations to assess effectiveness

Title IV, Part A – Student Support & Academic Enrichment (SSAE) Grants

Program Implementation

- ☐ Resources are prioritized for schools with the greatest needs
- ☐ Funds support **well-rounded education, student health & safety, and technology use**

- ☐ At least **20% spent on well-rounded education** (STEM, arts, advanced coursework)
- ☐ At least **20% spent on safe and healthy students** (mental health, school climate, SEL)
- ☐ No more than **15% of technology funds spent on infrastructure**

Monitoring & Reporting

- ☐ Conduct annual **needs assessments** to align spending with student needs
- ☐ Maintain documentation of purchases, services, and professional development activities
- ☐ Submit an **annual report** on Title IV expenditures and outcomes

Title IX - Homeless and McKinney-Vento

Program Implementation

- ☐ Appoint a **McKinney-Vento Liaison** to identify and support homeless students
- ☐ Ensure **immediate enrollment** of homeless students, even without required documents
- ☐ Provide **transportation assistance** for students needing to stay in their school of origin
- ☐ Offer access to **academic interventions, tutoring, and credit recovery**
- ☐ Ensure homeless students participate in **Title I services, extracurricular activities, and meal programs**
- ☐ Develop partnerships with **local shelters, social services, and community organizations**

Monitoring & Reporting

- ☐ Maintain a list of **identified homeless students** and services provided
- ☐ Submit **homeless student data reports** to the State Education Agency (SEA) annually
- ☐ Conduct **internal audits** to ensure compliance with McKinney-Vento requirements
- ☐ Track the **use of Title I, Part A funds** allocated for homeless student support
- ☐ Monitor **student attendance, academic progress, and engagement** to assess program effectiveness

Financial Compliance & Auditing Checklist

Budgeting & Financial Management

- ☐ Ensure all funds are obligated and spent within the grant period
- ☐ Maintain accurate financial records and expenditure tracking
- ☐ Follow federal procurement policies for contracts and purchases
- ☐ Ensure personnel paid with Title funds complete Time & Effort Certification reports

Documentation & Record-Keeping

- ☐ Keep receipts, purchase orders, and payroll records for all expenditures
- ☐ Store compliance records for at least five years for audit purposes
- ☐ Ensure fiscal monitoring through internal and external audits

Supplement, Not Supplant Rule

- ☐ Funds must be used to enhance (not replace) existing programs
- ☐ Maintain evidence that purchases and programs are above and beyond state/local funding requirements

Reporting & Accountability

- ☐ Submit required financial and programmatic reports to the SEA
- ☐ Ensure compliance with federal and state monitoring visits
- ☐ Address any findings from audits and monitoring reviews promptly

Appendix F - Comprehensive Needs Assessment

- Comprehensive Needs Assessment

Needs Assessment Requirements for Schools/Districts across Programs

Title/Program	Requirement	Section
Title I, Part A Targeted	CNA at the school level	ESEA 1114(b)
Title I, Part A Schoolwide	CNA is Strongly Recommended at the school level; however, the CNA process is required to move from Targeted to the Schoolwide program	ESEA 1115(e)(2) ESEA 1114(b)(1)(A)
All schools, Schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2), Targeted Assistance Schools	Not just schools identified for improvement and Targeted Assistance schools, but **ALL** schools in WA state must complete a School Improvement Plan (SIP) that is "data-driven."	ESEA1111(d)(1)(B) and WAC180-16-220(2)(b)
Title II, Part A/Title III, Part A	CNA strongly recommends that LEAs periodically review and revise	ESEA 2102(b)(3) (A-B) and 3115(g)(4)(C)
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants	Any school district or consortium of school districts that receives an SSEA $30,000 award or more must complete a CNA before receiving its allocation, once every three years	ESEA 4106(c)(1) & (d)(1-3)
Title IV, Part F: Full-Service Community Schools (Community Support for School Success)	To apply for funding for full-service community schools, an eligible entity must submit a CNA as part of their plan	ESEA 4625(a)(4)(B)
Head Start Act and McKinney-Vento Homeless Assistance Act	Head Start requires an evaluation every few years, depending on the program. CNA required for LEAs with Title I, Part A funds for determining homeless set-aside amount	ESEA 2223(b)(3) and 9102(f)(4)(A-E) ESEA 1113(c)(3)(C)(i)

Appendix G - Physical Inventory Tracking Sheet

In accordance with 2 CFR §200.313, the district maintains records of all equipment and property purchased with federal funds. The Business Office conducts an annual inventory review in coordination with relevant district departments to verify the location, condition, and continued use of federally funded property.

The tracking sheet below is used to document federally funded equipment, including identifying information, funding source, location, and the results of periodic inventory verification.

Hazel Park School District - Title Funds Inventory Tracking Sheet

Hazel Park Schools

Student Handbook

2026-2027

TODAY'S LEARNERS, TOMORROW'S LEADERS

HAZEL PARK SCHOOLS

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Introduction

This Student/Parent Handbook was created to provide students and parents/guardians with important information about Hazel Park Schools, including student rights and responsibilities, school expectations, and Board of Education policies and administrative regulations. It is designed to answer many of the questions that may arise throughout the school year and serve as a helpful resource for students and families.

Because this handbook contains important information about school expectations and student conduct, students and parents/guardians are encouraged to read it carefully and keep it available for future reference. Becoming familiar with the handbook can help prevent misunderstandings and answer many common questions before they arise.

This handbook is based on Board of Education policies and administrative regulations that were in effect at the time of publication. Because laws, Board policies, and administrative regulations may change throughout the year, the information in this handbook may also change. If there is any difference between the information in this handbook and the most current Board policy or administrative regulation, the Board policy or administrative regulation will take precedence.

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.hazelparkschools.org or at the Board office, located at: 1620 E. Elza, Hazel Park, MI 48030. If you have questions about any information contained in this handbook or need additional assistance, please contact your child's teacher, school counselor, or building principal.

Board of Education and Central Office

Board of Education

Beverly Hinton	Board President
Deborah Laframboise	Board Vice President
April Beaton	Board Secretary
Heidi Fortress	Board Treasurer
Nathan Becker	Board Trustee
Darren Fox	Board Trustee
Monica Rattee	Board Trustee

Central Office

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Dr. Stephanie Dulmage	Assistant Superintendent of Teaching and Learning
Ms. Monica Papasian	Assistant Superintendent of Business and Operations
Dr. Megan Papasian-Broadwell	Executive Director of Student Services
Ms. Kristy Cales	Director of Human Resources
Ms.Karla Graessley	Director of Community Schools
Ms. Charles Pleiness	Director of Communications and Athletics
Mr. Brad Wilkins	Director of Communications Technology

Vision, Mission, and Beliefs

Vision

A community where learners are empowered to thrive.

Mission Statement

Together, we cultivate an environment rooted in critical thinking, empathy, and adaptability, creating learners who are prepared to shape the future.

Beliefs

We believe...

- Each student has the right to a high-quality education within a safe environment.
- All students have the ability to learn.
- Students are successful when staff, families, and community are engaged and support learning.
- Students succeed in an environment of shared accountability.
- The whole child must remain the focus of everything we do.
- Diversity makes us better.
- Each student should be prepared to thrive in life, learning, work, and community.

Goal Area 1: Academics & Programs

- Strategic Goal Statement: Hazel Park Schools will prepare students to think critically, communicate effectively, and contribute to their community.

Goal Area 2: Learning Environment & Culture

- Strategic Goal Statement: Hazel Park Schools will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.

Goal Area 3: Communications & Community Engagement

- Strategic Goal Statement: Hazel Park Schools will increase family and community engagement and provide consistent and intentional communication.

Goal Area 4: Personnel & Leadership

- Strategic Goal Statement: Hazel Park Schools will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Goal Area 5: Operations

- Strategic Goal Statement: Hazel Park Schools will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Hazel Park Schools Location and Contact Information

Edison School 1650 Mapledale Ferndale, MI 48220 Phone: (248) 658-5400 Fax: (248) 544-5264 **Principal:** Dr. Michelle Krause	**Jardon Vocational School** 2200 Woodward Heights Ave. Ferndale, MI 48220 Phone: (248) 658-5950 Fax: (248) 544-5292 **Supervisor:** Heidi Kunz
Hazel Park Advantage Alternative School 1620 E. Elza Ave. Hazel Park, MI 48030 Phone: (248) 658-5280 Fax: (248) 544-5391 **Principal:** Kendal Smith	**Michigan Cyber Academy** 1182 E. 9 Mile Rd Hazel Park, MI 48030 Phone: (248) 399-2222 **Program Director**: Julie Marone
Hazel Park High School 23400 Hughes Hazel Park, MI 48030 Phone: (248) 658-5100 Fax: (248) 544-5389 **Principal:** George Dimas **Asst. Principal:** John Barnett **Asst. Principal:** Corrie Chansler	**United Oaks Elementary** 1001 E. Harry Ave. Hazel Park, MI 48030 Phone: (248) 658-2400 Fax: (248) 542-3530 **Principal:** Lisa Bernys
Hazel Park Junior High 22770 Highland Ave. Hazel Park, MI 48030 Phone: (248) 658-2300 Fax: (248) 586-5875 **Principal:** Heather Agueros **Asst. Principal:** Sheila O'Kane **Dean:** Robert Kiger	**Webb Elementary Schools** 2100 Woodward Heights Ave. Ferndale, MI 48220 Phone: (248) 658-5900 Fax: (248) 586-5848 **Principal:** Corri Nastasi
Hoover Elementary 23720 Hoover Ave. Hazel Park, MI 48030 Phone: (248) 658-5300 Fax: (248) 658-1131 **Principal:** Debra Dimas	**Webster Early Childhood Center** 431 W. Jarvis Ave. Hazel Park, MI 48030 Phone: (248) 658-5550 **Supervisor:** Christina Saferian
INVEST Roosevelt 24131 S. Chrysler Dr. Hazel Park, MI 48030 Phone: (248) 399-7033 **Principal:** Asaad Kalasho **Director:** Neran Kalasho	

School Start and End Times

Webster Early Childhood Center Regular Hours: 2 Yr Program - 8:00 - 3:00; Preschool Academy and GSRP - 7:45 - 2:45 Half-Day Hours: 2 Yr Program - 8:00 - 11:00; Preschool Academy and GSRP 7:45 - 11:45
Hoover Elementary Regular Hours: 8:10 - 3:10 Half-Day Hours: 8:10 - 11:20
United Oaks Elementary Regular Hours: 8:10 - 3:10 Half-Day Hours: 8:10 - 11:20
Webb Regular Hours: 8:10 - 3:10 Half-Day Hours: 8:10 - 11:20
Hazel Park Junior High Regular Hours: 7:55 - 2:55 Half-Day Hours: 7:55 - 11:05
Hazel Park High School Regular Hours: 7:40 - 2:40 Half-Day Hours: 7:40 - 10:50
Advantage Regular Hours: 8:00 - 2:10 Half-Day Hours: 8:00 - 11:15
Edison Regular Hours: 8:00 - 2:30 Half-Day Hours: 8:00 - 11:00
Jardon Regular Hours: 8:00 - 2:30 Half-Day Hours: 8:00 - 11:00
INVEST Roosevelt Regular Hours: 8:15 - 2:45

Communication with School Staff

The purpose of this section is to provide families with general guidelines for effective communication with teachers, support staff, and administrators. Effective communication involves both sharing and receiving information through email, notes, school communication apps (such as PowerSchool), phone calls, and face-to-face meetings. By following a few simple principles, families and school staff can work together to support student success.

Maintain Respectful and Open Communication

- Use a respectful and courteous tone.
- Make requests rather than demands.
- Be prepared to both share information and listen to staff members' observations and perspectives.
- Assume that everyone shares the same goal - supporting your child's success.
- Work collaboratively to identify solutions.
- Threatening behavior, harassment, or inappropriate language directed toward staff members will not be tolerated.

Confidentiality

Open communication is an important part of the partnership between families and schools. School staff will share information about **your child's** academic progress, behavior, attendance, and school experiences while protecting the privacy of all students.

To comply with state and federal privacy laws, staff cannot discuss another student's educational record, behavior, discipline, or personal information. While staff may not be able to share specific details involving other students, please be assured that concerns involving student safety, behavior, or school expectations are addressed in accordance with district policies and procedures.

Communication Process

Most parent and community questions are best answered by communicating directly with the staff member closest to the situation. Questions or concerns should first be addressed with the staff member directly involved. If the issue is not resolved, appeals should follow the next level identified on the Communication Process Flowchart.

What to Expect

- Teachers and staff will make every effort to respond to communications as quickly as possible, recognizing that the school day may not allow for immediate responses.
- Please allow up to one business day (24 hours) for a response before following up with the same staff member.
- Some situations require staff to gather additional information before providing a complete response.
- Email is the preferred method of communication, followed by phone calls.
- Please be mindful of staff work hours and understand that responses to evening, weekend, or holiday communications may occur during the next business day.
- As you move further along the Communication Process Flowchart, staff members may need additional time to research the situation because they are less directly involved.
- We do not expect questions or concerns to go unanswered for an extended period of time.

Scheduling Meetings

- Face-to-face meetings should be scheduled in advance.
- **Staff members, including building administrators, are generally unavailable to meet with visitors who arrive without an appointment.**

- When requesting a meeting, please provide any relevant information or questions in advance so staff can prepare and make the meeting as productive as possible.

In order to assist parents with effective and efficient communication we have developed flow charts for all levels. (i.e. Elementary, Junior High and High School). This sequence is in place to make sure your questions and concerns are addressed to the proper school official. It is our hope that the flowchart will be utilized as a way to direct your question or concern so that it may be handled by the appropriate school official and be responded to quickly. *As always, classroom concerns and questions should be directed to the specific teacher involved*. Please note that our office staff can assist parents with locating the appropriate staff member to help you with your question or concern.

Elementary Communication Process Flowchart

Concern	Start Here	If Additional Assistance Is Needed
Academic / Classroom Concerns	Teacher	Principal → Assistant Superintendent of Teaching & Learning → Superintendent
Special Education	Teacher or Ancillary Staff	Principal → Executive Director of Student Services→ Superintendent
Student Health, Guidance & 504	Teacher	
Classroom Discipline	Teacher	Principal → Assistant Superintendent of Teaching & Learning → Superintendent
Non-Classroom School Discipline	Principal	Assistant Superintendent of Teaching & Learning → Superintendent
Transportation	Bus Driver	Transportation Supervisor → Principal → Superintendent
After School Child Care (Latchkey)	Child Care Provider	Latchkey Supervisor → Building Administrator → Assistant Superintendent of Teaching & Learning → Superintendent

Junior High Communication Process Flowchart

Concern	Start Here	If Additional Assistance Is Needed
Athletics	Coach	Assistant Athletic Director → Athletic Director → Principal→Superintendent
Special Education	Teacher or Ancillary Staff	Principal → Executive Director of Student Services→ Superintendent
Student Concerns: Social, Emotional & Health	Teacher	Counselor/Social Worker → Building Administrator → Special Education Supervisor → Executive Director of Student Services
Classroom Discipline	Teacher	Counselor/Social Worker → Building Administrator → Superintendent
Non-Classroom School Discipline	Counselor/Social Worker	Building Administrator → Superintendent
Classroom Academic Concerns	Teacher	Counselor/Social Worker → Building Administrator → Superintendent
Transportation	Bus Driver	Building Administrator → Transportation Supervisor → Superintendent

High School Communication Flowchart

Concern	Start Here	If Additional Assistance Is Needed
Attendance	Attendance/Counseling Secretary	School Counselor → Assistant Principal → Principal → Superintendent
Classroom Concerns (Instruction, Grading, Classroom Behavior)	Teacher	School Counselor → Assistant Principal → Principal → Director of Teaching & Learning
Athletics	Coach	Assistant Athletic Director → Athletic Director → Principal→Superintendent
After School Clubs	Teacher or Supervising Adult	Building Administrator
Special Education	Classroom Teacher	Caseload Teacher → Special Education Teaching Consultant → Building Administrator → Executive Director of Student Services
Student Concerns (Guidance, Health-Related)	School Counselor	District Nurse → Assistant Principal → Principal → Superintendent
Non-Classroom Discipline	Assistant Principal	Building Administrator → Director of Student Services → Superintendent
Transportation	Bus Driver	Assistant Principal → Transportation Supervisor → Superintendent

Board Policy: Digital Communication 8009 Administrative Regulations: Digital Communication 8009

General Information

Parent and Family Engagement

Hazel Park Schools believes that students achieve their greatest success when families and schools work together. The District encourages meaningful, two-way communication between home and school and values parents and guardians as important partners in their child's education.

Parents and families are encouraged to:

- Participate in school and District meetings and activities.
- Communicate regularly with teachers and school staff about their child's progress.
- Support learning at home by monitoring academic progress and encouraging good study habits.
- Provide input on school improvement efforts, educational programs, and family engagement activities.
- Participate in opportunities to learn about curriculum, academic standards, assessments, technology, literacy, and other resources that support student success and school activities.

The District is committed to providing opportunities for meaningful family involvement by offering regular communication, meetings, training, and resources for parents. Translation and interpretation services are available, when needed, to support participation by families whose primary language is not English.

Hazel Park Schools receives Title I funding to support eligible schools and students. In accordance with federal law, the Board of Education has adopted Board Policy 3002 Parent and Family Engagement and Administrative Regulation 3002-AR Parent and Family Engagement, which establish the District's Parent and Family Engagement program and ensure compliance with Title I requirements. Parents and guardians are encouraged to participate in the annual review of the Parent and Family Engagement Policy and provide feedback regarding its effectiveness and ways to improve family engagement and support student achievement.

As part of this commitment, parents and guardians of students attending a Title I school have the right to request information about their child's classroom teacher and any instructional paraprofessional working with their child. Upon written request, the District will provide information regarding:

- Whether the teacher has met Michigan certification and licensing requirements for the grade level and subject area being taught.
- Whether the teacher is teaching under an emergency or provisional certificate or other temporary status.
- The teacher's bachelor's degree, major field of study, and any graduate degrees or certifications earned.
- Whether the student receives instructional support from a paraprofessional and, if so, the qualifications of that paraprofessional.

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.

Board Policy 3002: Parent and Family Engagement Administrative Regulation 3002: Parent and Family Engagement

School 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. 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.

Board Policy: School Visitor 7010 Administrative Regulations:

Visitor Parking

The school has designated parking locations available for school visitor parking. Please see your student's school to learn more about the designated parking location.

Those dropping off and picking up children may do so based on the drop off and pick locations designated by your student's school.

Vehicles MAY NOT be parked or located in the bus lanes, handicap spots, fire lanes or drop-off lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Students should exit vehicles on the curbside of the vehicle. Vehicles should not cut through parking spaces in parking lots. **At no time should any person encourage a student across a busy parking lot.** All elementary students should be escorted by an adult across any lanes of traffic. Adults should always set a positive example in front of students. Adults should exhibit self control in the parking lot setting and refrain from causing any disruption.

Volunteers

Hazel Park Schools values the partnership of parents, guardians, and community members who volunteer to support our students, staff, and schools. Volunteers play an important role in enriching educational experiences and helping create a positive school community.

To help ensure a safe and secure learning environment, all volunteers are required to complete a criminal background check through the Michigan State Police Internet Criminal History Access Tool (ICHAT) before volunteering in any district school or activity. This requirement applies to all volunteers, regardless of whether they will work directly with students. Background checks must be completed and approved annually before volunteer service may begin.

Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Families interested in volunteering are encouraged to contact their child's school for information about volunteer opportunities and the background check process.

Board Policy: Volunteers 7009 Administrative Regulations:

School Closings

Hazel Park Schools keeps families informed during school closings and any kind of emergencies through SchoolMessenger. You will begin receiving these vital messages once your student is registered through PowerSchool. We will also post these messages on our social media pages.

Emergency Response Protocol

Hazel Park School District uses the State of Michigan-adopted Standard Response Protocol (SRP), developed by the I Love U Guys Foundation, to provide a consistent, clear approach to responding to school emergencies and safety situations. The SRP uses common language and specific actions: **Hold, Secure, Lockdown, Evacuate, and Shelter** so students, staff, families, and emergency responders have a shared understanding of how to respond during an incident.

Families are encouraged to review the linked **Standard Response Protocol Handout** to become familiar with the terminology, actions, and expectations used during an emergency.

Board Policy 6004: School Crisis, Response, and Closure Administrative Regulations 6004: School Crisis, Response, and Closure

Checking Students Out of School Early

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 PowerSchool 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 PowerSchool cannot check a student out of school.

Late Pick-Up Procedures (Elementary Buildings)

As a reminder, dismissal times for our elementary buildings are 3:10 pm or 11:20 am on half days unless your child regularly attends latchkey. While life's complex circumstances may occasionally get in the way of a timely pick-up, you must contact your school office and let them know you are running late.

Any student who is **not picked up by 3:30 pm** will be placed in the Late Pick-Up Room. The Late Pick-Up Room will be **staffed from 3:30 pm - 4:30 pm**. Starting at **3:30 pm**, a **$10.00 fee** will be charged for **every 15 minutes** your child is in the late pick-up room. If you have more than one child, the fee will be applied to each child. 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 from 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.**

If you are unable to pick up your child on time, it is imperative that you have an alternative plan for daily dismissal, as the office staff is not equipped to provide after school care. If you are interested in our after-school latchkey program, please contact Joan Rybinski at (248) 658-5501 or joan.rybinski@myhpsd.org for inquiries about latchkey. Space in this program is very limited but may be available.

Food Service

Hazel Park Schools is committed to ensuring every student has access to healthy, nutritious meals each school day. Through the Child and Adult Care Food Program (CACFP), all enrolled students receive one free breakfast and one free lunch each school day. No application is required to receive these meals.

The lunch period provides students with an opportunity to eat, socialize, and recharge in a safe and respectful environment. Students are expected to remain in their designated lunch areas, follow staff directions, clean up after themselves, and treat others with kindness and respect.

Food deliveries from restaurants, delivery services, or other outside vendors are not permitted. To minimize disruptions to instruction, parent requests to sign students out during the lunch period are discouraged except in emergency situations. All high school settings operate as a closed campus. Students may not leave school grounds, enter the parking lot, or remain in unauthorized areas during the lunch period unless approved by school administration. schools

Additional information regarding school meal programs, menus, dietary accommodations, and nutrition services is available through the district's Food Service Department.

Board Policy 2006: Behavior
Board Policy 5008: Meal Charge / Food Services
Board Policy 2007: Health and Safety
Administrative Regulation 5008: Meal Charge / Food Services
Administrative Regulation 2007: Health and Safety

Treats and Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks

are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

Parents are asked to leave snacks/treats at the office in order to prevent distractions in the classroom and protect instructional time. We also ask that parents reserve any balloons, presents, and other party favors for home celebrations.

Food from outside vendors without prior approval from the principal may not be brought into the buildings.

Board Policy 2007: Health and Safety Administrative Regulation 2007: Health and Safety

Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students.

Outdoor Expectations (K-5)

The students will be expected to go outside for recess and/or morning lineup when the temperature is at or above 20 degrees Fahrenheit (including wind chill). Students should bring appropriate winter gear that will meet their needs.

Dress Code

Hazel Park Schools strives to provide a safe, respectful, and distraction-free learning environment. Students are expected to wear clothing that is appropriate for school and allows them to participate safely in all school activities.

Students are expected to:

- Wear clothing that is neat, clean, and appropriate for a school setting
- Wear shorts and skirts that extend to within approximately 5 inches of the top of the knee
- Ensure clothing fully covers the midriff
- Wear tops with sleeves or cover strapless, backless, spaghetti strap, tank, or halter tops with a shirt, sweater, sweatshirt, or jacket

The following are not permitted at school:

- Clothing with obscene, vulgar, discriminatory, or inappropriate words, images, or messages
- Hats, bandanas, or other head coverings, except for religious, medical, or school-approved purposes
- Strapless, backless, spaghetti strap, tank, or halter tops unless appropriately covered
- See-through, excessively low-cut, or otherwise revealing clothing
- Bedroom slippers or pajamas

Dress Code Corrections

- If a student's clothing does not meet the dress code but can be corrected, school staff will work with the student to resolve the concern so they can return to class as quickly as possible. Depending on the situation, students may be asked to adjust their clothing, add an additional layer of clothing, or contact a parent or guardian to bring appropriate attire.

Major Dress Code Violations

Some clothing is not appropriate for school and cannot be corrected by a simple adjustment. These violations require immediate administrative intervention and may result in the student being required to change clothing before returning to class and/or disciplinary action in accordance with the Student Code of Conduct. Examples include:

- Clothing or accessories that promote, represent, or are associated with gangs or gang activity
- Clothing with violent, threatening, sexually suggestive, or excessively revealing images, language, or messages
- Clothing that substantially disrupts the educational environment or compromises the safety of students or staff.

Repeated dress code violations may result in additional disciplinary action as outlined in the Student Code of Conduct.

Board Policy 2006: Behavior

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

Mandated reporters are required to make a report of suspected abuse or neglect when they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- They are responsible for the child or work for an agency that is directly responsible for the child.

Only Applicable to High School Students

Board Policy 4005: Other Matters of Employment

Age of Majority

Although 18-year-old students are recognized as adults under the Age of Majority Act, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. With the exceptions noted below, school district policies and procedures set forth apply to all students, regardless of their attainment of the age of majority. Students 18 years and older may:

- Have the same privilege as their parents/guardians as it relates to access or control of their student records;
- Represent themselves during disciplinary conferences and be the addressee for their grade reports
- Sign themselves in and out of school and may verify their own absences.
  NOTE: All attendance standards continue to apply;
- Provide reason(s) for their absences and tardies, but are held to the same attendance requirements as other students, including the acceptable reason(s) for an excused absence.

Eligible students who wish to assert these rights should register their intent on the appropriate form in the high school office. Until such time as the eligible student registers this intent, school officials will not apply the above exceptions to school policies and procedures.

Personal Electronic Device (PED) Use

Students are prohibited from using PEDs 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, unless authorized by a teacher, administrator or IEP team. If a PED 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 PED 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 PED 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 PEDs. The District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PEDs brought onto its property. The information below provides an outline of level-based responses if a student is using a PED, not authorized by school staff.

Non-school PEDs include but are not limited to: cell phones/smartphones, earbuds/headphones, computers/laptops, tablets/e-readers, and/or any other internet- or bluetooth-enabled devices.

Elementary

K-5 Personal devices such as cell phones, personal laptops, smartwatches and other wireless device connections may not be out and/or used during the school day. Devices must be put into a backpack or given to the teacher. **Any devices out during the day will be confiscated and available in the office at the end of the day for parent/guardian to pick up**.

Student use: The use of cell phones and/or Smartwatches during the school day is prohibited. If parents/guardians need to get a message to their child(ren), all calls must go through the main office.

Device Restrictions: Students should not bring expensive personal belongings to school (ex: iPads, laptops, cell phones, electronic game devices, etc.). If a child brings a cell phone or Smartwatch to school, it is required to be off (not asleep) and put away in lockers/backpacks at all times. Any devices out during the day will be confiscated and available in the office at the end of the day for parent/guardian to pick up. In the event a student does have personal technology at school, the school assumes no responsibility if the item is lost or damaged.

Consequences: To be determined by teacher/principal

Grades 6-12 (Advantage, Hazel Park Junior High, and Hazel Park High School)

Student Cell Phones/PED (cell phones, personal laptops, smartwatches and other wireless device connections) are not to be used during school. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to keep it in good working condition. Students who need to make a phone call are welcome to get a pass to come to the office to make a phone call.

Daily Process: As students arrive to school, they will:

- Put their phone on silent.
- Place their phone inside their Pouch and secure it in front of school staff.
- Store their Pouch in their locker or pocket for the day.

At the end of the day, students will unlock their Pouch, remove their phone and put their Pouch in their designated bin/area.

*Students arriving late or leaving early will pouch/unpouch their phones in the Main Office or Vestibule.

Violations: Using Phone/PED During School

If a student is caught on their phone, Administration will follow the Student Code of Conduct and apply appropriate disciplinary action.

Lost or Intentionally Damaged Pouch: If a student intentionally damages or loses their pouch, they will be issued a Level 3 violation and replacement pouch for $30. Damage includes

- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage

Students who consistently defy the cell phone/PED policies, may be placed on an individualized plan with an administrator.

Board Policy 2006: Behavior Administrative Regulation 2006: Behavior

Transportation, Bikes, and Parking

Transportation (K-5)

We are excited to announce the expansion of transportation services for our elementary students. Beginning this school year, students who attend their neighborhood elementary school within their attendance area will be eligible to ride the bus to and from school.

Students who live within a short walking distance of their school generally will not be assigned bus service unless there is a documented safety concern, such as crossing a major roadway.

If you would like your child to ride the bus, please contact our new Transportation Supervisor, Mrs. Tiffany Brew, at 248-658-5948 or tiffany.brew@myhpsd.org. She will work with you to assign your child to a bus stop within walking distance of your home whenever possible.

Families who participate through Schools of Choice, or who attend a school outside of their attendance area, may also utilize district transportation. However, parents will be responsible for transporting their child to and from one of our established community bus stops.

Bus stop locations are posted on the Hazel Park Schools website and will be updated as additional students register for transportation. You can click here: Pick-Up/Drop Off to view locations. We are excited to provide more opportunities for our students to arrive at school safely and ready to learn.

Board Policy 6008: Transportation Administrative Regulation 6008: Transportation

Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

An adult must be present whenever students with special needs are dropped off or the child will be brought back to the student's school and it will be the responsibility of the parent/guardian to pick the student up from school immediately.

Board Policy 2006: Behavior Administrative Regulation 2006: Behavior

Bike Rules & Regulations - Elementary

- Elementary students will be allowed to ride bikes to school; While we encourage our bike riders to be in grades 4 & 5, it is up to the discretion of parents whether or not their child will be allowed to ride a bike. Scooters will not be permitted.
- Bikes must be locked to the bike rack; The school is not liable for any stolen bikes.
- Student bike riders must wear helmets.
- Students must walk their bikes, once on school grounds.
- Noncompliance with rules on school property, may mean the suspension of bike riding privileges.
- The district will offer a bike safety class/ride in the spring.

If students do not bring a lock to school, the bike will be brought inside the building and one warning will be given. After that, parents will need to pick up the bike.

If a student does not wear a helmet to school, the student will receive one warning. After that, parents will need to pick up the bike.

If a student has three violations regarding locks or helmets, the student will lose the privilege and can no longer ride a bike to school.

Bike Rules & Regulations - Secondary

- Students are allowed to ride bikes and scooters to school.
- Bikes must be locked to the bike rack;
- Students must walk their bikes, once on school grounds.
- Noncompliance with rules on school property, may mean the suspension of bike riding privileges.
- The school is not liable for any stolen bikes or scooters.

High School Student Parking: High School Campus

Students may park their vehicles in the lot designated on Felker between the hours of 7:00am and after sports activities . Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The lot located on Hughes St. is designated for school staff, personnel, and others designated by administration. These lots MAY NOT be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK. Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

Attendance

Regular school attendance is one of the most important factors in a student's academic success. Students who attend school consistently are more likely to achieve academically, build positive relationships, and develop the habits needed for college, careers, and life. Hazel Park Schools believes that excellent attendance is a shared responsibility between students, families, and school staff.

> According to Attendance Matters, missing just 2 days of school each month, even when absences are excused, adds up to nearly 10% of the school year. Frequent absences can make it more difficult for students to keep up with learning, build relationships, and participate fully in school. We encourage families to schedule appointments outside of school hours whenever possible and to contact the school if attendance challenges arise. Together, we can help every student succeed.

Parent/Guardian Responsibilities

Parents and guardians play an important role in supporting regular attendance by:

- Ensuring their child attends school every day and arrives on time.
- Reporting absences before, on the day of, or within 24 hours of the absence.
- Providing medical or other documentation when requested.
- Communicating with the school if barriers arise that may affect attendance so support can be provided.
- Excused and Unexcused Absences

An absence may be considered excused when verified by a parent/guardian and consistent with district guidelines. Examples include:

- Student illness (up to five parent-reported illness days each school year; additional absences may require medical documentation)
- Illness or death of an immediate family member
- Medical, dental, legal, or other necessary appointments
- Religious observances
- Court appearances

Absences are considered unexcused when the school is not notified, required documentation is not provided, or the reason does not meet district guidelines.

Definition of Absence

Absence: The non-presence of a student in the assigned location any time beyond the tardiness limit.

- Elementary
    - Arriving after 10 AM
    - Leaving anytime before 2 PM
- Secondary
    - Missing entire class period

Chronic Absenteeism and Truancy

Michigan law requires students to attend school regularly. Students who miss 10% or more of the school year (approximately 18 days) for any reason, excused or unexcused, are considered chronically absent and may experience significant academic challenges. Hazel Park Schools uses a progressive system of communication, intervention, and support to improve attendance and remove barriers before considering referrals to outside agencies. Continued patterns of unexcused absences (truancy) may result in attendance meetings, attendance contracts, referrals to support services, and, when required by law, referral to the Oakland County Truancy Program.

Pre-Arranged Absences

- Families are encouraged to schedule vacations and extended trips during school breaks whenever possible. If an extended absence is unavoidable, parents/guardians should notify the school in advance. Students remain responsible for completing all missed assignments and assessments within the timelines established by their teachers.

Make-Up Work

Students **may** be provided opportunities to make up assignments, quizzes, tests, and other coursework missed due to excused or unexcused absences and out-of-school suspensions. Students are responsible for communicating with their teachers promptly after returning to school and completing make-up work within the timeframe established by the teacher.

Tardiness

- Arriving on time is an important part of student success. Students who arrive late miss valuable instructional time and may disrupt classroom learning. Students are expected to be in their classrooms when the school day or class period begins. Repeated tardiness may result in progressive interventions, including conferences, detention, attendance contracts, and other school-based supports designed to improve attendance and punctuality.

Entering the Building after the Start of the School Day

- Students entering the building must do so at the Main Front Entrance
- Students will be issued a Hall Pass and have five minutes to get to their assigned class before the tardy policy is implemented.

Early Dismissal

- Students who need to leave school before the end of the school day must be signed out through the main office by a parent, guardian, or another individual listed on the student's emergency contact information. Students may not leave campus during the school day without permission from school personnel.

Extracurricular Participation

- Regular attendance is an important expectation for participation in athletics, clubs, performances, and other school-sponsored activities. Students with excessive absences or attendance concerns may be subject to participation restrictions as outlined in district policies and activity or athletic handbooks.

Virtual Learning

- Attendance for students enrolled in Hazel Park's virtual program is based on active participation, timely completion of coursework, and weekly Two Way Communications with school staff. Parents and guardians are expected to monitor student progress, participate in required meetings, support academic integrity, and ensure students remain actively engaged in learning.

Board Policy 2006: Behavior
Administrative Regulations 2002: Learning and Achievement

Student Behavior Matrix and Discipline

Introduction

Hazel Park Schools is committed to providing a safe, respectful, and inclusive learning environment where every student has the opportunity to learn and succeed. The Student Code of Conduct establishes the expectations for student behavior and outlines the range of school responses when those expectations are not met. Students are expected to conduct themselves in a manner that promotes a positive school climate, demonstrates respect for themselves and others, and supports teaching and learning. The full Student Code of Conduct can found on the district website at:

The Student Code of Conduct applies while students are:

- On school property;
- Riding District-provided transportation;
- Participating in school-sponsored activities, events, or athletic programs, whether on or off school property;
- Traveling to or from school or school-sponsored activities; and
- Engaging in off-campus conduct that substantially disrupts the educational environment or affects the safety and welfare of students or staff, as permitted by law and Board policy.

Hazel Park Schools believes that the primary purpose of student discipline is to teach and reinforce positive behavior while maintaining a safe and orderly learning environment. Whenever appropriate, school staff will use preventive strategies, positive behavior supports, and restorative practices to help students learn from their actions, repair harm, and restore relationships.

Disciplinary responses are progressive and are intended to be age-appropriate, fair, and consistent. While the behavior matrices identify typical school responses, every disciplinary decision is based on the individual circumstances of the incident. When determining an appropriate response, school administrators consider factors including, but not limited to:

- The student's age and developmental level;
- The student's disciplinary history;
- The severity of the behavior;
- Whether the behavior threatened the safety of students or staff;
- Whether restorative practices or other interventions are appropriate; and
- Whether a less restrictive response would appropriately address the behavior.

The behavior matrices that follow are intended to provide students and families with a general understanding of behaviors that are typically managed by classroom staff and those that require administrative intervention. They also identify the range of possible disciplinary responses. The examples provided are not intended to be all-inclusive. School administrators retain the authority to respond to behaviors not specifically listed and to adjust disciplinary responses based on the circumstances of each situation, applicable Board policies, administrative regulations, and state or federal law.

Students receiving special education services or accommodations under Section 504 remain subject to the Student Code of Conduct. When disciplinary action involves a student with a disability, the District will follow all applicable state and federal laws, including required manifestation determination procedures and other protections afforded under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Hazel Park Schools encourages students and families to partner with school staff in promoting responsible decision-making, respectful relationships, and a positive school community where every student can learn, grow, and thrive.

Elementary

Response Levels

- LEVEL 1: Teacher-managed responses (Time out, conference with student, parent contact, teach desired behavior, other)
- LEVEL 2: Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)
- LEVEL 3: Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)
- LEVEL 4: Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)
- LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation

Behavior Matrix

Behavior	**Minor (Teacher-Managed)**	**Major (Administrator-Managed)**	**Possible Level(s)**
Inappropriate Language	**Student indirectly uses inappropriate words or actions:** Name calling, negative comments, derogatory terms, inappropriate words or gestures	**Student uses inappropriate words or actions directed toward an adult or peer** Directed profanity, discriminatory or harassing language, threats, repeated inappropriate language after intervention.	**L1-L2 (Minor)** **L1-L3 (Major - 1st Offense** **L2-L4 (Major - 2nd Offense)**
Disrespect	**Student refusal to fulfill instructional and/or building norms.** Eye rolling, muttering, inappropriate tone; refusing to follow directions, talking back	**Student refusal to fulfill instructional and/or building norms that interrupt teaching and learning.** Directed profanity, repeated disrespect, threatening gestures, or behavior that interferes with learning.	**L1-L2 (Minor)** **L1-L3 (Major - 1st Offense** **L2-L4 (Major - 2nd Offense)**
Disruption	**Student behavior causes a distraction, but class activity is able to continue.** Repeated blurting out/yelling without raising hand, leaving assigned area without permission, irritating or bothering others, off-task, not following directions or having materials	**Student behavior causes an interruption in class or activity.** Yelling/shouting fully interrupting teaching and learning, causing evacuation of classroom, leaving assigned area without permission, purposely “pushing buttons” to incite angry response, recurring minors that disrupt instruction	**L1-L2 (Minor)** **L2-L5 (Major)**

Bullying	[redacted]	**Student engages in unwanted or repeated behavior that causes another student to feel intimidated, threatened, embarrassed, or unsafe, or interferes with the student's ability to participate and learn at school, including:** Physical aggression, threats, intimidation, name calling, social exclusion, spreading rumors, discriminatory behavior, or cyberbullying.	**L2-L5 (Major)**
Property Misuse	**Student engages in non-serious, but inappropriate misuse of property.** Writing on or damaging school property, ripping or crumpling up paper and/or others work, hands on others' property, throwing items in a non-aggressive way, kicking or slamming things	**Student engages in serious abuse or misuse of property.** Throwing furniture, continual damage (knocking books off shelves, ripping posters down), Stealing, destroying materials or property beyond reuse, compromised safety from by property misuse, recurring minor offenses	**L1 (Minor)** **L2-L5 (Major)**
Physical Contact	**Student engages in non-serious, but inappropriate physical contact with a peer.** Bumping into each other or touching exposed hair/body, tripping, pushing, pinching, throwing items in a non-aggressive way, roughhousing	**Actions involving serious physical contact with intent to harm where injury may occur.** Fighting, hitting, kicking, biting, scratching, sexual touching, recurring minors	**L1-L2** (Minor) **L2-L5** (Major)
Technology	**Student engages in misuse of district technology and/or PTD** Accessing "non-teacher" assigned website, Taking pictures within classroomUsing technology without permission, Careless use physically of school devices, Failure to report problems or breakage, Having phone on person (personal device)	**Student engages in excessive abuse of district technology and/or PTD.** Cyberbullying, threats, cheating, security violations.	**L1 (Minor)** **L2-L5 (Major)**

Secondary

Response to Student Behavior

- LEVEL 1 (L1): Teacher-managed responses

- LEVEL 2 (L2): At school reinforcement, Detention, and/or Alternative to Suspension (CARE)
- LEVEL 3 (L3): Temporary student removal from school - Out of School Suspension 1-5 Days and/or In School Suspension (CARE)
- LEVEL 4 (L4): Long-term student removal from school - Out of School Suspension 6-10 Days (CARE)
- LEVEL 5 (L5): Exclusionary Responses - Recommendation to Superintendent for Expulsion (CARE)

Restorative Practices

Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c(2) of the Revised School Code or in a different manner, depending on the circumstances as a whole.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment, bullying, and cyberbullying.

CARE

The Center for Academic and Restorative Education (CARE) is a program housed in the Ford Administration Building. It is overseen by a district teacher trained in Restorative Practices. The program provides an opportunity for students to engage in restorative practices, social-emotional learning, and academic recovery as an alternative to out-of-school suspension. A Building principal may offer this as an alternative to detention or out of school suspension.

Recognizing that students face challenges, Hazel Park Schools believes in a responsive approach to support students by providing opportunities to transform their challenges into strategies for success. The CARE Program involves investing in both social-emotional wellness and academic recovery. Exploring skills such as responsible decision-making, empathy, and healthy coping mechanisms is essential for students to thrive not only in the classroom but also in the workplace, community, and on the field. The CARE Program provides a holistic approach that empowers students to navigate both educational and personal challenges effectively proactively and positively.

Behavior Matrix

Behavior	**Minor**	**Major (Administrator-Managed)**	**Possible Level(s)**
Disrespect	**Student indirectly uses inappropriate words or actions toward an adult or peer**. Argumentative, inappropriate comments or tone.	**Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.** Directed profanity, argumentative, threatening gestures, damage, repeated disrespect	Minor L1 Major L2-L4

Defiance	**Student refusal to fulfill instructional and/or building norms** Refuses to follow building or district expectations, directions or requests; may impact teaching and learning	**Student refusal to fulfill instructional and/or building norms that interrupts teaching and learning** Repeated refusal to follow building or district expectations, directions or requests	Minor L1 Major L2-L4
Disruption	**Student behavior causes a distraction to the learning environment, but class activity is able to continue.** Talking out of turn, making noises, brief off-task behavior, out of seat.	**Student behavior causes an interruption in class or activity.** Sustained disruption, yelling, roughhousing, repeated interruption of instruction; sustained out of seat behavior.	Minor L1 Major L2-L4
Physical Contact, Aggression, or Fighting	**Student engages in non-serious, but inappropriate physical contact with a peer.** Horseplay, poking, bumping, minor pushing, tripping	**Actions involving serious physical contact where injury may occur and/or physical actions qualifying as sexual harassment.** Fighting, hitting, kicking, striking, hair pulling, scratching, spitting, sexual touching.	Minor L1-L2 Major L2-L5
Inappropriate Language	**Student engages in foul language or innuendos inappropriate for school environment** Non-directed profanity, inappropriate comments, name calling.	**Verbal messages (written or spoken) that include swearing and/or name calling:** Directed profanity, discriminatory language, threats, offensive or harassing language. **Harassment/Bullying** Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. **Disrespectful messages** include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. **Verbal attacks** based on ethnic origin, disabilities, or other personal matters.	Minor L1-L3 Major L3-L4

		Cyberbullying during school hours or causing a distraction to the learning environment.	
Dress Code Violation	**Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance.** Correctable dress code violation (See Dress Code p. 18)	**Uncorrectable violation, gang-related attire, clothing promoting violence or illegal activity.** (See Dress Code p. 18)	Minor L1-L2
Technology Violation	**Students may not have PCD visible or in use at any time. They are strictly prohibited at all times in classrooms, restrooms and locker rooms.** Personal device violation or minor misuse of technology.	**Student violate the PCD policy, damage the Yondr Pouch, or use a technology to do any of the following:** Cyberbullying, cheating, accessing inappropriate sites, threats, security violations. Yondr Pouch violation or damage (See p. 14-15)	Minor L1-L2 Major L2-L5
Skip Class	Leaves class or school without permission	Leaves class or school without permission repeatedly	Minor L1 Major L2
Inappropriate Location or Out of Bounds	**Student is in an area outside of an assigned area without authorization to be in that space in or on school property.** Misuse of hall pass, students are in a lunch period they are not assigned.	**Student is repeatedly in an area outside of an assigned area without authorization to be in that space in or on school property.**	Minor L2 - L3 Major L4-L5
Academic Dishonesty	**Student engages in behavior that violates academic honesty.** Minor classroom cheating or copying work.	**Student engage in repeated cheating, plagiarism, forgery, or falsification of records.**	Minor L1-L2 Major L2-L4
Inappropriate Display of Affection	Behavior stops after redirection.	Repeated or inappropriate conduct after redirection.	L2-L4
Harrassment	[redacted]	**Student engages in unwanted and repeated behavior that creates an intimidating, hostile, or offensive environment or interferes with school participation or performance.**	L2-L5

	[redacted]	Physical aggression, property damage, taunting, name calling, threats, spreading rumors, social exclusion, intimidation, or cyberbullying.	
Bullying	[redacted]	**Unwanted and repeated written, verbal, physical, psychological, or technological behavior that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; cause discomfort or humiliation; or unreasonably interfere with a person's school participation or performance.** Threats, intimidation, discriminatory harassment, repeated bullying, cyberbullying.	L2-L5
Property Damage/Vandalism	[redacted]	**Student engages in intentional damage or destruction of school or personal property.**	L2-L5
Theft/Forgery	[redacted]	**Taking another person's property, forgery, or possession of stolen property.**	L2-L5
Lying/Cheating	Classroom dishonesty that is resolved by the teacher.	**Deliberate dishonesty during an investigation or repeated violations.**	Minor L1-L2 Major L2-L5
Gang Affiliation and/or Activity	[redacted]	**Displaying gang symbols, recruiting, gang-related clothing or behavior.**	L2-L5
Threat/False Alarm	[redacted]	**Threats of violence, bomb threats, false alarms causing disruption or evacuation.**	L2-L5
Combustibles/ Arson	**Students are in possession of substances/objects readily capable of causing bodily harm and/or property damage.** Matches, lighters, or similar items	**Student deliberately burns or attempts to burn any property, whether owned by the school or others, on school premises.** Arson or attempted arson.	Minor L2-L3 Major L5
Drugs/Alcohol	[redacted]	Possession, use, distribution, or being under the influence.	L3-L5

Weapons	[redacted]	Possession or use of a weapon or look-alike weapon prohibited by law or Board policy.	L3-L5
Tobacco or Electronic Vapor Products		Possession or use of tobacco, nicotine, or electronic vapor products.	L3-L5

Board Policy 2006: Behavior Administrative Regulations 2006: Behavior Student Code of Conduct

Due Process Rights and Appeals

Hazel Park Schools is committed to providing students and parents/guardians with a fair and consistent process when disciplinary action is being considered. Students are expected to have an opportunity to understand the concern, respond to the information presented, and have disciplinary decisions made in accordance with the Student Code of Conduct, Board policies, administrative regulations, and applicable law. The full Student Code of Conduct can be accessed at the following link: Hazel Park School District Student Code of Conduct 2026-2027

Due Process

Before an out-of-school suspension is imposed, the building administrator will generally inform the student of the behavior or misconduct involved, provide an opportunity for the student to explain their perspective, and consider the circumstances of the incident, including the individual factors identified in the Student Code of Conduct. When immediate removal is necessary because a student's presence presents a danger to persons or property or an ongoing threat of disruption, the District may take immediate action and provide the student with due process as soon as reasonably possible.

