



**REGULAR MEETING
BOARD OF EDUCATION
GOGEBIC-ONTONAGON INTERMEDIATE SCHOOL DISTRICT
CONFERENCE ROOMS A & B
WEDNESDAY, AUGUST 20, 2025, 6:00 PM**

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda. Visitors wishing to address the board shall follow Board Policy 2504.

Mission Statement:

The Gogebic-Ontonagon ISD will serve students and families by creating, leading, supporting, and enriching educational opportunities in Gogebic and Ontonagon counties.

A. Pledge of Allegiance & Roll Call

B. Approval of Previous Meeting Minutes

C. Approval of Financial Reports and Payment of Bills

D. Public Comment

Except during a public participation portion of a Board meeting, no member of the public or other person may address the Board during a public meeting without the express permission of the President or other presiding officer. Each person's public comments are limited to 5 minutes per public participation period. Please see Board Policy 2504 for additional information.

E. Old Business

F. New Business

1. Approval of the Associate Superintendent as Authorized Signatory
2. Approval of the 2025-2026 CTE Student Handbook
3. Approval of FY26 Agreement and Contracts with MiAEYC and ECIC
4. Approval of the GOISD Special Education Paraprofessional Handbook
5. Approval of the GOISD Parent Special Education Handbook
6. Approval of Proposed Pay Scale Adjustments for Non-Union Staff, COTOs and PTAS
7. Acceptance of Staff Resignation
8. Approval of ECSE Program Classroom Teacher
9. Approval to Hire Registered Behavior Technician
10. Approval to Post and Hire for the MoCI 7-12 Position Vacancy
11. Approval of Recission of Resignation
12. Approval to Hire School Social Work Intern
13. Approval of GOISD Early Literacy Coaching Partner Agreement

G. Reports

1. Superintendent
2. Financial and Grants
3. Career & Technical Education
4. Early Childhood Education
5. Instructional Services
6. Special Education
7. Student Health & Wellness Services

Upon request to the Title IX Coordinator, Ashley Nevins, and the Gogebic-Ontonagon Intermediate School District shall make reasonable accommodations for a person with disabilities to be able to participate in these meetings.

Please call 906-575-3438 to make arrangements.

8. REMC#1

H. **Adjournment**

INDIVIDUALS WISHING TO PARTICIPATE VIRTUALLY MUST HAVE
THEIR FIRST AND LAST NAME IN THEIR ZOOM PROFILE IN ORDER TO BE ADMITTED.



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

The Regular Meeting of the Board of Education was called to order by President, Catherine Shamion, at 6:00 P.M. EST.

| | | | |
|------------|-------------------------------------|-------------------------------------|------------------------------|
| Roll Call: | Present | Absent | |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Also present: Tammy Gibson Megan Hagen Meghan Lane Heidi Lauzon Ashley Nevins
Patty Ollila Rebecca Samson Jared Stenson Mark Switzer Alan Tulppo Shelby Walters
Travis Powell Holly Caudill Elizabeth Billie

1. Motion by Marti Wegner, supported by Jim Ojala, to approve the June 25th, 2025, Regular Board Minutes as presented in the Board Packet.

Voice Vote:
 Roll Call:

| | | | |
|--|-------------------------------------|--------------------------|------------------------------|
| | Aye | Nay | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

2. Motion by Jim Ojala, supported by Samantha Schutz, for the approval of the financial report and vouchers.

Voice Vote:
 Roll Call:

| | | | |
|--|-------------------------------------|--------------------------|------------------------------|
| | Aye | Nay | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

Visitors: None

Public Comments: None

Old Business: None

New Business:

3. Motion by Carol Yakovich, supported by Marti Wegner, to approve the sale of outdated welding equipment via local sale and online school bid site.

Voice Vote:

Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

4. Motion by Jim Ojala, supported by Carol Yakovich, to approve the 31N Manual.

Voice Vote:

Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

5. Motion by Marti Wegner, supported by Samantha Schutz, to approve the 31N MOU.

Voice Vote:
 Roll Call: Aye Nay

| | | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

6. Motion by Marti Wegner, supported by Jim Ojala, to approve the Character Strong 5-year agreement & voucher with Ironwood Area Schools.