Parents/guardians will be notified of an out-of-school suspension and the reasons and conditions for the suspension. For suspensions of 10 school days or fewer, the building administrator's decision is final and is not subject to further review or appeal under the Student Code of Conduct.

Short Term Suspension

10 school days or fewer: Before imposing an out-of-school suspension, the building administrator generally informs the student of the alleged misconduct and available evidence, gives the student an opportunity to explain their version of events, and considers the required individual factors. If the student poses an immediate danger or ongoing threat of disruption, the student may be suspended immediately, with due process provided as soon as reasonably possible. The parent is notified of the suspension and its reasons and conditions, first in person or by phone and then in writing. A suspension of 10 days or fewer is final and is not subject to further appeal.

Long-Term Suspension and Expulsion

When a building administrator determines that a suspension of 11 or more school days or an expulsion may be warranted, the student and parent/guardian will receive written notice of the charges, the recommended disciplinary action, and

information about a hearing before the Superintendent. The notice will also identify the procedures for the hearing and document consideration of the individual factors and restorative practices identified in the Student Code of Conduct.

At the Superintendent's hearing, the District will consider the facts of the case and, when appropriate, the individual circumstances of the student, restorative practices, and the appropriate disciplinary response. The Superintendent may affirm, reduce, or increase the disciplinary consequence consistent with the Student Code of Conduct. The Superintendent's decision will be provided to the student and parent/guardian in accordance with the timelines established in the Code.

Michigan-Mandated Permanent Expulsions

- **Dangerous weapon in a weapon-free school zone - K–12**
  - Possession of a dangerous weapon in a weapon-free school zone.
  - Statutory exceptions may apply.
- **Arson - K–12**
  - Committing arson in a school building or on school grounds.
- **Criminal sexual conduct - K–12**
  - Committing specified criminal sexual conduct in a school building or on school grounds.
  - Pleading to, being convicted of, or being adjudicated for specified criminal sexual conduct against another student enrolled in the same district.

Appeal of Permanent Expulsion

A decision by the Superintendent to permanently expel a student may be appealed to the Board of Education. The student or parent/guardian must submit a written notice of appeal within the timeframe established by the Student Code of Conduct. The Board will conduct the appeal in accordance with the procedures outlined in the Code and applicable Board policy. The Board may affirm the expulsion, set it aside, or reduce the consequence as permitted by policy and law. The Board's decision is final.

Because due process and appeal requirements may vary depending on the type and length of disciplinary action, parents/guardians and students should refer to the current Student Code of Conduct for the complete procedures, timelines, and rights applicable to a specific disciplinary action. Nothing in this handbook replaces or modifies the due process and appeal procedures established in the Student Code of Conduct, Board policies, administrative regulations, or applicable state and federal law.

Board Policy 2006: Behavior Administrative Regulations 2006: Behavior Student Code of Conduct

Internet and Technology

In addition to Board Policy, the Administrative Regulations 8001-AR Acceptable Use, listed below guide the use of technology in our schools. The fully Technology Use Handbook is accessible at the following link: Technology Handbook.

The School District encourages and promotes the use of technology in our schools and for school operations. To ensure students, staff and parents take full advantage of the technologies available, but in compliance with applicable law, all uses of technology in the School District must have proper authorization and adhere to School District policies. The use of technology is a privilege, not a right, and must be in support of and consistent with the purposes and stated goals of the School District. There are no inherent warranties for technological resources that the School District is providing. The School District will monitor all network activity by, for example, ensuring the presence of a teacher or other appropriate School District staff personnel when students are accessing the internet at school, installing filtering or blocking software on School District computers to restrict unauthorized websites, and monitoring access logs to keep track of websites visited by students in order to restrict access to newly-created or previously unknown websites harmful to minors.

Students are expected to use technology and social media responsibly both at school and at home. However, **technology-related concerns, conflicts, or interactions between students that occur outside of school and do not disrupt or impact the school environment are generally the responsibility of students and their families to address.** The District may become involved when off-campus technology use affects student safety, substantially disrupts the school environment, interferes with a student's ability to participate in school, or otherwise violates District policies or applicable law.

Guidelines

- Students will use technology as authorized by appropriate school personnel. Only software legally owned and/or authorized by the School District may be put on School District computers. All network activities will be legal and of an appropriate use. Prior approval of the building principal and District web manager is needed to place anything on the building or District web pages.
- Technology Users Will:
    - Comply with School District policies, rules, and regulations.
    - Use networks and technology in support of the School District's educational goals.
    - Obey all School District, state, and national copyright laws.
    - Report to the building administrator or teacher any misuse of networks and/or technology.
    - Use School District equipment responsibly.
    - Respect individual work, files, programs, and security.
    - Hold harmless the School District from any and all claims or damages of any nature arising from access, use, or inability to access or use the technology or network system.
- Technology Users Will Not:
    - Intentionally tamper with computer or network components in a way that makes them temporarily or permanently inoperable.
    - Access, vandalize, or modify anyone else's account, data, files, and/or passwords without authorization of the network administrator or building principal.
    - Use School District technology for commercial or "for profit" purposes.

- Use School District technology to impersonate another, or to obtain illegal copies of software or audio, text, or video materials for which the School District does not have ownership.
- Use School District technology to send or intentionally receive messages that are inflammatory, harassing in nature, sexist, racist, or otherwise inappropriate.

- Disclose confidential information, passwords, or access codes. • Post personal information (such as address or phone number), credit card numbers, bank account numbers, or any other financial information.
- Use School District technology to distribute and/or access materials that:

  - Violate FERPA, or any other law which affords students certain rights with respect to their education records;
  - Jeopardize the health and safety of students;
  - Are obscene, pornographic, or libelous;
  - Cause disruption of school activities;
  - Plagiarize the work of others;
  - Are commercial advertisements;
  - Have not been approved by the building administrator, network administrator, or web master

Any attempt at performing one of the aforementioned prohibited acts is also prohibited.

Internet Safety

- The School District will implement software and/or other safeguards on School District owned technology which protects adults and students from accessing images or other online depictions that are obscene, contain child pornography, and, with respect to students, are harmful to minors. The School District will educate students about appropriate online behavior, including: interacting with other individuals on social networking websites and chat rooms, and cyberbullying awareness and response, in accordance with Board policy 2006 and any implementing regulations.

Artificial Intelligence

- The School District's Assistant Superintendent of Teaching and Learning will be responsible for overseeing the ongoing review of Artificial Intelligence tools. The School District will comply with industry-standard data protection when engaging with any contractor which will use school district data. The use of all tools is subject to the terms of the District's Acceptable Use Agreement. Student use of such tools, even when off campus, may be subject to the terms of the Student Code of Conduct. Student creation of deepfakes which violate the Student Code of Conduct is strictly prohibited.

- The School District's Assistant Superintendent of Teaching and Learning will provide appropriate training to staff in the use of large language models and generative artificial intelligence. Training will provide guidance on the risks of using AI tools and acceptable uses.

- The use of large language models or generative artificial intelligence by staff is prohibited until the staff receives appropriate training.

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Use of Electronic Devices- State Testing and Other Assessments - STUDENTS

Students are not permitted to use, wear, or access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, Bluetooth headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes.

Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device procedures to ensure the electronic device is stored appropriately and is not accessible to the student during testing.

The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

Violation of Acceptable Use of Technology During Testing - Students

All Hazel Park School district students sign a Student Technology Use Agreement, which has been updated to include new language as provided by OEAA. Students violating the procedures and expectations may be subject to discipline as outlined in the Student Code of Conduct.

Violation of Acceptable Use of Technology During Testing - Staff

All staff who are responsible for testing will complete required training and certify their completion through the testing portal. If this is not done, disciplinary action will be taken within the parameters of their collective bargaining agreement.

Board Policy 8001: Acceptable Use Administrative Regulations 8001: Acceptable Use

Athletics

The Hazel Park School District Student-Athlete Code of Conduct Handbook for Student-Athletes has been developed to provide a uniform set of rules and regulations to govern all district athletic participants regardless which team or school they represent. The Student-Athletic Code of Conduct Handbook combines rules and regulations of the Michigan High School Athletic Association (MHSAA), which have been adopted by Hazel Park Schools, with specific district rules governing athletic participation. The Student-Athletic Code of Conduct Handbook will be in effect at all times and student-athletes are to comply with all aspects of the code if they desire to enjoy the privilege of continued eligibility for participation in athletics. Student-athlete expectations need to be adhered to twenty-four hours per day, seven days a week, three- hundred sixty-five days a year .

In addition, student-athletes who incur school disciplinary action because of violations defined in the Hazel Park Schools' Student Code of Conduct Handbook are also subject to the disciplinary actions contained in the Student-Athlete Code of Conduct Handbook. Although a student-athlete may be academically ineligible to participate in contests and scrimmages, he/she may practice with the team so long as he/she is not suspended from school as outlined in the Hazel Park Schools' Student Code of Conduct Handbook. However, the student- athlete may forfeit the opportunity to receive an athletic

award if loss of participation in contests prevents him/her from meeting the requirements for earning the award as outlined in the written supplemental team rules and regulations developed by the coach and distributed to each participant at the start of the sports season.

The full Athletic Student Code of Conduct is accessible at the following link – Athletic Code of Conduct

Board Policy 8001: Acceptable Use Administrative Regulations 8001: Acceptable Use

Webster Early Childhood Center
Parent/Guardian Handbook

2026/2027

Programs at Webster Early Childhood Center are licensed by the Department of Human Services.

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

- Nurturing, Experienced and Innovative Professional Teachers
- Family FUN Events
- 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
- Dentists R Us

Vision, Mission, Beliefs, Philosophy

Vision

A community where learners are empowered to thrive.

Mission Statement

Together, we cultivate an environment rooted in critical thinking, empathy, and adaptability, creating learners who are prepared to shape the future.

Beliefs

We believe...

- Each student has the right to a high-quality education within a safe environment.
- All students have the ability to learn.
- Students are successful when staff, families, and community are engaged and support learning.
- Students succeed in an environment of shared accountability.
- The whole child must remain the focus of everything we do.
- Diversity makes us better.
- Each student should be prepared to thrive in life, learning, work, and community.

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 Mrs. Heather Agueros Webster Early Childhood Principal.

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	PA/GSRP- 7:45am-2:45pm
7:30am-4:00pm	6:30am-7:45am	Two Year Old Room- 8:00am-3:00pm
	2:45pm-6:00pm	

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. Upon entering the building, all families and visitors will need to ring the doorbell, identify themselves, and check in with the office. All families and visitors will need to provide their picture ID at the main office.

Contact, Communication, and Calendar Information

Principal
Heather Agueros
Email:heather.agueros@myhpsd.org
Office Phone- 248-658-5550

Secretary
Jill Cucchiara
Email:-jill.cucchiara@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
- 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 principal.

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.

Enrollment Schedule:

- **January 1, 2026** - Begin enrolling up to 500% and all Categorically Eligible Children within the 25% IEP limitation and must be four years old by September 1st.
- **February 1, 2026** - Enroll families that have been enrolled with the sub-recipient previously even if residing out of district (e.g., tuition, Early On, ECSE, sibling is attending in another program). This includes children that turn four through December 1st. This includes families that are in over-income households. If the over-income percent is not enough to enroll families that have been enrolled with the sub-recipient previously, the sub-recipient will notify Oakland Schools what percent is needed to provide continuity of programming for all children and enroll those families.
- **March 1, 2026** -In addition to those enrolled starting February 1st, enroll over income based on sub-recipient specific percent (chart linked here). The child must be four years old by September 1st if not a returning family.
- **May 1, 2026 -** In addition to those enrolled starting March 1st, enroll children who are three years old and turn four on or before December 1st and are not a returning family.
- **June 1, 2026 -** In addition to those enrolled starting May 1st, children that are age eligible can be enrolled without limit other than the estimated allocation of slots the program has available to fill.
- **August 1, 2026** -In addition to those enrolled starting June 1st, LEAs can enroll children that reside outside their district and have not been enrolled with the sub-recipient previously (guidance linked here)
- **September 1, 2026** - 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.

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 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
3. 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
4. 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
5. 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 Preschool Academy Application Packet:
    - Child Information Record
    - Preschool Academy Application
    - 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, 2026 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 2026/2027 payment schedule:

Preschool Academy Monthly Tuition Due Dates	
September 1st	$625
October 1st	$625
November 1st	$625
December 1st	$625
January 1st	$625
February 1st	$625
March 1st	$625
April 1st	$625
May 1st	$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 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.

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 principal and/or secretary will be required to continue program attendance.
- 2nd Incident
    - A meeting with the principal and/or secretary and a written plan of action to rectify the issue will be required to continue program attendance.
- 3rd Incident
    - Referred to Hazel Park Business office for withdrawal from the program.

Late Pick Up

Starting 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 building principal)
Third Late Pick-Up	Fee Applied (up to 4:00 pm - *see note below) and follow-up phone call with the building principal
Four or More Late Pick-Ups	Fee Applied (up to 4:00 pm - *see note below) and meeting with the building principal

* If a student is not picked up by 4:00 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 check in at the office, providing a picture ID. Your ID will be scanned, a picture will be taken, and you will wear a visitor's pass. Your picture ID will remain in the office until your departure. If you do not have a picture ID you will not be allowed in.

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

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, a 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. Staff will direct students to follow the appropriate, practiced strategy for the specific hazard. Threats or hazards may include:
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.

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.

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 completed at the Ascension 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 is not on file, 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.

*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:

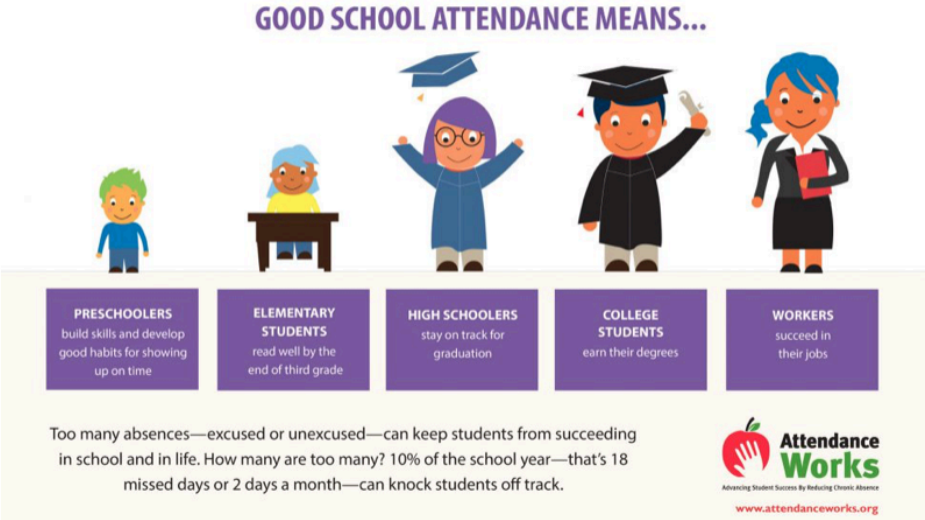
1. Immediate care is provided to the child
2. A phone call, written report (incident report), or both will be provided to the parent at or before dismissal on the day of the minor injury

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.

GSRP - 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 in your car. All cars will go through the bus loop off of West Jarvis and West End. 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 review this information.

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 early childhood and 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 PowerSchool 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 PowerSchool 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 Principal 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.

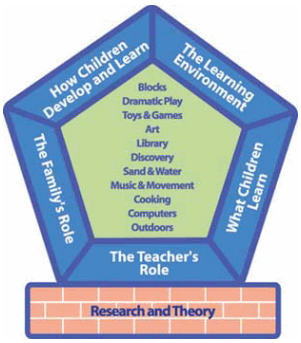
Lesson Plans

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

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.

Morning Message Time	7:45-8:00
Breakfast Time	8:00-8:20
Outside Time	8:20-9:00
Read Aloud	9:00-9:20
Planning Time	9:20-9:30
Work Time	9:30-10:30
Clean-Up Time	10:30-10:40
Recall Time	10:40-10:45
Lunch Time	10:45-11:15
Outside Time	11:15-11:45
Small Group Time	11:45-12:15
Read Aloud	12:15-12:30
Small Group Time	12:30-1:00
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 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 one home visit in the fall per school year.. 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 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. The 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.

These materials are funded through a grant provided by the Michigan Department of Lifelong Education, Advancement and Potential.

Hazel Park School District

Title I & System of Student Supports Handbook

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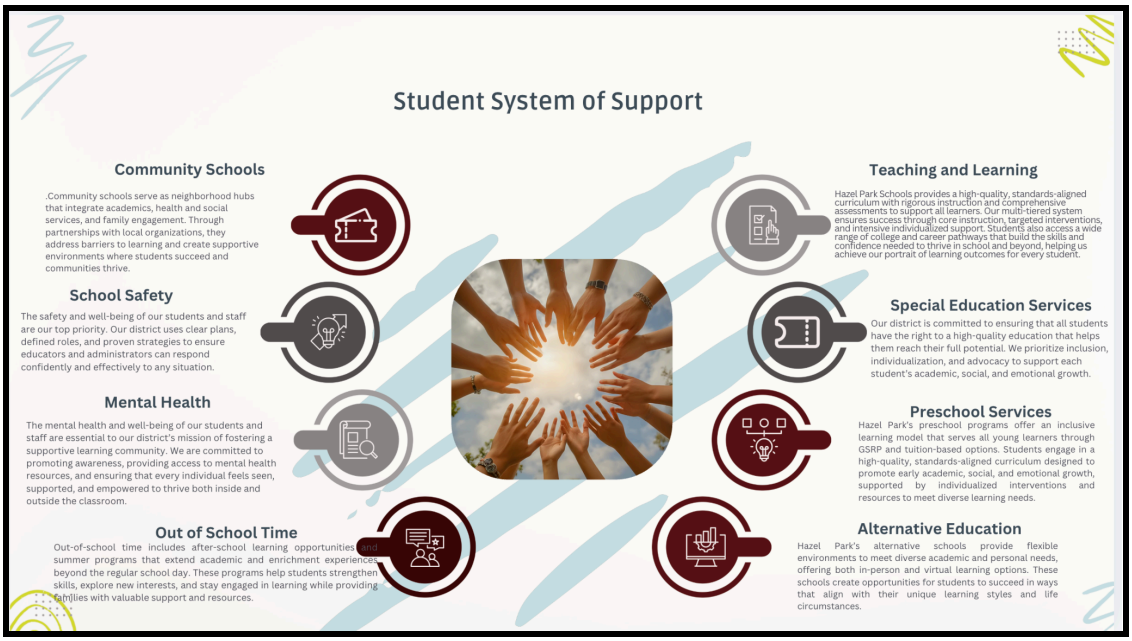
Introduction

Hazel Park Schools utilizes a comprehensive Multi-Tiered System of Student Support ~~Multi-Tiered System of Approach~~ to facilitate the development of the whole child. Support will occur through relationships and accountability, impacting learners' success in academics, behavior and school attendance. Collective responsibility from all stakeholders within the system including educators, learners, families and community will focus on the growth and success of all students. The purpose of the Multi-Tiered System of Student Support ~~this MTSS program~~ is to positively impact the areas of academics, attendance, and behavior through targeted interventions, based on data-driven needs. Hazel Park Schools is committed to ensuring that each and every learner experiences a high quality education designed to expand learners' potential for success.



The System of Student is aligned to the district's vision, mission, and belief statements:

Vision

A community where learners are empowered to thrive.

Mission Statement

Together, we cultivate an environment rooted in critical thinking, empathy, and adaptability, creating learners who are prepared to shape the future.

Beliefs

We believe...

- Each student has the right to a high-quality education within a safe environment.
- All students have the ability to learn.

- Students are successful when staff, families, and community are engaged and support learning.
- Students succeed in an environment of shared accountability.
- The whole child must remain the focus of everything we do.
- Diversity makes us better.
- Each student should be prepared to thrive in life, learning, work, and community.

Title I and Multi-Tier System of Student Support

The Title I, Part A Program is designed to help disadvantaged children meet high academic standards by participating in either a Schoolwide or a Targeted Assistance Program. Schoolwide Programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I, Part A funds to upgrade the entire educational program of the school. Targeted Assistance Programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A Program. (MDE Title I, Part A - Improving Basic Programs).

Title I can be used to fund the following:

- Well-rounded education
- Academic/Instructional supports
- Non-instructional supports
- Improving school quality

Title I funding and allowable uses are directly related to MTSS by providing resources for tiered support in both academic and non-academic areas. These funds provide an avenue for the district to develop a comprehensive and systemic program of support and services.

Title I funding requires districts to use Title I funds only to supplement the funds that would, in the absence of such Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds (ESEA section 118(b)(1).

What is MTSS?

A Multi-Tiered System of Supports (MTSS) is a comprehensive, research-based framework designed to address the needs of the whole child by providing targeted support at all achievement levels. MTSS interconnects education, health, and human service systems to promote positive student outcomes and ensure equitable opportunities for all learners. The framework is designed for all students, encompassing general and special education, with intentional fluidity to meet individual needs effectively.

MTSS operates on a tiered structure:

- Tier 1: Universal support through high-quality, general education instruction for all students.
- Tier 2: Targeted interventions for approximately 15% of students needing additional support.
- Tier 3: Intensive, individualized interventions for roughly 5% of students requiring greater assistance.

As described by Batsche et al. (2005), MTSS emphasizes high-quality instruction and interventions aligned to student needs, frequent progress monitoring to guide decisions, and data-driven adjustments to instruction and goals. A multidisciplinary team collaborates to assess growth in academic, behavioral, and social-emotional areas. ***When requested, Child Find procedures are initiated to evaluate potential eligibility for special***

education services.

Special Education/504 Referral Process

Child Find: § 300.111, R 340.1721

As a result of the IDEA, Michigan's Revised School Code requirements, and the MARSE, districts must have policies and procedures for conducting child find activities to identify, locate, and evaluate all children and students with disabilities who need or may be in need of special education programs and services, including children and students who have:

- History of Academic Concerns
- Collaborative discussions with students and/or parents
- Failing or Declining Grades
- Poor or Declining Progress on Standardized Testing
- Section 504 Plans and accommodations are providing little benefit
- Signs of: depression, withdrawal, inattention/distraction, organizational issues, anxiety,
- mental illness or mental health issues
- Hospitalized or receiving medical treatment for mental health issues
- Increasing discipline referrals, suspensions, expulsion, pattern of removal and/or truancy
- Student is being or has been exposed to traumatic events in his/her primary and/or secondary
- environments
- Information from medical or outside service providers

Purpose

Before the initial provision of special education and related services to a student with a disability, Hazel Park Schools will conduct a full and individual initial evaluation and determine the student's eligibility.

Prior Notice

When a request for an initial evaluation is received, the district will provide notice to the parents within 10 school days R 340.1721. The notice will be consistent with 34 CFR §300.503 and include:

- A description of the action proposed or refused by the district.
- An explanation of why the district proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record, or report the district used as basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part.
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA (e.g., Michigan Alliance for Families Services, intermediate school district representative, and local supervisor or director).
- A description of other options that the IEP Team considered and the reasons why those options were rejected.
- A description of other factors that are relevant to the district's proposal or refusal. The notice will describe the decision of the district to evaluate or not and the information used to make that decision.

Prior Written Notice will describe any evaluation the district proposes to conduct and why it's proposed. The notice must be written in language understandable to the public and in the native language of the parent.

Parental Consent

When the district determines an initial evaluation is needed, the district must make reasonable efforts to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability in accordance with 34 CFR §300.300. Reasonable efforts include multiple attempts to obtain consent by various modes which may include telephone calls, visits to the parent's home and correspondence in the parent's native language. When the parent provides no response to multiple attempts to obtain written consent for evaluation or denies consent, the district will provide notice that an evaluation will not be conducted due to lack of parental consent. When a district receives consent to evaluate a student, that consent must not be construed as consent for the provision of special education services.

Initial Evaluations

To determine eligibility for special education programs and services, the multidisciplinary evaluation team must conduct a full and individual initial evaluation and develop an evaluation report (34 CFR §300.301 and R 340.1721a). In Michigan, the timeline from the receipt of parental consent for initial evaluation to the completion of an IEP and offer of FAPE is not to exceed 30 school days. This timeline may be extended if agreed upon by the district and the parent. The agreement must be in writing and the extension must be measured in school days (R 340.1721b). The initial evaluation must be comprehensive enough to determine if the student is a student with a disability and to determine the educational needs of the student.

Review of Existing Evaluation Data (REED)

As part of an initial evaluation, if appropriate, and as part of any reevaluation a district must conduct a REED according to 34 CFR §300.305. A REED is not required for an initial evaluation but may be conducted when a district determines it appropriate to do so. The REED is a process and does not have to be a meeting. As part of the REED process, members of the IEP Team and other qualified professionals review existing data about the student including: Evaluations and information provided by the parents of the child, Current classroom-based, local, or state assessments, and classroom-based observations, and Observations by teachers and related service providers. Based on that review and input from the student's parents, the IEP Team will identify what, if any, additional data are needed to determine the following:

- Whether the student is a student with a disability and their educational needs for an initial evaluation. For a re-evaluation, the IEP Team will identify what, if any, additional data are necessary to determine whether the student continues to have a disability and their educational needs.
- The present levels of academic achievement and related developmental needs.
- Whether the student needs or continues to need special education services.
- Whether additions of modifications to the special education and related services are needed.

In many instances, the REED results in the development of an evaluation plan that, after obtaining parental consent, will be used to conduct evaluations and gather data that will be used to make a recommendation of eligibility. When the REED team determines no additional information or evaluation is needed in order to make an eligibility recommendation, the district must notify parents of that determination, by providing notice of sufficient data, which includes the reasons, and the right of the parent to request an assessment.

Evaluation Procedures

The evaluation will consider all suspected areas of disability. In conducting the evaluation, the district must ensure the following consistent with 34 CFR §300.304. The district must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that will assist in determining:

- whether the student is a student with a disability and
- the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

The district will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate education program for the student. The district will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. A multidisciplinary evaluation team means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability (R 340.1701b). The multidisciplinary evaluation team must complete a full and individual evaluation and make an eligibility recommendation that includes a written report. The report must include information needed by the IEP Team to determine all of the following: Eligibility A student's present level of academic achievement and functional performance

Educational Needs of the Student

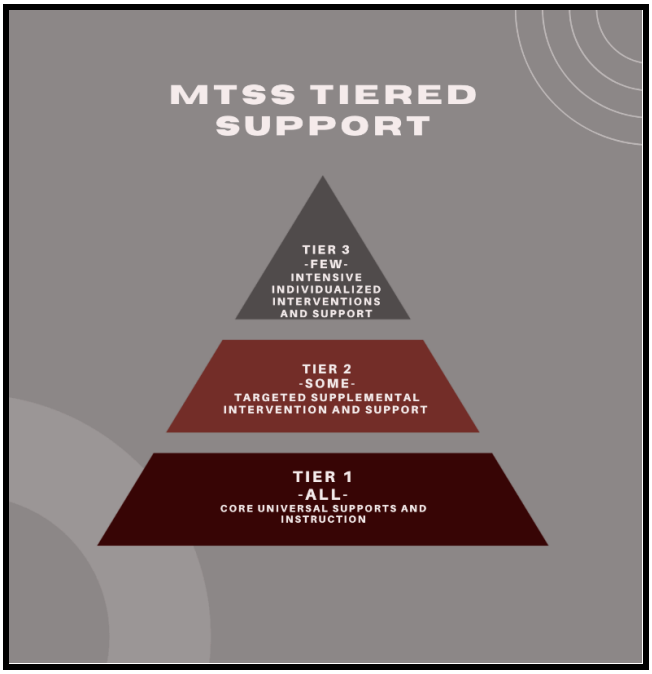
In accordance with 34 CFR §300.304c, the district will ensure assessments and other evaluation materials are:

- Selected and administered so as not to be discriminatory on a racial or cultural basis.
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.
- Used for the purposes for which the assessments or measures are valid and reliable. Administered by trained and knowledgeable personnel.
- Administered in accordance with any instructions provided by the producer of the assessments. Assessments and other evaluation materials include those tailored to assess specific areas of educational need.

Hazel Park Schools will not rely solely on an assessment which provides a general intelligence quotient. Assessments must be selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's

aptitude or achievement level or whatever other factors the test purports to measure. The student will be assessed in all areas related to the suspected disability. The multidisciplinary evaluation team will carefully consider all eligibility categories for which the student may be eligible for special education and related services when making their evaluation plan. The initial evaluation for students who will be 16 years or older when the IEP will be in effect must include age-appropriate transition assessments. The evaluation must be sufficiently comprehensive to identify all the student's special education and related service needs, even those not commonly linked to the eligibility category.

By providing a robust foundation of support and leveraging progress monitoring, MTSS ensures all students can achieve their full potential while maintaining a seamless transition between support tiers based on individual progress and needs.



Multi-Tiered System of Support

Universal Strategy: Implement a Comprehensive Multi-Tiered System of Student Support (MTSS) [Strategic Plan 2024-2025]

- Allocate resources to place multiple MTSS teachers in buildings serving K-12 students.
- Revise and implement system-wide expectations, processes, and procedures to monitor student growth and achievement.
- Develop and utilize intervention-specific entry and exit criteria for students receiving Tier 2 and Tier 3 interventions.
- Provide high-dosage tutoring and expanded learning opportunities (add to 23g)
- Develop a systematic plan to implement fidelity checks for Tier 3 interventions, and monitor the impact of a tiered system of student support.

- Utilize the Power School MTSS Solution to monitor student growth, and fidelity of implementation, and analyze outcome data on students participating in Tier 2 and 3 interventions.
- Implement a tiered response to chronic absenteeism that breaks down barriers and provides targeted support.

Guiding Principles MTSS is guided by the following 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 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 MDE MTSS Practice Profile Version 5.0 – July 2020
- A commitment to use data as a basis for information gathering and decision-making 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

Outcomes

- Supports that are designed to enable each and every learner to meet their learning potential
- An education system that fosters family engagement and community partnerships
- Professional learning and coaching that is available to ensure development of competent and effective staff/workforce
- Sustainable and scalable structures that are created as host environments to support implementation of MTSS
- An outcomes-driven approach with a meaningful monitoring and evaluation component that indicates a commitment to continuous improvement
- An efficient and effective system that informs the district improvement plan • Alignment across all levels of the education system (e.g., State-ISD-LEA-School/CenterClassroom)

MTSS Essential Components .

The Hazel Park School District's Multi-Tiered System of Support (MTSS) framework is built upon the five essential components of MTSS:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

These components ensure a cohesive and effective approach to supporting student success across academic, social-emotional, behavioral, and other areas of need. A collaborative meeting structure (Appendix C) is integral to this framework, bringing together educators, specialists, and administrators to analyze data, review student progress, and make informed decisions. The MTSS Decision-Making Flow Chart (Appendix B) further guides the team through a systematic process for identifying needs, selecting interventions, and determining next steps. Together, these elements create a structured, responsive, and data-driven approach to addressing diverse student needs and fostering equitable outcomes.

Essential Components	Description
Team-Based Leadership	Leadership Teams (district, building, grade-level) that collaborate and communicate to contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams creates sustainable, scalable and engaging school climates to support successful implementation of MTSS with fidelity.
Tiered Delivery System	A responsive framework that provides instruction, interventions, and supports to meet the needs and assets of the whole child. Based on an aligned curriculum, instruction, interventions and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports as matched by learner need.
Selection & Implementation of Instruction, Interventions and Support	Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection considers a whole child approach, the

	population of the learner(s) being served and the alignment with the district's existing philosophy, programs and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.
Comprehensive Screening & Assessment System	A coordinated system of multiple assessments and measures - each of which is valid and reliable for its specified purpose and for the populations with which it will be used - designed to help educators make informed instructional decisions and programmatic decisions. The system provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system is used to inform policy and practice to support improved learner outcomes and school capacity. A comprehensive assessment system includes all of the following: ● Formative, Benchmark, Summative Assessments ● Universal Screening ● Progress Monitoring ● Diagnostic Assessment
Continuous Data-Based Decision Making	A problem solving model that emphasizes collaboration of teacher and instructional support specialists who work together to plan for the academic, behavioral and social needs of students. Data analysis allows for evidence to guide effective decision making with explicit consideration for special populations. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.

Team Based Leadership

District MTSS Leadership Team

Team Members	Roles/Responsibilities	Collaborative Meeting Participation
• Superintendent • Asst. Superintendent of Teaching and Learning • Exec. Director of Student Services • Student Services Supervisor • Teaching and Learning Supervisor • Psychologists • School Resource Officer • Nurse • Director of Community Schools	• Maintain/update MTSS Handbook • Ensure systemic implementation and coordination of supports and services students. • Establishes roles and responsibilities • Provide opportunities for feedback from various stakeholders • Ier 2Develop, implement, and address goals aligned with the District Strategic Plan • Ensure allocation of resources to support the MTSS process • Monitor Building MTSS process & data to ensure fidelity • Develop yearly assessment schedule	• MTSS Staff/Stakeholder Review and Feedback Meetings • Monthly District MTSS Leadership Team (Appendix

Building MTSS Leadership Team

Facilitator	Roles/Responsibilities	Collaborative Meeting Participation

Building Administrator	• Delegate responsibilities to appropriate staff members
	• Communicate procedures to staff, families, and students
	• Problem solve with building team to support MTSS process
		• Weekly MTSS Meetings
		  ○ Week 1: Requests for Assistance
		  ○ Week 2: Student Problem Solving
		  ○ Week 3: MTSS TIer 3
		  ○ Week 4: Student Problem Solving
		• Formative, Summative, and Progress Monitoring Data (*Reviewed Ongoing, as Needed)*

	• Monitor data to ensure fidelity of instruction and intervention • Hold yearly meeting (Open House) regarding general information about our Title I/Intervention program • Participate in HPS Child Find Process	• Screening, Benchmark, and or Diagnostic Review Meeting (3x/year)

School Psychologist	• Facilitate the analysis of universal screening (benchmark) data and school-wide data
	• Complete classroom observations based on Request for Assistance referral
	• Problem solve with administrators, MTSS teachers and teachers in Impact Meetings
	• Facilitate weekly data meetings
	  ○ Weekly Building Meetings
	• Support the analysis, and disaggregation of data to progress monitor and track interventions
	• Powerschool MTSS and Student Data Analytics
	• MTSS Student Student Plan
	• Participate in HPS Child Find Process
		• Weekly MTSS Meetings
		  ○ Week 1: Week 1: Requests for Assistance
		  ○ Week 2: Student Problem Solving
		  ○ Week 3: MTSS TIer 3
		  ○ Week 4: Student Problem Solving
		• Formative, Summative, and Progress Monitoring Data (*Reviewed Ongoing, as Needed)*
		• Screening, Benchmark, and or Diagnostic Review Meeting (3x/year)

School Social Worker	• Support staff in analyzing universal screening (benchmark) data and school-wide data	• Weekly MTSS Meetings
		  ○ Week 1: MTSS Tier 2
		  ○ Week 2: Student Problem Solving
		  ○ Week 3: MTSS TIer 3

	• 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 • Powerschool Behavior Support • Functional Behavioral Analysis - Powerschool • Behavior Intervention Plans - Powerschool • Participate in HPS Child Find Process	○ Week 4: Student Problem Solving
BCBA	• Complete classroom observations based on Request for Assistance referral • Problem solve with administrators, ancillary and teachers in Impact Meetings • Implement research-based or evidence-based interventions for FBA/BIPs • Professional Learning • Oversight of daily implementation	• Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) ○ Week 1: MTSS Tier 2 ○ Week 2: Student Problem Solving ○ Week 3: MTSS TIer 3 ○ Week 4: Student Problem Solving

	• Participate in HPS Child Find Process	
General Education Teacher(s)	• Review and analyze student data to determine student needs • Provide research-based or evidence-based instruction and/or intervention • Self-monitor fidelity of instruction, assessment, and intervention • Ongoing formative assessment and monitoring of student progress • When appropriate, problem solve with team members in an Impact Meeting • Participate in HPS Child Find Process	• Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) ○ Week 1: MTSS Tier 2 ○ Week 2: Student Problem Solving ○ Week 3: MTSS TIer 3 ○ Week 4: Student Problem Solving • Grade Level Meetings (1x/week)[common P&C]{Teacher Facilitated/Coach Support}
MTSS Teacher(s)	• Review and analyze student data to determine student needs and interventions • Implement research-based interventions • Self-monitor fidelity of instruction, assessment, and intervention • Ongoing progress monitoring to determine effectiveness of intervention strategies and next steps • When appropriate, problem solve with team members in an Impact Meeting	• Weekly MTSS Meetings ○ Week 1: MTSS Tier 2 ○ Week 2: Student Problem Solving ○ Week 3: MTSS TIer 3 ○ Week 4: Student Problem Solving • Formative, Summative, and Progress Monitoring Data (*Reviewed Ongoing, as Needed)* • Screening, Benchmark, and or Diagnostic Review Meeting (3x/year)

	• 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 • Participate in HPS Child Find Process	
Special Education Teacher	• Complete classroom observations based on Request for Assistance referral • Problem solve with administrators, MTSS teachers and teachers in Impact Meetings • Participate in HPS Child Find Process	• Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) ○ Week 1: MTSS Tier 2 ○ Week 2: Student Problem Solving ○ Week 3: MTSS TIer 3 ○ Week 4: Student Problem Solving
Instructional Coach/Teacher Consultant	• Support teachers in implementing district curriculum, instructional framework and research based strategies. • Assist with professional development as on-site "expert" on curriculum and instruction.	• Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) ○ Week 1: MTSS Tier 2 ○ Week 2: Student Problem Solving ○ Week 3: MTSS Tier 3 ○ Week 4: Student Problem Solving • Grade Level Meetings (1x/week)[common P&C]{Teacher Facilitated/Coach Support}

Comprehensive Screening and Assessment System

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 (See p. 24 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 progress monitoring, 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.

Universal Screening/Benchmarking, Progress Monitoring, and Diagnostic Assessments

All students participate in universal screening and benchmarking/diagnostic assessments throughout the school year (Appendix I). The district's assessment calendar can be accessed in the document that follows:. Hazel Park Assessment Calendar 2026-2027 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

Key: Assessment Types

- Formative Local Assessment - FA
- Summative Local Assessment - SA
- Universal Screener = US
- Benchmark = BM
- Progress Monitoring = PM
- Diagnostic = D

Curriculum Embedded Formative and Summative Assessments

Within a comprehensive assessment system, formative and summative local assessments provide essential information to support the Multi-Tiered System of Supports (MTSS) process. Formative assessments are administered regularly throughout instruction to monitor student understanding, identify learning needs, and guide timely instructional adjustments and interventions. Summative assessments are administered at the conclusion of a unit, marking period, or instructional cycle to evaluate student mastery of grade-level standards

and the overall effectiveness of instruction. Together, these assessments provide educators with actionable data to identify students in need of additional support or enrichment, evaluate the impact of instructional practices and interventions, and make informed decisions at the student, classroom, school, and district levels.

Progress Monitoring

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.

Criteria and Decision Making Rules - Tiers 2 and 3 Interventions

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 Math

Data Sources	Type	Grade Span	Tier 3	Tier 2	Tier 1
TS Gold	BM, PM	EC	0 - 3.49	3.5 - 4.99	5.0 - 7
i-Ready Inform	US, D, BM	K-10	Two or More Grade Levels Below	One Grade Level Below	Early On, At or Above Grade Level
IRLA (Independent Reading Level Assessment	BM, PM	K-8	Emergency	At-Risk	Proficient or Above
Intervention Specific Assessment	BM, PM	K-12	Intervention Specific Criteria	Intervention Specific Criteria	
Formative Assessment Grade	FA	K-5	Emergency	At-Risk	Proficient or Above
Summative Assessment Grade	SA	K-5	Emergency	At-Risk	Proficient or Above
Formative Assessment Grade	FA	6-12	<1.4 F to D-	1.4 - 2.4 D+ to C+	>2.7 B- to A
Summative Assessment Grade	SA	6-12	<1.4 F to D-	1.4 - 2.4 D+ to C+	>2.7 B- to A
~~Fall PSAT/NMSQT~~	~~S~~	~~9-11~~	~~Did Not Meet Proficiency~~	~~Approaching Proficiency~~	~~Met Proficiency~~
~~College Spring~~	~~S~~	~~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~~ Use	K-12	2	1	0

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

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

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.

Tier 1

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. Tier 1 instruction is guided by the district core curriculum, instructional frameworks, and the understanding by design curriculum writing framework. For approximately 80% of students, Tier 1 instruction will meet academic and behavioral needs.

Tier 1 Core Academic Curriculum and Instruction

- 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
- Universal Design for Learning and Learning for Acceleration, in progress

Social-Emotional and Behavioral Curriculum and Programming

- 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) through PBIS
    - Effectively teach appropriate SEL skills based on Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 competencies
    - Implementation of Circles and other restorative practices principles
    - 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

Attendance Supports and Programming

- 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. The expansion of community schools in all elementary buildings and Hazel Park Junior High aligns closely with the Multi-Tiered System of Supports (MTSS) by integrating academic, behavioral, and social-emotional interventions with wraparound services that address students' holistic needs. Community schools operate as hubs that connect families with healthcare, mental health services, afterschool programs, and other essential resources, reducing barriers to learning and fostering a more equitable educational environment. By embedding MTSS principles within community schools, districts can provide tiered supports that not only target academic interventions but also address underlying factors such as chronic absenteeism, food insecurity, and family engagement. This comprehensive approach ensures that students receive the necessary resources and interventions at every level, promoting their overall success and well-being.

Tier 2 - Supplemental, Targeted Support

Tier 1 +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 research-based strategies and interventions (APPENDIX D), 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. 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 **Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction**

Tier 3 interventions (APPENDIX D) 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. 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.

Specialized Instruction

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.

Academic Interventions - Literacy and Math

	Tier I: Core Class curriculum	**Tier II Targeted, Small Group Intervention**	**Tier III: Intensive Intervention**

Elementary	**Duration:** Classroom Teacher all day **Delivered by**: General Education Classroom Teacher **Type:**Whole Group, Small Group, Differentiated Core Instruction	• **Duration:** 3-4 times/week, 15-30 minutes • **Delivered by**: MTSS or Classroom Teachers • **Type**: Narrowed Focus, Explicit Direct Instruction • ~~Math /Reading Intervention Time~~ • ~~ELA and Math strategy groups~~ • ~~Differentiated instruction~~	• **Duration:** 4-5 times/week, 30-50 minutes • **Delivered by:** MTSS, ESL, and/or Special Education Teachers • **Type:** Increased Time, Narrowed Focus, Explicit Direct Instruction • ~~30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups:~~
Middle School	Classroom Teacher all day	• **Duration:** 3-4 times/week, 15-30 minutes • **Delivered by**: MTSS or Classroom Teachers • **Type**: Narrowed Focus, Explicit Direct Instruction • ~~Math /Reading Intervention Time~~ • ~~ELA and Math strategy groups~~ • ~~Differentiated instruction~~	• **Duration:** 4-5 times/week, 30-50 minutes • **Delivered by:** MTSS, ESL, and/or Special Education Teachers • **Type:** Increased Time, Narrowed Focus, Explicit Direct Instruction • ~~30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups:~~
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

**Michigan Cyber Academy and Viking Virtual receive support through a variety of virtual or chat-based methods including: tutoring sessions, special education services, and student initiated individualized support from the Subject.com and/or district special education staff.

Selection and Implementation of Instruction, Interventions and 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

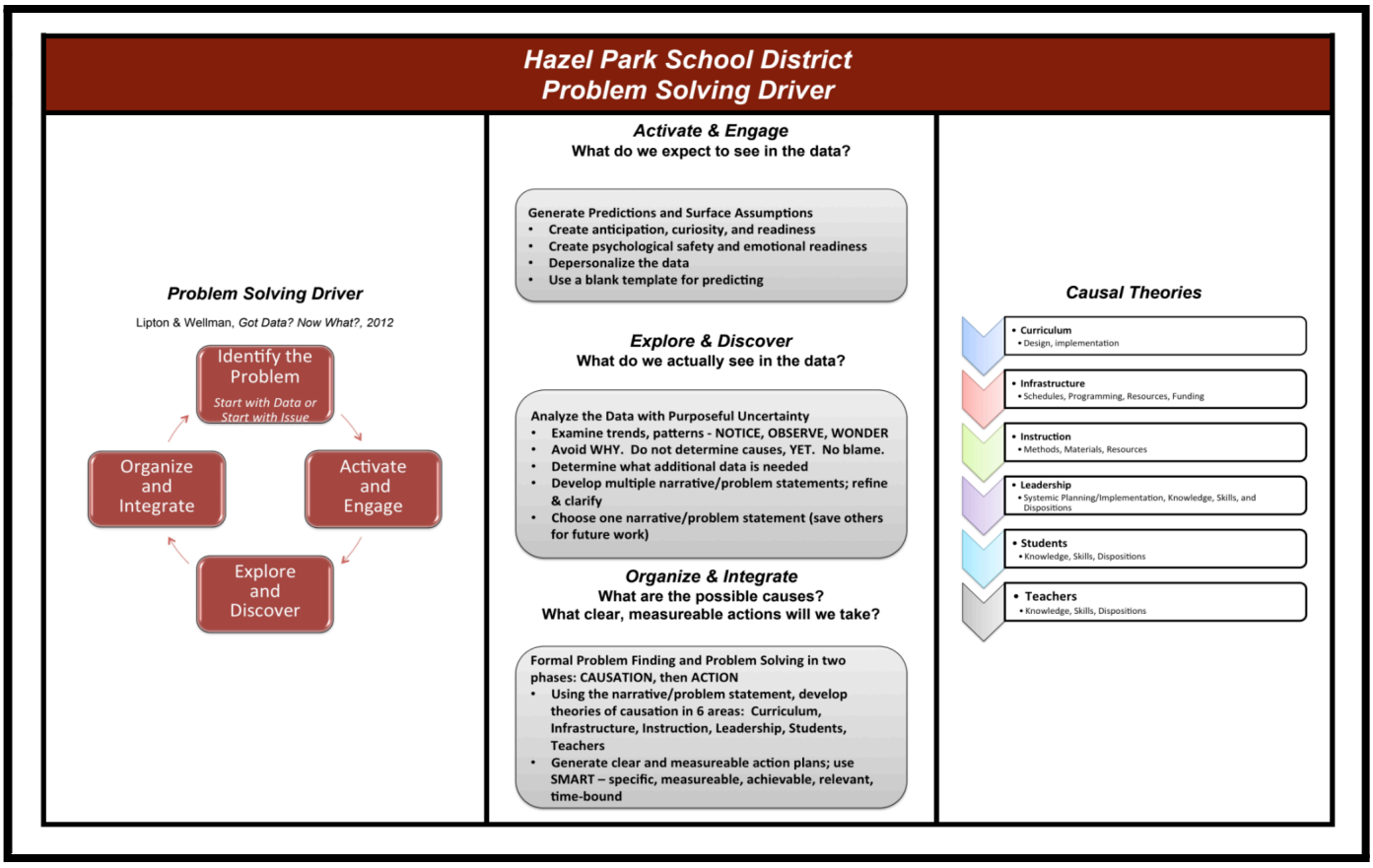
In the Hazel Park School District's Multi-Tiered System of Support (MTSS), the selection, instruction, and implementation of Tier 2 and Tier 3 interventions address a broad range of student needs, including academic, social-emotional, behavioral, and other areas requiring targeted support. Interventions and supports are carefully chosen based on evidence indicating their effectiveness in addressing specific challenges, ensuring that students receive tailored, high-quality assistance. Approved interventions are implemented with fidelity and are aligned with the student's identified needs, whether it involves closing academic gaps, improving social-emotional skills, or managing behavioral concerns. Progress is regularly monitored using data to guide adjustments and ensure interventions remain impactful. The district's approved interventions and the progress monitoring schedule are outlined in Appendix __, providing a comprehensive framework for consistent and effective implementation. By addressing multiple dimensions of student development, the district fosters a holistic approach to ensuring success for all learners.

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 MTSS Problem Solving & Action Plan guides 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

Monitoring and Tracking

The district utilizes ~~Unified~~ Analytics & Insights, a data-driven platform designed to provide actionable insights for educators. It consolidates data from various sources, enabling educators to i*dentify and track student needs, participation in interventions, communicate with stakeholders, access key MTSS forms and reports, develop student plans, and progress monitor Tier 2 and 3 interventions. This is accomplished through the data dashboards, MTSS Student Plans, and MTSS Interventions:*

Data Dashboards

- **Real-Time Dashboards**: Tracks student performance, attendance, behavior, and other metrics in real-time.
- **Predictive Analytics**: Uses historical data to forecast student outcomes, such as graduation risks or academic challenges.
- **Customizable Reports**: Allows for tailored reporting to meet the needs of specific schools, districts, or programs.
- **Equity and Access Monitoring**: Helps evaluate disparities and ensure equitable resource allocation.
- **Comprehensive Student Profile:** Integrates information from the Student Information System, Behavior Support, and other Powerschool solutions

MTSS (Multi-Tiered System of Supports) Student Plans:
PowerSchool MTSS streamlines the creation and management of individualized student support plans. Features include:

- **Plan Templates**: Prebuilt templates aligned with MTSS frameworks for quick setup.
- **Goal Setting and Progress Monitoring**: Educators can set specific, measurable goals and track progress over time.
- **Team Collaboration**: Facilitates communication and collaboration among teachers, specialists, and families.
- **Intervention Tracking**: Logs specific interventions, their duration, and effectiveness for individual students.
- **Data-Driven Decisions**: Integrates assessment and behavior data to inform and adjust plans dynamically.

MTSS Interventions in PowerSchool

Intervention Management:
The MTSS module in PowerSchool supports the systematic implementation and tracking of interventions. Key features include:

- **Tiered Support**: Organizes interventions into Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels.
- **Intervention Libraries**: Offers a repository of evidence-based interventions for academic, behavioral, and social-emotional needs.
- **Progress Monitoring Tools**: Tracks the effectiveness of interventions with visual reports and alerts for underperformance.
- **Student History**: Maintains a comprehensive record of past and current interventions, ensuring continuity of support.
- **Compliance Support**: Aligns with federal and state requirements for MTSS and RTI (Response to Intervention).

PowerSchool integration of Analytics, MTSS Student Plans, and MTSS Interventions creates a cohesive ecosystem for data-driven, student-centered education. This ensures timely, effective support to meet the diverse needs of all learners.

Quality Assurance Process

Fidelity Checks

Fidelity of Instruction: taught appropriately
Fidelity of Program and Supports: correct program, classroom interventions, goal-driven
Fidelity of Implementation: attendance, engagement
Fidelity of Progress Monitoring

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/

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

Appendices

Appendix A: MTSS Forms (updates to forms in progress)

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

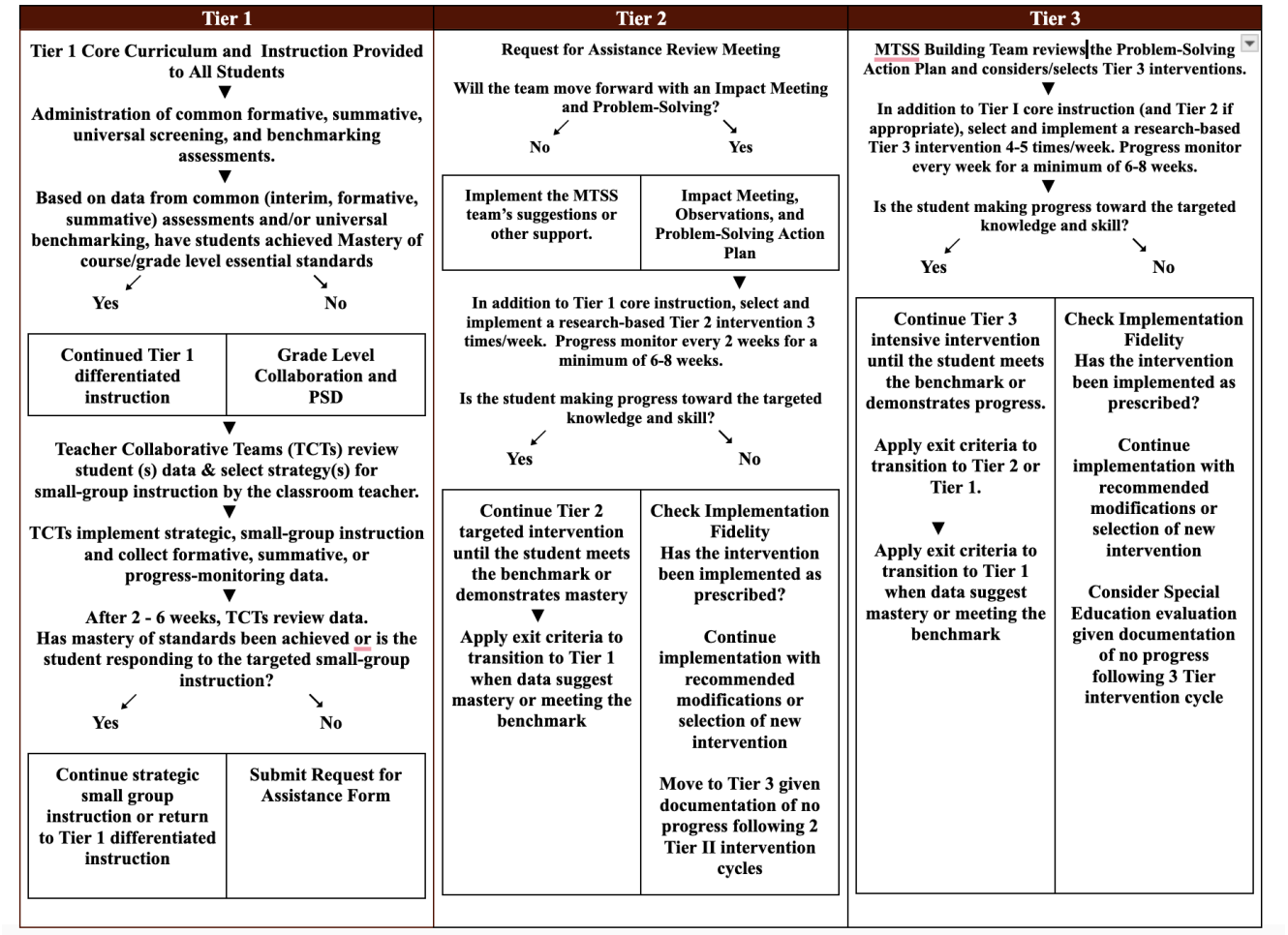
Parent Letters

- 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: MTSS Flowchart

Full-Size Version - Click Here

Hazel Park School District MTSS Flowchart



Appendix C - Collaborative Meeting Structure

District MTSS Leadership Team Meetings

The District MTSS Leadership Team, which includes the Superintendent, Executive Director of Teaching Learning, and Assessment, Executive 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.

Weekly MTSS Meetings

Student Support Teams (Leadership collaborative routines) will include a psychologist (facilitator), administrative leader, social worker, counselors (6-12), and other ancillary staff as appropriate. General education or special education teacher will participate on a regular basis for grade-level problem-solving and other weekly if needed. Building coaches, MTSS or special education teachers will participate as appropriate. This meeting should be a priority and the team works at all costs not to cancel the weekly meetings.

- Weekly Building Meetings

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.

Teacher Collaborative Routine (Grade Level) Meetings

Weekly, the grade level teachers, special education teachers, English learning teachers and MTSS Teachers collaborate to identify what instructional components should be added or changed in the curriculum and submit these to the online input feedback form. During these meetings, teams use their curriculum framework, units,

and standards to plan for instruction. New strategies may be shared as to how to meet the needs of at-risk learners.

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 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.**

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.)

Appendix D - Tier 2 and Tier 3 Interventions

Academic

- System of Student Support - Academic Interventions Entry and Exit Chart

Non-Academic

- System of Student Support - Social Emotional and Beahvior Interventions Entry and Exit Chart
- System of Student Support - Attendance & Chronic Absenteeism Interventions Entry and Exit Chart

Appendix E: 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

APPENDIX F: Description of Academic Assessment Measures

i-Ready ~~Diagnostic~~ Inform

- **Computer Adaptive**

    - i-Ready Inform 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.

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    - 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~~ assessment 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 Inform 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 or periodically throughout the school year. ~~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 iReady Inform ~~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 iReady Inform ~~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

October 2022; January 2023; January 2024; July 2024; ~~July~~ 2026

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.

Appendix G: 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

The Reading Mastery program is a direct instruction approach designed to provide explicit, systematic instruction in key reading skills. It targets the following areas:

- Correspondence and word recognition
- Passage reading
- Vocabulary development
- Comprehension
- Oral reading fluency
- Accurate and fluent decoding
- Skills for reading and comprehending expository texts

Lessons are designed to be fast-paced and interactive, with students grouped by similar reading levels based on program placement tests. The program also includes placement assessments and continuous monitoring systems to track student progress.

Read Naturally:

This web-based intervention is designed to accelerate reading achievement by guiding students through a series of motivating steps that target essential reading skills. The program focuses on:

- Fluency development
- Phonics skills
- Comprehension support

- Vocabulary improvement

Visual and auditory prompts enhance the learning experience, helping students engage with the material effectively. Additionally, the program offers options to differentiate instruction based on individual student needs and provides opportunities for reading nonfiction texts, ensuring a well-rounded approach to literacy development.

Corrective Reading

Corrective Reading is a direct instruction reading intervention designed to address specific student needs through explicit, step-by-step lessons. The program is organized around two major strands:

- Decoding
- Comprehension

These strands can be used separately or together, allowing for customized instruction. Each strand contains four levels, teaching foundational skills from non-readers up to a seventh-grade reading level. Corrective Reading is typically implemented with students in grades 4 and above who struggle with reading due to:

- Misidentified words
- Confusion of similar words
- Word omissions or insertions
- Lack of attention to punctuation
- Difficulty with comprehension

The program is specifically designed to improve reading accuracy and understanding for students facing these challenges.

Touch Math:

This multisensory math program is designed for kindergarten through third-grade students and is used as a supplemental mathematics instruction tool. The program utilizes TouchPoints, which correspond to each digit's value and are:

- Orally counted
- Physically touched

These TouchPoints are designed to engage students of all abilities and learning styles by associating numbers with real-life visual values. The program’s multisensory approach incorporates:

- Auditory techniques
- Visual techniques
- Tactile/kinesthetic techniques

By integrating these methods, the program helps students develop a deep understanding of mathematics and its connection to real-life scenarios, making math more accessible and meaningful.

Math Recovery

Math Recovery (MR) is an early intervention program designed to enhance the long-term mathematical development of initially low-performing children. The program aims to help these children "catch up" to their higher-performing peers through:

- Intensive one-to-one tutoring
- Diagnostic assessments applicable from K-5

The program focuses on essential number concepts and operations, including:

- Forward and backward number word sequences
- Numeral identification
- Number structures
- Addition and subtraction strategies

Connecting Math Concepts

Connecting Math Concepts is a six-level program (Levels A-F) designed to accelerate math learning for students in grades K through 5. The program offers:

- Highly explicit and systematic instruction
- Alignment with Common Core State Standards for Mathematics
- Careful introduction and integration of mathematical concepts

Lessons are structured to introduce concepts at a manageable pace, allowing students to make connections between important ideas. The program emphasizes:

- Conceptual understanding
- Weaving concepts together throughout the levels
- Providing practice to achieve mastery

Levels A through F cater to students in kindergarten through fifth grade, with the series being particularly effective for at-risk students. Specific strategies are taught for all content areas, ensuring comprehensive support for students' mathematical development.

Corrective Math

Corrective Mathematics is a remedial system designed to address a wide range of problems for struggling older students, even those who have not succeeded with other approaches. The program features:

- Explicit, step-by-step lessons

- Modules that can be taught separately or concurrently to customize instruction

The program includes modules for:

- Addition
- Subtraction
- Multiplication
- Division
- Basic fractions
- Fractions, decimals, percents
- Ratios and equations

Upon completion of one or more modules, students acquire the basic strategies needed to succeed in conventional math instruction. Corrective Mathematics is typically used with older students whose math performance is marked by:

- Weak grasp of the basics
- Lack of facility with math facts
- Inaccurate computation
- Lack of strategies for problem solving

The program is particularly effective for students with poor attention, poor recall of directions, or those who qualify for special services. With a high success rate, frequent teacher feedback, and built-in opportunities for reinforcement, even students with a history of failure stay motivated and on task as they master fundamental math concepts and skills.

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.

CARE

The Center for Academic and Restorative Education (CARE) is a program housed in the Ford Administration Building. It is overseen by a district teacher trained in Restorative Practices. The program provides an opportunity for students to engage in restorative practices, social-emotional learning, and academic recovery as an alternative to out-of-school suspension.

Recognizing that students face challenges, Hazel Park Schools believes in a responsive approach to support students by providing opportunities to transform their challenges into strategies for success. The CARE Program involves investing in both social-emotional wellness and academic recovery. Exploring skills such as responsible decision-making, empathy, and healthy coping mechanisms is essential for students to thrive not only in the classroom but also in the workplace, community, and on the field. The CARE Program provides a holistic approach that empowers students to navigate both educational and personal challenges effectively proactively and positively.

Appendix H: A Parents Guide to MTSS and Title I Services

Understanding MTSS: Multi-Tiered System of Supports

What is MTSS?
The Multi-Tiered System of Supports (MTSS) is a preventative approach to providing high-quality, scientifically-based instruction and intervention. It is a system that uses data to assess students' response to instruction or intervention and proactively provides extra layers of support to students who are not responding to classroom instruction.

The Tiers of Support:

1. **Tier 1: Universal Support**
    - High-quality instruction and strategies are provided to all students in the general education classroom.
    - Teachers monitor progress and adapt teaching methods to meet diverse needs.
2. **Tier 2: Targeted Support**
    - Additional small-group interventions are provided to students who need more help mastering key skills.
    - Progress is closely monitored, and interventions focus on specific areas of need.
3. **Tier 3: Intensive Support**
    - Individualized interventions are designed for students who need significant, personalized support.
    - This may include one-on-one instruction or specialized services.

Child Find and MTSS:
Child Find is a legal requirement under the Individuals with Disabilities Education Act (IDEA) that ensures schools identify, locate, and evaluate all children who may have disabilities and need special education services. Within the MTSS framework, Child Find works to:

- Identify students who may need additional support through systematic screening and monitoring.
- Ensure timely referrals for special education evaluations when appropriate.
- Collaborate with families to address concerns about their child's development or learning progress.

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 reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

Understanding Title I Supports and Services

What is Title I?
Title I is a federal program that provides additional funding to schools with high percentages of students from low-income families. The goal is to ensure all children have access to quality education and the resources they need to achieve academic success.

How Title I Helps:

- Provides funding for additional teachers, instructional materials, and intervention programs.
- Supports family engagement activities to strengthen the school-home connection.
- Offers professional development for educators to improve teaching practices.

How MTSS and Title I Work Together

MTSS and Title I often work hand in hand to provide comprehensive support for students:

- **Data Analysis:** Both frameworks use student achievement data to identify strengths and areas of need.
- **Intervention Services:** Title I funding may support Tier 2 and Tier 3 interventions within the MTSS framework.
- **Family Engagement:** Title I helps schools build strong partnerships with families to support student learning.

How Families Can Get Involved in the MTSS Process

1. **Stay Informed:**
    - Attend parent-teacher conferences, workshops, and Title I meetings.
    - Ask your child's teacher about MTSS and how it supports your child's learning.
2. **Collaborate with the School:**
    - Share your insights about your child's strengths and challenges.
    - Participate in developing intervention plans if your child receives additional support.
3. **Support Learning at Home:**
    - Reinforce strategies being taught through interventions.
    - Provide specific praise to your child on any improvements.
    - Use resources provided by the school, such as online tools or at-home activities.
4. **Understand Your Child's Progress:**
    - Become familiar with your child's assessment scores and progress.
    - Learn about the interventions in which your child is participating.

If My Child Receives Support from MTSS Teachers, How Will I Be Notified and Involved?

- Schools will send parent/guardian notification letters.
- Parents/guardians are encouraged to attend Impact Meetings to discuss their child's progress.
- In grades K-3, the Individualized Reading Improvement Plan (IRIP) will summarize entry or exit from tiered interventions.

Key Questions to Ask Your School

- How does MTSS work in this school?
- Is my child receiving additional support? If so, what are they?
- How can I support my child's learning at home?
- What family engagement opportunities are available through Title I?
- How does Child Find support students within the MTSS framework?

Resources for Parents

- **Parent Resource Center:** Check with your school for materials and workshops.
- **School Website:** Look for updates on MTSS and Title I programs.
- **Community Organizations:** Many local groups offer tutoring, mentoring, and other educational support services.

By understanding and engaging with MTSS and Title I, you play a vital role in helping your child succeed academically and socially. Together, we can ensure every student reaches their full potential.

Appendix I: Universal/Screening, Benchmarking/Diagnostic & Progress Monitoring Schedule

Tier 1 - Universal Screening/Benchmarking/Diagnostic

Grade Band	Students Assessed	Content Area	Assessment	Fall	Winter	Spring
K-5	All Students	Reading & Math	i-Ready Inform ~~Diagnostic~~	☑	☑	☑
		Reading	IRLA - Baseline Level	☑		
6-8	All Students	Reading & Math	i-Ready Inform ~~Diagnostic~~	☐	☑	☑
		Reading	IRLA - Baseline Level	☑		
9-10	All Students	Reading & Math	i-Ready Inform ~~Diagnostic~~	☑	☑	☑
		Reading	IRLA - Baseline Level (Targeted Students	☑		

*Edison - Grades 9-12

Tier 1 - Progress Monitoring, Formative, and Summative Assessments

Grade Band	Students Assessed	Content Area	Assessment	Fall	Winter	Spring
K-5	All Students	Reading	i-Ready Growth Monitoring	☑	☑	
	All Students	Reading	IRLA Level Check		☑	☑
	All Students	Reading	Curriculum Embedded Formative Assessments	Ongoing		
	All Students	Math	Curriculum Embedded Formative Assessments	Ongoing		
	All Students	Math	Curriculum Embedded Summative Assessments	Ongoing; based on District Assessment Schedule		
6-8	All Students	Reading	i-Ready Growth Monitoring	☑	☑	
	All Students	Reading	IRLA Level Check		☑	☑

	All Students	Reading	Curriculum Embedded Formative Assessments	Ongoing
	All Students	Reading	Curriculum Embedded Summative Assessments	Ongoing; based on District Assessment Schedule
	All Students	Math	Curriculum Embedded Formative Assessments	Ongoing
	All Students	Math	Curriculum Embedded Summative Assessments	Ongoing; based on District Assessment Schedule
9-12	All Students	Reading	Curriculum Embedded Formative Assessments	Ongoing
	All Students	Reading	Curriculum Embedded Summative Assessments	Ongoing; based on District Assessment Schedule
	All Students	Math	Curriculum Embedded Formative Assessments	Ongoing
	All Students	Math	Curriculum Embedded Summative Assessments	Ongoing; based on District Assessment Schedule

Tier 1 - Summative State and College Board Assessments

Grade Band	Students Assessed	Assessment	Fall	Winter	Spring
K-5	Grades K-5 English Learner	*WIDA Assessment		☑	
	Grades 3-5	M-STEP			☑
	Grades 3-5 per IEP	Mi-ACCESS			☑
6-8	Grades 6-8 English Learner	*WIDA Assessment		☑	
	Grades 6-8	M-STEP			☑
	Grades 6-8 per IEP	Mi-ACCESS			☑
	Grade 8	PSAT 8/9			☑
9-12	Grades 9-12 English Learner	*WIDA Assessment		☑	
	Grades 11	M-STEP			☑
	Grades 11 per IEP	Mi-ACCESS			☑

	Grade 9	PSAT 8/9			☑
	Grade 10	PSAT 10			☑
	Grade 11	SAT			☑
	Grade 11	WIN Work Readiness			☑

Appendix J: **MTSS Teacher Implementation Guide - In Progress**

Hazel Park Schools
Student Athlete Code of Conduct Handbook
2026-2027

TODAY'S LEARNERS, TOMORROW'S LEADERS
HAZEL PARK SCHOOLS

Board of Education Approved June 2019

The Hazel Park School District Student-Athlete Code of Conduct Handbook for Student-Athletes has been developed to provide a uniform set of rules and regulations to govern all district athletic participants regardless which team or school they represent. The Student-Athletic Code of Conduct Handbook combines rules and regulations of the Michigan High School Athletic Association (MHSAA), which have been adopted by Hazel Park Schools, with specific district rules governing athletic participation. The Student-Athletic Code of Conduct Handbook will be in effect at all times and student-athletes are to comply with all aspects of the code if they desire to enjoy the privilege of continued eligibility for participation in athletics. Student-athlete expectations need to be adhered to twenty-four hours per day, seven days a week, three- hundred sixty-five days a year .

In addition, student-athletes who incur school disciplinary action because of violations defined in the Hazel Park Schools' Student Code of Conduct Handbook are also subject to the disciplinary actions contained in the Student-Athlete Code of Conduct Handbook. Although a student-athlete may be academically ineligible to participate in contests and scrimmages, he/she may practice with the team so long as he/she is not suspended from school as outlined in the Hazel Park Schools' Student Code of Conduct Handbook. However, the student-athlete may forfeit the opportunity to receive an athletic award if loss of participation in contests prevents him/her from meeting the requirements for earning the award as outlined in the written supplemental team rules and regulations developed by the coach and distributed to each participant at the start of the sports season.

Non-Discrimination Statement

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion ,military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 1620 E. Elza, Hazel Park, MI 48030, (248) 658-5200.

Obligations - Expectations

Anyone involved in our athletic program is expected to represent Hazel Park Schools and its schools and community in a first-class quality manner at all times. This includes both on and off the field of athletic competition and events .

Hazel Park Schools expects all of our student-athletes to focus on being the best they can be in the following three areas:

1. Be the best Person by the manner in which we act. Sportsmanship, work ethic and how we treat others is paramount in setting the right example for our young people in our community. Taking responsibility and representing our teams, school and community is very important in establishing the type of standards that we must constantly be striving for in the Hazel Park Schools. We must realize how destructive complaining, making excuses and blaming others can be in becoming successful teams and individuals. It is far more important to work at having a positive attitude, team loyalty, dedication, and placing the team ahead of individual accomplishments. These are the characteristics that will stand the test of time and result in having an athletic program with a solid foundation.
2. Be the best Student by stressing solid study habits and commitment in this area. We are in school to learn first and participating in athletics is a privilege. If a student chooses not to maintain solid study habits he/she will be jeopardizing this privilege. To reach our potential as a student it must be emphasized and made a priority at all times. Academic achievement must be a goal we are willing to set with high standards that demonstrate good organization of time and solid efforts. All athletes must be willing to make sacrifices and pay the price of hard work in the classroom if they are real team players. Don't let your team down when it comes to this critical matter.
3. Be the best Athlete by taking care of being a solid person and student first. We don't have a chance at becoming a true student-athlete without the proper attitude as a person and student.

Actions in the classroom and community will definitely carry over to how well a student-athlete performs in athletics. Being a student-athlete does not result in special privileges. In fact, it is just the opposite. Student- athletes have more responsibility and far more to lose if they fail as a person or student. The genuine student-athlete is not afraid of the extra responsibility and work. The real student-athletes look at these obligations and expectations as challenges. They are not afraid to help others and do not go around thinking they are better than the rest of the student body. Real student-athletes appreciate the opportunity he/she has and does not take himself too seriously. Hazel Park Schools expect our student-athletes to constantly realize there are small eyes upon them and watching what they say and do!

"Our Attitude determines our Actions and our Actions reveal our Character."

Code of Conduct

Student-athletes are subject to all MHSAA rules and regulations even though such rules may not be included specifically in this document. A copy may be reviewed at the Middle School Main Office, High School Main Office, and Board of Education and Administrative Office.

Section I: Rules of Eligibility for Participation

The following rules of eligibility must be observed in order to participate in the interscholastic athletic program at Hazel Park Schools:

1. **Enrollment** (MHSAA Regulation - Section 1a)

The student-athlete must be enrolled in the school by Monday of the fourth week of the semester in which he/she competes. The student-athlete must reside in the school service area in which he/she attends school and must be enrolled in the school for which he/she competes.

1. **Age** (MHSAA Regulation - Section 2a)

High School: A student-athlete in grades nine through twelve who participates in any interscholastic athletic contest must be under nineteen (19) years of age. When a student-athlete's nineteenth birthday occurs on or after September 1 of a current school year, he/she is eligible for participation for the balance of that school year.

Middle School: A seventh or eighth grade student-athlete must be under fourteen (14) and fifteen (15) years of age, respectively. A student-athlete who reaches that age after September 1 is eligible for participation for the balance of that school year.

1. **Participant Physical Examination** (MHSAA Regulation - Section 3a)

A student-athlete must have a Physical Examination Form completed by a physician certifying that the student is fully able to compete in athletics. The physical must take place after April 15 of the previous school year to be used for the current school year. The student-athlete must submit the completed physical form to the coach prior to participating in tryouts, practice sessions, or

contests. The completed form will be kept on file in the athletic office during subsequent sports seasons.

1. **D) Seasons of Competition** (MHSAA Regulation - Section 4a)

A student-athlete, while enrolled in grades nine through twelve, shall be eligible to compete in no more than four (4) seasons in either first or second semester athletics. For example, a student may not compete in more than four (4) seasons of a particular sport: football, tennis, etc. Student-athletes enrolled in grade seven or eight are not limited in the number of seasons of competition. A student-athlete shall be limited to participation in only one sport session when that sport leading to a state championship is sponsored twice during the school year.

1. **E) Semester of Eligibility** (MHSAA Regulation - Section 5a)

A student-athlete shall not be eligible to compete in any branch of athletics that has been enrolled in grades nine through twelve for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered as enrollment for a semester under this rule. Student-athletes in grades seven or eight are not limited in the number of semesters in which they may be eligible.

Section II: Athletic Academic Eligibility

MHSAA Regulation - Section 7a

The Hazel Park Schools will abide by the Michigan High School Athletic Association (MHSAA) regulation concerning eligibility.

While the MHSAA rules state that a student-athlete must have received passing grades in a minimum of 66% of classes (e.g. 4 classes) during the previous semester and must maintain passing grades in a minimum of 66% of classes (e.g. 4 classes) during the current semester to be eligible to participate in athletics, Hazel Park Schools require student-athletes pass 100% of his or her classes with a 60% or higher to participate on an athletic team. If a student- athlete drops/withdraws from a class and it is deemed a drop/fail, the student becomes immediately academically ineligible.

In no case shall Hazel Park Schools' regulations be less than those of the MHSAA.

1. The previous semester grades will be used to determine eligibility for the start of the next semester. Student-athletes who fail a class or classes in the spring semester may be eligible to participate in a sport which begins before the start of the fall semester only after the successful completion of a class or classes which makes up for the class or classes failed (e.g. summer school).

Student-athletes who are ineligible at the start of the fall semester may be eligible to participate in an interscholastic contest (game) after a satisfactory progress report is submitted after the third week of the semester. While the student-athlete is ineligible, he/she may practice with the team.

1. Eligibility for maintaining passing grades shall begin on the first day of the fourth week of each semester. If a student-athlete receives a failing grade (e.g. one E or more), he/she will become immediately ineligible. The academic check procedure will be repeated biweekly for the entire season. Eligibility will be reinstated at the point when the student-athlete's grade becomes passing or when teacher communication is apparent and the student is taking responsibility for the agreed upon academic plan of action (e.g. turning in all assignments, paying attention at all times in class, seeking extra help from the teacher, etc.). Academic eligibility checks will be done bi-weekly. A student-athlete's eligibility status will be based on his/her grades in the current quarter. Appealed eligibility can be reinstated at the discretion of the Superintendent or his/her designee.
2. The eligibility check will be done by the designee of the Superintendent.
3. A student-athlete's academic record is based upon their originally scheduled class load. Therefore, virtual classes may not be utilized toward semester eligibility, with the exception of summer school.

Section III: Awards

MHSAA Regulation - Section 11

1. A student-athlete may not accept from any source anything for participation in athletics other than an emblematic award. An emblematic award would include, but not be limited to, any medal, ribbon, badge, plaque, cup, trophy, banner, picture, or regular letter award.
2. No acceptable award shall exceed forty ($40.00) dollars in the value with the exception of the regular letter award of the school. The cost of engraving a medal or similar award need not be included in the determining the value of the award.
3. No one, such as parent, friend, or other person, may accept an award on behalf of a student-athlete at any time prior to graduation from high school.
4. Acceptance of such items as cash, merchandise, memberships, privileges, services, athletic equipment, apparel, and watches would be a violation.
5. Attendance at season banquet is required in order to receive your award, unless prior arrangements have been made with the coach and Athletic Director.
6. A student-athlete violating any area of this section would be ineligible for interscholastic athletic competition for a period of at least one semester from the date of the violation. If violation occurs after the Monday of the fourth week of a semester, a student-athlete is ineligible for the balance of that semester and the succeeding semester.

Section IV: Maintaining Amateur Status

1. A student-athlete participating or planning to participate in interscholastic athletics may NOT (1) accept any money or other valuable consideration for participating in athletics, sports, or games, (2) receive any money or other valuable consideration for officiating at interscholastic athletic contests, or (3) sign a contract with a professional team.
2. The rule in (A) above applies to the following sports: Baseball, Basketball, Cross Country, Football, Golf, Softball, Tennis, Track, Volleyball, or Wrestling.
3. A student-athlete violating this rule is ineligible and may not apply for reinstatement until the equivalent of one full school year has elapsed from the date of the last violation. After that date the student-athlete may request reinstatement to the MHSAA. any request to the MHSAA for reinstatement shall be submitted on behalf of the student by Hazel Park Schools.

Section V: Outside of School Athletic Competition

MHSAA Regulation - Section 11

1. A student-athlete who has participated in any athletic contest as a member of a school team may not participate in the same sport in the same season in any athletic competition outside of and not sponsored by the school. The exception to this rule is the individual sport athlete who may participate in a maximum of two (2) individual sports meets or contests during that sport season while not representing his/her school. A student- athlete may not compete in any "all-star" contests at any time in any sport sponsored by the MHSAA during the school year.
2. A student-athlete violating rules in this section will be ineligible to participate in athletic contests and scrimmages for a period from a minimum of the next three contests up to a maximum of one school year depending on the violation.

Section VI: Student Attendance Required for Athletics

1. Student-athletes are to attend school during the **total** school day in order to participate in athletic contests or practice during the same day or evening. Should there be a situation whereby a student-athlete cannot attend school, who would normally receive a verified absence, the student-athlete will be allowed to participate in the contest with approval of the Athletic Director.
2. A student-athlete with a non-verified absence from school may not participate in the athletic practice or contest scheduled for that day.

Section VII: Attendance at Athletic Practice Sessions and Contests

Attendance at practice sessions is essential to prepare athletes physically and mentally for athletic contests. All student-athletes are required to be at all athletic practice sessions and contests at the times designated by the coach.

Student-Athletes May Be Excused for the Following:

Verified absences, school-sponsored events, and family emergencies are excusable absences. If interpretation is needed it will be done by the coach in conjunction with the Athletic Director. Saturday and Sunday practices, even if scheduled in advance will be considered optional. Any student-athlete suspended shall not participate in practice or contest during their suspension.

Both parent and athlete must understand that any absences may affect an athlete's performance, playing time, and therefore his/her relative position on the team.

Failure to Comply

Failure to attend scheduled practices or contests without an excused absence may lead to disciplinary action by the coach. Any student-athlete who has 3 unexcused absences will be dismissed from the team and not allowed to participate in that or any other sport during that season.

Section VIII: Traveling To and From Away Contests

Any student-athlete on a team traveling to an away athletic practice or contest on school owned or chartered transportation or other such approved vehicles shall return to the home school on the same vehicle after the practice or contest is over. The only exception is when prior written or verbal arrangements are made and the coach grants permission for the student-Athlete to leave the contest site with his/her parent or guardian. Student-athletes may not drive to games, whereas carpools must be arranged with parent drivers.

Failure to Comply

Any student-athlete not returning from any away contest with a team without permission of the coach is ineligible to participate in athletic contests for one (1) calendar week from the date of the violation. Student-athlete may practice with the team. A second violation will result in immediate dismissal from the team for the remainder of that sport season.

Section IX: Uniforms and Equipment

Student-athletes will be responsible for the care, security, and use of uniforms and equipment issued to them.

FAILURE TO COMPLY

Student-athletes shall be responsible to pay the replacement cost for uniform or equipment items

that are abused or not returned. Student-Athletes shall not be allowed to participate in athletics in succeeding seasons until this obligation is met.

Section X: Use, Possession, Buy, Sell, or Give Away any Drug

Tobacco, Alcohol, Marijuana, Narcotic, Controlled Substance (E.G. Anabolic Steroids), or Possession of Drug Specific Paraphernalia

Hazel Park Schools expects student-athletes to conduct themselves is a way that positively reflects the district, community and student-body twenty-four hours per day, three- hundred sixty-five days a year. ***At no time shall a student-athlete use, possess, buy, sell, or give away any drug E.G. tobacco, alcohol, marijuana, narcotic, controlled substance (E.G. anabolic steroids), or possession of drug specific paraphernalia***

Self-Disclosure:

Any student-athlete, who by himself/herself or together with his/her parents or legal guardians, voluntarily discloses to a coach, (who must immediately follow-up with an administrator) or to an administrator a violation of Section X during the self-disclosure window shall be subject to the following disciplinary actions:

Consequences for Self-Disclosure:

The student-athlete shall select either Option 1 or Option 2 as follows:

Option 1: Forfeit 50% of the current season (or 50% of the upcoming season if the violation occurs out of that student-athlete's season). If the current season is near its ending, then future or next sport seasons will be used to fulfill the 50% forfeiture clause. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete shall also submit to random drug and/or alcohol testing as determined by the Superintendent or his/her designee.

Option 2: Forfeit 25% the current season or 25% of the upcoming season if the violation occurs out of that student-athlete's season. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete will also be required to fulfill 40 hours of community services approved by and in conjunction with the Athletic Director.

The self-disclosure window shall be defined as thirty (30) calendar days from the date of the incident or the date the Superintendent received credible information regarding incident, whichever is lesser. Credible information shall be defined as, but not limited to law enforcement reports and first-hand witness statements by staff or Board of Education members.

In Option 1 or Option 2, a student-athlete failing a required drug and/or alcohol test or self-reporting additional offenses shall immediately result in a one (1) calendar year suspension from athletic programs in Hazel Park Schools.

A student-athlete that does not self-disclose during the disclosure window shall be subject to the disciplinary actions listed under Failure to Comply for Not Self-Disclosure.

Consequences for Not Self-Disclosing:

First Violation:

Six (6) month suspension from participation in any and all athlete practices and contest. Should the six (6) month suspension not encompass a sport that the student-athlete participates, then the suspension shall be 50% of upcoming

athletic season that the student-athlete participates in. Prior athletic involvement shall be used to determine the 50% suspension. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

Second Violation:

Immediate dismissal from the team and one (1) calendar year suspension of athletic participation from the date of the incident. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

Third Violation:

Permanent dismissal from the athletic program at Hazel Park Schools.

Penalties shall be cumulative beginning with and throughout the student-athlete's participation in the Hazel Park Schools' athletic program.

Section XI: Misdemeanor or Felonies

Student-athletes charged with a misdemeanor or felony not covered in Section X are subject to a hearing by the Athletic Review Committee, as defined in Section XXII. Consequences can range from game suspensions to removal based on severity.

Section XII: Summer and Off-Season Programs

A variety of sports camps, schools, clinics, and training programs are offered to student-athletes during the off-season and summer months by individual coaches and parks and recreation departments. These programs provide opportunities for aspiring student-athletes to improve their skills in a chosen sport. These summer and off-season programs are voluntary. Student- athletes

shall not be required to enroll in these programs as a condition for membership or placement on an athletic team the succeeding season.

Section XIII: School Community Conduct

It is extremely important that our student-athletes represent Hazel Park Schools in a first class manner at all times. This is expected while the athlete is in school, on the athletic field and in the community. A student-athlete is eligible to participate in athletics if in the judgment of the Superintendent or his/her designee, school administration, teaching and coaching staff, he/she is a representative of the schools in matters of citizenship, integrity and sportsmanship. Participation in athletics is a privilege, not a right. Hazel Park High School will deal with misrepresentation in any form very severely when it deems necessary.

Student-athletes who are removed from an athletic contest for unsportsmanlike conduct will be suspended for the remainder of day's contest(s) and the next date of competition under MHSAA Regulations. If the conduct is deemed flagrant, the student-athlete may be suspended for more than one contest or removed from the team for the remainder of the season as determined by the Athletic Director.

Section XIV: Athletic Team Participation

A student-athlete who signs up to for a team that has a tryout period, and does not make the final cut, will be allowed to try out for another team (sport) upon mutual approval of the Athletic Director and the coach involved, and if the roster for that team has not been finalized by the Athletic Director. After the first official week of practice for any team, a student-athlete may not transfer from one team (sport) to another.

Section XVI: Citizenship and Conduct During the School Year

It is the responsibility of the student-athlete to report any in school minor or major violations of the Student Code of Conduct to the Athletic Director. When a student-athlete violates the Student Code of Conduct, the following consequences shall occur in addition to the consequences provided by the school principal or his/her designee:

First Major Violation:

Sport with ten or less game dates - 1 game date suspension

Sport with more than ten game dates - 2 game date suspension (max 3 games)

Second Major Violation:

Sport with ten or less game dates - 2 game date suspension

Sport with more than ten game dates - 4 game date suspension (max 6 games)

Third Major Violation: Dismissal from the team for the remainder of the season.

Jr. High School Expectations:
Jr. High School students who have two or more 5's in citizenship will not be eligible to participate in athletics. If a student has a 4 or 5 in citizenship, they will be placed on probation and will be required to have their teachers complete a weekly progress report. In order to remain eligible, the weekly progress report must indicate that the student's citizenship in class has improved and remains at an acceptable level.

Section XVII: Tardies

A student-athlete shall receive a one (1) game suspension for every six tardies (per season per class). First hour classes will not be counted towards tardies.

Section XVIII: After and Out of School Policy for Athletes

1. Student athletes are not to be in the locker room, gymnasium, athletic fields with school equipment, bus, or in the school building without a coach in the immediate area.
2. The school building is off limits to the student-athlete after 3 P.M. on school days, non-school days, and weekends without a coach or authority from a building staff member.
3. Anytime a building staff member directs or requests a student athlete to vacant an area the student is to respond in a respectful and timely manner. A student athlete is not to argue or debate any request by a building staff member. Any disrespect or insubordination on the part of a student athlete may result in disciplinary action.
4. It is important that students and coaches adhere to all policies. Try to create as safe of an environment as possible for everyone involved in our program.

Section XIX: Dress Code

Coaches may have a dress code for the entire season. The dress code shall be communicated to student-athletes by the coach at the beginning of the season.

Section XX: Supplemental Rules and Regulations

Supplemental rules/regulations unique to a given sport may be implemented upon the approval of the Athletic Director. These rules must be in writing and submitted to participants prior to the start of the season, except under special circumstances as approved by the Athletic Director.

The Athletic Director is the only party who may exclude a student from athletic participation. Exclusion is generally based on the recommendation of the coach and/or building administrator.

Section XXI: Carry Over of Penalties

In the event that a suspension from athletics cannot be fully served during a season, it will carry over into the following season. The only exceptions to the above rule would be in the case of a senior, in which case the suspension would carry over into the next sport he/she participates in that year. In case of MHSAA infraction, the MHSAA rules of “Carry Over of Penalties” supersede the rules outlined in Section XXI.