Voice Vote:
 Roll Call: Aye Nay

| | | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

7. Motion by Carol Yakovich, supported by Samantha Schutz, to approve the purchase of panic buttons through Centurion Anywhere.

Voice Vote:
 Roll Call: Aye Nay

| | | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

8. Motion by Carol Yakovich, supported by Marti Wegner, to approve the bus rate of pay increase.

Voice Vote:

Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

9. Motion by Jim Ojala, supported by Carol Yakovich, to accept the resignation of Mark Switzer, with regret.

Voice Vote:

Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

10. Motion by Marti Wegner, supported by Samantha Schutz, to accept the resignation of Julia Overmyer, with regret.

Voice Vote:

Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

11. Motion by Jim Ojala, supported by Marti Wegner, to approve the post/hire of School Social Worker.

Voice Vote:

Roll Call:

| | Aye | Nay | |
|--|-------------------------------------|--------------------------|------------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

12. Motion by Samantha Schutz, supported by Carol Yakovich, to approve the post/hire of Center-Based Programs Principal.

Voice Vote:

Roll Call:

| | Aye | Nay | |
|--|-------------------------------------|--------------------------|------------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

13. Motion by Marti Wegner, supported by Jim Ojala, to approve the Superintendent to fill summer vacancies as they occur.

Voice Vote:

Roll Call:

| | Aye | Nay | |
|--|-------------------------------------|--------------------------|------------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

Review of the 2025 Board Self-Assessment & Establishment of Goal(s)

Closed Session

14. Motion by Jim Ojala, supported by Marti Wegner, to move into a closed session.

| | | | | | |
|-------------|-------------------------------------|-------------------------------------|--------------------------|------------------------------|----------------|
| Voice Vote: | <input checked="" type="checkbox"/> | | | | |
| Roll Call: | <input type="checkbox"/> | Aye | Nay | | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President | |
| Vote: | | Ayes 5 | Nays | Absent 2 | Motion carried |

15. Motion by Jim Ojala, supported by Marti Wegner, to come out of a closed session.

| | | | | | |
|-------------|-------------------------------------|-------------------------------------|--------------------------|------------------------------|----------------|
| Voice Vote: | <input checked="" type="checkbox"/> | | | | |
| Roll Call: | <input type="checkbox"/> | Aye | Nay | | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President | |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President | |
| Vote: | | Ayes 5 | Nays | Absent 2 | Motion carried |

Administrative Reports

Superintendent Report: Superintendent Alan Tulppo reported that the state budget impasse is ongoing. Mr. Tulppo shared that Shelby Walters received a phone call from Representative Greg Markkanen to discuss several pressing concerns. A significant issue raised by Education groups is the Governor and Legislature’s interest in using School Aid Fund dollars to support road infrastructure. Mr. Tulppo emphasized that these groups are strongly opposed to this proposal, stating that the fund’s cushion was never intended for non-educational expenses such as roads. Mr. Tulppo cited past financial instability- specifically during a housing market downturn- when similar actions resulted in mid-year \$300-400 million in cuts. Mr. Tulppo stated the recommendation from the Educational groups is to avoid reallocating educational funds for roads and to maintain, rather than repeal, MPSERS (Michigan Public School Employees Retirement System) reforms.



Minutes of (X) Regular () Special Meeting July 16th, 2025

Secretary's Initials _____

Financial Report: Reference was made to the report submitted to the Board.

Career and Technical Education Report: Director Ashley Nevins shared a thank-you from a student who expressed her gratitude to the GOISD for providing a scholarship that will help her through the ultrasound program. Ms. Nevins then provided an update on the CTE building project, noting that the kickoff meeting was held on July 1st with biweekly meetings to follow. Ms. Nevins also reported that OHM is preparing a utilities bid packet and is working to establish an easement with Ontonagon Area Schools, as the best hookup for water is Parker Avenue, with the pipe running beneath the school's parking lot. OHM attended a village meeting to address an outdated ordinance related to water lines. The current pipe will need to be enlarged to support fire suppression capabilities and improve water flow. Ms. Nevins and OHM Advisors toured the Copper Country welding and construction lab, where OHM advisors were able to take photographs for reference. Ms. Nevins shared that a short-term solution for heating includes replacing the ventilator in the nursing classroom, which will remain in the building, and refurbishing an extra pump from the school's boiler system. For a long-term solution, there will be two heating sources installed: a small boiler for classrooms and offices, and a natural gas connection for two small heaters in the labs. Ms. Nevins noted that there is already a natural gas line to the Agriculture greenhouse. Lastly, Ms. Nevins recognized Cliff for his efforts in helping to clean out the CTE building. Ms. Nevins noted that they were able to fill a 30-yard dumpster within a few days.