Section XXII: Appeal Procedures

The consequences and/or disciplinary action that a student-athlete is subject to, under the guidelines of the Student-Athletic Code of Conduct Handbook, may or may not be appealed. The decision to grant the request for an appeal is at the discretion of the Athletic Director.

The student-athlete and/or their parent/guardian must initiate a written request to the Athletic Director to appeal the disciplinary action taken within three (3) school days of the date of disciplinary action. The written request to the Athletic Director must include the following information:

- Student-athlete’s first and last name, address, and telephone number.
- Parent/Guardian’s first and last name, address and telephone number.
- Summary of the incident and discipline action taken.
- Reason and request for the appeal to be considered.
- Signature of the student-athlete and their parent/guardian.

Any documentation received by the student-athlete or parent/guardian regarding the discipline action taken must be attached to the written request for appeal to the Athletic Director.

After reviewing the written request for appeal, the Superintendent may or may not forward the appeal to the Athlete Review Committee. The decision of the Superintendent shall be provided in writing to the student-athlete within five (5) school days of the receipt of the appeal request. The Superintendent’s decision is final.

If the Superintendent’s decision is to forward the request for appeal to the Athletic Review Committee, the committee shall meet within ten (10) school days of the Superintendent’s decision. The five (5) member Athletic Review Committee shall consist of the Designee of the Superintendent (e.g. Athletic Director), two (2) athletic coaches, one (1) teacher and one (1) administrator.

The Superintendent shall present to the Athletic Review Committee the written request for appeal received and any documentation relevant to the incident. The student-athlete and parent/guardian shall have an opportunity to address the Athletic Review Committee. Other than the student-athlete, their parent/guardian, and committee members, No other individuals may be present during the appeal proceedings.

The decision of the Athletic Review Committee shall be communicated to the student-athlete and parent/guardian by the Superintendent within three (3) days of the committee hearing.

The Athletic Review Committee is final and not subject to a Board of Education appeal.

Failure to Comply

The sanctions set forth under each section are intended to illustrate sanctions for each particular offense. However, the district reserves the right to impose any of the sanctions listed for any violation of the Code of Conduct.

Section XXIII: Athletic Department Awards

A student must complete their athletic season in good standing in order to receive an athletic award. A student athlete that is removed from a team or quits during the season will not be eligible for an athletic award.

FRESHMAN AWARDS

- CLASS NUMERALS: All athletes will be awarded one (1) set chenille class numerals for athletic participation during their high school years
- CERTIFICATES: All athletes will be awarded an athletic certificate for each sport season they complete during their ninth grade year.

JV AWARDS

- SCHOOL PATCH: All athletes will be awarded one (1) chenille Viking patch for athletic participation on a junior varsity team during their school years.
    - First JV Award in a sport - Class Numerals
    - Second JV Award in a sport - School Patch
- CERTIFICATES: All athletes will be awarded a school athletic certificate for each junior varsity sport season they complete.

VARSITY AWARDS

- VARSITY LETTER: All athletes will be awarded one (1) chenille varsity letter for athletic participation during their high school years.
    - First Varsity Award in a sport - Varsity letter
    - Second Varsity Award in a sport - Class Numerals, if they have not already received.
    - Third Varsity Award in a sport - School Patch, if they have not already received.
    - Fourth Varsity Award in a sport - Wood school varsity plaque
- CERTIFICATES: All athletes will be awarded the appropriate school athletic certificate for each sport season they compete.

Each season, student-athletes participating on a varsity team can earn an award as a "Scholar-Athlete". A "Scholar-Athlete" is one that achieves a 3.50 or above GPA in their assigned class schedule during the season. The GPA will be determined for each season as defined below:
Fall Sports: 1st marking period grades and the 2nd marking period grades until the time that the season officially ended. Grade reports will be run the following week after a season has ended.
Winter Sports: 3rd marking period grades and the 4th marking period grades until the time that the season officially ended. Grade reports will be run the following week after a season has ended.
Spring Sports: 5th marking period grades and the 6th marking period grades until the time that the season officially ended. Grade reports will be run the following week after a season has ended.
Scholar-Athletes will receive a pin the first time they achieve the status of "scholar-athlete" along with a certificate. Subsequent times, only a certificate will be given. In short, a student-athlete will be given only one pin during their time in high school.

Section XXIV: Name, Image, Likeness (NIL)

Personal Branding Activity (PBA) is another term for describing the MHSAA's name, image, and likeness (NIL) rule. A student-athlete can earn compensation through personal branding, including endorsements, appearances, social media promotions, and other similar activities. To put it simply, students are allowed to earn compensation from PBA, which are individual opportunities for individual students.

Any verbal or written opportunity or contract for PBA compensation must be disclosed to Hazel Park Schools' Athletic Director and the MHSAA within seven (7) days by submitting this required form. Click here – MHSAA – to read the full document regarding PBA/NIL deals.

What Is Allowed?

A student-athlete may earn compensation from the individual use of their personal PBA, including activities such as commercials, product endorsements, personal appearances, autograph or photo sessions, merchandise, sports cards, apparel sales, group licensing, personal logos, or acting as a social media influencer. These must be individual opportunities for individual student-athletes.

What Is Not Allowed?

A student-athlete shall not use the name, logos, mascots, trademarks, or other obvious identifiers of the MHSAA or any MHSAA member school or use the facility or property of any member school. A student-athlete should not imply that the member school or the MHSAA approves of or endorses the PBA.

A PBA is not "pay for play." PBA compensation should not be contingent on specific athletic performance and shall not be provided as an inducement to attend or remain at a particular school. PBA compensation shall not be provided, facilitated, or arranged, directly or indirectly, by

an MHSAA member school or “Associated Entity or Individual.”

The student may not engage in any PBA associated with products, services, individuals, companies, or industries deemed inappropriate, unsafe, or inconsistent with the values and goals of interscholastic athletics

The student-athlete/parent/guardian is responsible for determining what, if any, effect the PBA may have on eligibility with the NCAA, NJCAA, and/or NAIA.

The student-athlete/parent/guardian is also responsible for any and all student employment responsibilities and documents, tax obligations with the IRS, and any other local, state, or federal law requirements associated with such PBA.

Section XXV: The CAP (Coach, Athlete, Parent) Pact

Click here -- CAP PACT -- to download a PDF version to print and sign.

THE CAP PACT

Each section reflects what each constituent – Coach, Athlete, Parent – expects from the other.

Coach’s Expectations of Parents:

1. Support the program.

2. Keep me informed of any home issues that might affect your athlete.

3. Follow established grievance guidelines when there is a problem.

4. Be an enthusiastic but respectful fan at games.

5. Support your athlete’s efforts and commitment to the program.

6. Monitor your athlete’s schedule to help avoid over-involvement in diverse activities.

7. Screen your athlete from conflicting input from outside coaches and experts.

8. Do not gossip or complain about me at home, in the community, or on social media.

9. Do not substitute your agenda for your athlete.

Parent’s Expectations of Coaches:

1. Communicate clearly your expectations of me and my athlete.

2. Treat my athlete fairly.

3. Let me know if my athlete is experiencing any problems (physical, social, emotional).

4. Help me to understand my child's role on the team, keeping in mind that as parents we identify with our athlete's achievements.

5. Be a good role model.

6. Address issues of bullying or social ostracism by cliques.

Coach's Expectations of Athletes:

1. Set realistic personal goals for yourself and work toward them.

2. Be honest about your ability level.

3. Let me know if you have an injury or are ill.

4. Understand that my feedback on your performance is constructive.

5. Take pride in your team.

6. Support your fellow athletes.

7. Let me know if you are having academic problems or issues with peers.

8. Attend classes. Show up on time. Behave accordingly.

9. Let me know if something is going on in your home or personal life that might affect your participation.

10. Let me know if you are getting conflicting advice about your performance from other coaches or your parents.

11. Show respect for my authority and position as coach.

12. Refrain from any use of illegal substances, including alcohol.

13. Always display good sportsmanship to opponents and referees/judges.

14. Let me know if you are having conflicts with the scheduling demands of a job or other

school-related activities.

15. Use social media responsibly.

Athlete's Expectations of Coach:

1. Treat me fairly. Do not play favorites.

2. Do not embarrass me in front of my teammates.

3. Understand that the sport/team might not be as important to me as to you.

4. Understand the pressure I am under from my parents.

5. Understand the conflicts with school work and other activities.

6. Understand that my outside job is necessary for me and my family.

7. Praise me when I am doing something good.

8. Make sure that I am not bullied or harassed by cliques on the team.

9. Help me set realistic goals for myself.

10. Be there for me if I need advice about something personal in my life.

Athlete's Expectations of Parents:

1. Don't live your unfilled dreams through me.

2. Find a way to support me without undue pressure.

3. Show the coach respect.

4. If you don't like what the coach is doing, follow the grievance guidelines.

5. Understand the conflicts I have with school work and other activities.

6. Be a good listener, especially when you don't agree with everything I say.

Complaint/Grievance Procedure

We are committed to ensuring that our athletes and their families derive the greatest benefit from our sports program. However, if you feel that there is a concern with the program, parents have

the right to file a concern resolution, which we will make every effort to resolve promptly and fairly. We ask and encourage you to follow the procedures outlined below.

Initial

Athlete talks with the coach about the concern.

Informal

If the initial conversation does not resolve the issue, the parent calls or emails the coach about the concern and allows the coach two (2) school days to discuss the matter with you and offer a solution. If both parties agree that it is necessary, a face-to-face meeting will be held. The face-to-face meeting will take place with the parent(s), athlete, and coach.

Level 1

If the informal interaction does not resolve the issue, put your concerns in writing (email or letter) to the coach with an explanation of why the informal process did not solve the problem. You will receive a written reply offering a solution within five (5) school days.

Level 2

1. If the Level 1 response does not resolve the issue, within five (5) school days of receipt of the response from the coach, put your reasons for disagreement with the offered solution in detail and in writing to the building Athletic Director.

2. Attach the Level 1 response from the coach.

3. The Athletic Director will conduct an independent investigation of the concern and contact you to schedule a meeting, if needed, to seek a resolution of the issue.

4. Within seven (7) school days from receipt of your request, the Athletic Director will send a written reply offering a resolution to the concern.

Level 3

Meeting with the Building Principal and District Athletic Director.

Note: *If the concern is a potential criminal act or immoral behavior by the coach, initiate your complaint in writing at Level 2.*

Acknowledgement

My signature indicates that I have read The CAP PACT and will adhere to the values, principles, and practices contained in the document. I further acknowledge that if a dispute/problem arises, I will follow the guidelines indicated in the Complaint/Grievance Procedure that has been distributed with the CAP PACT.

I. Coach

Name:_____

Sport:_____

Date:_____

Signature:_____

II. Athlete

Name:_____

Date:_____

Signature:_____

III. Parent(s)/Guardian(s)

Name(s):_____

Date:_____

Signature(s):_____

_____

_____

_____

Parent/Student Responsibility Statements

1. Each student-athlete and parent/guardian is responsible for his/her own insurance program. Hazel Park Schools is not responsible for any insurance (this includes use of an ambulance).
2. Hazel Park Schools will not pay medical expenses resulting from bodily injury to anyone who participates in athletic programs. The MHSAA has an insurance policy to assist in reimbursement of medical expenses resulting from concussions.
3. It is possible that serious injury or death may result from participating in athletic activities.

Statement of Risk

1. Warning: Participation in supervised interscholastic athletics and activities may be one of the least hazardous activities in which any student will engage in or out of school.
2. Participation in interscholastic athletics still includes a risk of injury which may range in severity from minor to long term catastrophic.
3. Although serious injuries are not common in supervised athletic programs, it is impossible to eliminate this risk. Participants have the responsibility to help reduce the chance of injury.
4. Players must obey safety rules, report physical problems to their coaches, follow a proper conditioning program, and inspect equipment daily.

Great Start Readiness Program
Michigan's Nationally Recognized Pre-K Program
PreK for ALL

Family Handbook

Welcome to GSRP!

We are happy to welcome you and your child to the Great Start Readiness Program (GSRP), Michigan's free preschool program for eligible four-year-olds.

GSRP classrooms are friendly and fun places where children learn through play, making friends, and trying new things. Our teachers help your child grow in many ways, prepare for Kindergarten, and set the stage for a bright future.

We know that families are a child's first and most important teachers. That is why we work with you throughout the year, through family meetings, classroom visits, and everyday conversations, to help your child learn at home.

This parent handbook will answer your questions:

- What is the program?
- How do I connect with it?
- How does my child get in?
- What does a day look like?
- How will my child be safe and cared for?
- How do teachers guide behavior?

We are excited to be part of your child's journey.

Welcome to the GSRP family!

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About Our Program

Webster Early Childhood Center

431 W. Jarvis
Hazel Park, Michigan 48030
248-658-5501
https://www.hazelparkschools.org/schools/programs/webster-early-childhood-center/

Heather Agueros
Principal
heather.agueros@myhpsd.org
248-658-5550

Mission Statement

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

Program 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.

Learning and Development

Curriculum

GSRP programs use learning plans that are approved by the state and based on research. These plans help children build strong skills and support their growth in every area. If your program is new to GSRP, things may look a little different, but these changes are meant to give children the best start in school and life.

Creative Curriculum - Teachers create warm and organized classrooms where kids learn through fun, hands-on projects. Creative Curriculum supports growth in all areas (social, emotional, physical, and academic) while building confidence and independence.

Watching Your Child Grow

Developmental Screening - By the first two weeks of school, we will do a short screening called the Ages and Stages Questionnaire (ASQ) with you. It helps us learn more about your child's development and what supports may be helpful. You'll get the results and some fun learning activities to try at home. If the screening shows that extra support might help, we'll talk with you and make a plan together.

Teaching Strategies GOLD - We use Teaching Strategies GOLD to follow and support each child's growth during the school year. Teachers observe children during daily activities and use this information to plan meaningful learning experiences. Families receive a progress report three times a year to see their child's progress.

Referrals for Child and Family Needs - We screen each child's development, behavior, and family needs early in the year. If concerns arise, we work together with families and schools to provide support and make referrals when needed. A referral is a way to connect families with extra help or services. This can include support for medical or mental health needs, food, clothing, housing, or other services. Parents are involved at every step, and services only begin with written consent.

Families and Teachers: Better Together

Working Together to Improve

Program Evaluation and Family Consent - Our program is always looking for ways to grow and better support children and families. One way we do this is through program evaluation. This helps us understand what's working well and where we can keep improving.

As part of this process, we may be asked to participate in local, state, or national studies on the Great Start Readiness Program (GSRP). These studies are designed to make sure programs like ours are providing children the best start possible.

If our program is selected, we may:

- Welcome visitors to observe classroom learning.
- Provide a quiet space where children can take part in short activities or assessments.
- Give teachers and staff time to share their feedback through surveys.
- Share important program details, like reporting information already entered in the Michigan Student Data System (MSDS).
- Take part in meetings, calls, or webinars that support program growth.
- Send home family letters with helpful information about the project.

These efforts help us learn more about how children grow and succeed, and they guide improvements so that all families benefit.

Opportunities for Families

Children learn best when families and teachers work as a team. **Your voice matters**, and you're always welcome in our classroom! Here are some ways families can be involved:

- **Classroom volunteering:** Ask your child's teacher how you can help. There are many ways to be part of your child's learning!
- **Home visits & conferences:** We meet with families 4 times a year to share progress, set goals together, and build strong partnerships. Visits are scheduled at set times during the year and give us time to talk about your child's growth and learning at home and school.

- **Family orientation:** A chance to meet the team, connect with other families, and get helpful information at the start of the year.
- **Family activities:** We may host family-friendly, fun events throughout the year to learn, play, and grow together.
- **Participation opportunities:** Families are invited to share their voices by joining the Family Participation Group, which meets twice a year at the program level, or the School Readiness Advisory Committee at the ISD level. New members receive an orientation, and meeting notes are shared to keep everyone informed. Some meetings include meals and child care to help make participation easier.
- **Data Analysis Meetings:** Three times a year, families can meet with teachers and leaders to review program data and plan improvements together.

We're here for you. Whether you need support finding resources, understanding your child's development, or just want to talk. We will listen, partner with you, and support your family every step of the way.

Daily Life in Our Program

Calendar, Weather, and Hours

Calendar - You will receive a program calendar before the first day of school. It includes key dates like the first and last day, holidays, breaks, and planned closures. Need another copy? Just ask your teacher or program administrator. (Add link to school calendar if available online)

Classroom Hours - Class schedules follow our program's established calendar. We offer a full-day option and typically operate from Monday to Friday for at least 180 days each year. 7:45 am until 2:45 pm If our program schedule does not meet your family's needs, Help Me Grow Care Coordinators are available to help explore other program options that may be a better fit.

Before & After Care (GSRP)

We offer before- and after-care at our site. You can find more information in Attachment A at the end of this handbook, or you can contact our Program Director. Please review our Webster Latch Key Handbook. Families are not charged application or registration fees for GSRP. There may be fees if they enroll in before- or after-care.

Weather & Emergency Closures - If school closes due to weather, power outages, or other emergencies, you'll be notified via local TV and radio or through direct messages. If school closes early during the day, we'll contact families right away for pick-up. (OPTIONAL) Our GSRP program will close if Hazel Park School district is closed.

Daily Routine

Children do best when they feel safe and connected and know what to expect. Each classroom follows a welcoming, predictable routine that helps children feel confident and ready to learn.

A typical day includes:

Greeting Time/ Message Time 7:45-8:0

Breakfast Time 8:00-8:20

Outside Time 8:20-9:00

Read Aloud 9:00-9:20

Planning Time 9:20-9:30

Work Time 9:30-10:30

Clean-Up Time 10:30-10:40

Recall Time 10:40-10:45

Lunch Time 10:45-11:15

Outside Time 11:15-11:45

Small Group Time 11:45-12:15

Read Aloud 12:15-12:30

Rest Time 1:00-2:15

Snack Time 2:15-2:45

This daily rhythm builds curiosity, independence, and strong relationships. It helps children learn through play, connection, and discovery.

To support this, we post the daily schedule outside and inside the room for adults, and inside the classroom at child's eye level. Having the routine at the child's level helps them see and understand it.

Rest Time (full-day programs only) - To support your child's well-being, each classroom has a daily, calm, and consistent rest time. Children rest on a mat or cot. You're welcome to send a small blanket or comfort item, just make sure it's labeled and not too big (no large blankets or pillows, please). Items are sent home weekly for washing.

Daily rest time may be scheduled up to one hour. Some children sleep, while others may not. Awake children can do quiet activities on their mat, at a table, or in a cozy classroom area. This helps every child feel safe, calm, and respected.

After rest, we gently help children return to their day. Sleeping children are softly encouraged to wake, but they are never rushed.

Outdoor Play - Children play outside every day as long as the weather allows**.** Please dress your child for the weather and send boots, coats, or snow gear when needed. Outdoor time is part of our learning and supports your child's health and well-being. If your child is too sick to go outside, it's best to keep them home and let them rest.

Meals & Snacks at School - We provide a planned food service program at no cost to families. Meals and snacks are served during the school day to support children's growth and healthy habits.

Sample Meal Times (times may vary by classroom):

- Morning Snack – around 8:00 AM
- Lunch – around 11:00 AM (may not be available for half-day program)
- Afternoon Snack – around 2:00 PM

All meals meet nutrition standards from the Child and Adult Care Food Program (CACFP). Menus, including any food substitutions, will be posted for families to view. If your child will bring their own meals and snacks, please complete the Request for Food Service Individualization and Adjustments Form.

Please note: Outside food is not allowed unless it is approved.

Through family-style dining**,** children learn to:

- Serve themselves
- Try new foods
- Build healthy habits
- Enjoy mealtime with classmates

It's normal for children to need 12 or more tries before accepting new food. We gently encourage them to explore and participate. Please see the Health, Safety, and Well-Being section for more information about food allergies.

Attendance & Pick-Up Reminders - Coming to school every day helps your child learn, grow, and build healthy habits. Missing even 10% of the year can affect learning, so we encourage families to aim for fewer than 5 absences per year.

If your child will be absent, please call the school before the start of the day. Frequent absences may lead to placement on a waitlist, but we're here to help. If anything makes it difficult for you to get to school, please let us know—we want to support you.

We also understand that delays can happen. If you will be late for pick-up**,** please call us immediately at 1-248-658-5550**.** If late pick-up becomes a regular challenge, we'll work with you to create a supportive plan that meets your family's needs.

Health, Safety, and Well-Being

Accidents & Emergencies

- For minor injuries, you'll get an "ouch report" to explain what happened.
- For serious injuries, we'll call **911** and contact you right away.
- Reports are filed with licensing when required.

Health Guidelines - Even with good care at home and school, children may become ill during the year. If your child gets sick at school, we will call you to pick them up. If we can't reach you, we will contact someone listed on your Child Information Record. Please plan to pick up your child within one hour of being notified.

If your child has been out of school due to a communicable disease (such as strep throat or pink eye), a doctor's note may be required before they can return to school.

Please **do not send your child to school** if they have any of the following:

- A fever (100°F or higher). Your child must be fever-free for 24 hours without fever-reducing medicine before returning.
- Diarrhea or vomiting. Your child must be symptom-free for 24 hours before returning.
- Red or draining eyes
- Ear discharge
- Green or yellow nasal discharge
- Persistent or productive cough
- Sore throat
- Skin rash
- Ringworm (children may attend unless the rash could easily spread to others)
- Lice, hand-foot-mouth disease, or any other contagious illness (Refer to Oakland County Health Division for guidance.)

Please notify the school if your child has a communicable disease or an extended illness. If needed, the school will inform other families of any exposure to illness. A doctor's note may be required to return after a communicable disease or a long illness.

Henry Ford Hospital-Madison Heights	248-967-7000 - www.henryford.com
Oakland County Health Division	248-858-1280 - https://www.oakgov.com/health
National Capital Poison Center	800-222-1222 - www.poison.org
General Health & Wellness	American Academy of Pediatrics
	Healthy children

	Bright Futures
Nutrition	My Plate (USDA)
	American Dietetic Association

Medication - To keep all children safe, we follow clear guidelines when giving any medication at school.

Before we can give your child medication (prescription or over-the-counter), you must complete an Authorization to Administer Medication Form. In some cases, a doctor's signature may also be required.

Here's what you need to know:

- Only trained adult staff will give or apply medication.
- We can only give medication with written permission from a parent or guardian.
- All medication must be in its original container, clearly labeled with your child's name.
- Prescription medication must include a pharmacy label with:
  - Your child's name
  - The doctor's name
  - Medication name and strength
  - Clear instructions for use
- Nonprescription medications (like Tylenol, sunscreen, or insect repellent) must be labeled and provided by you.
  - You'll need to give us written permission each year to use them.

If you have questions about medication procedures or forms, your child's teacher or program staff can help.

Supporting Children with Food Allergies - The health, safety, and well-being of every child in our program is very important to us. To support children with food allergies, we follow Michigan Child Care Licensing requirements related to food allergies and medical emergencies. If your child has a diagnosed food allergy, families are asked to provide a completed **Food Allergy and Anaphylaxis Emergency Care Plan** from your child's health care provider. This plan helps our staff understand your child's specific allergies, the symptoms to watch for, and the steps to take if an allergic reaction occurs. Our staff is trained to recognize and respond to allergic reactions and to follow each child's individualized care plan to help keep all children safe.

Each child's allergy care plan must include, at a minimum:

- The child's name and a list of their food allergies

- The names of medications, dosage amounts, and instructions for how the medication should be given if a reaction occurs
- Guidance for staff on how to recognize the child's allergic reaction symptoms

The child's care plan will be readily available to staff and will also be carried out during field trips, so children remain safe while outside of the classroom.

To help prevent allergic reactions, our program also follows important safety practices, including:

- Sharing information with families about known food allergens so those foods are not brought into the classroom or program
- Posting a child's name and food allergy information in the classroom or other appropriate areas, with parent or guardian permission, to help staff remain aware
- Training staff and unsupervised volunteers to recognize the symptoms of anaphylaxis
- Preventing food sharing between children

If an allergic reaction occurs, staff will follow established emergency procedures, including:

- Promptly administering medication according to the instructions in the child's care plan
- Calling emergency medical services (911) immediately if a child experiences a serious allergic reaction, if a new serious allergic reaction is suspected, or whenever epinephrine is administered, even if the child appears to recover

- Notifying parents or guardians right away if a child is suspected of having an allergic reaction, ingests a food allergen, or comes into contact with a problem food, even if a reaction does not occur

Families can learn more about food allergies and access a sample emergency care plan here:
Food Allergy and Anaphylaxis Emergency Care Plan:
https://www.foodallergy.org/living-food-allergy/food-allergy-essentials/food-allergy-anaphylaxis-emergency-care-plan

If your child has food allergies or other medical needs, please speak with program staff so we can work together to support your child's health, safety, and well-being while they are in our care.

Keeping Children Safe - Your child's safety and well-being are our top priorities. All staff are trained to recognize and respond if a child may need help. Because we care deeply about protecting children, staff are required by law to report any concerns of possible abuse or neglect to Child Protective Services (CPS). Staff are not required to notify families before making a report, as these steps are meant to ensure that children receive help and support as quickly as possible.

Guidance and Enrollment

Positive Guidance and Support

Guiding Positive Behavior and Peer Relationships - At our center, we believe all children can learn to express themselves in kind and respectful ways. We guide children as they build important life skills like self-control, confidence, and cooperation.

To help with problem-solving, we use a caring, six-step process:

1. Stay calm and make sure everyone is safe.
2. Show empathy and name each child's feelings.
3. Invite children to share their side of the story.
4. Restate the problem using their words.
5. Help them think of solutions and choose one together.
6. Support them as they follow through.

We encourage families to use these same steps at home. When children see the same caring guidance in both places, they feel safe and confident.

To keep our classroom safe and supportive, we will never use physical punishment or hurtful words. **Our staff will never:**

- Hit, spank, or restrict a child's movement
- Shame or threaten
- Withhold food, rest, or bathroom use
- Exclude children from play or learning
- Confine a child in a small or locked space

We are committed to helping your child grow through kindness, respect, and developmentally appropriate support.

Supporting Children with Challenging Behaviors - All children deserve care, support, and the chance to learn. When a child needs help with behavior, we take steps to understand what's going on and how to support them. We:

- Watch and listen to understand the child's needs.
- Work together with families to make a plan.
- Give each child the support that works best for them.

In very rare cases, we may work with the family to create a special plan called an Alternate Program Option Plan. This is done together, with care and respect for the child and family.

How We Handle Challenging Behaviors - We believe every child deserves care, support, and the chance to succeed. When challenging behaviors arise, we work with families step-by-step to provide the right support based on the child's needs, strengths, and safety.

Level I: Early Support & Observation

When behaviors are frequent or may be unsafe, we start with:

1. Raising a Concern – A teacher or parent can share concerns; we may use a simple screener.
2. First Steps – We look at triggers and quick ways to help. A specialist may observe.
3. Trying New Strategies – Teachers try different approaches and track results for ~3 weeks.
4. Family Partnership – With your permission, support staff may observe your child and meet with you.
5. Support Team Observation – A team member offers helpful notes from their visit.
6. Planning Together – We meet as a team to decide if a Behavior Intervention Plan is needed.
7. If your child has an IEP or IFSP, we will align support with your special education team.
8. Creating a Plan – If needed, we build a personalized, positive plan for home and school.
9. Follow-Up – We check in after two weeks and adjust as needed.
10. Timeline – This process typically takes 4–8 weeks.

Level II: Continued Support

If behavior challenges continue, we review progress as a team:

- What's working at home and school?
- Are we using strategies consistently?
- Are there positive changes or ongoing concerns?

Together, we decide whether to keep building on the plan or explore more support.

Level III: Alternate Program Options *(Used only when needed for safety)*

In rare cases, if safety is still a concern, we may develop an Alternate Program Option Plan *with your family*. This is a short-term, supportive adjustment.

Together, we'll set clear goals and steps. If challenges continue, we'll meet again with GSRP leadership to explore every possible solution that supports both your child and the classroom community.

Confidentiality - We keep all information about your child and family private. We only share it if you give permission or if the law requires it (like in cases of suspected abuse). Oakland Schools or MiLEAP may sometimes review records to ensure we follow the rules.

Sometimes, our program is chosen for state or national studies. This may include surveys, classroom visits, or child assessments. If this happens, we'll let you know and ask for your permission if needed.

Enrollment and Access for All Children

Enrollment & Eligibility - Children are accepted based on state guidelines, with priority given to families with the greatest need. To apply, you'll need to show proof of your child's age, your income, where you live, and your child's health records.

We welcome all children and value their unique strengths. No child will be denied a spot or excluded because of differences like toileting needs, speech or language delays, motor skills, learning needs, or behavior.

Need help? Help Me Grow can support you with the online application process. 844-456-5437.

Withdrawal Process - We understand that sometimes families need to make changes. If you decide to leave the program, please let us know as soon as possible. This helps us notify families on the waitlist and support a smooth transition for your child.

The only reason we would permanently withdraw a child from GSRP is due to low attendance.

Your child may also be asked to stay home temporarily if they have a contagious illness that could affect the health and safety of others.

No child will be removed for needing support. According to the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), children enrolled in GSRP must not be excluded or expelled for needing additional medical or behavioral support.

Grievance Policy - If you have a concern:

1. Start by speaking with your child's teacher.
2. If the issue is not resolved, please contact the program administrator.
3. If you still need support, contact:
    - **Oakland Schools Early Childhood**: (248) 209-2266
    - **MiLEAP**: (517) 241-7004

Licensing Notebook - Our program keeps a Licensing Notebook on-site with all inspection and investigation reports. You can review it anytime. Reports from the past two years are also online at **Michigan.gov**.

Funding - The State of Michigan funds the Great Start Readiness Program (GSRP) through the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP). The state provides funding to local intermediate school districts to offer high-quality preschool at no cost to families. These funds are carefully managed each year to make sure resources are used to support children and families. Studies show that preschool programs like GSRP help children do well in school and later in life.

Latch Key 2026-2027

If you need childcare before or after your child's program, latchkey is offered for an additional cost. The cost for preschool Latchkey is a flat weekly rate as follows:

- ☐ Monday-Friday AM only $30/week
- ☐ Monday-Friday PM only $45/week
- ☐ Monday-Friday AM and PM $70/week

Child's Name_____ D.O.B._____

Please enter the times you will drop off your child and pick up for each day. Latchkey hours are Monday through Friday:

- Opens at 6:30 a.m.
- Closes promptly at 6:00 p.m.

	Monday	Tuesday	Wednesday	Thursday	Friday
Drop Off					
Pick Up					

Latch Key Handbook

I was given a copy of the Latch Key Parent/Guardian Handbook. I have read and understand the LatchKey Parent/Guardian Handbook.

Parent/Guardian Signature_____ Date_____

Celebrations and Holidays

We welcome families to share their home traditions and celebrations with our classroom community. You can talk with your child's teacher, the program director, or share ideas during a parent advisory meeting. We support celebrations in ways that align with the curriculum and program rules. Families are not asked to donate or buy items.

End-of-Year Celebrations

At the end of the year, we celebrate your child's growth together as a community. We focus on relationships and fun activities children enjoy, like a playground party or an open house. Instead of caps and gowns, we create a joyful, child-centered event that honors learning and connection. More details will be shared as the date approaches.

Birthdays

Option A: We love celebrating birthdays! Children can help make a healthy snack, like muffins, to share with the class. Please discuss your ideas with your child's teacher or program director. We ask that you do not send snacks or items from home, as some children have food allergies or dietary needs.

Option B: Birthdays are special! While we don't allow treats or items from home due to allergies and health goals, we celebrate every child with a small book and a kind message from their teacher on their birthday—or half birthday for summer birthdays. Thank you for your cooperation.

Field Trips

Our classrooms may take field trips based on children's interests and developmental needs—for example, to a nature center if they are exploring animals and habitats. Trips will be limited and short to maintain daily routines. The program covers the cost of transportation and entry fees. Parents are welcome to attend, but free adult entry may be limited to one per child.

Fundraising

If our program participates in a fundraiser or donation drive, it will follow these guidelines:

- Participation is optional
- No competition between students or classes
- No big prizes for raising the most
- Donation lists will include low-cost items (e.g., a box of Jell-O)

Guests and Visitors

We enjoy having guests and volunteers join us to support learning and community. Visitors may share about a topic children are exploring, like a veterinarian talking about animals, or sit with children during a meal or activity. If you know someone who would be a great guest, please let your child's teacher or the program director know.

Picture Day

Picture day happens each fall. Children will be included in a class photo and individual portraits. Every child receives one free class picture. Families can purchase additional photos if they choose. If you do not want your child to participate, please notify the teacher and program director.

Toys from Home

Children may want to bring items from home, but we do not take responsibility for lost or damaged toys. If a toy becomes a challenge in the classroom, we will work with you and your child to find a solution.

Pandemic Emergency Response

If a pandemic occurs, we will use the resources available to continue supporting your child's development. This could include in-person or virtual services, depending on what's safe. Our actions will follow guidance from the CDC, local and state health departments, MiLEAP, LARA, and the school district.

Possible safety steps may include:

- Temporary closure of the center
- Health checks for children, staff, and family members
- Use of the MI Symptoms Web App
- Limiting building access and what children can bring
- Use of masks, gloves, or face shields. We will share updates via our usual communication methods.

Preschool Attendance Matters

Attending preschool every day helps your child succeed now and in the future. Even short routines—like arrival time or snack—teach important skills. High-quality preschool supports strong learning, healthy habits, and school readiness.

Children who attend regularly are more likely to:

- Build early reading and math skills
- Be ready for Kindergarten and first grade
- Develop strong attendance patterns for school and work
- Complete school without needing to repeat a grade

Missing just 10% of school (one or two days every few weeks) can affect your child's learning.

Challenge 5: Strive for Less than Five Days Absent

We know life happens. Children get sick, families move, and emergencies arise. If you're facing challenges that make it hard to attend, let us know. We want to support your family.

We encourage all families to **"Strive for Less than Five"** absences during the school year. This helps children build strong habits and keeps their learning on track.

Definitions:

- Absence: Any day your child is not in school (not including school cancellations like snow days)
- Chronic absenteeism: Missing 10% or more of the school year

If attendance becomes a concern, we will reach out to work with you and find solutions together.

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

Fred Rogers

These materials are funded through a grant provided
by the Michigan Department of Lifelong Education, Advancement, and Potential.

Hazel Park Schools
Technology Handbook
2026-2027

Under The Authority Of:
Dr. Amy Wilcox, Superintendent
Bradley Wilkins, Director of Technology

Today's Learners, Tomorrow's Leaders

Introduction

The Hazel Park School District is pleased to offer a 1:1 technology program to ensure that our learners have access to current tools and resources. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Use of computing devices is a way to enhance and extend learning, empower students and prepare them for post-secondary education and the workplace. According to research, students who use a computing device in a one-to-one (1:1) learning environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of information and ideas.

Hazel Park students in grades K-2 will have access to a classroom-issued iPad, while those in grades 3-8 will receive a Chromebook to use during the school day. Students in grades 9-12 and Viking Virtual Academy will have the option to take a district device home for educational use.

Caring for District Provided Devices

Students are responsible for the general care of district-provided computing devices. Computing devices that are broken or fail to work properly must be reported to school staff so that the system can be evaluated and repaired. The guidelines provided within this document outline proper care, safety and security while using district devices including desktop computers, iPads, laptops and Chromebooks.

General Precautions

- To protect the security of your account, log out before you leave or return a device
- No food or drink should be next to computing devices
- Heavy objects must never be placed on top of computing devices
- Computing devices must remain free of any writing, drawing, stickers, and labels
- Devices must be properly shut down daily to allow for updates and to prolong battery life
- Computing devices should arrive at school fully charged

Carrying Computing Devices

- Always transport computing devices with care
- Never lift computing devices by the screen
- Never carry computing devices with the screen open

Screen Care

The computing device screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a computing device when it is closed
- Do not store a computing device with the screen open
- Do not place anything in the protective case that will press against the cover
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks)
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth

Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All computing devices, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If a website is blocked in school, then it will be blocked out of school.

Online Safety Guidelines for Students

- Adhere to the guidelines outlined in the Acceptable Use Policy at ALL times.
- District-issued Google accounts are not to be used for social networking purposes.
- School-related web pages should only be created by school personnel.
- Be aware of what you post online. Do not post anything you wouldn't want others to see or share.
- What is inappropriate in the classroom is inappropriate outside of the classroom.
- Never provide personally identifiable information such as name, address, phone number, birthdate, pictures, etc.
- Do not share your password with anyone other than teachers and parents.
- Do not respond to cyberbullying messages. Save the message and tell a trusted adult.
- To ensure that information is appropriate for school, carefully review sites before linking.
- Be aware of copyright laws. It is good practice to hyperlink to sources to which you refer. Be aware that pictures and clipart may also be protected under copyright laws.
- Do not misrepresent yourself by using a false identity online.
- Report inappropriate material to a trusted adult right away.

Home Internet Connection

A WiFi Internet connection is required. If Wifi is available at home, students can easily connect to the Internet. To do so, begin by checking for the Wifi icon in the lower right corner of your screen. If the network Wifi signal icon is off, click it to turn it on. The Chromebook will detect nearby networks and allow you to connect if you have permission.

Comcast Internet EssentialsTM

If you do not have Internet access at home, you may want to consider Comcast Internet EssentialsTM. This discounted plan ($14.95 per month) is for families who meet certain eligibility requirements. You can learn more about their program here: https://www.xfinity.com/learn/internet-service/internet-essentials

AT&T Access

The Access program from AT&T provides a low-cost option for home Internet access to low-income households in the 21 states where we offer wireline home Internet services. Includes free installation, free in home Wi-Fi and a data allowance of 150GB or 1TB depending on speed available in your area. $10 charge for each additional 50GB. https://www.att.com/shop/internet/access/#!/#%2F

Theft, Loss, and Repair
If the district-provided device is damaged or needs to be repaired, an assessment will be conducted by the Technology Department. If the assessment indicates negligent damage, the student will be responsible for repair/replacement costs. You are responsible for reporting your device as lost or stolen within 48 hours to the school district. In order to not be charged a replacement fee for a Chromebook as we have insurance/warranty on those devices a police report is required.

Repair and Replacement Costs for Chromebook (Due to negligent and/or intentional damage)

- Replacement - $300.00
- Screen - $50.00
- Keyboard/touchpad - $25.00
- Charger - $20.00
- Case - $20.00

Repair and Replacement Costs for iPad (Due to negligent and/or intentional damage)

- Replacement - $300.00
- Screen - $75.00
- Charger - $20.00

Note: repair/replacement costs are subject to change based on parts availability

Hazel Park High School Students Only

Chromebook Assignment
Upon completion of the Chromebook Agreement (p.9) each student will be assigned a Chromebook, protective case, and charger for the duration of the school year at Hazel Park High School.

Protective Sleeves
Each student will be issued a protective case for his/her computing device that should be used whenever the computing device is being transported or not in use. Although the protective sleeves are reinforced to help protect the computing devices, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect his/her device.

Chromebook Repair/Replacement
Students are responsible for the general care of district-provided Chromebooks. Chromebooks that are broken or fail to work properly must be reported to the Media Center to be evaluated and repaired. If the evaluation does not indicate negligent damage, the student will be issued a loaner device. If a Chromebook is stolen, a police report must be filed and turned in to the Media Center before any replacements can be issued. If a device is lost, the student will be responsible for replacement costs. Estimated replacement costs are subject to change. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

Repair Process Detail

- 1st Incident (not due to intentional damage/negligence) - student is issued a loaner device for the duration of the repair/replacement process
- 2nd Incident (not due to intentional damage/negligence) - student is issued a loaner device for the duration of the repair process/parents are notified
- 3rd Incident - student/family may choose to pay for the repair (and they can take their device home) or they become an opt out student. Opt out means that their device stays at school. They check it out from the media center in the morning and return it to the media center at the end of the day.
- Intentional Damage - student is responsible for the repair/replacement costs and they become an opt out student. Opt out means that their device stays at school. They check it out from the media center in the morning and return it to the media center at the end of the day.

Charging Your Device's Battery

Devices must be brought to school each day in a fully charged condition. Students need to charge their device each evening.

Failure to Bring or Charge the Chromebook

- **If available**, a student may check out a loaner Chromebook to use for that day.
- **Loaned devices must be returned by the end of the school day to the designated location.**
- **Students who consistently leave their device at home and don't bring in their assigned device will not be able to check a loaner out until they bring their assigned device back to school.**
- Charging Stations: There are a limited number of charging stations available for students who fail to charge their Chromebooks at home. These are available on a first come, first served basis.

Screensavers/Background Photos

Inappropriate media may not be used as a screensaver or background photo. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures, etc. will result in disciplinary actions. Special passwords are not to be used. Any attempt to lock a device from administrative access will constitute an Acceptable Use Policy violation. This includes lock screens or modifying passwords on laptops.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to any usage of a computing device, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The district may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student computing devices at any time for any reason related to the operation of the district. By using a computing device, students agree to such access, monitoring, and recording of their use.

Monitoring Software

Teachers, school administrators, and the technology department may use monitoring software that allows them to view the screens and activity on student computing devices.

Disciplinary Actions

Disciplinary actions for such violations will follow the Student Code of conduct and may include, but are not limited to:

- Confiscation of device
- Restoration/Restitution
- Student discipline pursuant to District discipline policies and procedures and/or Student Handbook. Students are encouraged to use their Chromebook at home and other locations outside of school for educational purposes. Students are always bound by the district Acceptable Use Policy, Administrative Procedures, and all other guidelines wherever they use their device.

Support

If there is a need for support, please ask your teacher and use the Media Center Paraprofessional. More information about your Chromebook can be found on the Lenovo website: Lenovo 300E Non Touch. More information about Google Apps for Education (or GAFE) can be found here G Suite for Education

Updates

When possible, Chromebooks must be properly shut down to allow for updates and to prolong battery life. Students should check for software updates periodically to ensure their system is running with current versions.

To update Chrome OS:

- Select the Status Tray at the bottom right
- Select Settings
- Select About Chrome OS
- Select Check for and apply updates.

Regular use and powering down will help trigger updates.

Add-on and Extensions

Though we encourage students to find apps that help them learn, some applications are designed to circumvent the school's protections and should never be allowed to load on the chromebook. If a student is caught accessing unapproved sites (Facebook, other social media sites, or adult only content etc.) by way of an add-on, they will have their rights suspended and/or disciplinary actions based on Student Code of Conduct.

Printing

- Students will be encouraged to share and publish their work electronically with their teachers and peers when appropriate.

Note: The Chromebook will not support a physical printer connection. At home, students can print to their home printers either by printing from Google Drive, or by accessing their school-issued Google accounts from a device that is already connected to a home printer.

Student Device (Chromebook Or iPad) Agreements

In order for students to receive a district-issued device, the student and parent/guardian is required to agree on-line that they have read and understand the "Acceptable Use Policy" and the Technology Handbook in the Enrollment and Back to School portal on the District Website. The student must also bring the signed Chromebook/iPad Agreement on page 9 of this document.

Hazel Park Schools does not authorize any use of the device which is not conducted in strict compliance with this Agreement and all other applicable District policies.

- I will keep my device secure at all times and not loan my device to anyone.
- I will bring my device to school fully charged and ready for use each day, if applicable.
- I will not disassemble, repair, damage, hack or corrupt the security of the device.
- I understand that I am only allowed to install free apps with permission from an employee of Hazel Park Schools.
- I will not have my device out in bathrooms, locker rooms, or other areas deemed restricted.
- I agree to abide by all policies governing use of my device, both in and outside of school.
- I understand that the district device is subject to inspection by staff at any time and that it remains the property of Hazel Park Schools. I also understand that Hazel Park Schools retains the right to collect the device at any time to alter, add or delete installed software.
- I understand that I am responsible for any malicious damage or loss of the district device. Malicious damage or loss will result in paying the fines as detailed in the Repair/Replacement Costs section.
- I will report a lost device to the Technology department as soon as possible.
- If my device is stolen it must be reported to the police within 24 hours.
- I will return the district device, case and charger in good working order as directed.
- I consent to and understand that Hazel Park Schools may collect and examine the district device when a student is suspected of violating the school policies, rules or procedures. I understand and agree that Hazel Park Schools assumes no responsibility for my use of the device including, but not limited to, intentionally or unintentionally gaining access to information and communications that the District finds inappropriate, offensive, controversial, or otherwise objectionable.
- I understand that my district device privileges may be suspended or revoked if I violate any of the items outlined in Hazel Park Schools 1:1 Chromebook Guide. Additionally, I may be further subject to disciplinary action in accordance with school or district policy and Student Code of Conduct.
- I hereby agree to release, indemnify and hold harmless Hazel Park Schools as well its Board members, teachers, employees, administrators, and adult volunteers from any claims arising from conduct inconsistent with the Hazel Park Schools Technology Guide. This includes, but is not limited to, claims arising from accessing inappropriate sites or social media, from downloaded materials, or relationships established with people online and Internet use through school accounts or personal accounts.

Parent/Guardian Responsibilities

Your son/daughter has been issued a device to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this computer:

- I will supervise my child's use of the device, Internet, and email.
- I will review the district's Acceptable Use Policy with my child.
- I will not attempt to repair the device, or clean it with anything other than a soft, dry cloth.
- I will report to the school any problems with the device.
- I will not load or delete any software from the device.
- I will make sure my child recharges the device battery nightly.
- I will make sure my child brings the device to school every day.
- I will make sure my child has a good bag or backpack to transport the device to and from school.
- I agree to return the device to school when requested and upon my child's withdrawal from Hazel Park School District
- I hereby agree to release, indemnify and hold harmless Hazel Park Schools as well its Board members, teachers, employees, administrators, and adult volunteers from any claims arising from conduct inconsistent with the Hazel Park Schools Technology Guide. This includes, but is not limited to, claims arising from accessing inappropriate sites or social media, from downloaded materials, or relationships established with people online and Internet use through school accounts or personal accounts.

Students Who Transfer or Withdraw

Students who transfer out or withdraw from Hazel Park Schools must return their district device and all accessories to their building principal or designee on their last day of attendance. Failure to turn in the district device will result in the student or parent/guardian being charged the full replacement cost. A report of stolen property will also be filed with the local law enforcement agency.

Mid and End of the of Year Return Procedure

Students are required to participate in two yearly Device Check-Ins during the school year. During that process students must bring their district device, case, and charger for inspection. Failure to show the device and its peripherals in good working order may result in fines. At the end of each school year, students will be required to turn in their district device and accessories. This will be done during the designated submission time. Failure to turn in the district device will result in the student or parent/guardian being charged the full replacement cost. A report of stolen property will also be filed with the local law enforcement agency.

Hazel Park High School &
Viking Virtual Students

Chromebook Agreement Form

During the online enrollment or Back to School registration process, parents and students must agree to both the "Hazel Park Schools Technology Handbook" and "Hazel Park Schools Acceptable Use Policy". Your student will also be required to present the signed Chromebook/iPad Agreement to the technology staff before a Chromebook or iPad can be issued.

Your signature on the Chromebook/iPad Agreement indicates that you and your student have read and understood the terms and conditions of all documentation contained in the Hazel Park Schools Technology Guide.

I agree and accept the terms of this agreement:

Date: _____/_____/_____

Student's Name (clearly print): _____

Parent/Guardian's Name(s) (clearly print): _____

Student's Signature:_____

***Parent/Guardian's Signature:_____**

***Parent/Guardian's signature required for all students under 18 years of age**

Those who wish to opt-out of the Chromebook/iPad initiative must complete the Chromebook/iPad Opt-Out form on the following page.

Hazel Park High School &
Viking Virtual Students

Chromebook Opt-Out Form

THIS FORM SHOULD ONLY BE COMPLETED BY THOSE WHO ARE CHOOSING TO OPT-OUT OF THE CHROMEBOOK INITIATIVE

OPT-OUT: If you choose to opt-out of the Chromebook/iPad initiative, please understand that your student will not be allowed to take a Chromebook/iPad home from their school. *A successful 1:1 initiative requires that students have full access to their device, both at home and in school.* We strongly encourage participation in this program. Those who wish to opt-out of the Chromebook/iPad initiative must complete this Chromebook/iPad Opt-Out form and return it to the Ford Administration Building.

SIGN BELOW IF YOU *DO NOT WANT* YOUR CHILD TO TAKE A CHROMEBOOK/iPad HOME FROM SCHOOL:

I understand and accept that I am opting-out of the 1:1 Chromebook/iPad initiative:

Date: _____/_____/_____

Student's Name (clearly print): _____

Parent/Guardian's Name(s) (clearly print): _____

Student's Signature: _____

***Parent/Guardian's Signature: _____**

***Parent/Guardian's signature required for all students under 18 years of age**

HAZEL PARK SCHOOL DISTRICT

STUDENT CODE OF CONDUCT

Miller Johnson School Policy Services

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Introduction

The School District must balance the interests of students and the community in a safe and conducive educational environment with its duty to provide educational services to students who engage in misconduct or behaviors that interfere with the safety and the delivery of educational services. Board of Education policies addressing student misconduct and this Student Code of Conduct are intended to strike that balance. However, these documents do not limit the School District's lawful authority. All students and parents are expected to sign and return a copy of the attached *Student Code of Conduct Acknowledgment of Receipt*.[1]

Interscholastic or Extracurricular Activities

Student participation in interscholastic or extracurricular athletics is a privilege, not a right. Student athletes are subject to the Student Code of Conduct at all times, as well as the additional disciplinary rules that govern participants who represent the School District as members of an athletic team. These rules may be set forth in an Athletic Code of Conduct, an Extracurricular Code of Conduct, or other School District document. An athletic responsibility acknowledgment form is required to be signed by the student and the student's parent[2] and returned to the school before the student may participate in interscholastic or extracurricular athletics.

Transportation

Student Drivers Student drivers must be licensed and receive permission from the School District in order to park their vehicle on School District property or use their vehicle during the school day. Student drivers must register with their school and park only in designated areas.

School Transportation Students transported by the School District or transported to a School District-related event must abide by the driver's direction, the Student Code of Conduct, and, if applicable, the School District's Athletic Code of Conduct, Extracurricular Code of Conduct, or similar documents. Violators face the loss of transportation privileges and possible disciplinary action. Examples of misconduct that may lead to temporary or permanent suspension of transportation privileges or other possible disciplinary action include, but are not limited to: insubordination, smoking, fighting, profane or foul language, and destruction of property.

Student Dress and Appearance

The style and manner in which a student dresses while attending school and school-related functions is largely the responsibility of the student and the student's parents. The School District, however, maintains the right to impose reasonable restrictions on dress and grooming, where the style of dress or grooming is reasonably considered disruptive or detrimental to the School District's mission and/or the health, safety, or welfare of the student or other students with whom the student attends school.

Police Investigations and Arrests

The School District cooperates with local police authorities in the interest of the welfare of all citizens and the school community. Parents will be notified if police arrest or wish to question their student in school. The timing of parental notification will depend on the circumstances, taken as a whole. Except as required

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[1] See Section §5.1.

[2] The word "parents," when used in this Student Code of Conduct includes legal guardians and, where required by law, those acting in the place of parents.

by law, the School District retains discretion to report crimes/events, including, but not limited to the following, to local law enforcement.

- Armed student or hostage or suspected armed student;
- Arson;
- Bomb threat;
- Death or homicide;
- Drive-by shooting;
- Explosion;
- Illegal drug use, overdose, possession, or sale;
- Intruders;
- Larceny;
- Minor in possession of alcohol/tobacco products;
- Physical assault (i.e., fights);
- Robbery or extortion;
- Sexual assault;
- Suicide attempt or threat of suicide;
- Unauthorized removal of Students;
- Vandalism/destruction of property; and
- Weapons on School District property.

Search and Seizure

From time to time, school property, such as lockers, desks, and technology devices, is assigned to a student. Students do not acquire a reasonable expectation of privacy in such property. The School District reserves the unrestricted right to search and seize property assigned to a student at any time, for any reason, with or without notice to the student or the student's parents. The privacy rights of students will be respected regarding any items found during a search that are not illegal or otherwise against School District policy or administrative regulations.

The School District makes parking available to students who are licensed drivers. This privilege is conditioned on students' consent, in advance, to the search of their vehicles by School District personnel at any time, for any reason, with or without notice to the student.

School District personnel may, to the full extent permitted by law, search and seize students and their personal effects. Illegal items and items inappropriate in the educational environment may be confiscated by School District personnel and, when appropriate, delivered to police authorities or parents.

Student Bullying and Cyberbullying (AR - 2006)

Student Bullying

Implementation.

Responsible School Official. The Principal of each school building is primarily responsible for implementing this administrative regulation and its corresponding policy for the school to which the Principal is assigned.

Reporting. The Superintendent shall report to the Board of Education, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

Definitions. The following definitions apply for purposes of this administrative regulation and its corresponding policy:

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more School District students, either directly or indirectly, by doing any of the following:

(i) Substantially interfering with educational opportunities, benefits, or programs;

(ii) 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;

(iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or

(iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"At school" means in a classroom, anywhere else on school premises, on a school bus or other school-related vehicle, and at a school-sponsored activity or event, whether or not it is held on school premises.

"*At school*" includes the off-premises use of a telecommunications access device or telecommunications service provider if the device or service provider is owned by or under the control of the School District.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

(i) Substantially interfering with educational opportunities, benefits, or programs;

(ii) 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;

(iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or

(iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Accountability. Each student in the School District is accountable for their own behavior, based on age-appropriate expectations. Respect for all students is part of a safe and healthy learning environment. Each student is expected to demonstrate respect through their interactions with the give-and-take of friendships, group cooperation, social interaction, compromise, and acceptance of differences among other students and staff.

Retaliation. Retaliation against a target of bullying, a witness, another person with reliable information about an act of bullying or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy independent of whether a complaint is found to have been substantiated. Suspected reprisal or retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action.

Complaint Procedure. In order to implement the bullying policy, the School District has developed the following complaint procedure:

A student who believes they have been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal. A student's parent must also report any such incident(s) on behalf of the student. Upon receipt of a report (complaint), the principal or designee (the investigator) will conduct a prompt investigation. At the request or with the permission of the complainant, the investigator may first attempt to resolve the matter informally, such as through restorative practices. Informal steps will not, however, cause a substantial delay in the investigation. The complainant may, at any time, request that the matter move to a formal investigation. Where the bullying activity is alleged to have been based, in whole or in part, on the protected classifications of race, color, sex, national origin, or disability, the building principal will notify the School District's designated Compliance Officer or Coordinator pursuant to Board of Education Policy 8002.

Step 1: Formal Investigation. The investigator will interview the complainant and document the interview. Generally, the complainant will be asked to reduce the complaint to writing, to provide the names and contact information, if known, of any persons who witnessed and may be able to substantiate the allegations of the complaint, and to produce any documents or other things supporting the complaint. The complainant will be directed not to discuss the complaint with other students while the investigation is pending.

The investigator will interview the accused and document the interview. Generally, the accused will be asked to reduce their response to writing and to produce any documents or other things supporting their response. The investigator should not disclose the identity of the complainant unless this is necessary to enable the accused student to respond to the allegations. The accused will be directed not to contact the complainant, if the complainant's identity is known or suspected, or retaliate or threaten to retaliate in any way against the complainant or any potential witnesses

In the event of a significant discrepancy between the complainant and the accused, the investigator will interview other persons reasonably necessary to resolve the discrepancy.

Step 2: Decision.

Complaint Found Valid. If the investigator concludes that the complaint is valid (i.e., bullying or cyberbullying in violation of School District policy has occurred), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The results of the investigation will be reported to the Superintendent;
- The Superintendent will consider whether restorative practices may be appropriate and, if so, invite the complainant and the accused to participate in a restorative practices team meeting;
- The Superintendent will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the Student Code of Conduct; and
- The Superintendent will determine whether relief to the complainant is feasible and available.

Complaint Found Not Valid. If the investigator concludes that the complaint is not valid (i.e., no bullying or cyberbullying in violation of School District policy has occurred or can be substantiated), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The complainant and the accused will be reminded the School District prohibits retaliation or threats of retaliatory action;

- The results of the investigation will be reported to the Superintendent; and

Any references to the complaint will be removed from the education records of the accused. The investigator will retain the investigative file for at least three (3) years.

Presumption Against Long-Term Suspension or Expulsion and Consideration of Individual Factors

Rebuttable Presumption Consistent with Michigan law, the School District adopts a rebuttable presumption that students should not be disciplined by the imposition of long-term suspension (i.e., more than 10 school days) or expelled (i.e., 60 or more school days) unless the School District has determined, in its sole discretion, the presumption has been rebutted by considering each of the following seven factors:

- The student's age;
- The student's disciplinary history;
- Whether the student is disabled within the meaning of IDEA or ADA/Section 504;
- The seriousness of the student's misconduct or behavior;
- Whether the student's misconduct or behavior threatened the safety of any pupil or staff member;
- Whether restorative practices will be used to address the student's misconduct or behavior; and
- Whether less severe discipline would properly address the student's misconduct or behavior.

This rebuttable presumption does not apply to short-term suspensions (i.e., 10 school days or fewer) or to a student who possesses a firearm in a weapons free school zone. However, with respect to all long-term suspensions and expulsions, the School District administrator implementing the discipline will consider and document consideration of the seven factors listed above.

Restorative Practices Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c(2) of the Revised School Code or in a different manner, depending on the circumstances as a whole.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment, bullying, and cyberbullying.

Definitions of Discipline

Administrative Intervention Disciplinary action which does not result in an out-of-school suspension and which includes, but is not limited to, restorative practices. Administrative intervention may include the removal of a student from a class period, in-school suspension, a reprimand, restitution, detention and/or work assignment before or after school, additional classroom assignments, and revocation of the privilege of attending after school functions and activities, events, etc.

Snap Suspension If, during a class, subject, or activity, a teacher has good reason to believe: a student has engaged in conduct which unquestionably interferes with the education of that student or other

students, or a student has engaged in conduct which poses a clear and present danger to that student or other students, the teacher may suspend the student from that class, subject, or activity for up to one full school day.

Suspension Exclusion of a student from school for fewer than 60 school days or exclusion from school which will terminate upon the fulfillment of a specific set of conditions.

Expulsion Exclusion of the student from the School District for 60 school days or more or permanent exclusion.

Introduction to Disciplinary Actions and Prohibited Acts

Introduction This Student Code of Conduct balances the School District's obligation to maintain safety and a conducive educational environment with the School District's obligation to teach appropriate behavior to students who engage in misconduct and inappropriate behavior.

The Student Code of Conduct establishes the rules governing the most serious and obvious types of student misconduct. The prohibited acts listed in this Student Code of Conduct are not to be considered as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with violations of a school building's individual rules and regulations, or other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

Attendance and Tardiness Policies The Student Code of Conduct does not include the School District's attendance and tardiness policies, the School District's requirements for credit and graduation, or the School District's authority to regulate the participation of students in extracurricular and athletic activities.

Range of Discipline Each prohibited act listed in the Student Code of Conduct references the discipline which may be imposed for a violation. The School District will also consider restorative practices as an addition or alternative to discipline. The discipline for violating some prohibited acts ranges from administrative intervention to expulsion. For other prohibited acts, the penalty ranges from suspension to expulsion. For violation of the most serious prohibited acts, the penalty is expulsion. In cases where the stated penalty is not expulsion but is set forth in terms of a range, the actual penalty imposed will depend upon the nature and severity of the offense, the particular facts involved, the age of the student, the student's prior behavioral record, the persistent and/or chronic nature of the misconduct, the recommendation of school personnel, and all other circumstances deemed relevant.

A student violating any of the prohibited acts listed in this Student Code of Conduct will be disciplined in accordance with the Code of Conduct. Additionally, a student who engages in a prohibited act which violates law may be referred to the appropriate police authority.

The prohibited acts and penalties listed below are applicable when a student:

- Engages in a prohibited act on school property;
- Engages in a prohibited act in a motor vehicle, including one being used for a school-related purpose;
- Engages in a prohibited act at a school-related activity, function, or event;
- Engages in a prohibited act en route to or from school;
- Engages in a prohibited act involving another student who is en route to or from school;

- Engages in a prohibited act off school premises, which act is either prohibited by law or, in the judgment of the building administrator, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees, and/or would substantially interfere with the proper functioning of the educational process; or

- Engages in a prohibited act when the student was not enrolled in the School District or was enrolled in another school district, if the act of misconduct would constitute a sufficient basis for suspension or expulsion had it occurred while the student was attending school in the School District.

Prohibited Acts

Unless otherwise specified, the penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on a number of factors, including: the severity of the conduct; the impact of the conduct on the school and surrounding community; applicable Board of Education policies; and state and federal laws

1. Alcohol, Marijuana, and Chemical Substances

A student shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under any degree of influence (legal intoxication not required) of any alcoholic beverages, marijuana, or other intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

2. Arson

A student shall not burn or attempt to burn any tangible property or intentionally set a fire on school property or cause or attempt to cause an explosion on school property.

This section is supplemental to, and does not limit or supersede, paragraphs 3, 12, 22, and 36.

3. Arson Prohibited by Law

A student shall not commit an act of arson, prohibited by MCL 750.71 through MCL 750.80.

This section is supplemental to, and does not limit or supersede, paragraphs 2, 12, 22, and 36.

4. Bullying and Hazing

Students are prohibited from engaging in conduct, whether written, verbal, or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing. The Board of Education has adopted a policy on bullying as a part of Policy 2006. A corresponding administrative regulation AR - 2006 has been developed to implement the policy.

“Hazing,” for the purpose of this Student Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

5. Coercion, Extortion, and Blackmail

A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

6. Copyrighted Material

A student shall not unlawfully duplicate, reproduce, retain, or use copyrighted material.

7. Criminal Acts

A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

8. Criminal Sexual Conduct

A student shall not commit criminal sexual conduct, as defined by MCL 750.520b-e and g.

This section is supplemental to, and does not limit, paragraphs 9, 10, 14, 24, 25, and 35.

9. Discriminatory Harassment

A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's race, color, national origin, religion, sex (including sexual orientation and gender identity/expression) marital status, pregnancy status, genetic information, disability, or age (e.g., sexual or racial comments, threats, or insults, etc.).

10. Disruption of School

A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall the student engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.

While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.

- Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;
- Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;
- Preventing, attempting to prevent, or interfering with the convening or continued functioning of any class, activity, meeting, or assembly;
- Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety, and welfare of others on school property or at a school sponsored activity.

11. Damage of Property or Theft/Possession

A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person.

12. Dangerous Weapons

A student shall not possess a dangerous weapon in a weapon free school zone, including brass knuckles or a dagger, dirk, firearm, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, or stiletto.

This section is supplemental to, and does not limit or supersede, paragraph 36.

13. Dress

A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others, disruptive to the educational process, or contrary to the school's mission.

14. Drugs, Narcotic Drugs, and Counterfeit Substances

A student shall not manufacture, sell, possess, use, deliver, transfer, or be under the influence (legal intoxication not required) of any drug, narcotic drug, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance, or a controlled substance analogue intended for human consumption.

A student shall not sell, deliver, or transfer, or attempt to sell, deliver, or transfer any prescription or non-prescription drug, medicine, vitamin, or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies, etc.), nor shall a student use or possess these substances for an improper purpose.

A student shall not sell or represent a legal substance as an illegal or controlled substance or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

15. Electronic Communication Devices and Laser Pointers

Districtwide, students are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, offices, and other locations where students and staff have a reasonable expectation of privacy. Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration.

- *High School.* Students are expected to use good judgment when using or possessing active electronic communication devices in hallways during passing time, in the parking lot, cafeteria during lunch, and extra-curricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or on buses.

- *Middle and Elementary School.* Students may not use or possess active electronic communication devices without staff permission.

16. Failure to Comply with Directions of School Personnel

A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers, or persons acting as a chaperone or in a supervisory capacity.

17. Failure to Cooperate

A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Student Code of Conduct, other codes of conduct, and/or building rules. No student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

18. False Alarms

A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report.

19. False Allegations

A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

20. Falsification of Records

A student shall not use the name of another person or falsify times, dates, grades, addresses, or other data on School District forms or records. A student shall not provide false, misleading, or inaccurate statements or information on School District forms or records.

21. Fighting, Assault, and Battery

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to another person.

22. Fireworks, Explosives, and Chemical Substances

A student shall not possess, handle, or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person.

23. Gang Insignia/Activity

A student shall not wear or possess any clothing, jewelry, symbol, or other object that may reasonably be perceived by any student, teacher, or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gesture, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity, including, but not limited to: a) soliciting others for membership in any gang or gang related activity, b) requesting any person to pay protection or otherwise intimidating or threatening any person, c) committing any other illegal act or violation of School District rules or policies, or d) inciting other students to act with physical violence on any person. The term "gang" means a group of two or more persons whose purpose or activities include the commission of illegal acts or violations of this Code of Conduct, School District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

24. Improper Communications

A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers, or visitors to the school building. The prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

25. Indecency

A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in

verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety.

26. Lookalike Weapons

A student shall not possess, handle, or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

27. Misconduct Prior to Enrollment

An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was: (a) a resident of another district; (b) enrolled in another school; (c) outside of school hours; or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

28. Personal Protection Devices

A student shall not possess, handle, or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

29. Recording

A Student may not use any device, electronic or otherwise, to capture, record, or transmit sounds or words (i.e. audio) or images (i.e., photographs or videos) of any person while at school or school-related events, unless the student is given express consent by that person.

30. Trespassing, Loitering

A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

31. Scholastic Dishonesty

A student shall not engage in academic cheating. Cheating includes, but is not limited to: the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structures, ideas, and/or thoughts of another and represent it as the student's own original work.

32. Smoking/Tobacco

A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in the student's possession or under the student's control, tobacco in any form. This includes electronic cigarettes, vaporizers, or any other device that simulates smoking any type of product, regardless whether they are manufactured, distributed, marketed, or sold under any product name or descriptor.

33. Suspended Student on School Property or Attending School Activities

A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator.

A student, while suspended, shall not participate in, or attend any school related activity, function, or event, held on or off school property, without the prior permission of a building administrator.

34. Violation of Acceptable Use Policy

A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Uses of Artificial Intelligence, large language models, or other similar technology are subject to the Acceptable Use policy and the Student Code of Conduct. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

35. Violations of Building's Rules and Regulations

A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

36. Weapons and Dangerous Instruments

A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, air soft gun, blackjack, baton, martial arts device, paint ball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

Due Process - Procedures for Discipline

Introduction These procedures govern the suspension, expulsion, or permanent expulsion of a student from the School District's regular educational program.

If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision by a School District administrator, the reinstatement does not limit or prejudice the School District's right to suspend or expel the student following a decision by a superior administrator or the Board of Education.

The initial judgment that a student has engaged in a prohibited act under this Student Code of Conduct shall be made by the building administrator.

Short-Term Suspension (i.e., 10 School Days or Fewer)

As a general rule, prior to any out-of-school suspension, the building administrator will:

- Inform the student of the misconduct or behavior for which discipline is being considered and, if the student denies the misconduct or behavior, an explanation of the evidence the administrator possesses;
- Provide the student an opportunity to explain their version of the facts; and
- Consider each of seven individual factors listed on pages 5-6 of this Student Code of Conduct.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the building administrator may immediately suspend the student, and as soon thereafter as reasonable, provide the student with their due process rights as set forth above.

If, after following this procedure, the administrator determines that the student has engaged in a prohibited act under the Student Code of Conduct, the administrator may impose a disciplinary penalty of a suspension not to exceed ten (10) school days.

The principal or designee shall inform (in person or by phone) the student's parent of the suspension and of the reasons and conditions of the suspension and, thereafter, in writing. A building administrator's

decision to impose a penalty of up to ten (10) school days is final and not subject to further review or appeal.

Long-Term Suspension (i.e., 11 School Days or More), Expulsion (60 School Days or More), and Permanent Expulsion

Step 1. If the building administrator decides that a suspension for eleven (11) or more school days or expulsion is warranted, the student and the parent shall be notified in writing of:

- The charges against the student;
- The recommended disciplinary action;
- The fact that a hearing will be held before the Superintendent; and
- The time, place, location, and procedures to be followed at the hearing.

The written notice will also document the building administrator's consideration of the individual factors listed on pages 5-6 of this Student Code of Conduct and consideration of restorative practices.

If the building administrator decides the student's presence in school would present a danger to the student, other students, school personnel, or the educational process, the student will be suspended pending the decision of the Superintendent. If the building administrator determines that the student would not present a danger as described above, the student may be returned to school pending the decision of the Superintendent. If the student is suspended pending a decision of the Superintendent or designee, the hearing will commence within ten (10) school days following the initial suspension of the student. If the student is not suspended pending the decision of the Superintendent, then the Superintendent or designee will schedule the hearing to be held within fifteen (15) school days following the completion of the building principal's investigation of the charges. The timelines for commencement of the hearing may be enlarged upon the request of the administrator, student, or parent.

Step 2. A hearing before the Superintendent will be held for the purpose of determining the truth or falsity of the charges against the student and, if the charges are found to be true, the consideration of the individual factors listed on pages 5-6 of this Student Code of Conduct, the consideration of restorative practices, and the appropriate disciplinary measures to be imposed.

The student and/or the student's parent may notify the School District that they waive their right to a hearing. In such cases, the principal's recommended disciplinary penalty will ordinarily be imposed, provided, however, that if the recommended penalty is expulsion or permanent expulsion, the Superintendent will nevertheless make the final decision.

The Superintendent may amend the principal's charges upon motion of the building administrator, student, or parent, or amend the charges upon the Superintendent's own motion to conform to the evidence presented at the hearing. Additionally, the Superintendent may impose a greater or lesser penalty than that imposed or recommended by the building administrator.

Step 3. The Superintendent's decision shall be given orally to the student and parent not later than five (5) school days after the close of the hearing. A written decision will be mailed at that same time. These timelines, however, may be enlarged by the Superintendent due to extenuating circumstances.

Step 4. A decision by the Superintendent to permanently expel a student may be appealed to the Board of Education by filing a written notice with the Superintendent within five (5) school days of the decision. The appeal will be heard in open or closed session, as elected by the parent.

An appeal to the Board of Education will not involve further testimony or new evidence. During the appeal hearing, the Superintendent will share the results of the hearing at the Superintendent's level and make a recommendation to the Board of Education. The student, parent or a legal representative will have an opportunity to address the Board of Education. The Board of Education may ask questions of the

Superintendent, the parent, or the student and will render a written decision on the appeal within fifteen (15) school days.

Inconsistency with Law, Board Policy, or Administrative Regulation

This Student Code of Conduct is intended to be consistent with Michigan law, the Policies of the Board of Education, and Administrative Regulations promulgated by the Superintendent. If there are any inconsistencies, they should be resolved with the understanding that Michigan law supersedes both the Policies of the Board of Education and Administrative Regulations, and Board Policy supersedes Administrative Regulations.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Griff Mills, Ed.S.
Interim Superintendent

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

To: Mr. Griff Mills, Interim Superintendent
From: Greg Richardson, Supervisor of Custodial and Maintenance
Subject: Camp Hazelwood – Project Completion Update
Date: August 17, 2026

As an update to the Board regarding the improvements at Camp Hazelwood, Administration is pleased to report that the approved repairs and updates to the property have now been completed.

Project Updates

The following work has been completed at Camp Hazelwood:

- Roof replacement has been completed.
- Window replacement has been completed.
- Interior painting and minor repairs have been completed.
- Front deck has been replaced/repaired.
- Rear deck has been replaced/repaired.

As a reminder, the Board of Education previously approved the roof and window replacement, with a final cost of **$ 27,957.00**.

The interior painting and minor repairs were also approved by the Board of Education, with a final cost of **$ 10,430.50**.

The replacement/repair of the front and rear decks was completed at a cost below the $5,000 threshold; therefore, separate Board approval was not necessary. The final cost for this portion of the project was **$ 3,934.50**.

Final Project Cost

With the completion of this work, the property is now ready for the District to move forward with hiring a caretaker for Camp Hazelwood. The total investment in the property, including all completed repairs and updates, is **$ 42,322.00** .

Administration is providing this update to the Board of Education for informational purposes and is pleased to report that the Camp Hazelwood improvements have been completed and the property is ready for its next phase of use. The funding source used to complete these projects is the **sinking fund**.

Due

INVOICE

Invoice #	385
Date	Apr 1, 2026
Due Date	Apr 1, 2026

Complete Home and Building Maintenance LLC

1221 East Jarvis Ave.
Hazel Park MI 48030
Phone: 248-773-2314
mike@completehomeonline.com
completehomeonline.com

Invoice To:

Hazel Park School District

jamie.buczko@myhpsd.org
Mobile: 248-658-5215
6379 Holdridge Rd
Holly MI 48442

6379 Holdridge Rd, Holly - Camp Hazelwood quote: Roll-top door for main building, new windows, doors, and roof on the house

#	Tasks	Quantity	Rate	Amount
1.	**3300 sq ft - Roof replacement - Asphalt architectural composition shingle. 2.2 lbs per SF. UL Class A fire resistance and 110 mph wind resistance. 30 yr warranty. Quantity includes typical waste overage, material for repair and local delivery.** including: any and all, fasteners, underlayment, drip edges, sealant, and chimney flashing.	**33**	**$535.00**	**$17,655.00**
2.	**labor to install asphalt shingle roof with favorable site conditions. Install drip edge/eave trim, and valley flashing. Install roofing paper / membrane. Layout, fabricate, overlap and secure asphalt shingles per manufacturer instructions. Includes planning, equipment and material acquisition, area preparation and protection, setup and cleanup. ---**	**1**	**$0.00**	**$0.00**
3.	**Tear Off Roof - remove existing material, roof paper, vent jacks and flashing. Sweep areas clean of nails and staples.** **Remove existing roofing material, roof paper, vent jacks and flashing, and gutters if needed. Sweep area clean of all nails / staples.**	**1**	**$0.00**	**$0.00**
4.	**Shingle roof debris disposal - cost to load and haul away old materials, installation of waste and associated debris** Dumpster and disposal costs included in roofing totals above	**1**	**$575.00**	**$575.00**
5.	**City of Holly - required permit, and inspection fee's** fee's are inluded	**1**	**$250.00**	**$250.00**
6.	**Window replacement - #11 (front window is considered #2 windows built together as 1. total exterior vinyl double hung windows - removal and replacement - Cedar wood trim around the exterior windows would also be replaced if needed. interior window trim would be carefully removed and re installed after window is installed** https://www.homedepot.com/p/TAFCO-WINDOWS-119-in-x-60-in-Vinyl-Casement-Window-with-Screen-White-	**10**	**$810.00**	**$8,100.00**

VCC11960/203819889

7.	**Patio sliding window - door - removal and replacement of 80 x 72 in patio door - PVC sliding patio door with fusion welded frame. Double pane, low E glass with Argon insulation layer. 0.35 U factor. Limited lifetime warranty. Disposal of old door included** Door window wall would be foam insulated during the installation	**1**	**$1,377.00**	**$1,377.00**

#	Products	Quantity	Unit Price	Amount
1.	***Premium High Def Certainteed Landmark pro architectural HD shingles will be used (Color match the house structure)**	**1**	**$0.00**	**$0.00**
2.	***Anderson 10 year warranty - quality windows would be used for the installation and project** Andersen35-1/2 in. x 56-1/2 in. 200-Series White Double-Hung Clad Wood Window with White Interior Low-E Glass and White Hardware	**1**	**$0.00**	**$0.00**

Sub Total	**$27,957.00**
Total	**$27,957.00**
Amount Paid	**$0.00**
Amount Due	**$27,957.00**

Terms & Conditions

Project completed in full 5/6/2026 - permits approved and closed out

Notes

The chimney is mortar and rock, with the mortar now beginning to fail, we suggest, replacing the stone with brick or maintenance will be needed to the rocks that are coming loose and pulling away from the mortar. I will attach photos, but for now everything is holding together and is ok in this area. I will attach photos of the chimney also.

Due

INVOICE

Invoice #	390
Date	Jun 2, 2026
Due Date	Jun 2, 2026

Complete Home and Building Maintenance LLC

1221 East Jarvis Ave.
Hazel Park MI 48030
Phone: 248-773-2314
mike@completehomeonline.com
completehomeonline.com

Invoice To:

Hazel Park School District

jamie.buczko@myhpsd.org
Mobile: 248-658-5215
6379 Holdridge Rd
Holly MI 48442

6379 Holdridge - Interior painting quote - including interior and #2 exterior doors

#	Tasks	Quantity	Rate	Amount
1.	**Ceilings- scrape, clean, fill holes and imperfections, prior to masking, and painting the ceilings throughout the house, including the closet ceilings - total area is 1174 sq ft .** Flat white ceiling paint will be used (Sherwin Williams) 2 coats	**1174**	**$2.00**	**$2,348.00**
2.	**Walls - 3135 total wall interior area to be primed, painted with 2 coats of interior eggshell - color to be chose - Living room, dining room, kitchen, hallway, stairwell to basement, bedroom 1,2, and 3**	**3135**	**$2.00**	**$6,270.00**
3.	**Walls - repairs needed throughout the property, all of which are minor but will need preparation, drywall repair and light sanding prior to painting price here is for the total house , holes and imperfections, to be corrected.**	**1**	**$600.00**	**$600.00**
4.	**Trim - trim around the doors, windows, and baseboards will be cleaned and painted with 2 coats of semi-gloss white paint - total area is roughly 375 ft of trim**	**375**	**$3.50**	**$1,312.50**
5.	**Interior/Exterior doors - total of 6 interior doors and 2 exterior doors to be painted both sides , with 2 coats of semi gloss white**	**8**	**$175.00**	**$1,400.00**

#	Products	Quantity	Unit Price	Amount
1.	**Sherwin Williams brand - 25-40 gallons of wall paint, 15 gallons of ceiling paint, trim enamel, caulk, tape - paint will be applied using a professional spray wand.**	**1**	**$0.00**	**$0.00**

560

Sub Total	**$11,930.50**
Discount 1,500 on $11,930.50	$1,500.00
Total	**$10,430.50**
Amount Paid	**$0.00**

	Amount Due	**$10,430.50**

Terms & Conditions

This project would take #3 - 4 days to finish from start to finish , and could be scheduled as early as 5/13/2026.

We are fully licensed and insured, BBB A+ since 2022

INVOICE

Invoice #	403
Date	Aug 9, 2026
Due Date	Aug 9, 2026

Complete Home and Building Maintenance LLC

1221 East Jarvis Ave.
Hazel Park MI 48030
Phone: 248-773-2314
mike@completehomeonline.com
completehomeonline.com

Invoice To:

Hazel Park School District

jamie.buczko@myhpsd.org
Mobile: 248-658-5215
6379 Holdridge Rd
Holly MI 48442

6379 Holdridge - Hazel Woods - rear deck replacement project- 14.5ft x 12ft , #2 sets of steps and risers

#	Services	Quantity	Rate	Amount
1.	**14.5ft x 12ft area - deck boards to be removed and replaced with new boards 174 sq ft**	**174**	**$16.75**	**$2,914.50**
2.	**#1 sets of steps (2x6 x4ft), and risers to be removed and replaced with new pressure treated lumber , including the risers (2 currently exist within the steps, but #3 total are needed to be code compliant, and to eliminate movement while stepping down)**	**1**	**$175.00**	**$175.00**
3.	**Rear deck has a 1x12 inch trim board x 2 wrapped around the structure 70ft total**	**1**	**$150.00**	**$150.00**
4.	**Disposal**	**1**	**$250.00**	**$250.00**
5.	**2x4 pressure treated lumber at the handrail/guardrail location, will also be replaced 100ft total 2x4 length , spindles would be replaced, 4x4 rail supports also (New guardrail complete replacement)**	**1**	**$475.00**	**$475.00**
6.	**Lattice at the skirting area of the rear deck, would also be replaced with new pressure treated lattice** 34 ft x 2ft	**1**	**$320.00**	**$320.00**

Sub Total	**$4,284.50**
Discount 350 on $4,284.50	$350.00
Total	**$3,934.50**
Amount Paid	**$0.00**
Amount Due	**$3,934.50**

Terms & Conditions

Completed 8/9/2026

We are fully licensed and insured BBB A+ since 2022

Notes

Rear deck structure is solid, with regards to the footings and stability, no new footings will need to be installed.

$350 HPHS commercial discount applied

HAZEL PARK SCHOOLS

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Griff Mills, Ed.S.
Interim Superintendent

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

To: Board of Education
From: Griff Mills, Interim Superintendent
Date: August 14, 2026
Re: Bus Repair

Sullivan's Fleet Service completed repairs on District Bus #52, a 2016 Blue Bird Vision, on July 29, 2026. The work addressed multiple maintenance and safety-related items identified for the bus.

Repairs Completed

The repairs included, but were not limited to:

- Installation of three new batteries
- Engine oil and filter change and chassis lubrication
- Replacement of the rusted and leaking engine oil pan and gasket
- Installation of four new drive tires with two rims
- Replacement of fuel filters
- Replacement of the external transmission filter and transmission fluid
- Replacement of the stepwell heater blower motor and switch
- Replacement of front and rear brake shoes, drums, hardware, and rear brake components
- Replacement of front and rear shocks
- Replacement of dry-rotted rear air springs and torque rod
- Replacement of loose tie rod ends and alignment of front brake shoes
- Replacement of a rusted and leaking section of exhaust pipe
- Repair of wiring to the hood lights
- Financial Impact

Parts:	$4,908.56
Labor/Service:	$4,820.00
Total:	**$9,728.56**

Funding Source: General Fund
Strategic Goal Alignment -
Operations: The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation: That the Board of Education approve payment of the Sullivan's Fleet Service, for a cost not to exceed $9,728.56, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.,
Interim Superintendent

HAZEL PARK PROMISE

SULLIVANS FLEET SERVICE
1600 MAPLEDALE ST.
Ferndale, MI. 48220
Phone: 248-545-6756 Fax: 248-545-1934
SERVICING ALL OF YOUR MAINTENANCE NEEDS

COW

INVOICE
27116

F124557
M246690

INVOICE

Printed Date: 07/29/2026 **Work Completed: 07/29/2026**

Hazel Park Schools
1620 E. ELZA
Hazel Park, MI 48030
Office 248-260-0886 GINA -- Cellular 248-867-0394 GREG

2016 Blue Bird - Vision - Cummins ISB6.7 CM2350
Lic # : 063X029 Odometer In : 120721
Unit # : 52
VIN # : 1BAKGCPA2 **GF322452**

Part Description / Number	Qty	Sale	Ext
BATTERY *31-900CT*	3.00	155.35	466.05
Diesel Oil *15W-40*	19.00	9.95	189.05
OIL FILTER *57182*	1.00	23.49	23.49
FUEL FILTER *33231*	1.00	80.81	80.81
FUEL FILTER *FF63009*	1.00	106.83	106.83
EXTERNAL TRANSMISSION FILTER *57701*	1.00	32.88	32.88
TRANS FLUID *TRANSSYND*	12.00	14.95	179.40
STEPWELL HEATER SWITCH *10007754*	1.00	44.07	44.07
STEPWELL HEATER BLOWER MOTOR *1000046148*	1.00	186.29	186.29
FRONT BRAKE SHOES *8354720QM*	2.00	128.31	256.62
FRONT BRAKE DRUM *10020147*	2.00	235.56	471.12
REAR BRAKE SHOE *8354707Q*	2.00	93.00	186.00
REAR BRAKE DRUM *77807BW*	2.00	215.36	430.72
REAR BRAKE CHAMBER *HBSGC3030L*	2.00	150.35	300.70
CLEVIS KIT *R810019*	2.00	29.84	59.68
SHOCK *65505*	2.00	80.08	160.16
SHOCK *65162*	2.00	94.62	189.24
REAR AIR SPRING *566.CT68153*	2.00	320.40	640.80
TORQUE ROD *512T*	1.00	144.98	144.98
TIE ROD ASSEMBLY *00094365*	1.00	518.65	518.65
EXHAUST PIPE	6.00	40.17	241.02

Labor Description	Ext
INSTALL THREE NEW BATTERYS	75.00
CHANGE ENGINE OIL AND FILTER, LUBE CHASSIS, CHECK AND FILL FLUIDS, SAFETY CHECK.	150.00
REPLACE RUSTED AND LEAKING ENGINE OIL PAN AND GASKET	
P/O INSTALL FOUR NEW DRIVE TIRES WITH TWO RIMS	1,500.00
REPLACE FUEL FILTERS	150.00
REPLACE EXTERNAL TRANSMISSION FILTER. DRAIN AND FILL FLUID	150.00
REPLACE STEP WELL HEATER BLOWER MOTOR AND SWITCH	300.00
REPLACE FRONT AND REAR BRAKE SHOES, DRUMS HARDWARE AND REPLACE REAR BRAKE CHAMBERS AND CLEVIS	1,200.00
REPLACE FRONT AND REAR SHOCKS	300.00
REPLACE DRY ROTTED REAR AIR SPRINGS AND INSTALL NEW TORQUE ROD	450.00
REPLACE LOOSE TIE ROD ENDS WITH BAR AND ALIGN	150.00
REPLACE RUSTED AND LEAKING SECTION OF EXHAUST PIPE	225.00
REPAIR WIRING TO HOOD LIGHTS	150.00
Hazardous Materials	20.00

565

Email Address:***sullivansfleet@yahoo.com***

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HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Griff Mills, Ed.S.
Interim Superintendent

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

To: Board of Education
From: Griff Mills, Interim Superintendent
Date: August 14, 2026
Re: Hazel Park Junior High Emergency Plumbing Repair

Mechanical System Services completed a plumbing repair at Hazel Park Junior High School on June 11, 2026. The service involved a leaking 3-inch fitting on the domestic water supply in Room 102. The classroom area was isolated, the leak was repaired, and the valves were reopened and the piping was checked for additional leaks.

Financial Impact

The invoice from Mechanical System Services is dated June 18, 2026, and is identified as Invoice #261087. The documented charges include $2,177.50 in labor, $4,244.87 in materials, and $320.00 in service truck charges, for a total of **$6,742.37**.

Funding Source: Sinking Fund

Strategic Goal Alignment -
Operations: The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation: That the Board of Education approve the payment for the Junior High plumbing repairs, in the amount not to exceed $6,742.37.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK PROMISE

COW

Mechanical System Services

Mechanical System Services
1731 E. 11 Mile Road
Madison Heights, MI 48071
Phone: (248) 291-6793
Fax: (248) 268-4426

Invoice

Date	Invoice #
6/18/2026	261087

Bill To	Service Location
Hazel Park Schools 1620 E. Elza Hazel Park, MI 48030 #100043	Junior HS

MSS Job #	Service Date	P.O. No.	Terms	Rep
26-1087	6/11/2026	-	Due on receipt	JM

Description	Amount
Service Performed: Found leaking 3" fitting on domestic water supply in room 102 Isolated classroom area and rained Repaired leak, opened valves and checked piping for leaks - None found	
Labor	2,177.50
Material	4,244.87
Service Truck Charges	320.00

Gamil: Greg thought already went to Board

There is a 3% charge for credit card payments.
Past due invoices will be assessed a 1.5% late fee (18% per annum)

567

Total $6,742.37

Complete Heating/HVAC Installation/Repairs

HAZEL PARK SCHOOLS

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Interim Superintendent

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www.hazelparkschools.org

To: Board of Education
From: Griff Mills, Interim Superintendent
Date: August 14, 2026
Re: Frontline Renewals

Administration is requesting Board approval for the renewal of the District's Frontline Education services for the 2026–2027 school year. The renewal order forms dated July 22, 2026 provide continued access to Frontline's absence and time management, professional learning, recruiting, and employee management systems.

Renewal Details
Frontline HR Solutions

- Absence & Time Solution
- Framework for Teaching 2022 Edition
- Frontline Central Solution
- Proactive Recruiting – unlimited internal employee usage
- Professional Learning Management – unlimited internal employee usage

Annual renewal: **$56,977.26**

Funding Source: General Fund
Strategic Goal Alignment -
Operations: The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation: That the Board of Education approve the renewal of the Frontline Education services for the 2026–2027 school year at an annual cost of $56,977.26, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S., Interim Superintendent

HAZEL PARK PROMISE

550 E. Swedesford Road, Suite 360, Wayne, PA 19087

07/22/2026

Customer:	Order Form Details:
Hazel Park City School District 1620 E. Elza Avenue Hazel Park, Michigan, 48030-2350 United States	**Renewal Specialist:** Laurie Menter **Sale Type:** Renewal **Quote Currency:** USD
Contact: Amy Wilcox	
Title: Superintendent	
Phone:	
Email: amy.wilcox@myhpsd.org	

Pricing Overview	Amount
Annual Recurring Fees	**$56,977.26**

Annual Recurring Fees Itemized Description	Subscription Start	Subscription End	Amount
Year 1			
Absence & Time Solution	7/01/2026	6/30/2027	$24,831.44
Framework for Teaching 2022 Edition Annual Subscription	7/01/2026	6/30/2027	$2,206.84
Frontline Central Solution	7/01/2026	6/30/2027	$15,740.62
Proactive Recruiting, unlimited usage for internal employees	7/01/2026	6/30/2027	$0.00
Professional Learning Management, unlimited usage for internal employees	7/01/2026	6/30/2027	$14,198.36
Year 2			
Absence & Time Solution	7/01/2027	6/30/2028	$26,073.01
Framework for Teaching 2022 Edition Annual Subscription	7/01/2027	6/30/2028	$2,317.18
Frontline Central Solution	7/01/2027	6/30/2028	$16,527.65
Proactive Recruiting, unlimited usage for internal employees	7/01/2027	6/30/2028	$0.00
Professional Learning Management, unlimited usage for internal employees	7/01/2027	6/30/2028	$14,908.28
Year 3			
Absence & Time Solution	7/01/2028	6/30/2029	$26,855.20
Framework for Teaching 2022 Edition Annual Subscription	7/01/2028	6/30/2029	$2,386.70
Frontline Central Solution	7/01/2028	6/30/2029	$17,023.48
Proactive Recruiting, unlimited usage for internal employees	7/01/2028	6/30/2029	$0.00
Professional Learning Management, unlimited usage for internal employees	7/01/2028	6/30/2029	$15,355.52

550 E. Swedesford Road, Suite 360, Wayne, PA 19087

07/22/2026

Additional Order Form Information

Tax Information

Tax Exemption: Your order may be eligible for a tax exemption. Please ensure we have the most recent tax exemption form on file. Please send your completed exemption form to salestax@frontlineed.com. Otherwise, the appropriate tax will be applied at the time of invoicing.

PO Information

PO Status:

PO #:

Note: If a Purchase Order is required, Customer shall submit the PO to Frontline within ten (10) business days of signing this Order Form by emailing it to billing@frontlineed.com, otherwise a PO shall not be required for payment

550 E. Swedesford Road, Suite 360, Wayne, PA 19087

07/22/2026

Invoicing Schedule	Due Date	Amount
Year 1		**$56,977.26**
Absence & Time Solution	7/31/2026	
Framework for Teaching 2022 Edition Annual Subscription	7/31/2026	
Frontline Central Solution	7/31/2026	
Proactive Recruiting, unlimited usage for internal employees	7/31/2026	
Professional Learning Management, unlimited usage for internal employees	7/31/2026	
Year 2		**$59,826.12**
Absence & Time Solution	7/31/2027	
Framework for Teaching 2022 Edition Annual Subscription	7/31/2027	
Frontline Central Solution	7/31/2027	
Proactive Recruiting, unlimited usage for internal employees	7/31/2027	
Professional Learning Management, unlimited usage for internal employees	7/31/2027	
Year 3		**$61,620.90**
Absence & Time Solution	7/31/2028	
Framework for Teaching 2022 Edition Annual Subscription	7/31/2028	
Frontline Central Solution	7/31/2028	
Proactive Recruiting, unlimited usage for internal employees	7/31/2028	
Professional Learning Management, unlimited usage for internal employees	7/31/2028	

550 E. Swedesford Road, Suite 360, Wayne, PA 19087

07/22/2026

MASTER SERVICES AGREEMENT

This Master Services Agreement is made effective as of the date of the signature below (the "Effective Date") by and between Frontline Technologies Group LLC dba Frontline Education, its subsidiaries and affiliates with an address at 550 E. Swedesford Road, Suite 360, Wayne, PA 19087 (collectively "Frontline"), and the client identified below ("Client"). Frontline and Client are sometimes referred to herein, individually, as a "Party" and, collectively, the "Parties."

By signing below, the Parties agree to be legally bound by the terms and conditions contained in the Frontline Master Services Agreement ("Master Services Agreement", which is available at https://www.frontlineeducation.com/master-services-agreement/ and is incorporated herein by reference. The attached Order Form, exhibits (if any), Statements of Work and the referenced Master Services Agreement are collectively the "Agreement". To place orders subject to this Agreement, at least one Order Form (as defined in the Master Services Agreement) must be incorporated into this Agreement. Client may make future purchases of products and services from Frontline (and its subsidiaries and affiliates) under this Master Services Agreement by executing an Order Form and any future Order Forms without an attached or referenced Master Services Agreement will be deemed subject to this Master Services Agreement. This Agreement constitutes the complete and exclusive statement of the agreement between the Parties with respect to the Software and the Services set forth herein and any other software, products or other services provided by Frontline or any of its affiliates or predecessors prior to the Effective Date. For the avoidance of doubt, this Agreement supersedes any and all prior oral or written communications, proposals, RFPs, contracts, and agreements (including all prior license and similar agreements) and the Parties hereby terminate any such agreements. In the event of a conflict between the provisions of the Terms and Conditions and the provisions of any Statement of Work or any Order Form or any Order Form Terms and Conditions, the provisions of the Statement of Work or Order Form or Order Form Terms and Conditions, as applicable, shall govern, but only with respect to the services forth in the Statement of Work or that particular Order Form.

Frontline Technologies Group LLC dba Frontline Education	**Hazel Park City School District**
Signature:	Signature:
Name:	Name:
Title:	Title:
Address: 550 E. Swedesford Road, Suite 360 Wayne, PA 19087	Address: 1620 E. Elza Avenue Hazel Park, Michigan 48030-2350
Email: billing@frontlineed.com	Email:
Effective Date:	

Hazel Park School District

ALL IN ALL THE TIME

Amy Kruppe, Ed.D.
Superintendent

Ford Administration
1620 E. Elza, Hazel Park, MI 48030 • Phone 248-658-5200 | Fax 248-544-5443

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

FROM: Crystal Mubarak
Director of Business

RE: Treasurer's Report July, 2026

DATE: August 13, 2026

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)			1,480,346.89	
	Total - General Fund	**$**	**1,480,346.89**	
CENTER PROGRAM (22)			30,581.42	
COMMUNITY SERVICE (23)			362.00	
FOOD SERVICE FUND (25)			94,975.66	
COMMON DEBT (31-39)			0.00	
CAPITAL PROJECTS (41-49)			52,412.37	
	Total - Special Revenue Funds	**$**	**178,331.45**	
TRUST FUNDS (51)			0.00	
INTERNAL ACCOUNT FUNDS (29)			5,175.20	
	Total - Other Funds	**$**	**5,175.20**	
TOTAL CHECK DISBURSEMENTS		**$**	**1,663,853.54**	$ 1,663,853.54
ACH DEBITS				2,701,984.12
PAYROLL				1,361,373.35
OUTGOING WIRE TRANSFERS				3,227,323.89
P-CARD PURCHASES				78,201.15
				7,368,882.51
TOTAL DISBURSEMENTS IN PERIOD				**$ 9,032,736.05**

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.

Crystal Mubarak Digitally signed by Crystal Mubarak
Date: 2026.08.13 21:43:08 -04'00'

Crystal Mubarak
Director of Business

Hazel Park Schools
Budget to Actual by St Revenue and St Function
As of 7/31/2026

St Revenue/Function	Description		Original Budget	Encumbrance	Actual	Balance	Percent
Type: 4 Revenue							
St Revenue: 100	Revenue from Local Sources	Total:	8,050,189.00	-	1,037,330.80	7,012,858.20	12.89%
St Revenue: 300	Rev from State Sources	Total:	43,050,066.00	-	1,713,683.51	41,336,382.49	3.98%
St Revenue: 400	Rev from Federal Sources	Total:	2,289,441.00	-	191,458.15	2,097,982.85	8.36%
St Revenue: 500	Incoming Transfer/Oth Transact	Total:	3,917,994.00	-		3,917,994.00	0.00%
St Revenue: 600	Fund Modifications	Total:	2,487,267.00	-	-	2,487,267.00	0.00%
Type: 4	RevenueTotal:		59,794,957.00	-	2,942,472.46	56,852,484.54	4.92%
Type: 5 Expense							
St. Function:110	Basic Programs	Total:	22,377,895.00	178,076.63	(153,745.32)	22,531,640.32	-0.69%
St. Function:120	Added Needs	Total:	11,216,561.00	88,146.37	(134,800.50)	11,351,361.50	-1.20%
St. Function:210	Support Services-Pupil	Total:	4,143,976.00	-	(93,447.34)	4,237,423.34	-2.26%
St. Function:220	Support Services-Instr Staff	Total:	3,535,507.00	298,043.57	37,429.17	3,498,077.83	1.06%
St. Function:230	Support Services-General Admin	Total:	821,618.00	-	51,045.84	770,572.16	6.21%
St. Function:240	Support Services-School Admin	Total:	2,617,990.00	1,507.87	(16,062.36)	2,634,052.36	-0.61%
St. Function:250	Support Services-Business	Total:	1,051,774.00	-	94,507.13	957,266.87	8.99%
St. Function:260	Operations and Maintenance	Total:	5,518,396.00	38,313.12	382,977.85	5,135,418.15	6.94%
St. Function:270	Pupil Transportation Services	Total:	2,581,278.00	1,214,220.00	78,267.55	2,503,010.45	3.03%
St. Function:280	Support Services-Central	Total:	2,296,221.00	-	381,794.41	1,914,426.59	16.63%
St. Function:290	Support Services-Other	Total:	785,867.00	40,985.66	45,610.87	740,256.13	5.80%
St. Function:330	Community Activities	Total:	569,107.30	-	-	569,107.30	0.00%
St. Function:390	Other Community Services	Total:	100,430.70	-	51,898.25	48,532.45	51.68%
St. Function:440	Pymts to Other Govnmt	Total:	811,591.00	-	-	811,591.00	0.00%
St. Function:510	Debt Services - Long Term Only	Total:	-	-	-	-	0.00%
St. Function:600	Transfers Out	Total:	125,000.00	-	-	125,000.00	0.00%
Type: 5	ExpenseTotal:		58,553,212.00	1,859,293.22	725,475.55	57,827,736.45	1.24%
		Grand Total:	1,241,744.00		2,216,996.91	(975,252.91)	

Monthly Summary of EFT's from HP Bank Accounts

Jul-26

Date	Amount	Bank Acct Taken From	Reason
7/2/2026	$261.68	Gen Funds	Latchkey Fees
7/9/2026	$7,644.00	Gen Funds	EduStaff Payment July 10th
7/23/2026	$171.98	Gen Funds	EduStaff Payment July 24th
7/14/2026	$8,071.78	Gen Funds	Health Equity Payment July 10th Payroll
7/24/2026	$14,236.78	Gen Funds	Health Equity Payment July 24th Payroll
7/14/2026	$22,957.63	Gen Funds	Penserv Payment July 10th Payroll
7/27/2026	$22,577.63	Gen Funds	Penserv Payment July 24th Payroll
7/3/2026	$517,443.31	MESSA	MESSA Payment
7/10/2026	$409,621.46	Ret W/H	Payroll Retirement Withholding June 26th
7/23/2026	$341,282.22	Ret W/H	Payroll Retirement Withholding July 10th
7/13/2026	$233,186.77	Tax W/H	Payroll Federal Tax Withholding July 10th
7/24/2026	$234,222.38	Tax W/H	Payroll Federal Tax Withholding July 24th
7/15/2026	$34,357.37	Tax W/H	Payroll State Tax Withholding July 10th
7/27/2026	$34,024.65	Tax W/H	Payroll State Tax Withholding July 24th
7/28/2026	$4,593.28	Gen Funds	Consumer Energy
7/31/2026	$37,670.96	Gen Funds	DTE Energy
7/1/2026	$389,213.70	UAAL	Payroll UAAL Payment - July
7/31/2026	$389,213.70	UAAL	Payroll UAAL Payment - August
7/15/2026	$1,232.84	Gen Funds	Service Fees
	$2,701,984.12	**Total ACH Debits**	

Date	Amount	Payroll
7/10/2026	$648,028.64	General Payroll on July 10th
7/24/2026	$713,344.71	General Payroll on July 24th
	$1,361,373.35	**Total Payroll**

Date	Amount	Wires
7/28/2026	$3,227,323.89	MVCA Wire State Aid
	$3,227,323.89	**Total Wires**

Date	Amount	P-Card Purchases	
7/21/2026	$78,201.15	General	P-Card charges Huntington Bank
	$78,201.15	**Total P-Card Purchases**	

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 7/1/2026 TO 7/31/2026

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 00002142	07/02/2026	706107	HS BOYS LOCKER RM		2,545.00
							Vendor Total:	**2,545.00**
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1JDVLRTJQGK	10Pcs Taekwondo Breaking Board	P2600294	58.76
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	EXPO Dry Erase Markers, Low O	P2600292	11.19
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	AUSTOR 35 Pieces Polyhedral Di	P2600292	20.97
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	Amazon Basics Reclosable Freez	P2600292	38.68
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	AUSTOR 42 Pieces Polyhedral Di	P2600292	26.97
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	Rerdeim 110 Pieces Dice Set,	P2600292	23.94
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KG9WLN4619	Facial Care Tissues, 2-Ply,	P2600292	104.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	AHYUAN 24 Packs Large Metal Wi	P2600285	29.69
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	Stickers for Water Bottles, 3	P2600285	9.98
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	JPSOR Multicolor Ballpoint Pen	P2600285	27.98
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	Takis Fuego 40 Count Snack Siz	P2600285	22.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	Candy Variety Pack - Assorted	P2600285	29.09
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	LYDTICK 30 Pack Beach Balls Bu	P2600285	18.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	TOUCH TOP 100pcs Mini Flamingo	P2600285	7.95
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	Mifoci 40 Pieces Water Bottles	P2600285	576 119.98
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	KatchOn, Transformable Fidget	P2600285	29.49
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	SOUR PATCH KIDS and SWEDISH F	P2600285	19.92
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	SHAOQINLIN 144 PCS Mardi Gras	P2600285	23.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	LionWell 100 Pack Mini Green P	P2600285	6.69
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-200-9019-55110000	EH 00002143	07/02/2026	1KTYGR9HWD	24 Pack Mini 3x3 Cube Puzzle,	P2600285	43.17
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	Play-Doh Modeling Compound 24-	P2600283	18.44
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	S&S Worldwide Gator Skin Fo	P2600283	77.54
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	COOLJOB 3 Pairs Kids Gardening	P2600283	47.45
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	Miracle-Gro Moisture Control P	P2600283	25.48
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	HOME GROWN Bloomsdale Spinach	P2600283	5.98
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	HOME GROWN Large Red Cherry To	P2600283	5.48
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	Wholelovein 10 pcs 375inch Thr	P2600283	27.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	FurNest Garden Tool Set, 3 Pa	P2600283	29.97
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002143	07/02/2026	1XKPDNPT7W6	Nuogo 200 Pcs Mini 2" Terracot	P2600283	84.99
							Vendor Total:	**998.73**
100317	BATTERY WAREHOUSE CO	110-261-0000-0000-170-0065-55990000	EH 00002144	07/02/2026	8SKB0TPFQNG	YB12180NB BATTERY		150.00
100317	BATTERY WAREHOUSE CO	110-261-0000-0000-170-0065-55990000	EH 00002144	07/02/2026	QXK0R0HQ9G2	YB1245 BATTERY		60.00

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 7/1/2026 TO 7/31/2026

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**210.00**
100495	C&G NEWSPAPERS	110-282-0000-0000-000-0060-53510000	EH 00002145	07/02/2026	0046347	4 1/2 PAGES & 2 PAPERS		6,596.00
100495	C&G NEWSPAPERS	110-282-0000-0000-000-0060-53510000	EH 00002145	07/02/2026	070126	1/2 PG ADVERTIZING 4PAPERS		3,044.00
							Vendor Total:	**9,640.00**
101639	MANER COSTERISAN	110-231-0000-0000-000-0060-53170000	EH 00002146	07/02/2026	84029	2026 AUDIT		8,500.00
							Vendor Total:	**8,500.00**
100380	OAKLAND SCHOOLS	110-113-0000-0000-560-0560-53110000	EH 00002147	07/02/2026	A0004329	TEST CODES IR		10.00
100380	OAKLAND SCHOOLS	110-113-0000-0000-560-0560-53110000	EH 00002147	07/02/2026	A0004342	TEST CODES IR		20.00
							Vendor Total:	**30.00**
100428	ROYAL ROOFING	110-261-0000-0000-200-0065-54110000	EH 00002148	07/02/2026	S133154	ROOF REPAIR JH		905.00
							Vendor Total:	**905.00**
101494	THRUN MAATSCH AND	110-231-0000-0000-000-0060-53170000	EH 00002149	07/02/2026	314447	TTG-BOARD MATTER		1,120.00
							Vendor Total:	**1,120.00**
100364	VIGILANTE SECURITY INC	110-261-0000-0000-550-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		118.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-560-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		92.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-300-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		111.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-600-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		63.25
100364	VIGILANTE SECURITY INC	110-271-0000-0000-000-0061-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		43.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		43.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		128.00
100364	VIGILANTE SECURITY INC	250-297-0000-0000-000-0000-53190000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		59.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-083-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		92.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-130-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		111.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-150-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		63.25
100364	VIGILANTE SECURITY INC	110-261-0000-0000-170-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		126.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-190-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		103.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-200-0065-53155000	EH 00002150	07/02/2026	784932	MONTHLY MONITORING-JULY26		111.00
							Vendor Total:	**1,266.50**
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-650-0065-55990000	EH 00002151	07/07/2026	1JL1CVGNCXC	SWITCH EDISON		243.33
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Champion Sports Scoop Ball Set	P2600298	43.40
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	KINGREE 6PCS Outdoor Magic Sca	P2600298	9.90
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Kicko Toy Binoculars for Kids	P2600298	21.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Winterlace Kids Winter Beanies	P2600298	44.94
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Chuchik Water Sprinkler for Ki	P2600298	15.97

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Under The Sea Giant Coloring P	P2600298	11.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	LUKBERA 28Packs Plush Animals	P2600298	17.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Aigybobo 240 Count Washable Ma	P2600298	35.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Sratte 8 Pcs Color Hoop Detach	P2600298	25.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	48 Pack Pop Fidget Toys Bulk 3	P2600298	33.24
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Seenelling 36 Pack Swim Goggle	P2600298	119.97
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Play22 40 Pack Pool Noodles Fo	P2600298	59.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	100 Pack Small Lined Notepads	P2600298	26.59
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	CIYOJA 50 Pcs Food Mystery Bli	P2600298	12.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Kacctyen 20 Pieces Royal Blue	P2600298	69.28
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Sapphirem Pack of 4X Handheld	P2600298	170.95
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002151	07/07/2026	1XWMJMKKDP	Kacctyen 20 Pieces Rainbow Umb	P2600298	142.52
100550	AMAZON CAPITAL SERVICES	10-252-0000-0000-000-0060-54910000	EH 00002151	07/07/2026	16MNR93FW3D	TONER CHECK PRINTER		169.99
100550	AMAZON CAPITAL SERVICES	10-118-0000-0000-190-0190-55110000	EH 00002151	07/07/2026	1C461FT441M3	329 PCS Number Line for Classro	P2600301	119.90
100550	AMAZON CAPITAL SERVICES	10-118-0000-0000-190-0190-55110000	EH 00002151	07/07/2026	1C461FT441M3	Zonon Alphabet &amp Number Bul	P2600301	72.16
100550	AMAZON CAPITAL SERVICES	10-284-0000-0000-000-0284-55910000	EH 00002151	07/07/2026	17NGFRLK7TP	TECH CLEANING PRODUCTS		139.68
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002151	07/07/2026	16RJK64J1Y16	Shipping Charge	P2600287	578 25.00
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002151	07/07/2026	16RJK64J1Y16	Rise Aquatics 40-Inch Standard	P2600287	257.50
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	PraxiKidy 12 Pack Long Divisio	P2600299	49.36
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	ZEAYEA 300 Pcs Linking Cubes w	P2600299	18.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Jumbo Size Coloring Poster, L	P2600299	6.92
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	50 PCS Mystery Bag Mini Resin	P2600299	29.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	hand2mind Rainbow Fraction Tow	P2600299	53.97
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Ring Pop Lollipops - Bulk Cand	P2600299	21.20
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Kinetic Sand, 11lb (5kg) Natu	P2600299	48.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Bulk Candy Individually Wrappe	P2600299	33.96
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	CHENGU 24pcs Reading Comprehen	P2600299	47.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	NTONPOWER Long Extension Cord	P2600299	27.54
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Shut The Box Game, 4-Player W	P2600299	13.29
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Sooez 24 Pack Mesh Zipper Pouc	P2600299	15.97
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Liliful 4 Pcs Team Building Ga	P2600299	55.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Zubebe 24 Pack Decks of Nertz	P2600299	35.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Giant Coloring Poster for Adul	P2600299	9.47
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-200-9019-55110000	EH 00002151	07/07/2026	13QCWQJFVL9	Sterilite 12-Pack Industrial T	P2600299	188.99
							Vendor Total:	**2,549.82**

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100137	BISON PLUMBING INC	110-261-0000-0000-300-0065-55990000	EH 00002152	07/07/2026	625903	BACK FLOW TESTING		741.00
100137	BISON PLUMBING INC	110-261-0000-0000-200-0065-55990000	EH 00002152	07/07/2026	625902	BACK FLOW TESTING		910.00
100137	BISON PLUMBING INC	110-261-0000-0000-560-0065-55990000	EH 00002152	07/07/2026	625897	BACK FLOW TESTING		234.00
100137	BISON PLUMBING INC	110-261-0000-0000-650-0065-55990000	EH 00002152	07/07/2026	625898	BACK FLOW TESTING		234.00
100137	BISON PLUMBING INC	110-261-0000-0000-170-0065-55990000	EH 00002152	07/07/2026	625901	BACK FLOW TESTING		741.00
100137	BISON PLUMBING INC	110-261-0000-0000-190-0065-55990000	EH 00002152	07/07/2026	625900	BACK FLOW TESTING		234.00
100137	BISON PLUMBING INC	110-261-0000-0000-130-0065-55990000	EH 00002152	07/07/2026	625906	BACK FLOW TESTING		403.00
100137	BISON PLUMBING INC	110-261-0000-0000-060-0065-55990000	EH 00002152	07/07/2026	625905	BACK FLOW TESTING		403.00
100137	BISON PLUMBING INC	110-261-0000-0000-150-0065-55990000	EH 00002152	07/07/2026	625899	BACK FLOW TESTING		234.00
							Vendor Total:	**4,134.00**
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-130-0065-54915000	EH 00002153	07/07/2026	4288850	COCKROACH/RODENT PROGRAM		99.11
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-600-0065-54915000	EH 00002153	07/07/2026	4288854	COCKROACH/RODENT PROGRAM		174.90
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-560-0065-54915000	EH 00002153	07/07/2026	4288851	COCKROACH/RODENT PROGRAM		99.11
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-650-0065-54915000	EH 00002153	07/07/2026	4288853	COCKROACH/RODENT PROGRAM		87.45
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-200-0065-54915000	EH 00002153	07/07/2026	4288856	COCKROACH/RODENT PROGRAM		169.07
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-300-0065-54915000	EH 00002153	07/07/2026	4288847	COCKROACH/RODENT PROGRAM		274.01
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-170-0065-54915000	EH 00002153	07/07/2026	4288849	COCKROACH/RODENT PROGRAM		579 114.27
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-190-0065-54915000	EH 00002153	07/07/2026	4288855	COCKROACH/RODENT PROGRAM		139.92
100316	ECOLAB PEST ELIMINATION	110-261-0000-0000-060-0065-54915000	EH 00002153	07/07/2026	4288848	COCKROACH/RODENT PROGRAM		99.11
							Vendor Total:	**1,256.95**
100319	G N E PAINT & SUPPLY	110-261-0000-0000-200-0065-55990000	EH 00002154	07/07/2026	0429897	PAINT SUPPLIES JH		338.15
							Vendor Total:	**338.15**
101482	GRAFTON SCHOOL	220-122-0140-0000-650-0650-55110000	EH 00002155	07/07/2026	GIHNINV00957	REIMBURSEMENT		1,034.66
							Vendor Total:	**1,034.66**
100292	INVEST CENTERS LLC	110-119-0000-9019-560-9019-53110000	EH 00002156	07/07/2026	070126	70% SUMMER DISCOVERY JULY26		97,693.75
							Vendor Total:	**97,693.75**
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00002157	07/07/2026	17732381	ERASER PADS		254.82
100745	KSS ENTERPRISES	110-261-0000-0000-130-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.08
100745	KSS ENTERPRISES	110-261-0000-0000-130-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
100745	KSS ENTERPRISES	110-261-0000-0000-190-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.50
100745	KSS ENTERPRISES	110-261-0000-0000-170-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.08
100745	KSS ENTERPRISES	110-261-0000-0000-170-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
100745	KSS ENTERPRISES	110-261-0000-0000-150-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
100745	KSS ENTERPRISES	110-261-0000-0000-150-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.08

Selection:

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100745	KSS ENTERPRISES	110-261-0000-0000-200-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
100745	KSS ENTERPRISES	110-261-0000-0000-200-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.08
100745	KSS ENTERPRISES	110-261-0000-0000-400-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
100745	KSS ENTERPRISES	110-261-0000-0000-400-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.10
100745	KSS ENTERPRISES	110-261-0000-0000-300-0065-55993000	EH 00002157	07/07/2026	17732391	CARPET CLAENER SUPPLIES		235.08
100745	KSS ENTERPRISES	110-261-0000-0000-300-0065-55993000	EH 00002157	07/07/2026	1773239	CARPET CLAENER SUPPLIES		663.53
							Vendor Total:	**6,310.00**
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-241-0000-0000-170-0170-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-125-0000-0000-400-0400-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		94.50
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		136.08
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		152.84
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		419.86
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		95.89
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		580 172.28
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		537.57
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		283.58
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		562.66
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		356.89
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54129000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		382.87
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		164.07
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
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Selection:

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.11
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	EH 00002158	07/07/2026	42369422	05/26/26-6/25/2026		223.18
100589	MILLENNIUM BUSINESS	110-113-0000-0000-560-0560-54220000	EH 00002158	07/07/2026	42261107	SER 5/13-6/12/26		435.45
							Vendor Total:	**8,704.43**
100675	PROCARE SOFTWARE LLC	230-351-0000-0000-190-0230-57410000	EH 00002159	07/07/2026	INV1278467	SCW PRO/CON JUN26		362.00
							Vendor Total:	**362.00**
100064	REPUBLIC SERVICES INC	110-261-0000-0000-081-0065-53840000	EH 00002160	07/07/2026	0237002239361	PICK UP SERVICE JULY 26		195.43
							Vendor Total:	**195.43**
100515	STAFF CONNECTIONS LLC	220-213-0015-0000-600-0601-53130000	EH 00002161	07/07/2026	2970	LPN 6/15-6/18/26		664.32
100515	STAFF CONNECTIONS LLC	220-213-0015-0000-600-0602-53130000	EH 00002161	07/07/2026	2970	CNA 6/15-6/18/26		435.00
							Vendor Total:	**1,099.32**
100342	TONYS HARDWARE	110-261-0000-0000-000-0065-55990000	EH 00002162	07/07/2026	063026	MAINTENANCE SUPPLIES JUN26		1,890.22
							Vendor Total:	**1,890.22**
100292	INVEST CENTERS LLC	110-119-0000-9019-560-9019-53110000	EH 00002163	07/09/2026	070926	BALANCE OWED SUMMER		41,868.75
							Vendor Total:	**41,868.75**
101634	AFSCME MICHIGAN 925	110-000-0000-0000-000-0000-24517000	EH 00002164	07/14/2026	2825/2601140	PAYROLL		382.95
							Vendor Total:	**382.95**
100045	A & I ENTERPRISES	110-113-0000-0000-570-0570-53110000	EH 00002165	07/23/2026	072326	MCA JUN26 PYMT#10		200,190.01
							Vendor Total:	**200,190.01**
101634	AFSCME MICHIGAN 925	110-000-0000-0000-000-0000-24517000	EH 00002166	07/23/2026	2825/2601150	PAYROLL		382.95
							Vendor Total:	**382.95**
100351	AIRGAS GREAT LAKES	110-113-0000-2230-300-2230-55110000	EH 00002167	07/23/2026	5525592675	CYL RENTAL JUN26		401.90
							Vendor Total:	**401.90**
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Prang (Formerly SunWorks) Cons	P2600302	5.08
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Alka-Seltzer Heartburn Pain Ef	P2600302	9.54
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Play Doh Modeling Compound 10-	P2600302	15.98
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Amazon Basics Purple Washable	P2600302	13.63
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Amazon Grocery, Vegetable Oil	P2600302	19.90
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	85" x 11" Full Sheet Label Sti	P2600302	12.77

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100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	CALPALMY 30 Pack Paper Mache M	P2600302	21.84
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Amazon Grocery, Assorted Food	P2600302	3.14
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Kinetic Sand, 55lbs (25kg) Na	P2600302	28.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Rarlan Washable Markers Bulk,	P2600302	39.88
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Liquid Glue (24 Pack) - 4 oz W	P2600302	29.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	ADIIL 7200pcs Clay Beads Brace	P2600302	15.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	KAWKALSH 120 Balloons Rainbow	P2600302	8.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Scissors Bulk Set of 32-Pack,	P2600302	27.89
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	KTOJOY 100 Pcs Craft Sticks Ic	P2600302	3.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Zkupanx 20 PCS 3ml Dropper Pip	P2600302	3.96
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	FUMILE Watercolor Paint Set Bu	P2600302	17.96
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Amazon Basics Disposable Strip	P2600302	2.29
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Hello Fit 20-Pack Yoga Mat, 6	P2600302	171.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	unuaST Acrylic Paint Sets for	P2600302	34.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	V-Opitos 168 Count Colored Pen	P2600302	16.97
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	30 Pack Plant Saucer 4 Inches	P2600302	7.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	TOMPEN Permanent Markers, Fine	P2600302	582 9.90
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	White Cardstock 85 x 11, 40 S	P2600302	6.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Bulk Headphones 25 Pack for Ki	P2600302	36.05
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	80 Sheets Watercolor Paper Bul	P2600302	15.19
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	Push-Form Gift Boxes - 3x3x3 M	P2600302	12.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	80PCS Natural Bulk Assorted 05	P2600302	13.19
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	HAPYSHOOP 6 Pack Small Plastic	P2600302	15.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	ARTISTRO 36 Acrylic Paint Mark	P2600302	9.96
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1PCJN1NC3XN	FURWEY 66lbs Play Sand, Natur	P2600302	17.95
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	KINGREE 6PCS Outdoor Magic Sca	P2600298	9.90
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Winterlace Kids Winter Beanies	P2600298	104.86
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Tigerdoe Pith Helmets - 8 Safa	P2600298	15.00
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Hutou 24 Pack Multicolor Ballp	P2600298	19.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Gelante Plain Blank Baseball C	P2600298	28.50
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	SANNIX 50 Pieces Cartoon Cute	P2600298	14.88
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	GRAWUN 6 Pack Jump Rope For Ki	P2600298	17.79
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Manmel 50 Pcs Foam Gliders Pla	P2600298	9.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	HAVE A TREE Womens 3-6 Pack Cr	P2600298	69.90
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Deekin 12 Pcs Assorted Sport B	P2600298	94.99

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100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Kacctyen 20 Pieces Rainbow Umb	P2600298	71.26
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Kacctyen 20 Pieces Royal Blue	P2600298	138.56
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	ALNETI Large Coloring Posters	P2600298	9.45
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	30PCS Bulk Fidget Toys, Party	P2600298	7.59
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Nicime 433x315 Summer Coloring	P2600298	6.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	30PCS Party Favors Kids Keycha	P2600298	23.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Seenelling 36 Pack Swim Goggle	P2600298	119.97
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Hooqict 24 Pack Pocket Noteboo	P2600298	7.95
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Wholelovein 10 pcs 375inch Thr	P2600298	27.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	24PCS Transformable Fidget Spi	P2600298	19.94
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1NVLFFRLV7V	Sprinklers for Yard, Rotating	P2600298	9.78
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Honey Maid Lil' Squares Honey	P2600298	156.03
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Original Bunch O Balloons Mult	P2600298	231.50
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Hutou 24 Pack Multicolor Ballp	P2600298	19.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	20mm 10pcs Polypropylene (PP)	P2600298	26.60
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Gelante Plain Blank Baseball C	P2600298	541.50
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	24 Pcs Mini Tie Dye Notepads M	P2600298	583 12.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	DOKUTOKU 3-12 Pack Womens Crew	P2600298	69.90
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	24 Pack Mini Slime, Galaxy Sl	P2600298	26.98
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	AIQINHU 10 Pcs Artificial Lily	P2600298	36.55
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	32 Pcs 8 Colors Neon Bubbles P	P2600298	19.94
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	HNSYYF 60-Pack Multicolor Pen	P2600298	23.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Naozinebi Bug Garden Coloring	P2600298	19.40
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Zubebe 28 Pack Kids Card Games	P2600298	39.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	18 Inch Rubber Playground Ball	P2600298	35.96
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Seenelling 36 Pack Swim Goggle	P2600298	39.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	X1zuue Giant Winter Coloring P	P2600298	9.99
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	Safari Jungle Party Coloring P	P2600298	9.48
100550	AMAZON CAPITAL SERVICES	10-119-0000-9019-170-9019-55110000	EH 00002168	07/23/2026	1TLW3TCJ4H3	QZYL Summer Coloring Tableclot	P2600298	7.99
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	PicassoTiles 100 Piece Set 100	P2600306	39.19
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Fat Brain Toys Squigz Deluxe S	P2600306	108.80
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Tapp Collections Bingo Transpa	P2600306	11.99
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	POPULAR PLAYTHINGS Playstix,	P2600306	90.24
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	PicassoTiles 42pcs Magnetic Ti	P2600306	22.53
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	PicassoTiles 120pcs Hedgehog	P2600306	46.48

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100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Lichamp Masking Tape 10 Pack G	P2600306	16.14
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Picasso Cubes 05" Pixel Magnet	P2600306	54.99
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	BrainSpark 48PCS Black White G	P2600306	14.99
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	PicassoTiles Magnetic Tiles 15	P2600306	134.38
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	TOMYOU 400 Pieces Building Blo	P2600306	29.99
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Learning Resources STEM Explor	P2600306	11.00
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	DEART 8X Colored Masking Tape,	P2600306	7.32
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	Learning Resources STEM Explor	P2600306	76.87
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	MAGNA-TILES microMAGS Learn P	P2600306	79.98
100550	AMAZON CAPITAL SERVICES	10-111-0000-7530-170-7530-55110000	EH 00002168	07/23/2026	1QXLD3NHGF	MAGNA-TILES microMAGS Learn P	P2600306	79.98
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1FYNGCDYLY	CAP 150 lb Rubber Coated Hex D	P2600303	182.34
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1FYNGCDYLY	Fitvids Kettlebell Sets 4 Piec	P2600303	44.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	RELIFE REBUILD YOUR LIFE Powe	P2600303	109.61
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	BalanceFrom 3-in-1 Rotatable P	P2600303	65.79
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	RUBYQ 2 Pack 12 Rungs Agility	P2600303	16.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	AIO EYEUY Adjustable Jump Rope	P2600303	19.04
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	Wettarn 12 Pcs 9" Speed Traini	P2600303	584 63.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	Yes4All Battle Rope No Cover 1	P2600303	39.11
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	bintiva Non Bounce Slam Ball -	P2600303	98.00
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-200-0250-55990000	EH 00002168	07/23/2026	1P31RHPXHDK	SEAOTTER Agility Hurdles 4FT D	P2600303	89.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Cramer Tape Underwrap, Sports	P2600304	50.29
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Cramer Team Color Athletic Tap	P2600304	251.28
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	MEDca Body Fat Caliper and Mea	P2600304	8.90
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	AHIER Cold Massage Roller Ball	P2600304	9.79
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	BestOffice 4-Tier Wire Storage	P2600304	40.97
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Resistance Bands Bulk Rolls fo	P2600304	12.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	AZEN Premium 5 Pack Elastic Ba	P2600304	9.98
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Resistance Bands for Working O	P2600304	11.58
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Schneider Medical Nitrile Exam	P2600304	16.16
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Goovilla 3 Tier Rolling Utilit	P2600304	22.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	100 x AYDMED 9-in-1 UTI Test S	P2600304	14.24
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Excitsayno Silicone Cupping Th	P2600304	9.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Jofuler Stretching Strap for P	P2600304	3.99
100550	AMAZON CAPITAL SERVICES	10-293-0000-0000-300-0350-55990000	EH 00002168	07/23/2026	1MMQWD3D7K	Shipping Charge	P2600304	6.99
100550	AMAZON CAPITAL SERVICES	10-284-0000-0000-000-0284-54120000	EH 00002168	07/23/2026	1NFCGDJ9HJP	SOKE CASE IPAD (8)		1,404.00

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100550	AMAZON CAPITAL SERVICES	110-252-0000-0000-000-0060-54910000	EH 00002168	07/23/2026	1YDJPCK9JRX	OFFICE SUPPLIES		117.95
100550	AMAZON CAPITAL SERVICES	110-118-0000-0000-190-0190-55910000	EH 00002168	07/23/2026	1LHK6FMVC66	Mifflin-USA Horizontal ID Name	P2600300	37.51
100550	AMAZON CAPITAL SERVICES	110-118-0000-0000-190-0190-55910000	EH 00002168	07/23/2026	1LHK6FMVC66	TZe-335 Black Label Tape Compa	P2600300	61.64
							Vendor Total:	**6,455.91**
100317	BATTERY WAREHOUSE CO	110-261-0000-0000-060-0065-55990000	EH 00002169	07/23/2026	CRJYWNSY5T	R31DCM		270.00
							Vendor Total:	**270.00**
100137	BISON PLUMBING INC	110-261-0000-0000-130-0065-55990000	EH 00002170	07/23/2026	625856	SERVICE CHANGE HOOVER		5,040.00
							Vendor Total:	**5,040.00**
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53150000	EH 00002171	07/23/2026	X400080926	ADMIN & FEE EXPENSE JUN26		8,606.24
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53150000	EH 00002171	07/23/2026	X400080926	SUPERVISORY & CLERICAL JUN26		7,844.76
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53190000	EH 00002171	07/23/2026	X400080926	DIRECT LABOR JUN26		45,116.37
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55610000	EH 00002171	07/23/2026	X400080926	NET PRODUCT COST JUN26		13,439.55
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55640000	EH 00002171	07/23/2026	X400080926	TOTAL OTHER COSTS JUN26		16,050.91
							Vendor Total:	**91,057.83**
100888	CONSTELLATION	110-261-0000-0000-083-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		14.68
100888	CONSTELLATION	110-261-0000-0000-130-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
100888	CONSTELLATION	110-261-0000-0000-190-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
100888	CONSTELLATION	110-261-0000-0000-170-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
100888	CONSTELLATION	110-261-0000-0000-150-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
100888	CONSTELLATION	110-261-0000-0000-300-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		264.30
100888	CONSTELLATION	110-261-0000-0000-400-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
100888	CONSTELLATION	110-261-0000-0000-200-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		58.73
100888	CONSTELLATION	110-261-0000-0000-650-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		58.73
100888	CONSTELLATION	110-261-0000-0000-560-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		14.68
100888	CONSTELLATION	110-261-0000-0000-600-0065-55510000	EH 00002172	07/23/2026	4629303	GAS SUPPLY CHARGES JUN26		29.37
							Vendor Total:	**587.34**
101356	FACILITIES MANAGEMENT	110-284-0000-0000-000-0284-53450000	EH 00002173	07/23/2026	47274	SUBSCRIPTION 7/1/26-6/30/27		19,543.45
							Vendor Total:	**19,543.45**
100810	FOXBRIGHT	110-284-0000-0000-000-0284-54140000	EH 00002174	07/23/2026	INV002184	CMS HOSTING MAINT SERV 26/27		5,697.00
							Vendor Total:	**5,697.00**
101224	HOPSKIPDRIVE INC	110-271-0099-0000-000-0660-53310000	EH 00002175	07/23/2026	014330626A	IEP TRANS/SHARED JUN26		2,589.36
101224	HOPSKIPDRIVE INC	110-271-9997-0000-000-0061-53310000	EH 00002175	07/23/2026	048090626B	FITZGERALD RIDESHAR 6/1-6/4/26		17.13
101224	HOPSKIPDRIVE INC	110-271-9997-0000-000-0061-53310000	EH 00002175	07/23/2026	014330626A	MCKINNEY VENTO JUN26		12,157.50
							Vendor Total:	**14,763.99**

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100574	INSTITUTE FOR EXCELLENCE	110-232-0000-0000-000-0060-53150000	EH 00002176	07/23/2026	2027130	JULY26 SERVICES		1,500.00
							Vendor Total:	**1,500.00**
100292	INVEST CENTERS LLC	110-113-0000-0000-560-0000-53110000	EH 00002177	07/23/2026	072326	INVEST JUN26 PYMT #10		206,320.49
							Vendor Total:	**206,320.49**
100451	J W PEPPER & SONS	110-113-0000-0000-300-0300-55110000	EH 00002178	07/23/2026	368585560	MUSIC		265.79
							Vendor Total:	**265.79**
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-53190000	EH 00002179	07/23/2026	65534	WALK IN FREEZER WEBB		1,031.76
							Vendor Total:	**1,031.76**
100489	PEARSON EDUCATION	110-214-0021-0000-000-0660-55110000	EH 00002180	07/23/2026	32000471	TESTING MATERIALS		5.88
100489	PEARSON EDUCATION	110-214-0021-0000-000-0660-55110000	EH 00002180	07/23/2026	32002988	TESTING MATERIALS		3.91
							Vendor Total:	**9.79**
100064	REPUBLIC SERVICES INC	110-261-0000-0000-130-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		331.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-190-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		249.09
100064	REPUBLIC SERVICES INC	110-261-0000-0000-200-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		735.16
100064	REPUBLIC SERVICES INC	110-261-0000-0000-300-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		395.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-550-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		112.21
100064	REPUBLIC SERVICES INC	110-261-0000-0000-560-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		331.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-650-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		249.09
100064	REPUBLIC SERVICES INC	110-261-0000-0000-170-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		395.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-150-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		663.68
100064	REPUBLIC SERVICES INC	110-261-0000-0000-060-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		331.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-060-0065-53840000	EH 00002181	07/23/2026	0241004288231	WASTE DISPOSAL JUN26		90.42
							Vendor Total:	**3,886.85**
100428	ROYAL ROOFING	110-261-0000-0000-130-0065-54110000	EH 00002182	07/23/2026	S133232	6/22/26 ROOF REPAIR HOOVER		925.00
100428	ROYAL ROOFING	110-261-0000-0000-300-0065-54110000	EH 00002182	07/23/2026	S133233	6/22/26 ROOF REPAIR HS		705.00
							Vendor Total:	**1,630.00**
100515	STAFF CONNECTIONS LLC	220-213-0015-0000-600-0601-53130000	EH 00002183	07/23/2026	2987	RN 6/22/26		210.00
							Vendor Total:	**210.00**
100364	VIGILANTE SECURITY INC	110-261-0000-0000-300-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		153.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-550-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		118.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-560-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		92.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-600-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		80.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-083-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		92.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-200-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		111.00

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100364	VIGILANTE SECURITY INC	110-261-0000-0000-170-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		126.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-190-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		103.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		43.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		128.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-130-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		111.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-150-0065-53155000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		80.50
100364	VIGILANTE SECURITY INC	250-297-0000-0000-000-0000-53190000	EH 00002184	07/23/2026	787194	MONTHLY MONITORING-AUG26		17.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-150-0065-53155000	EH 00002184	07/23/2026	786510	SERVICE JULY26		26.71
							Vendor Total:	**1,284.71**
101215	HOLLAND BUS COMPANY	110-271-0000-2840-000-2840-56610000	EH 00002185	07/28/2026	U516920	BODY# U516920	P2700004	56,638.00
							Vendor Total:	**56,638.00**
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-000-0284-55990000	EH 00002186	07/30/2026	1QNP3DDHRQ	CHARGING STATION		1,068.48
100550	AMAZON CAPITAL SERVICES	110-127-0000-3440-300-3440-55110000	EH 00002186	07/30/2026	1TNH1GG7N3D	OMOTON Wired Keyboard for Mac,	P2600307	595.99
100550	AMAZON CAPITAL SERVICES	110-127-0000-3440-300-3440-55110000	EH 00002186	07/30/2026	1X7F3M3974Y4	SWITCHFLUX 5 Pack USB-C to HDM	P2600307	-0.21
100550	AMAZON CAPITAL SERVICES	110-127-0000-3440-300-3440-55110000	EH 00002186	07/30/2026	1X7F3M3974Y4	OMOTON Wired Keyboard for Mac,	P2600307	382.05
100550	AMAZON CAPITAL SERVICES	110-127-0000-3440-300-3440-55110000	EH 00002186	07/30/2026	1X7F3M3974Y4	60 Pack Wired Mouse Bulk Compu	P2600307	65.99
100550	AMAZON CAPITAL SERVICES	110-119-0000-9019-170-9019-55110000	EH 00002186	07/30/2026	196YD4P1J6N9	Gelante Plain Blank Baseball C	P2600305	570.00
							Vendor Total:	**2,682.30**
101642	AMERICAN ARBITRATION	110-231-0000-0000-000-0060-57410000	EH 00002187	07/30/2026	14835410	AMIN FEES		395.00
							Vendor Total:	**395.00**
100495	C&G NEWSPAPERS	110-282-0000-0000-000-0060-53510000	EH 00002188	07/30/2026	0047049	1/2 PAGE 4 PAPERS		2,579.40
							Vendor Total:	**2,579.40**
100448	CDW-G	110-284-0000-0000-000-0284-54140000	EH 00002189	07/30/2026	AK1E47W	INTERNET		17,357.00
							Vendor Total:	**17,357.00**
100604	CORRIGAN RECORD	110-261-0000-0000-060-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		54.90
100604	CORRIGAN RECORD	110-261-0000-0000-130-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		37.35
100604	CORRIGAN RECORD	110-261-0000-0000-150-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		31.50
100604	CORRIGAN RECORD	110-261-0000-0000-170-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		60.75
100604	CORRIGAN RECORD	110-261-0000-0000-200-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		31.50
100604	CORRIGAN RECORD	110-261-0000-0000-650-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		54.90
100604	CORRIGAN RECORD	110-261-0000-0000-400-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		31.50
100604	CORRIGAN RECORD	110-261-0000-0000-600-0065-54910000	EH 00002190	07/30/2026	1269569	SHREDDING SERVICE 6/16/26		89.99
							Vendor Total:	**392.39**
100319	G N E PAINT & SUPPLY	110-261-0000-0000-200-0065-55990000	EH 00002191	07/30/2026	0430641	LATEX FLOOR PLATINUM G JH		215.97

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**215.97**
100393	KILBURNS EQUIPMENT	110-261-0000-0000-000-0065-55990000	EH 00002192	07/30/2026	1607651	CARB		41.97
							Vendor Total:	**41.97**
100948	KINGSCOTT ASSOCIATES INC	220-452-0000-0000-150-0150-53190000	EH 00002193	07/30/2026	19755	04500.10A2 WEBB BATHRM		522.50
100948	KINGSCOTT ASSOCIATES INC	220-452-0000-0000-060-0060-53190000	EH 00002193	07/30/2026	19757	04500.10A3 ADMN BATHRM		522.50
100948	KINGSCOTT ASSOCIATES INC	220-452-0000-0000-060-0060-53190000	EH 00002193	07/30/2026	19751	04500.0900 FACILITY ASMNT26		4,950.00
100948	KINGSCOTT ASSOCIATES INC	220-452-0000-0000-300-0300-53190000	EH 00002193	07/30/2026	19753	04500.10A1 HS CROSS CORRIDOR		450.00
							Vendor Total:	**6,445.00**
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-53221000	EH 00002194	07/30/2026	1780022	EXPO TRAINING (5)		200.00
							Vendor Total:	**200.00**
100589	MILLENNIUM BUSINESS	110-113-0000-0000-560-0560-54220000	EH 00002195	07/30/2026	42519077	TOSHIBA IR JUN26		355.57
							Vendor Total:	**355.57**
100380	OAKLAND SCHOOLS	110-232-0000-0000-000-0060-57410000	EH 00002196	07/30/2026	A0004421	K-12 ALLIANCE DUES 26/27		750.00
100380	OAKLAND SCHOOLS	110-252-0000-0000-000-0060-58220000	EH 00002196	07/30/2026	A0004409	PS B+FINANCE HR SOFTWARE		36,478.00
							Vendor Total:	**37,228.00**
100515	STAFF CONNECTIONS LLC	220-213-0015-0000-600-0601-53130000	EH 00002197	07/30/2026	2995	RN 7/7-7/15 JARDON		1,035.00
							Vendor Total:	**1,035.00**
101391	STAGES LEARNING	110-122-0120-0000-150-0660-53450000	EH 00002198	07/30/2026	943952	ARIS SUB LIC + PRLG SY 26-27		62,459.98
							Vendor Total:	**62,459.98**
100829	TEACHING STRATEGIES LLC	110-118-0000-3400-190-3400-55990000	EH 00002199	07/30/2026	INV242263	CREATIVE CURRICULUM PRE-K		21,098.00
							Vendor Total:	**21,098.00**
100364	VIGILANTE SECURITY INC	110-266-0000-0000-130-0066-53155000	EH 00002200	07/30/2026	INV6195	INTRUSION ALARM UPGRADE		3,747.24
100364	VIGILANTE SECURITY INC	110-266-0000-0000-200-0066-53155000	EH 00002200	07/30/2026	INV6130	INTRUSION ALARM UPGRADE JH		4,751.14
100364	VIGILANTE SECURITY INC	110-261-0000-0000-150-0065-53155000	EH 00002200	07/30/2026	INV5242	DEVICE REPAIR		166.30
100364	VIGILANTE SECURITY INC	110-261-0000-0000-083-0065-53155000	EH 00002200	07/30/2026	INV4546	793156 P-2790 UPGRADE		982.07
100364	VIGILANTE SECURITY INC	110-261-0000-0000-300-0065-53155000	EH 00002200	07/30/2026	INV6096	INTRUSION ALARM UPGRADE HS		3,966.87
							Vendor Total:	**13,613.62**
100801	21C ADVERTISING - DO NOT	110-282-0000-0000-000-0060-53510000	HP 00506363	07/02/2026	101480	ACC ID 261491		205.98
							Vendor Total:	**205.98**
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-55110000	HP 00506364	07/02/2026	168513	INSTRUMENT REPAIRS		35.60
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-53190000	HP 00506364	07/02/2026	83186	INSTRUMENT REPAIR		95.00
							Vendor Total:	**130.60**
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00506365	07/02/2026	8092	BEST A COPIES		653.25

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**653.25**
100526	CAROLINA BIOLOGICAL	110-111-0000-0000-130-0131-55110000	HP 00506366	07/02/2026	5345031	Perfect solution Squid 12"+, 1	P2600282	114.00
100526	CAROLINA BIOLOGICAL	110-111-0000-0000-130-0131-55110000	HP 00506366	07/02/2026	5345031	Freight and handling	P2600282	17.16
100526	CAROLINA BIOLOGICAL	110-111-0000-0000-130-0131-55110000	HP 00506366	07/02/2026	5345031	CARRIE JOHNSON - HOOVER	P2600282	0.00
							Vendor Total:	**131.16**
101252	CEIA USA LTD	220-122-0140-0000-650-0650-56420000	HP 00506367	07/02/2026	101635	OPENGATE WITH LTE WIFI	P2600297	23,427.00
101252	CEIA USA LTD	220-122-0140-0000-650-0650-56420000	HP 00506367	07/02/2026	101635	B1815L BATTERY CHARGER	P2600297	0.00
101252	CEIA USA LTD	220-122-0140-0000-650-0650-56420000	HP 00506367	07/02/2026	101635	BATTERY, LITHIUM, 18V, 15A	P2600297	0.00
101252	CEIA USA LTD	220-122-0140-0000-650-0650-56420000	HP 00506367	07/02/2026	101635	SUPPORT ARMS AND PLATES,	P2600297	1,430.00
101252	CEIA USA LTD	220-122-0140-0000-650-0650-56420000	HP 00506367	07/02/2026	101635	FREIGHT	P2600297	350.00
							Vendor Total:	**25,207.00**
100321	CITY OF HAZEL PARK	110-271-0000-0000-000-0061-55710000	HP 00506368	07/02/2026	13234	TRANSPORTATION FUEL MAY26		5,748.81
100321	CITY OF HAZEL PARK	110-261-0000-0000-000-0065-55710000	HP 00506368	07/02/2026	13234	MAINTENANCE FUEL MAY26		3,271.90
							Vendor Total:	**9,020.71**
100517	CLAWSON PUBLIC SCHOOLS	110-293-0000-0000-300-0350-53199000	HP 00506369	07/02/2026	060526	SHARED COST OF TRACK REF		200.00
							Vendor Total:	**200.00**
100132	D POOLE CLEANING	250-297-0000-0000-000-0000-53190000	HP 00506370	07/02/2026	81824	VENT CLEANING MAY26		2,645.00
							Vendor Total:	**2,645.00**
100889	DIVINE CHILD HIGH SCHOOL	110-293-0000-0000-300-0350-55990000	HP 00506371	07/02/2026	5502312	TRACK MEET		300.00
							Vendor Total:	**300.00**
100533	DRAMATIC GRAPHICS	290-296-9461-0000-000-0450-57920000	HP 00506372	07/02/2026	3216	JACKETS PRINTED		1,369.00
100533	DRAMATIC GRAPHICS	290-296-9450-0000-000-0450-57920000	HP 00506372	07/02/2026	3216	JACKETS PRINTED		131.00
100533	DRAMATIC GRAPHICS	290-296-9450-0000-000-0450-57920000	HP 00506372	07/02/2026	3215	EMBROIDERED HATS BB26		1,000.00
							Vendor Total:	**2,500.00**
100640	FIBER LINK INC	110-284-0000-0000-000-0284-53190000	HP 00506373	07/02/2026	21050	MISS DIG TICKETS CLEARED		171.75
							Vendor Total:	**171.75**
101358	IBH ANALYTICS LLC	110-391-0000-8160-000-8160-53190000	HP 00506374	07/02/2026	11	YEAR 3 QUARTER 3		3,000.00
							Vendor Total:	**3,000.00**
100323	JOSTENS INC	290-296-9344-0000-000-0300-57920000	HP 00506375	07/02/2026	1064172415	TASSELS CLASS26		511.95
							Vendor Total:	**511.95**
100043	MECHANICAL SYSTEMS	110-261-0000-0000-130-0065-53190000	HP 00506376	07/02/2026	260704	BOILER REPAIR HOOVER		830.00
							Vendor Total:	**830.00**
100159	MICHIGAN ASSOC OF	110-231-0000-0000-000-0060-57410000	HP 00506377	07/02/2026	137429	26 BCK TO SCHL LEGAL WRKSHP		125.00

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100159	MICHIGAN ASSOC OF	110-231-0000-0000-000-0060-57410000	HP 00506377	07/02/2026	137519	WRKSHP BOARD ASSESSMENTS		924.76
							Vendor Total:	**1,049.76**
101412	MICHIGAN ATHLETIC	110-293-0000-0000-300-0350-53191000	HP 00506378	07/02/2026	061526	2026 2ND 1/2 SPRING INVOICE		3,162.50
							Vendor Total:	**3,162.50**
100329	MICHIGAN MAINTENANCE	110-261-0000-0000-000-0065-55990000	HP 00506379	07/02/2026	14993	CORD CHARGER IEC CONNECTOR		128.00
							Vendor Total:	**128.00**
101638	MICHIGAN SCHOOL	110-271-0000-0000-000-0061-57410000	HP 00506380	07/02/2026	39562	BUS PURCHASE PROGRAM USER		375.00
							Vendor Total:	**375.00**
100452	NORTHWEST POOLS INC	110-261-0000-0000-300-0065-55990000	HP 00506381	07/02/2026	1182482	LIQUID CHLORINE		556.35
							Vendor Total:	**556.35**
100338	QUICK MADE SIGNS &	290-296-9344-0000-000-0300-57920000	HP 00506382	07/02/2026	052026	MEDALS/TROPHIES		163.00
							Vendor Total:	**163.00**
100312	R L DEPPMANN	110-261-0000-0000-170-0065-55990000	HP 00506383	07/02/2026	INV44515	SEAL KIT GASKET SLEEVE		1,440.80
100312	R L DEPPMANN	110-261-0000-0000-170-0065-55990000	HP 00506383	07/02/2026	INV44730	SLEEVE KIT		563.40
							Vendor Total:	**2,004.20**
100046	THE DAVEY TREE EXPERT	110-261-0000-0000-000-0065-54110000	HP 00506384	07/02/2026	920613352	SVCS PERF-IRRIGATION		590 465.00
100046	THE DAVEY TREE EXPERT	110-261-0000-0000-000-0065-54110000	HP 00506384	07/02/2026	920647058	FERT/WEED CONTROL BB/SB		997.00
							Vendor Total:	**1,462.00**
100032	VERIZON WIRELESS	110-284-0000-0000-000-0284-53415000	HP 00506385	07/02/2026	6146131675	B.W. CELL 5/15-6/14/26		38.11
100032	VERIZON WIRELESS	110-261-0000-0000-000-0065-53415000	HP 00506385	07/02/2026	6146131675	G.R. CELL 5/15-6/14/26		38.11
							Vendor Total:	**76.22**
100347	BILLINGS LAWN EQUIPMENT	110-261-0000-0000-000-0065-55990000	HP 00506386	07/07/2026	505386	MAINTENANCE LAWN SUPPLIES		489.09
							Vendor Total:	**489.09**
101132	ENTECH MEDICALL	110-213-0015-0000-130-0660-53130000	HP 00506387	07/07/2026	15865	SBA 6/1-6/5/26		886.56
101132	ENTECH MEDICALL	110-213-0015-0000-170-0660-53130000	HP 00506387	07/07/2026	15866	AIDE UO 6/1-6/5/26		805.84
101132	ENTECH MEDICALL	110-213-0015-0000-150-0660-53130000	HP 00506387	07/07/2026	15867	CNA 6/1-6/5/26		626.76
101132	ENTECH MEDICALL	110-213-0015-0000-190-0660-53130000	HP 00506387	07/07/2026	15868	LPN 6/3-6/5/26		875.00
							Vendor Total:	**3,194.16**
100640	FIBER LINK INC	110-284-0000-0000-000-0284-53190000	HP 00506388	07/07/2026	21076	FIBER WAN MAINT RIDE OUT		5,500.00
							Vendor Total:	**5,500.00**
100455	GRAINGER	110-261-0000-0000-000-0065-55990000	HP 00506389	07/07/2026	9961357044	OVERSHOES 2		160.46
							Vendor Total:	**160.46**
100323	JOSTENS INC	110-113-0000-0000-300-0300-55990000	HP 00506390	07/07/2026	40064464	DIPLOMA		66.35

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							Vendor Total:	**66.35**
100089	MCNAUGHTON-MCKAY	110-261-0000-0000-000-0065-55990000	HP 00506391	07/07/2026	26885601	MAINTENANCE ELECTRIC		30.84
							Vendor Total:	**30.84**
100329	MICHIGAN MAINTENANCE	110-261-0000-0000-000-0065-55990000	HP 00506392	07/07/2026	15500	UTILITY PAD/HANDLE		124.91
							Vendor Total:	**124.91**
101259	POWERSCHOOL GROUP LLC	110-284-0000-0000-000-0284-53450000	HP 00506393	07/07/2026	INV500125	SIS 7/1/26-6/30/27		138,274.84
							Vendor Total:	**138,274.84**
100338	QUICK MADE SIGNS &	290-296-9312-0000-000-0300-57920000	HP 00506394	07/07/2026	3322	OSCAR REMAKE 2026		6.00
100338	QUICK MADE SIGNS &	290-296-9344-0000-000-0300-57920000	HP 00506394	07/07/2026	3323	UPDATED PLATES 2026		210.00
100338	QUICK MADE SIGNS &	110-293-0000-0000-300-0450-55990000	HP 00506394	07/07/2026	3321	ATHLETIC AWARDS 2026		267.00
							Vendor Total:	**483.00**
101636	TRUE VEKTOR INC	420-456-0000-0000-000-0000-56220000	HP 00506395	07/07/2026	26061802	THERMAL ROOF SCAN DISTRICT		21,200.00
							Vendor Total:	**21,200.00**
100585	PITNEY BOWES	110-232-0000-0000-000-0060-53430000	HP 00506396	07/13/2026	060826	ACCT# 8000-9090-1041-9237		5,401.00
100585	PITNEY BOWES	110-232-0000-0000-000-0060-53430000	HP 00506396	07/13/2026	070826	ACCT# 8000-9090-1041-9237		281.23
							Vendor Total:	**5,682.23**
100049	5 STAR OUTDOOR LLC	110-282-0000-0000-000-0060-53510000	HP 00506397	07/13/2026	2026 7.8	DIGITAL BILLBOARD		42,000.00
							Vendor Total:	**42,000.00**
101547	BUTLER ROWSE-OBERLE	110-000-0000-0000-000-0000-24516000	HP 00506398	07/14/2026	2840/2601140	PAYROLL		350.00
							Vendor Total:	**350.00**
101601	MARILYN NAIMAN-KOHN	110-000-0000-0000-000-0000-24516000	HP 00506399	07/14/2026	2840/2601140	PAYROLL		37.50
							Vendor Total:	**37.50**
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00506400	07/14/2026	2800/2601140	PAYROLL		88.25
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00506400	07/14/2026	2800/2601140	PAYROLL		144.60
							Vendor Total:	**232.85**
101535	STATE DISBURSEMENT UNIT	110-000-0000-0000-000-0000-24516000	HP 00506401	07/14/2026	2800/2601140	PAYROLL		281.15
							Vendor Total:	**281.15**
100028	STATE OF MICHIGAN	110-000-0000-0000-000-0000-24516000	HP 00506402	07/14/2026	2832/2601140	PAYROLL		40.83
							Vendor Total:	**40.83**
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00506403	07/14/2026	2825/2601140	PAYROLL		100.00
							Vendor Total:	**100.00**
100322	CITY HAZEL PARK WATER	110-261-0000-0000-130-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		466.00
100322	CITY HAZEL PARK WATER	110-261-0000-0000-130-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		285.88

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100322	CITY HAZEL PARK WATER	110-261-0000-0000-060-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		225.84
100322	CITY HAZEL PARK WATER	110-261-0000-0000-060-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		150.79
100322	CITY HAZEL PARK WATER	110-261-0000-0000-190-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		150.79
100322	CITY HAZEL PARK WATER	110-261-0000-0000-190-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		105.76
100322	CITY HAZEL PARK WATER	110-261-0000-0000-170-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-170-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		796.22
100322	CITY HAZEL PARK WATER	110-261-0000-0000-066-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-560-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		300.89
100322	CITY HAZEL PARK WATER	110-261-0000-0000-560-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		195.82
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-550-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		60.73
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		2,342.25
100322	CITY HAZEL PARK WATER	110-261-0000-0000-300-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		45.72
100322	CITY HAZEL PARK WATER	110-261-0000-0000-200-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		315.90
100322	CITY HAZEL PARK WATER	110-261-0000-0000-200-0065-53830000	HP 00506404	07/14/2026	60226	CITY OF HP WATER BILL JUN26		592 676.14
							Vendor Total:	**6,347.33**
101635	IGNATOVICH, FREDERICK R	110-232-0000-0000-000-0060-57410000	HP 00506405	07/21/2026	012826	2 PROJECTIONS+RELATED		900.00
							Vendor Total:	**900.00**
100063	21ST CENTURY MEDIA	110-282-0000-0000-000-0060-53510000	HP 00506406	07/23/2026	072226	INV 73926,77322		108.00
100063	21ST CENTURY MEDIA	110-282-0000-0000-000-0060-53510000	HP 00506406	07/23/2026	MIA77323	CAMPAIGN 87210		351.75
							Vendor Total:	**459.75**
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-55110000	HP 00506407	07/23/2026	169233	BAND SUPPLIES HS		66.50
							Vendor Total:	**66.50**
100346	BIG D LOCK & KEY	110-261-0000-0000-060-0065-55990000	HP 00506408	07/23/2026	8100	GM KEY COPY MAINTENANCE		5.75
100346	BIG D LOCK & KEY	110-261-0000-0000-060-0065-55990000	HP 00506408	07/23/2026	8100	GM KEY COPY MAINTENANCE		5.75
100346	BIG D LOCK & KEY	110-261-0000-0000-200-0065-55990000	HP 00506408	07/23/2026	8100	E1 COPY JH CUST		5.75
							Vendor Total:	**17.25**
101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Incident Creator w/ Chart-It f	P2700001	3,647.70
101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Incident Creator w/ Chart-It P	P2700001	1,200.00
101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Log Migration Subscription Lic	P2700001	900.00
101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Log Migration Implementation (	P2700001	800.00
101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Device Manager Plus Plugin for	P2700001	3,647.70

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

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101487	BRENNER, MARCIA	110-284-0000-0000-000-0284-53450000	HP 00506409	07/23/2026	INV262085	Device Manager Plus Plugin - T	P2700001	1,500.00
							Vendor Total:	**11,695.40**
100735	BURKES SPORT HAVEN	290-296-9460-0000-000-0450-57920000	HP 00506410	07/23/2026	6592	SOFTBALL JERSEYS		988.00
							Vendor Total:	**988.00**
101547	BUTLER ROWSE-OBERLE	110-000-0000-0000-000-0000-24516000	HP 00506411	07/23/2026	2840/2601150	PAYROLL		321.71
							Vendor Total:	**321.71**
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	OPENGATE W LTE WIFI	P2600232	23,427.00
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	BATTERY LUTH 18V 15A	P2600232	0.00
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	B1815L BATTERY CHARGER	P2600232	0.00
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	SUPPORT ARMS PLATES	P2600232	1,430.00
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	ENCAPSULATED NILECJ2B TEST	P2600232	254.00
101252	CEIA USA LTD	110-266-0000-2490-200-2490-56410000	HP 00506412	07/23/2026	100544	FREIGHT	P2600232	350.00
							Vendor Total:	**25,461.00**
100321	CITY OF HAZEL PARK	110-266-0000-2490-000-2490-53190000	HP 00506413	07/23/2026	13249	SCHOOL LIAISONS 25/26		164,891.93
100321	CITY OF HAZEL PARK	110-266-0000-3060-000-3060-53190000	HP 00506413	07/23/2026	13249	SCHOOL LIAISONS 25/26		40,871.27
							Vendor Total:	**205,763.20**
100308	COCHRANE SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00506414	07/23/2026	1465670	MAINTENANCE SUPPLIES HVAC		774.57
							Vendor Total:	**774.57**
101313	CRITICAL RESPONSE GROUP	110-261-0000-0000-000-0065-55990000	HP 00506415	07/23/2026	9283	MAINTENANCE 8/1/26-7/31/2027		5,350.00
							Vendor Total:	**5,350.00**
100361	DOWNRIVER	110-261-0000-0000-130-0065-55990000	HP 00506416	07/23/2026	2131793	MAINTENANCE SUPPLIES HVAC		473.23
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00506416	07/23/2026	2129747	MAINTENANCE SUPPLIES HVAC		554.50
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00506416	07/23/2026	2133911	MAINTENANCE SUPPLIES HVAC		1,070.97
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00506416	07/23/2026	2134243	MAINTENANCE SUPPLIES HVAC		452.62
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00506416	07/23/2026	2139705	MAINTENANCE SUPPLIES HVAC		86.14
100361	DOWNRIVER	110-261-0000-0000-000-0065-55990000	HP 00506416	07/23/2026	2140094	MAINTENANCE SUPPLIES		369.50
							Vendor Total:	**3,006.96**
100455	GRAINGER	110-261-0000-0000-150-0065-55990000	HP 00506417	07/23/2026	9964605605	CIRCUIT BREAKER		4.33
							Vendor Total:	**4.33**
100830	INTERACTIVE LIGHTING	110-261-0000-0000-000-0065-55990000	HP 00506418	07/23/2026	20219895B	BALANCE OF INV20219895		210.14
							Vendor Total:	**210.14**
101466	International Controls &	110-261-0000-0000-000-0065-55990000	HP 00506419	07/23/2026	92179C	LIFTMASTER REPAIR		1,095.00
101466	International Controls &	110-261-0000-0000-000-0065-55990000	HP 00506419	07/23/2026	I20489	REPAIRED GATE TO		285.00

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							Vendor Total:	**1,380.00**
100323	JOSTENS INC	110-113-0000-0000-300-0300-55990000	HP 00506420	07/23/2026	40074119	DIPLOMA HS		18.09
100323	JOSTENS INC	110-113-0000-0000-300-0300-55990000	HP 00506420	07/23/2026	40074300	DIPLOMA HS		18.95
							Vendor Total:	**37.04**
101601	MARILYN NAIMAN-KOHN	110-000-0000-0000-000-0000-24516000	HP 00506421	07/23/2026	2840/2601150	PAYROLL		37.50
							Vendor Total:	**37.50**
100043	MECHANICAL SYSTEMS	420-452-0000-0000-200-0200-53190000	HP 00506422	07/23/2026	260850	BOILER REPAIR JH		18,025.00
							Vendor Total:	**18,025.00**
100329	MICHIGAN MAINTENANCE	110-261-0000-0000-000-0065-55990000	HP 00506423	07/23/2026	15755	MAINTENANCE SUPPLIES		128.39
							Vendor Total:	**128.39**
101565	MILLER JOHNSON	110-231-0000-0000-000-0060-53170000	HP 00506424	07/23/2026	2081453	SCHOOL LAW/LABOR/ST		3,505.00
							Vendor Total:	**3,505.00**
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00506425	07/23/2026	2800/2601150	PAYROLL		88.25
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00506425	07/23/2026	2800/2601150	PAYROLL		144.60
							Vendor Total:	**232.85**
100481	OAKLAND COMMUNITY	290-296-9478-0000-000-0300-57920000	HP 00506426	07/23/2026	20976	COLLEGE SUCCESS SKLS WINT26	594	455.00
100481	OAKLAND COMMUNITY	290-296-9478-0000-000-0300-57920000	HP 00506426	07/23/2026	20977	COLLEGE SUCCESS SKLS WINT26		340.00
100481	OAKLAND COMMUNITY	290-296-9478-0000-000-0300-57920000	HP 00506426	07/23/2026	20978	COLLEGE SUCCESS SKLS WINT26		1.25
							Vendor Total:	**796.25**
101259	POWERSCHOOL GROUP LLC	110-284-0000-0000-000-0284-53450000	HP 00506427	07/23/2026	INV499792	CURRICULUM/INSTRUCTION 26/27		12,330.25
							Vendor Total:	**12,330.25**
100690	RIDDELL ALL AMERICAN	110-293-0000-0000-300-0350-54120000	HP 00506428	07/23/2026	070226	RECON HELMETS		4,393.10
100690	RIDDELL ALL AMERICAN	110-293-0000-0000-200-0250-54120000	HP 00506428	07/23/2026	952519789	RECON HELMETS JH		2,845.08
							Vendor Total:	**7,238.18**
100749	SONITROL GREAT LAKES	110-266-0000-0000-300-0066-53190000	HP 00506429	07/23/2026	601123	MONTHLY SERV 8/1/26-10/30/26		268.50
100749	SONITROL GREAT LAKES	110-266-0000-0000-650-0066-53190000	HP 00506429	07/23/2026	601122	MONTHLY SERV 8/1/26-10/30/26		333.30
							Vendor Total:	**601.80**
101535	STATE DISBURSEMENT UNIT	110-000-0000-0000-000-0000-24516000	HP 00506430	07/23/2026	2800/2601150	PAYROLL		281.15
							Vendor Total:	**281.15**
101387	STUDENT ASSURANCE	110-293-0000-0000-300-0350-57410000	HP 00506431	07/23/2026	072226	STUDENT ATHLETE INS 26/27		6,325.00
101387	STUDENT ASSURANCE	110-293-0000-0000-200-0250-57410000	HP 00506431	07/23/2026	072226	STUDENT ATHLETE INS 26/27		6,325.00
							Vendor Total:	**12,650.00**
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00506432	07/23/2026	2825/2601150	PAYROLL		100.00

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 7/1/2026 TO 7/31/2026

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**100.00**
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	44866	INTERPRETER 3/20/26		323.25
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	44959	INTERPRETER 04/9/26		466.85
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	44971	INTERPRETER 3/24/26		504.85
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	45170	INTERPRETER 4/20/26		525.20
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	45171	INTERPRETER 5/4/26		432.48
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	45380	INTERPRETER 05/21/26		396.65
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	45461	INTERPRETER 6/3/26		399.55
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506433	07/23/2026	45493	INTERPRETER 06/12/26		351.10
							Vendor Total:	**3,399.93**
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-55110000	HP 00506434	07/30/2026	169216	BAND SUPPLIES CAMP26		222.00
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-55110000	HP 00506434	07/30/2026	169249	BAND SUPPLIES CAMP26		160.40
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-53190000	HP 00506434	07/30/2026	R84650	INSTRUMENT REPAIRS CAMP26		85.00
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-53190000	HP 00506434	07/30/2026	R84651	INSTRUMENT REPAIRS BAND		145.30
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-53190000	HP 00506434	07/30/2026	R84653	INSTRUMENT REPAIRS CAMP26		53.00
100090	A G CENTRAL MUSIC	110-113-0000-0000-300-0301-53190000	HP 00506434	07/30/2026	R84750	INSTRUMENT REPAIRS CAMP26		115.00
							Vendor Total:	595 **780.70**
100354	AUTO ZONE	110-261-0000-0000-000-0065-55990000	HP 00506435	07/30/2026	02254126779	IN LINE IGNITION TESTER		8.09
							Vendor Total:	**8.09**
100346	BIG D LOCK & KEY	110-261-0000-0000-300-0065-55990000	HP 00506436	07/30/2026	8159	E4 CORES E4 KEYS STAMPED		1,320.00
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00506436	07/30/2026	8159	#12,E3 CORES		1,200.00
							Vendor Total:	**2,520.00**
100308	COCHRANE SUPPLY	110-261-0000-0000-150-0065-55990000	HP 00506437	07/30/2026	1465938	MAINTENANCE SUPPLIES HVAC		318.00
							Vendor Total:	**318.00**
100313	DTE ENERGY	110-261-0000-0000-200-0065-55520000	HP 00506438	07/30/2026	22770JUN26	ACCT# 9100-4094-6980 JH		18,735.59
100313	DTE ENERGY	110-261-0000-0000-300-0065-55520000	HP 00506438	07/30/2026	23400JUN26	ACCT# 9200-5074-2120 HS		17,587.35
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00506438	07/30/2026	1620JUN26	ACCT# 9100-4056-3207 FORD		2,368.66
							Vendor Total:	**38,691.60**
100446	FAR THERAPEUTIC &	220-219-0071-0000-150-0603-53130000	HP 00506439	07/30/2026	40672	MUSIC THERAPY-WEBB SXI JUNE		155.00
100446	FAR THERAPEUTIC &	220-219-0071-0000-600-0601-53130000	HP 00506439	07/30/2026	40672	MUSIC JARDON ASD JUN 23/26		155.00
							Vendor Total:	**310.00**
100488	HOME DEPOT CREDIT	110-261-0000-0000-000-0065-55990000	HP 00506440	07/30/2026	070526	MAINTENANCE SUPPLIES		823.82
							Vendor Total:	**823.82**
100323	JOSTENS INC	110-113-0000-0000-300-0300-55990000	HP 00506441	07/30/2026	40084667	DIPLOMA		18.85

Selection:

OH_DTL.[oh_ck_dt] <= '07/31/2026' AND OH_DTL.[oh_ck_dt] >= '07/01/2026'

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 7/1/2026 TO 7/31/2026

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**18.85**
100203	KENS TREE SERVICE LLC	110-261-0000-0000-300-0065-55990000	HP 00506442	07/30/2026	2059	COURTYARD #2 TREE TRIM HS		4,800.00
100203	KENS TREE SERVICE LLC	110-261-0000-0000-300-0065-55990000	HP 00506442	07/30/2026	2060	COURTYARD #3 TREE TRIM HS		3,000.00
100203	KENS TREE SERVICE LLC	110-261-0000-0000-300-0065-55990000	HP 00506442	07/30/2026	2061	COURTYARD #1 TREE TRIM HS		4,800.00
100203	KENS TREE SERVICE LLC	110-261-0000-0000-300-0065-55990000	HP 00506442	07/30/2026	2062	TREE REMOVAL HS		800.00
100203	KENS TREE SERVICE LLC	110-261-0000-0000-130-0065-55990000	HP 00506442	07/30/2026	2063	TREE TRIMMING COURTYARD		2,000.00
							Vendor Total:	**15,400.00**
101023	LANGUAGE LINE SERVICES	110-226-0082-0000-000-0660-53150000	HP 00506443	07/30/2026	11969289	INTERPRETER JUN26		196.24
							Vendor Total:	**196.24**
101020	MASSP	110-241-0000-0000-300-0300-57410000	HP 00506444	07/30/2026	242843	MEM 26/27 G.D. R.B.		150.00
							Vendor Total:	**150.00**
100089	MCNAUGHTON-MCKAY	110-261-0000-0000-000-0065-55990000	HP 00506445	07/30/2026	2676974300	ELECTRIC SUPPLIES		81.30
							Vendor Total:	**81.30**
100043	MECHANICAL SYSTEMS	420-452-0000-0000-200-0200-53190000	HP 00506446	07/30/2026	261087	REPAIRED WTR SPPLY LEAK		6,742.37
							Vendor Total:	**6,742.37**
100447	MERIDIAN WINDS	110-241-0000-0000-200-0200-55910000	HP 00506447	07/30/2026	17337	2025/26 Blanket Purchase Order	P2600085	495.00
							Vendor Total:	**495.00**
101568	MFASCO	220-122-0190-0000-600-0602-55110000	HP 00506448	07/30/2026	INV874427	Geriatric Bibs 20x30 (250/Case	P2600253	562.14
							Vendor Total:	**562.14**
101643	NORANDER, ANDREW	110-232-0000-0000-000-0060-55990000	HP 00506449	07/30/2026	FR20260512000	REIMB 1 HR RENTAL		30.00
							Vendor Total:	**30.00**
100202	ORKIN LLC	110-261-0000-0000-081-0065-54915000	HP 00506450	07/30/2026	291892210	ACCT#31530031 MAY26		187.00
100202	ORKIN LLC	110-261-0000-0000-081-0065-54915000	HP 00506450	07/30/2026	293436291	ACCT#31530031 JUN26		187.92
							Vendor Total:	**374.92**
101240	SCOTTYS POTTIES	110-293-0000-0000-300-0350-55990000	HP 00506451	07/30/2026	343448	PORPOTTY FOR SFTBLL/BSEBLL		446.42
							Vendor Total:	**446.42**
101621	THE I LOVE YOU GUYS	110-266-0000-0000-000-0066-53221000	HP 00506452	07/30/2026	4438	TRAIN THE TRAINER WRKSHP		8,500.00
							Vendor Total:	**8,500.00**
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506453	07/30/2026	45244	SERVICE 5/5/26		433.20
100556	UNIVERSITY TRANSLATORS	110-226-0082-0000-000-0660-53150000	HP 00506453	07/30/2026	45278	SERVICE 5/07/26 HOOVER		349.65
							Vendor Total:	**782.85**
100395	WEINGARTZ SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00506454	07/30/2026	1110581600	LAWN MOWER PARTS		1,233.50
100395	WEINGARTZ SUPPLY	110-261-0000-0000-000-0065-55990000	HP 00506454	07/30/2026	1110858600	STARTER REWIND		72.99

Hazel Park Schools
Detailed Check Register w FQA
Check Date From 7/1/2026 TO 7/31/2026

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
							Vendor Total:	**1,306.49**
101258	WILLIAM H SADLIER INC	110-221-0000-0000-000-0221-55910000	HP 00506455	07/30/2026	INV269031	Vocabulary Workshop Grade 5	P2700009	2,727.90
101258	WILLIAM H SADLIER INC	110-112-0000-0000-200-0201-55110000	HP 00506455	07/30/2026	INV269031	Vocabulary Workshop - Grade 6	P2700009	2,403.15
101258	WILLIAM H SADLIER INC	110-112-0000-0000-200-0201-55110000	HP 00506455	07/30/2026	INV269031	Vocabulary Workshop Level B -	P2700009	2,533.05
101258	WILLIAM H SADLIER INC	110-112-0000-0000-200-0201-55110000	HP 00506455	07/30/2026	INV269031	Vocabulary Workshop Level C -	P2700009	2,013.45
101258	WILLIAM H SADLIER INC	110-113-0000-0000-300-0301-55110000	HP 00506455	07/30/2026	INV269031	Vocabulary workshop Level D -	P2700009	2,078.40
101258	WILLIAM H SADLIER INC	110-113-0000-0000-300-0301-55110000	HP 00506455	07/30/2026	INV269031	Vocabulary Workshop Test Bookl	P2700009	895.84
101258	WILLIAM H SADLIER INC	110-113-0000-0000-300-0301-55110000	HP 00506455	07/30/2026	INV269031	Shipping and Handling	P2700009	1,518.21
							Vendor Total:	**14,170.00**
			Total # of Checks:	**152**			**Grand Total:**	**1,663,853.54**

End of Report

597

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CORPORATE ACCOUNT SUMMARY

Previous balance	$78,201.15	Statement date	07/31/26
Payments	78,201.15	Number of days in billing cycle	31
Credits	372.86	Credit limit	500,000.00
Purchases and other debits	65,023.60	Available credit	430,788.00
Cash advances	0.00	Cash limit	0.00
Fees charged	0.00	Available cash	0.00
FINANCE CHARGES	0.00		
New balance	$64,650.74	Payment due date	08/20/26
		Amount due	$64,650.74

Call Us:
Continental US: 866-643-4203
Report Lost or Stolen Cards: 866-643-4203

Write Us:
CUSTOMER SERVICE
PO BOX 1558, COLUMBUS, OH 43272

Online Access:
www.huntington.com

Congratulations! You have earned $323 based on your company's Commercial Card spend this period. This rebate amount will be deposited directly into your company's Huntington Business checking account. Thank you for your business.
Your next authorized automatic payment of $64,650.74 will be debited from your account on the payment due date listed on page one of this statement.
If you have any questions regarding your account, please call us at 1-866-643-4203.

CORPORATE ACCOUNT ACTIVITY

HAZEL PARK SCHOOLS
XXXX XXXX XXXX 5846

TOTAL ACTIVITY
$78,201.15 CR

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/20	**07/20**	**F128600JT00CHGDDA**	**AUTOMATIC PAYMENT - THANK YOU**	**$78,201.15 CR**

5548 YNH 001 7 31 260731 0 PAGE 1 of 7 1 0 1286 1000 T007 O1AK5548

Please detach bottom portion and submit with payment using enclosed envelope

HUNTINGTON NATIONAL BANK
PO BOX 2360
OMAHA NE 68103-2360

Account Number	XXXX XXXX XXXX 5846
Payment Due Date	**August 20, 2026**
Total Amount Due	**$64,650.74**

You are set up with Automatic Payment in the amount of $64,650.74

Amount Enclosed
$

Make Check Payable to:

HUNTINGTON NATIONAL BANK
PO BOX 182387
COLUMBUS OH 43218-2387

ATTN: BUSINESS OFFICE
HAZEL PARK SCHOOLS
1620 EAST ELZA AVE
HAZEL PARK SCHOOLS
HAZEL PARK MI 48030

598
15810556329000043307306465074064650740

⑆598990208⑆ 5563293004515846⑈

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY

JAMIE BUCZKO

XXXX XXXX XXXX 8074
CREDIT LIMIT $10,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$8,469.07	$0.00	$0.00	$0.00	$8,469.07

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/30	5543286J55SE1E45S	IN *MICHIGAN ELEMENTAR MASON MI	350.20
07/01	06/30	1230202J5006A2TNJ	WP*NASS.US RENO NV	350.00
07/01	06/30	8271116J6EHM64J85	MASSP & MASC/MAHS LANSING MI	450.00
07/02	06/30	5542135J6VAMT9V6M	MICHIGAN ASSOCIATION O LANSING MI	1,831.68
07/02	07/01	5531020J6DQ4549MM	ASCD ISTE ARLINGTON VA	299.00
07/02	07/01	5104323J71YVFHE77	PAYPAL *WOMENOFFICI WO 4029357733 MI	35.00
07/05	07/03	5543286J85VJSMDK4	SAGE PUBLICATIONS THOUSAND OAKS CA	117.50
07/08	07/07	8271116JDEHM6QKFZ	BOUNCINGALLAROUND MADISON HEIGH MI	100.00
07/09	07/07	5542135JDVAKF8X06	MICHIGAN SCHOOL BUSINE LANSING MI	150.00
07/09	07/08	1230202JD01BBSZJN	EXPEDIA 72076485482751 SEATTLE WA	946.70
07/10	07/09	8271116JEEHNDSAPQ	BOUNCINGALLAROUND MADISON HEIGH MI	304.50
07/10	07/09	5104323JE1XD1F5D7	MASB 5173275900 MI	1,049.00
07/22	07/21	5541734JVTQ4KGYZN	DELTA 00624484574103 DELTA.COM CA	468.80
			NAME:DULMAGE,STEPHAN	
			TICKET#:00624484574103	
			LEG 1: ITINERARY#:1467	
			DATE:02/24/2027 DEPARTURE TIME:15:55	
			CARRIER:DL ARRIVAL TIME:00:00	
			ORIGINATION:DTW	
			DESTINATION:ATL	
			LEG 2: ITINERARY#:1005	
			DATE:02/27/2027 DEPARTURE TIME:15:10	
			CARRIER:DL ARRIVAL TIME:00:00	
			ORIGINATION:ATL	
			DESTINATION:DTW	
07/22	07/21	5541734JVTQ4KGYZY	DELTA 00624484574092 DELTA.COM CA	468.80
			NAME:WILCOX,AMY	
			TICKET#:00624484574092	
			LEG 1: ITINERARY#:1467	
			DATE:02/24/2027 DEPARTURE TIME:15:55	
			CARRIER:DL ARRIVAL TIME:00:00	
			ORIGINATION:DTW	
			DESTINATION:ATL	
			LEG 2: ITINERARY#:1005	
			DATE:02/27/2027 DEPARTURE TIME:15:10	
			CARRIER:DL ARRIVAL TIME:00:00	
			ORIGINATION:ATL	
			DESTINATION:DTW	
07/23	07/22	5548872JVHH9DJ2PE	MLB*DETROIT TIGERS I DETROIT MI	1,000.00
07/23	07/22	8271116JWEHM8BMJ5	BOUNCINGALLAROUND MADISON HEIGH MI	100.00
07/24	07/23	0543684JW5SQDGL7M	SAMS CLUB.COM BENTONVILLE AR	94.00
07/24	07/23	8271116JXEHM5681Z	BOUNCINGALLAROUND MADISON HEIGH MI	329.50
07/31	07/30	5543286K35SX8AE3E	SQ *THE ATS STORE HAZEL PARK MI	24.39

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

KARLA GRAESSLEY

XXXX XXXX XXXX 2857
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$581.50	$0.00	$0.00	$0.00	$581.50

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/02	07/01	8230509J7EHMHLRWJ	AMAZON MARK* TN53F8FB3 SEATTLE WA	89.05
07/07	07/06	0543684JB8PMWXVZV	KROGER #757 STERLING HEIG MI	69.57
07/07	07/06	2524780JB011LP3KV	NTLREST SERVSAFE CHICAGO IL	15.00
07/08	07/07	5550629JDPNBTKDEB	HAPPY'S PIZZA #17 (RET HAZEL PARK MI	161.45
07/08	07/07	1230202JQ0176BKZK	SLICKCITYTROY TROY MI	90.00
07/15	07/14	2524780JK02F7V9JV	NTLREST SERVSAFE CHICAGO IL	15.00
07/29	07/28	5543286K15S8ZYH8S	LOWES #02312* MADISON HEIGH MI	50.84
07/30	07/28	5270715K209FS9XGZ	THE HOME DEPOT #2731 MADISON HEIGH MI	90.59

CORRI NASTASI

XXXX XXXX XXXX 6896
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$489.82	$0.00	$0.00	$0.00	$489.82

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/02	07/01	0541601J643AF16GE	SAMSCLUB #6659 MADISON HEIGH MI	220.00
07/02	07/01	0541601J643AF16QV	SAMSCLUB #6659 MADISON HEIGH MI	8.28
07/03	07/02	0543684J8EHWBWX4A	LITTLE CAESARS #0174 FERNDALE MI	162.25
07/16	07/14	0543684JL5SQ3JFRD	GFS STORE #0960 UTICA MI	90.30
07/21	07/20	8230509JTEHNP002P	AMAZON RETA* L66WU8J13 SEATTLE WA	8.99

MEGAN PAPASIAN-BROADWELL

XXXX XXXX XXXX 5029
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$391.49	$0.00	$0.00	$0.00	$391.49

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/02	07/01	5543286J65STVWPYF	AMAZON.COM*LR8AS2KN3 SEATTLE WA	26.70
07/14	07/13	5543286JJ5YPXLDA8	AMAZON MKTPL*V94B11LU3 SEATTLE WA	364.79

GREG RICHARDSON

XXXX XXXX XXXX 2959
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$208.90	$0.00	$0.00	$0.00	$208.90

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/09	07/07	5542135JDVAKF8WFN	MICHIGAN SCHOOL BUSINE LANSING MI	150.00
07/22	07/21	5269215JSR5BRDV7W	AJAX TRAILERS LLC WARREN MI	58.90

ROCHELLE TASSIE

XXXX XXXX XXXX 9695
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$280.22	$0.00	$0.00	$0.00	$280.22

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/16	07/15	5543286JL5ZFG8JDD	AMAZON.COM*BW7HA0AH3 SEATTLE WA	58.28
07/27	07/27	5543286K0631LW8ZA	AMAZON MKTPL*AR8OF0HD3 SEATTLE WA	221.94

BRADLEY WILKINS

XXXX XXXX XXXX 6906
CREDIT LIMIT $100,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$22,740.35	$0.00	$0.00	$0.00	$22,740.35

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/30	5269215J5PEENTAGP	CHROMEBOOKPARTS.COM SAINT PAUL MN	1,713.60
07/02	07/01	0268263J7SFG6RJTH	GOOGLE*CLOUD CJWDT4 MOUNTAIN VIEW CA	8.77
07/03	07/02	0543684J8EHWBX7KP	LITTLE CAESARS #0171 WARREN MI	175.23

5548 YNH 001 7 31 260731 0 PAGE 3 of 7 1 0 1286 1000 T007 O1AK5548

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

BRADLEY WILKINS
XXXX XXXX XXXX 6906
CREDIT LIMIT $100,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/03	07/02	5548077J76R0G10HD	VOXTELESYS LLC WAHOO NE	1,585.00
07/05	07/02	5270715J809FYVKBM	THE HOME DEPOT #2734 CHESTERFIELD MI	499.00
07/07	07/06	5513158JBPLNXFA0E	KASEYA.COM NEW YORK NY	2,808.00
07/09	07/07	0543684JD2X6FADSJ	MICRO CENTER #055-RETA MADISON HEIGH MI	65.97
07/16	07/15	5543286JL5ZQ147AX	TMOBILE*AUTO PAY BELLEVUE WA	630.00
07/21	07/20	5543286JT8TXZD2V4	EXPEDIA 72076991231511 SEATTLE WA	438.76
07/22	07/21	5512503JSR5H7S63S	RF *VIGILANTE SECURI TROY MI	114.47
07/23	07/22	5512503JVR6L8Q9QX	RF *VIGILANTE SECURI TROY MI	166.30
07/24	07/22	5542135JWVALXP1M9	MICHIGAN SCHOOL BUSINE LANSING MI	150.00
07/24	07/23	8702130JWEHP7DX7E	OAKLAND SCHOOLS WATERFORD MI	50.00
07/26	07/25	8910178JYEHSNXV0K	ALOHI * FAXPLUS PLAN-LES-OUAT DU	199.79
07/28	07/27	5531020K1DSX10RKG	BESTBUY.COM 00994 RICHFIELD MN	4,499.00
07/28	07/27	5531020K1DSX15332	BESTBUY.COM 00994 RICHFIELD MN	4,499.00
07/28	07/27	5531020K1DSX18F00	BESTBUY.COM 00994 RICHFIELD MN	3,599.00
07/29	07/28	5526352K2RDMEP4DA	TEXAS ROADHOUSE #2060 LANSING MI	55.39
07/29	07/28	0514048K1LYRAEB7B	MCDONALD'S F10729 OKEMOS MI	17.99
07/29	07/28	7270363K17MAF524B	B&H PHOTO 800-606-6969 NEW YORK NY	124.74
07/30	07/28	5550037K2RDT2K95L	ARBYS 7530 DIMONDALE MI	25.84
07/30	07/29	5544641K35VDANG0T	COUNTRY DELIGHTS LLC DIMONDALE MI	24.94
07/30	07/29	5544641K35VDANH1H	COUNTRY DELIGHTS LLC DIMONDALE MI	7.50
07/30	07/29	5512503K2REQARNGD	RF *VIGILANTE SECURI TROY MI	335.72
07/31	07/29	5270487K3DWBJMKLA	HOLIDAY INN EXPRESS OKEMOS MI	193.18
			CHECK IN:07/27/2026 NUMBER OF NIGHTS:0002	
			CHECK OUT:07/29/2026	
			DAILY RATE: 0.00	
07/31	07/29	5270487K3DWBJMKL2	HOLIDAY INN EXPRESS OKEMOS MI	193.18
			CHECK IN:07/27/2026 NUMBER OF NIGHTS:0002	
			CHECK OUT:07/29/2026	
			DAILY RATE: 0.00	
07/31	07/30	5531020K3DWE4R30A	BESTBUY.COM 00994 RICHFIELD MN	79.98
07/31	07/30	8271116K3EHNA22J8	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA	480.00

CHARLES PLEINESS
XXXX XXXX XXXX 4166
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$1,927.25	$0.00	$0.00	$0.00	$1,927.25

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/30	8230509J6EHMQJ79Q	SP MFASCO HEALTH SAFET ROSEVILLE MI	97.63
07/02	07/01	5543286J65SPWE952	AMAZON MKTPL*SF9P27W33 SEATTLE WA	80.82
07/03	07/02	5543286J75V38REHS	AMAZON MKTPL*087928523 SEATTLE WA	57.22
07/07	07/07	5543286JQ5WHYPGST	AMAZON MKTPL*HN3TO6UT3 SEATTLE WA	101.71
07/09	07/09	5543286JE5X7ZNM0W	AMAZON MKTPL*UZ71V45A3 SEATTLE WA	9.32
07/13	07/13	5543286JJ5YMHW1WH	AMAZON MKTPL*CY5MN6G03 SEATTLE WA	130.19
07/15	07/14	5543286JK5Z4LH8M8	AMAZON MKTPL*HQ6XF1SR3 SEATTLE WA	42.39
07/19	07/17	5543286JN5ZZNKJ1M	AMAZON MKTPL*KF03Z6N83 SEATTLE WA	29.67
07/27	07/27	1230202K000V14ZZE	FACEBK *RSYDBXRLA2 MENLO PARK CA	149.32
07/30	07/29	1230202K200R7S9KR	WP*FRANCIS ENTERPRISES HASLETT MI	682.92
07/30	07/29	0230537K300M3L0B3	CVS/PHARMACY #08033 MADISON HTS MI	42.38

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

CHARLES PLEINESS
XXXX XXXX XXXX 4166
CREDIT LIMIT $5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/31	07/30	5543286K35SZQXA8Y	AMAZON.COM*5N8A62X02 SEATTLE WA	133.39
07/31	07/30	8271116K3EHNB9W3L	SP POOLWEB COM AUGUSTA ME	370.29

GINA BREW
XXXX XXXX XXXX 8853
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$322.86	$0.00	$0.00	$322.86 CR	$0.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	07/01	5543286J65SK6W6FV	SQ *MICHIGAN ASSN FOR NEW BOSTON MI	322.86
07/14	07/13	5543286JJ5YTAR22X	SQ *MICHIGAN ASSN FOR NEW BOSTON CREDIT	322.86 CR

LINDA YATES
XXXX XXXX XXXX 0268
CREDIT LIMIT $40,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$15,905.57	$0.00	$0.00	$50.00 CR	$15,855.57

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/29	5542135J5VAM5W2QH	MICHIGAN ASSOCIATION O LANSING MI	495.00
07/05	07/03	5270715J909FTV6DF	HOMEDEPOT.COM 800-430-3376 GA	4,462.38
07/08	07/07	7541823JQ7KVLTGLR	NATGEO MAG 8006475463 WASHINGTON DC	49.00
07/09	07/08	1230202JD01BQTG4M	EXPEDIA 72076485632937 SEATTLE WA	946.70
07/12	07/10	5550036JFPT9EWK11	AIRGAS - NORTH RADNOR PA	8,628.99
07/14	07/13	8702130JJEHP2QXE9	OAKLAND SCHOOLS WATERFORD MI	50.00
07/16	07/15	8702130JLEHP06AGZ	OAKLAND SCHOOLS WATERFORD MI	15.00
07/16	07/15	8702130JLEHP399RS	OAKLAND SCHOOLS WATERFORD MI	30.00
07/17	07/16	5531020JNDLWNHQ8L	LUC ARTS & SCIENCES CHICAGO IL	799.00
07/26	07/24	5548077JY6XRF1X52	OAKLAND PRESS PONTIAC MI	14.00
07/28	07/27	5543286K0639JGL5E	NYTIMES* NEW YORK NY	30.00
07/29	07/27	8702130K1EHP82FNG	OAKLAND SCHOOLS WATERFORD MI CREDIT	50.00 CR
07/30	07/29	8702130K2EHP5KS2M	OAKLAND SCHOOLS WATERFORD MI	30.00
07/30	07/29	8702130K2EHP6P79S	OAKLAND SCHOOLS WATERFORD MI	75.00
07/31	07/30	7541823K37MFFXJ30	COLLEGEBOARD*PRODUCTS NEW YORK NY	280.50

JOAN RYBINSKI
XXXX XXXX XXXX 4803
CREDIT LIMIT $5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$1,403.25	$0.00	$0.00	$0.00	$1,403.25

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/30	0543684J58PMZA86Y	KROGER #447 HAZEL PARK MI	42.44
07/10	07/09	0230537JF00KNT4XH	BJS WHOLESALE #383 MADISON HEIGH MI	372.74
07/12	07/10	0543684JF8PNQ04ME	KROGER #447 HAZEL PARK MI	81.24
07/19	07/17	5543286JN5ZYLN4E0	DETROIT ZOOLOGICAL SOC ROYAL OAK MI	450.00
07/22	07/21	8230509JSEHNT0MHX	LS DEALERS DISCOUNT C CENTER LINE MI	60.49
07/22	07/21	0230537JV00M9KG2S	BJS WHOLESALE #383 MADISON HEIGH MI	206.33
07/23	07/22	0543684JV8PMETYX8	KROGER #447 HAZEL PARK MI	124.62
07/24	07/23	0543684JXEHVXDKQF	LITTLE CAESARS #0174 FERNDALE MI	65.39

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

HEIDI KUNZ

XXXX XXXX XXXX 7221	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT $5,000.00	$99.18	$0.00	$0.00	$0.00	$99.18

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/26	07/25	5548382JZ0TMM6ZP9	SAMSCLUB #6659 MADISON HEIGH MI	99.18

KRISTY CALES

XXXX XXXX XXXX 1852	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT $5,000.00	$1,774.97	$0.00	$0.00	$0.00	$1,774.97

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/02	07/01	5543687J67X4YW3DE	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/02	07/01	5543687J67X4YW3DN	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/02	07/01	5543687J67X4YW3D6	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/03	07/02	5543687J786FQ9LHA	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/09	07/07	5542135JDVAKF8WKS	MICHIGAN SCHOOL BUSINE LANSING MI	150.00
07/10	07/09	5543687JE7X7A866P	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/15	07/14	5543687JK7KYZMJG9	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/17	07/16	5543687JM7X9HT0TQ	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/21	07/20	5543687JT506QJGG2	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/22	07/21	5543687JS7XAW2JNV	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/22	07/21	8230509JSEHP6SBKM	SP COLLABORATIVE EDUCA CHINO CA	59.97
07/23	07/22	5543687JV7L1BPE9Y	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/23	07/22	5543687JV7L1BPE96	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/23	07/22	5543687JWJMYASR4Y	MDE EDUCATOR LICENSE LANSING MI	45.00
07/23	07/22	5543687JWJMYASR68	MDE EDUCATOR LICENSE LANSING MI	40.00
07/23	07/22	5543687JWJMYASR7S	MDE EDUCATOR LICENSE LANSING MI	40.00
07/23	07/22	5543687JWJMYASR8B	MDE EDUCATOR LICENSE LANSING MI	45.00
07/23	07/22	5543687JWJMYASS7R	MDE EDUCATOR LICENSE LANSING MI	45.00
07/23	07/22	5543687JWJMYASTM6	MDE EDUCATOR LICENSE LANSING MI	45.00
07/23	07/22	5543687JWJMYASTSJ	MDE EDUCATOR LICENSE LANSING MI	45.00
07/26	07/24	5543687JX7XBWFP1V	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/26	07/24	5543687JX7XBWFP68	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/28	07/27	5543687K0508JNQTB	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/29	07/28	5543687K17L33SK6Z	A1 FINGERPRINTS OF MIC OAK PARK MI	78.00
07/31	07/30	5543687K4JN0P23TZ	MDE EDUCATOR LICENSE LANSING MI	45.00
07/31	07/30	5543687K4JN0P23VG	MDE EDUCATOR LICENSE LANSING MI	45.00

CRYSTAL R MUBARAK

XXXX XXXX XXXX 6052	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT $5,000.00	$300.00	$0.00	$0.00	$0.00	$300.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/03	07/01	5542135J7VAKJB217	MICHIGAN SCHOOL BUSINE LANSING MI	150.00
07/05	07/02	5542135J8VAL77EHS	MICHIGAN SCHOOL BUSINE LANSING MI	150.00

SHANA E WILLIAMS

XXXX XXXX XXXX 8194	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT $10,000.00	$9,459.34	$0.00	$0.00	$0.00	$9,459.34

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/01	06/30	0543684J58PMZA692	KROGER #447 HAZEL PARK MI	9.99
07/02	07/01	0543684J68PPM189T	KROGER #447 HAZEL PARK MI	220.88
07/02	07/01	8230509J6EHNTWHW2	BALANCE AND FLOW SAN FRANCISCO CA	2,400.00

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

SHANA E WILLIAMS
XXXX XXXX XXXX 8194
CREDIT LIMIT $10,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/06	07/05	8211755JBEHM7R7MM	LUVLEES LLC SAN FRANCISCO CA	2,200.00
07/07	07/06	0543684JB8PMWY17N	KROGER #447 HAZEL PARK MI	49.96
07/10	07/09	5543286JE5XG12A0G	IN *THE TODD EVERETT E WARREN MI	1,100.00
07/10	07/09	0543684JE8PMGH87A	KROGER #447 HAZEL PARK MI	167.19
07/16	07/15	0543684JL8PNFNXVK	KROGER #447 HAZEL PARK MI	214.88
07/22	07/21	0543684JS8PMBFGLD	KROGER #447 HAZEL PARK MI	65.95
07/24	07/23	5543286JW61WLKHR1	AMAZON MKTPL*V72OS2Y13 SEATTLE WA	114.84
07/24	07/23	0543684JW8PMGKNKE	KROGER #447 HAZEL PARK MI	188.90
07/24	07/23	5543687JXJMYK81Q8	MI HEALTH FAC LICENSE LANSING MI	510.00
07/24	07/23	1230202JW00FM9FBV	CANVA* 04951-38486159 KENT DE	21.20
07/24	07/24	5543286JX61Z5DTT7	AMAZON MKTPL*819029PX3 SEATTLE WA	14.93
07/26	07/24	5543286JX628JKLXS	IN *THE TODD EVERETT E WARREN MI	1,100.00
07/26	07/25	5543286JY62B7FGW5	AMAZON MKTPL*442AH9JO3 SEATTLE WA	146.20
07/26	07/25	5543286JY62L4JWK6	AMAZON MKTPL*D53SZ6PO3 SEATTLE WA	10.59
07/26	07/26	5543286JZ62PBHVJS	AMAZON.COM*ID57D0RU3 SEATTLE WA	59.00
07/29	07/28	5543286K163EA3J9S	AMAZON MKTPL*RX94T4VU3 SEATTLE WA	47.65
07/31	07/30	0543684K38PMK6DA5	KROGER #447 HAZEL PARK MI	188.90
07/31	07/30	0543684K38PMK6DQF	KROGER #447 HAZEL PARK MI	622.05
07/31	07/30	0543684K38PMK6D7J	KROGER #447 HAZEL PARK MI	6.23

ADAM SHIRLEY
XXXX XXXX XXXX 7264
CREDIT LIMIT $2,500.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
$669.83	$0.00	$0.00	$0.00	$669.83

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07/19	07/17	6518013JP1G1TNDR4	HILTON APPLETON APPLETON WI	549.80
			CHECK IN:07/13/2026 NUMBER OF NIGHTS:0004	
			CHECK OUT:07/17/2026	
			DAILY RATE: 0.00	
07/31	07/30	5104323K31YDXGVHE	ARC SOLUTIO 4195429272 OH	120.03

5548 YNH 001 7 31 260731 0 PAGE 7 of 7 1 0 1286 1000 T007 O1AK5548

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Griff Mills, Ed.S.
Interim Superintendent

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

To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: 31c Small Class Size Grant
Date: 8/24/26

Hazel Park School District was awarded funding through the Section 31c Small Class Size Grant to implement a small class size pilot at the elementary level. This is an exciting opportunity to significantly reduce student-to-staff ratios and increase individualized and small-group instructional support for students, particularly in literacy and mathematics. The district's application was developed in response to identified academic needs across the elementary grades and the opportunity to strengthen instruction through reduced class sizes and increased student support.

Section 31c is designed to support reduced elementary class sizes. Participating schools are required to maintain a building-wide average class size of 17 students or fewer, with no individual classroom exceeding 19 students. The grant provides Hazel Park with funding to support up to 14 additional staff members at Hoover and Webb Elementary Schools. Funding is available for up to 7 at each school. Staffing decisions will be based on student achievement data, enrollment, class size, and the specific instructional needs of each grade level and building. Depending on identified needs, the district will use grant-funded staff to:

- Add classroom teachers to reduce class sizes
- Provide co-teaching support
- Assign floating/intervention teachers to specific grades or instructional needs
- Create flexible staffing structures that increase opportunities for targeted small-group and individualized instruction during core literacy and mathematics instruction.
- Provide job-embedded professional learning opportunities

This approach allows the district to strategically allocate the additional staff between Hoover and Webb and adjust assignments based on student and building needs. The goal is not simply smaller classes, but stronger instruction within smaller learning environments. The pilot will incorporate weekly collaboration, progress-monitoring and diagnostic data, instructional coaching, teacher labs, and collaborative planning to maximize the impact of the additional staffing.

Grant Timeline and Funding Considerations

The 31c grant was designed to support districts for two years, which is reflected in the grant award of $3,689,776. The current award letter indicates that we have to spend the funds by September 30, 2027. Upon receipt of this information, an inquiry was made to the MDE 31c consultants. MDE acknowledged the challenges created by the timing of the grant release and its lack of alignment with the practical timeline necessary for districts to hire staff and implement the program. At this time:

- The district is planning conservatively for one year of implementation. This information has been clearly communicated to any staff members accepting positions beyond our currently approved positions.
- At risk funds typically allow carryover, and the consultant indicated that the legislation does not specifically prohibit carryover of these funds. The unused funds may be eligible for carryover.

HAZEL PARK PROMISE

- If carryover is permitted, the district will continue the initiative using the remaining portion of the award.
- If carryover is not permitted, the district will apply for additional Section 31c funding opportunities in May, 2027.

This approach allows the district to move forward with the opportunity in 2026-2027 without making staffing or financial commitments based on funding that has not yet been confirmed for the following year.

An Opportunity to Accelerate Student Learning

This grant represents an important opportunity for Hazel Park. The additional staffing will allow the district to be strategic and responsive, using current data to determine where reduced class sizes and increased instructional support are most needed. The pilot also provides an opportunity to evaluate how reduced student-to-staff ratios, when combined with strong Tier 1 instruction and targeted intervention, impact student growth in literacy and mathematics. It will allow the district to evaluate different staffing models and identify approaches that have the greatest impact on student outcomes.

At this time, our focus is on successfully implementing the pilot for the 2026-2027 school year while continuing to work with MDE to clarify the availability of funds for 2027-2028. Once additional guidance is received, the administration will provide the Board with an update regarding the second year of the initiative and the district's longer-term sustainability plan.

Funding Source: 31c Small Class Size Grant

Strategic Goal Alignment

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.
- **Learning Environment & Culture:** The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
- **Personnel & Leadership:** The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation: That the Board of Education approve the use of the 31c grant allocation to fund compensation for up to 14 staff members and professional learning costs during the 2026–2027 school year.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Griff Mills, Ed.S.
Interim Superintendent

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

To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: 2026 Grow Your Own Grant Funds
Date: 8/17/26

Hazel Park School District has been awarded $250,000 through the most recent round of the 2026 Grow Your Own (GYO) Educator Development Grant. This award provides an opportunity to continue investing in current staff members who are pursuing pathways into teaching and educational leadership while helping the district address critical staffing needs.

Building on the 2023 Grow Your Own Grant
The district is currently closing out its 2023 Grow Your Own Grant, with the funding period ending September 20, 2026. Through this grant, Hazel Park will have supported 18 staff members:

- Schoolcraft College - 7 staff members
- Teachers for Tomorrow - 1 staff member participate
- Oakland University - 10 staff members

The funding supported pathways connected to critical staffing needs within the district. These staff members pursued initial teacher certification, ESL endorsements, and special education endorsements. The program has provided current Hazel Park employees with an opportunity to grow professionally and continue serving the students and community they already know. Staff members who have completed or are currently completing their programs have expressed significant appreciation for the opportunity and a desire to continue their careers and give back to

2026 Grant Opportunities
Interest in the new round of funding is already strong, with 19 staff members expressing interest. These staff members represent a range of professional pathways, including:

- Initial teaching certification;
- Additional teaching endorsements; and
- Administrative certification.

Because the number of interested staff members and their individual program costs will vary, the district will strategically allocate available funds. Critical shortage areas and identified district staffing needs will be prioritized when determining funding. The goal is to maximize the number of staff members who can benefit from the grant while using the funding to strengthen areas where recruiting and retaining appropriately credentialed educators continues to be challenging.

Expanding Partnerships and Pathways
One of the strengths of Hazel Park's GYO program is the availability of multiple pathways. Staff members enter the program with different educational backgrounds, certification needs, career goals, and timelines. The district continues to expand partnerships so that participants can be connected with a program that meets their needs.

Current partners include:

- Oakland University
- Schoolcraft College
- #TEACH
- Teachers of Tomorrow
- MASSP Pathway to Leadership

The district is also working to establish agreements with Eastern Michigan University and Michigan State University. Expanding these partnerships provides staff with additional options for traditional and alternative routes to certification, endorsements, and educational leadership credentials while allowing the district to align GYO investments with current and anticipated staffing needs.

Funding Timeline and Prioritization
The $203,025 award has a limited expenditure period, ending September 20, 2027. Because many educator preparation, endorsement, and administrative certification programs extend beyond this timeframe, the grant may not cover the full cost of every participant's program. The district will work with each participant and partner institution to determine eligible expenses, program timelines, and the level of support that can be provided within the grant period. Funding decisions will consider:

- Grant eligibility and allowable expenditures;
- Critical shortage areas and district staffing needs;
- Certification, endorsement, or administrative pathway;
- Program cost and anticipated completion timeline;
- Coursework that can be completed within the grant expenditure period; and
- Available funding across eligible participants.

Growing and Retaining Our Own
The Grow Your Own initiative is more than a tuition assistance program. It is an opportunity to develop a sustainable educator pipeline by investing in individuals who are already part of Hazel Park Schools and understand our students, families, schools, and community. The new grant funds will allow us to continue removing barriers to certification, developing educators in critical staffing areas, creating opportunities for professional advancement, and supporting staff members who want to build their careers and continue serving the Hazel Park community.

Funding Source: 2026 Grow Your Own Grant

Strategic Goal Alignment

- **Personnel & Leadership**: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation: That the Board of Education approve the allocation of $203,025 from the 2026 Grow Your Own funds to provide financial assistance for staff earning an initial teaching certificate or endorsement.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Wilcox, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: AASA 2027 Conference
Date: August 17, 2026

I am requesting to attend the AASA National Conference on Education from Thursday, February 25 to Saturday, February 27, 2026 in Atlanta, Georgia. The School Superintendents Association, is the premier professional development and networking event for school superintendents and administrators. More than 3,000 superintendents will be attending.

The approximate total cost for attendance for the three day conference is: **$2,209.00.**

Cost Breakdown:
Registration: $ 795.00 - Early bird registration by October 31, 2026
Flight: $ 469.00
Room: $ 265.00 x3 nights
Meal Allowance (includes 3 meals per day): $150.00

Funding Source: General Fund Dollars

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 conference request for the AASA National Conference at a cost of $2,209.00.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Mr. Griff Mills
Interim Superintendent

HAZEL PARK PROMISE

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Griff Mills, Ed.S.
Interim Superintendent

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To: Mr. Griff Mills, Interim Superinterim
From: Karla J. Graessley
Date: August 17, 2026
Subject: Inchy's Book Worm Vending Machine

This memo requests approval for the purchase of 3 Inchy Book Worm Vending Machines including 3 Inchy Book Worm Vending Machines including upgraded tray, tokens and book bundle.

Item	**Cost**
Inchy Book Worm Vending Machine including upgraded tray, tokens and book bundle.	$26,610.00

Funding will be provided through the Summer Discovery Grant, designated for extended learning opportunities.

Research and district data demonstrate that incentives are effective in improving student participation and engagement in summer learning. Extended learning programs provide:

- **Academic Reinforcement** – Strengthens literacy, math, and STEM skills.
- **Social-Emotional Growth** – Builds teamwork, persistence, and confidence.
- **Safe & Structured Environments** – Keeps students engaged during high-risk unsupervised hours.

Supporting Research

Afterschool Alliance Report – Enrichment programs improve academic achievement, attendance, and graduation rates.

➤ Afterschool Alliance Research

Funding Source: Summer Discovery Grant

Recommendation:
The Board of Education approve the allocation of funds from the Summer Discovery Grant to purchase 3 Inchy Book Worm Vending Machines including upgraded tray, tokens and book bundle at a cost of $26,610.00 as student reading incentive.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Mr. Griff Mills
Interim Superintendent

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Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: District Improvement Plan
Date: 8/17/26

As required by the state of Michigan, Hazel Park School District develops and submits a yearly District Improvement Plan. The 2026-2027 District Improvement Plan is due September 1, 2026 and will be completed through the Michigan Integrated Continuous Improvement Process (MICIP) portal.

The District Improvement Plan is aligned with the priorities established in the district's new Strategic Plan, with a continued focus on literacy and mathematics. The plan translates these priorities into measurable student achievement goals and specific instructional strategies and activities that will guide district and building improvement work throughout the year.

The district's measurable academic goals are based on ECRA projections. ECRA utilizes multiple data sources, including i-Ready, M-STEP, PSAT, and SAT in its growth and projection calculations. State assessment data was just released by the state of Michigan and still embargoed. The district will need time to analyze the 2025-2026 data before proficiency projections can be determined. The identified strategies and activities represent the district's direction for 2026-2027. Proficiency targets will be updated when the data analysis is completed.

2026-2027 District Improvement Plan

Reading

Goals - Proficiency Targets

- Grades K-8 - TBD
- Grade 8 and 11 - TBD

Strategies and Activities

- **Strategy 1:** Implement a Comprehensive K-12 Science of Reading Framework for Foundational Literacy and Comprehension
    - Implement cycles of inquiry, using improvement science and the Plan-Do-Study-Act method, to continuously improve foundational reading, writing, and comprehension skills.
    - Provide targeted professional learning and job-embedded coaching to early childhood teachers to build capacity in teaching foundational reading skills, emphasizing phonological awareness and early decoding.
    - Provide K-12 professional learning focused on foundational literacy skills, disciplinary literacy (with an emphasis on vocabulary and writing), and evidence-based practices to support students with characteristics of dyslexia.
    - Implement the Orton-Gillingham foundational skills program with fidelity in grades K–5 and regularly monitor implementation and student progress to guide instructional adjustments.

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- **Strategy 2:** Establish a Systematic Approach to Academic Vocabulary Development (Tier 2 & Tier 3 Words)
    - Provide professional learning and job-embedded coaching on research-based strategies for explicit vocabulary instruction, including direct teaching, morphological analysis, and context clue usage.
        - Utilize common tools (e.g., vocabulary graphic organizers, word walls, digital platforms) to support students' acquisition and application of new academic words.
    - Monitor student growth in academic vocabulary through formative assessments, classroom observations, and analysis of student work samples.
- **Strategy 3:** Foster Proficiency in Narrative, Informational, and Argumentative Genres through Curriculum-Embedded Structured Writing Tasks
    - Integrate structured writing tasks across all relevant subjects to develop skills in narrative, informational, and argumentative writing.
    - Provide explicit instruction on writing, conventions, structures, and strategies for each genre (narrative, informational, argumentative).
    - Utilize common rubrics and examples linked to curriculum tasks to clarify expectations and assess student proficiency across all three writing genres**.**
- **Strategy 4:** Implement Disciplinary Writing Across the Content Areas
    - Ensure system-wide implementation of disciplinary writing strategies through consistent protocols, use of common assessments and rubrics, and analysis of student work to guide instruction.
    - Provide professional learning and job-embedded coaching on identified writing and text analysis protocols and rubrics, and strategies that explicitly link reading and writing within each content area.
- **Strategy 5:** Revise and strengthen the EC–12 literacy curriculum to ensure alignment with the Science of Reading and vertical coherence across grades and courses.
    - Revise the K-12 ELA curriculum units, learning progressions, and essential standards to align with the Science of Reading.
    - Prepare implementation resources, teacher guides, and professional learning materials.

Math

Goals - Proficiency Targets

- Grades K-8 - TBD
- Grade 8 and 11 - TBD

Strategies and Activities

- **Strategy 1:** Utilize explicit, direct instruction in foundational math skills, mathematical reasoning and problem-solving, and algebraic thinking.
    - Preschool: Provide targeted professional learning to build capacity in teaching foundational math skills through Creative Curriculum.
    - Launch job-embedded professional learning (Tier 1, 2, and 3 instruction/interventions) teacher labs, and regular data and coaching cycles.
    - Develop and implement a diagnostic process for students with low math proficiency.
    - Identify evidence-based Tier 2 and Tier 3 instructional programs and interventions.
    - Preschool: Provide targeted professional learning to build capacity in teaching foundational math skills through Creative Curriculum.
    - Launch job-embedded professional learning (Tier 1, 2, and 3 instruction/interventions) teacher labs, and regular data and coaching cycles.
    - Develop and implement a diagnostic process for students with low math proficiency.
    - Identify evidence-based Tier 2 and Tier 3 instructional programs and interventions.

- **Strategy 2:** Facilitate meaningful mathematical discourse to develop a connected and strong understanding of mathematical concepts.
    - Utilize number talks to cultivate a discourse-rich learning environment, fostering foundational math skills, reasoning, and problem-solving.
    - Implement instructional practices that intentionally develop students' ability to construct viable mathematical arguments, critique the reasoning of others, and use precise mathematical discourse, with an emphasis on grades 6–12.
    - Provide targeted professional learning and job-embedded coaching on implementing specific number talks and effective mathematical discourse strategies.

- **Strategy 3:** Implement cycles of inquiry, leveraging formative, summative, and diagnostic data to drive instruction and improve math proficiency.
    - Deliver job-embedded coaching to help teachers leverage formative and other data to drive highly effective Tier 1 core and small-group instruction.
    - Conduct cycles of inquiry using Plan-Do-Study-Act and the problem-solving driver protocol.
    - Develop and implement a diagnostic process and tool for students with low math proficiency.

- **Strategy 4:** Implement Revised K-12 Math Curriculum and Assessments
    - Conduct regular professional learning and job-embedded coaching for the K-12 Math curriculum and assessments.
    - Convene the K-12 math task force to review year 1 implementation data and provide input on the year 2 implementation plan.
    - Research and implement a pilot of K–5 mathematics resources, with the option to expand implementation to grades 6–12.
    - Conduct a comprehensive review to assess the fidelity implementation and its impact on student achievement, academic growth, and instructional practices.

Funding Source: N/A

Strategic Goal Alignment

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.

Recommendation: That the Board of Education approve the 2026-2027 District Improvement Plan as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK SCHOOLS

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Griff Mills, Ed.S.
Interim Superintendent

Ford Administration
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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: Michigan Community School and Family Engagement Conference
Date: 8/17/26

Hazel Park Schools has been selected to present at the 2026 Michigan Community Schools and Family Engagement Conference, which will be held September 29-30, 2026, in Mount Pleasant, Michigan. The conference brings together educators, community school leaders, family engagement professionals, and partners from across Michigan to share effective practices for strengthening connections among schools, families, and communities.

The district's breakout session, "Bringing It All Together: Community Schools and System of Student Support," will highlight Hazel Park's work to integrate the Community Schools model within a broader System of Student Support. The presentation will focus on how the district is building coordinated structures that connect academics, student well-being, family engagement, community partnerships, and tiered supports rather than implementing these efforts as separate initiatives.

Competitive Selection

Hazel Park was selected through a competitive proposal process. Conference organizers reported receiving a higher-than-anticipated volume of applications and indicated that proposals had to be declined because only 24-28 breakout sessions could be accommodated.

Proposals were evaluated using a rubric that considered:

- Takeaways and resources for participants
- Area of focus
- Audience interactivity
- Presenter experience
- Connections among families, communities, and schools
- Alignment with the identified audience and age span

The selection of Hazel Park's proposal provides an opportunity to share the district's developing systems and practices with educators and community school leaders from across Michigan.

District Presenters and Participants

- Dr. Amy Wilcox, Superintendent - Pending
- Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
- Dr. Monica Papasian, Executive Director of Student Services
- Ms. Karla Graessley, Director of Community Schools

Having a cross-functional district team participate provides an opportunity not only to share Hazel Park's work, but also to learn from Community Schools initiatives and family engagement practices being implemented across Michigan.

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Connection to District Work

Hazel Park's presentation reflects the district's continued effort to create a coherent system of support for students and families. Community Schools are most effective when partnerships, programs, and resources are connected to identified student and family needs and integrated with the district's instructional and support systems. This is our opportunity to showcase Hazel Park for its leadership in the statewide focus on expanding Community School models through interdependent relationships with external partners and the development of a cohesive system of support.

The session will demonstrate how Hazel Park is working to bring these components together into one coordinated System of Student Support, creating greater alignment among schools, district departments, families, and community partners.

Funding Request

Conference registration for all district participants is fully covered by the MiLEAP Office, resulting in no registration cost to the district. The district is requesting approval for costs associated with lodging, meals, and travel for the four staff members attending the conference.

Expense Category	Per Person Cost	Estimated Cost
Lodging	$170	$720
Meals	$150	$600
Travel	$222	$888
Registration Fee	$159	$0.00
	Total Request	**$2,208**

Funding Source: General Fund

Strategic Goal Alignment

- **Learning Environment & Culture:** The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
- **Communication & Community Engagement:** The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.
- **Personnel & Leadership:** The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation: That the Board of Education approve costs for 4 staff members to attend the 2026 Michigan Community Schools and Family Engagement Conference in the amount of $2,208.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

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Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: Literacy Resource Update - Informational
Date: 8/24/26

The purpose of this memo is to provide the Board with an update regarding Michigan's review of literacy resources, the status of ARC (American Reading Company) Core, the District's current literacy resources, and the steps being taken to ensure compliance with new state requirements.

ARC Core did not receive approval during the most recent round of Michigan Department of Education (MDE) literacy resource reviews. ARC Core is, however, currently being reviewed by The Reading League Michigan, an organization closely connected to Michigan's review and implementation of evidence-aligned literacy practices.

ARC is working to better understand the most recent scoring and is seeking additional information regarding the specific criteria that resulted in the current determination. Following the initial review, significant updates were made to ARC Core. The revised materials include several strong enhancements designed to more clearly demonstrate alignment with evidence-based literacy practices.

It is important to recognize that a resource not appearing on Michigan's approved list does not necessarily mean that the entire program is inconsistent with the science of reading. A resource may meet many of the criteria within an extensive review rubric while having one or more components that do not fully align with Michigan's specific interpretation or application of the criteria.

Hazel Park's Current Literacy Model
ARC Core was selected by Hazel Park for several important instructional reasons. In particular, the resource provides strong opportunities for:

- Knowledge building through coherent units and high-quality texts
- Vocabulary development embedded within content-rich instruction
- Writing instruction connected directly to reading and knowledge development
- Foundational literacy instruction aligned to key components of the science of reading

ARC Core has also been approved for use in multiple other states, including states that have made significant investments in evidence-based literacy instruction and have demonstrated improvements in literacy outcomes. ***Most importantly, ARC Core is not the District's only literacy resource. Hazel Park uses Orton-Gillingham in grades K–5, which is included among Michigan-approved literacy resources. Orton-Gillingham provides explicit, systematic instruction in foundational reading skills and is an important component of the District's broader literacy model.***

HAZEL PARK PROMISE

Compliance with State Requirements

I have sought clarification on the new literacy requirements to ensure District compliance. I first consulted with Oakland Schools, whose staff work regularly with MDE representatives regarding implementation of these requirements. Approximately three weeks ago, the guidance shared with me was that a district using an approved resource as part of its literacy program would not need to send the family notification associated with use of a non-approved resource. Because of the importance of this requirement, I also contacted the MDE team responsible for Section 164 compliance for direct clarification:

- **Funding:** Under the newly enacted provisions connected to Michigan's weighted funding model, districts may face a 5% funding impact related to literacy resource compliance. Because Hazel Park is using an Orton Gillingham, an approved literacy resource, the District is not expected to be subject to this funding penalty based on the guidance received.
- **Family Notification:** MDE also clarified that if a district uses any literacy resource that is not on the approved list, families must be notified, even when the district is also using an approved resource. This differs from the initial understanding communicated through the ISD. Based on the current guidance, Hazel Park will provide the required notification to families by September 30.

District Response and Purchasing Decisions

Given ARC Core's current non-approved status, we have adjusted our planned purchases for the 2026–2027 school year. Rather than proceeding with the majority of the originally planned ARC Core order, we have significantly reduced the purchase to focus primarily on replacing necessary core texts and consumable materials. This approach allows us to maintain continuity for students and teachers while avoiding a significant additional investment in a resource whose Michigan approval status remains unresolved.

I will continue to monitor the situation and communicate with MDE, Oakland Schools, and ARC as information becomes available. Our immediate approach is to:

- Continue implementing our approved Orton-Gillingham foundational literacy resource in grades K–5
- Limit additional ARC Core purchases primarily to necessary replacement texts and consumables
- Provide the required family notification by September 30
- Monitor the ongoing review of ARC Core by The Reading League Michigan
- Prepare to initiate a K–5 literacy resource pilot if ARC Core does not ultimately meet Michigan's requirements.

Our priority is that students receive high-quality, evidence-based literacy instruction while the District remains fully responsive to Michigan's evolving requirements. We selected ARC Core because of its strengths in knowledge building, vocabulary, writing, and comprehensive literacy instruction. At the same time, we are prepared to adjust our resources as necessary based on the final state guidance and literacy review outcomes.

Strategic Goal Alignment

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.

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Griff Mills, Ed.S.
Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: DFC Grant Funded Performance Stipend - Executive Director of HPCC
Date: 8/17/26

As a part of the original hiring agreement set by the HPCC's (Hazel Park's Community Coalition) President and Vice President, the Executive Director is eligible for a performance stipend of up to $7,725. The performance stipend is contingent on Ms. Williams having a satisfactory evaluation and making progress or completing yearly goals. Several goals, especially in the area of Strategic Planning & Sustainability, will take multiple years to complete. The President and Vice President of HPCC have reviewed all aspects of Ms. Williams' work to confirm her progress toward the stated goals, and recommend the payout of the yearly performance stipend.

Goal	Strategic Actions	End of Year Status
1. Community Engagement & Outreach Goals	Establish a Youth Board (with structure) by Q4 2025, recruiting at least five active youth members to participate in coalition initiatives.	Completed
	Create and distribute a Data Sheet Packet (both online and in print) by Q4 2025.	Completed
	Deliver presentations at Hazel Park School Board and City Council meetings to advocate for substance prevention and community initiatives.	Completed
	Launch a fully functional HPCC website by Q4 2025, including educational resources, event calendars, data sheet packets, and volunteer sign-up options with HPCC URL. **(Waiting on Tech Dept.)**	In Progress
	Develop a Board Training Packet or Program to educate and onboard new HPSB members.	In Progress
2. Program Development & Impact Goals	Adherence to DFC grant goals	Completed
3. Grant Compliance & Fundraising Goals	Ensure 100% compliance with CDC and Alliance grant requirements by tracking all deadlines, maintaining accurate records, and submitting timely reports.	Completed
	Secure at least one new funding source (e.g., local grants, corporate sponsorships) within the next fiscal year.	Completed
4. Leadership & Professional Development Goals	Attend the CADCA yearly conference or another national or regional conference related to substance prevention and coalition building.	Completed
	Complete two leadership or public speaking training programs within the next year.	Completed
5. Strategic Planning & Sustainability Goals	Develop a one-year, three-year, and five-year strategic and financial plan with measurable goals and action steps by September 2025.	In Progress
	Hire Youth Coordinator - Coordinator left the district in April	Completed
	Establish a formal volunteer training program to increase engagement and leadership of the coalition.	In Progress
	Improve operational efficiency by creating standard operating procedures for key organizational functions.	In Progress

The initial payout of $2,500 was disbursed in January 2026. The remaining portion of the performance stipend in the amount of $5,225 will be disbursed by July 31, 2026, pending the successful completion of the goals and strategic actions.

This is a budgeted expense that is entirely funded by the DFC grant. As the fiscal pass-through for these grant funds, we wanted to ensure the Board of Education was aware of this action.

Funding Source: DFC Grant

Strategic Objective Alignment

- **Learning Environment & Culture:** The Hazel Park School District will embrace diversity and cultivate a positive, inclusive, and supportive learning environment for all.
- **Communication & Community Engagement:** The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.

Recommendation: That the Board of Education approve the end-of-year performance stipend of $5,225 for the HPCC Executive Director.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

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Interim Superintendent

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To: Mr. Griff Mills, Interim-Superintendent
From: Dr. Megan Papasian-Broadwell, Executive Director of Student Services
Subject: Transition Conference Request - Council for Exceptional Children, Division of Career Development and Transition
Date: 8/17/26

Purpose:
Council For Exceptional Children - Division of Career Development and Transition Conference, New Orleans, Louisiana, October 14-17.

This **grant-funded** three-day learning conference will provide access to 295 sessions focused on current research, evidence-based practices, and emerging trends in career development, transition planning, and services for students with disabilities.

Supporting Data:
Key areas include AI and technology, instructional practices, mental health, professional development, transition assessment, employment and postsecondary education, independent living, self-determination, culturally responsive practices, assistive technology, and dropout prevention. Specialized strands also address autism, learning disabilities, practitioner-to-practitioner learning, and emerging research. Participation will provide valuable opportunities to expand professional knowledge, learn innovative strategies, connect with other professionals, and bring back practical resources and practices that can strengthen transition planning and improve outcomes for students.

Provide a historical perspective on this topic: Historically, services for students with disabilities focused primarily on access to education and meeting immediate academic needs. The Education for All Handicapped Children Act of 1975, later IDEA, established students' rights to a free and appropriate public education and helped shift special education toward individualized services. During the 1980s and 1990s, greater emphasis was placed on transition planning, including employment, postsecondary education, and independent living. More recently, transition services have expanded to include self-determination, work-based learning, assistive technology, mental health, cultural responsiveness, and collaboration with families and community agencies. Today, the focus is on preparing students with disabilities for meaningful, independent lives and successful outcomes after high school. This conference reflects that continued evolution by highlighting current research, technology, AI, and evidence-based practices that can strengthen transition services.

Funding Source: Grant funded through CIRCLES efficacy study.

HAZEL PARK SCHOOLS

Strategic Goal Alignment:

Personnel & Leadership: The Hazel Park School District will cultivate a culture where outstanding educators and staff choose to join, grow, and remain committed to supporting students and families.

Recommendation: That the Board of Education approve the attendance Transition Conference for three attendees, at a cost not to exceed $6,855.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills,
Interim Superintendent

	Cost (per person)	Total (3 attendees)
Conference Registration	$585	$1755
Mileage	Flight - $500 Transfer to hotel $50	$1650
Hotel	$950	$2850
Food	$200	$600
Total	$2,285	$6,855

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Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Mr. Bradley Wilkins, Director of Information Technology
Subject: Ford/Advantage Building Alarm Upgrade
Date: 8/17/26

The administration is requesting Board approval to upgrade the existing alarm system at the Administration/Advantage Building. The current system has limitations that make routine administration and building security more cumbersome than necessary. Upgrading to a modern, state-of-the-art system would improve security, simplify system management, and provide greater flexibility for authorized staff.

Administration recommends replacing the existing alarm system with an updated system that provides modern security and remote-management capabilities. The proposed upgrade would offer several important operational and security improvements:

- **Updated, State-of-the-Art Technology:** The new system would provide current security technology designed to improve the reliability and effectiveness of building protection.
- **Simplified Alarm Code Management:** Authorized personnel would be able to add, change, or remove alarm codes more easily. This is particularly beneficial when staffing changes occur or when temporary access is needed for contractors, coaches, or other approved users.
- **Remote Arm/Disarm Capability:** Designated administrators would have the ability to securely arm or disarm the building remotely. This would reduce the need for staff to travel to the building solely to address alarm-system issues or accommodate approved after-hours building use.
- **Fewer Users Requiring Direct Alarm Access:** Improved remote management and administrative controls would allow the District to limit the number of individuals who need alarm-system access. Reducing the number of users and active codes would strengthen security and provide better control over who can arm or disarm the building

Building	**Cost**
Administration/Advantage Building	$7,523.69

Benefits to the District
In addition to improving building security, the upgraded system would make day-to-day administration more efficient. District personnel would have greater control over access credentials, could respond more quickly to after-hours needs, and could reduce the number of individuals entrusted with alarm codes.

The upgrade would also position the District to use a more manageable and sustainable security system going forward, rather than continuing to rely on older technology with limited administrative capabilities.

This investment will provide the District with a more modern, secure, and manageable burglar alarm system while improving operational efficiency and reducing unnecessary access to critical building-security functions.

Funding Source: Sinking Fund

HAZEL PARK PROMISE

Strategic Goal Alignment -

Operations: The Hazel Park School District will maximize its resources, foster financial stability, and preserve and utilize quality facilities.

Recommendation: That the Board of Education approve the proposed upgrade of the alarm system at Administration/Advantage Building at a cost not to exceed $7,523.69.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

HAZEL PARK SCHOOLS

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Griff Mills, Ed.S.
Interim Superintendent

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To: Board of Education
From: Griff Mills, Interim Superintendent
Date: August 17, 2026
Re: Change of October Regular Board Meeting Date

T

We are requesting to change the date of the October Regular Board of Education meeting that is currently scheduled for Monday, October 19, 2026, at 6:00 PM. Administration is requesting that the meeting be moved to Monday, October 26, 2026, at 6:00 PM.

Upon approval, the District will update the Board meeting calendar and provide the required public notice of the date change.

Funding Source: General Fund
Strategic Goal Alignment -
Communication & Community Engagement: The Hazel Park School District will increase family and community engagement and provide consistent and intentional communication.

Recommendation: That the Board of Education approve changing the October Regular Board Meeting date from Monday, October 19, 2026, to Monday, October 26, 2026, at 6:00 PM, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.,
Interim Superintendent

HAZEL PARK PROMISE

Attendee/Title	Event	Dates of Event	Location	Cost	Mileage	Notes	Registered
Deborah Laframboise	26/27 Dinner Meeting	9/30/26	Oakland Scools	$45.00	No	N/A	Yes
Deborah Laframboise	26/27 Dinner Meeting	11/1/26	Oakland Scools	$45.00	No	N/A	
Deborah Laframboise	26/27 Dinner Meeting	12/16/26	Oakland Scools	$45.00	No	N/A	
Deborah Laframboise	Art of Leadership Conf	10/15 - 10/18/2026	Lansing, MI	$550.00	No	Requested hotel for Thursday - Sunday cost approx: $689.00	

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