Instructional Services & Technology: Holly Caudill, Director of Instructional Services, shared that all members of the Instructional Services team recently attended a two-day training session with Steve Seward. Ms. Caudill also highlighted the work Dr. Kay Tulppo has been doing to support Watersmeet's cultural initiatives, specifically the work for language integration into the classrooms. Ms.Caudill says they have been working closely with Watersmeet school and First Nations consultant Ricky White to make it happen. Director of Technology & Data, Travis Powell, provided an update, sharing that he recently completed an AI Train-the-Trainer course through Michigan Virtual and AI EDU.

Early Childhood Education: Reference was made to the report submitted to the Board.

Special Education Report: Director Heidi Lauzon expressed sadness at seeing Mark leave. Ms. Lauzon shared that she and a few staff members recently met with Beth Steenwyk to begin developing a comprehensive technical assistance monitoring system. Ms. Lauzon noted that the goal is to start by strengthening their own program so it can serve as a model for districts seeking guidance on running effective programs for students with disabilities. Ms. Lauzon also mentioned that they are in the process of rolling out a paraprofessional handbook.

Student Health & Wellness Services: Reference was made to the report submitted to the Board.

REMC1 Report: The REMC1 report was presented as submitted.

16. Motion by Jim Ojala, supported by Marti Wegner, to adjourn at 6:54 pm EST.

Voice Vote: In favor 5 Opposed Absent 2 Motion carried

President

Secretary



Minutes of () Regular (X) Special Meeting August 7th, 2025
Secretary's Initials _____

The Special Meeting of the Board of Education was called to order by President, Catherine Shamion, 6:00 P.M. EST.

| | | | |
|------------|-------------------------------------|-------------------------------------|------------------------------|
| Roll Call: | Present | Absent | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Also present: Tammy Gibson Megan Hagen Meghan Lane Heidi Lauzon Ashley Nevins
 Patty Ollila Rebecca Samson Jared Stenson Mark Switzer Alan Tulppo Shelby Walters
 Travis Powell Holly Caudill Elizabeth Billie

Visitors:

Public Comments:

Old Business:

New Business:

1. Motion by Jim Ojala, supported by Carol Yakovich, to approve the hire of Center- Based Principal Hire.

Voice Vote:
 Roll Call:

| | | | |
|--|-------------------------------------|--------------------------|------------------------------|
| | Aye | Nay | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| | <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried



Minutes of () Regular (X) Special Meeting August 7th, 2025
Secretary's Initials _____

2. Motion by Marti Wegner, supported by Dayle Jackson, to post CTE Building Project Phase 1 Request for Bids.

Voice Vote:
 Roll Call:

| Aye | Nay | |
|-------------------------------------|--------------------------|------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dayle Jackson, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Samantha Schutz, Trustee |
| <input type="checkbox"/> | <input type="checkbox"/> | Bill Steiger, Trustee |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Carol Yakovich, Treasurer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jim Ojala, Secretary |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marti Wegner, Vice President |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Catherine Shamion, President |

Vote: Ayes 5 Nays Absent 2 Motion carried

3. Motion by Jim Ojala, supported by Marti Wegner, to adjourn at 6:15 pm. EST.

Voice Vote: In favor 5 Opposed Absent 2 Motion carried

 President

 Secretary



Board Meeting 8/20/2025

Report From 7/9/25 to 8/12/25

ACCOUNTS PAYABLE CHECK REGISTER - BOE August 2025

| Paid To | Check # | Check Date | Check Amount | Invoice Description(s) |
|--|---------|------------|--------------|--------------------------------|
| AESA | 35707 | 7/10/2025 | 750.00 | AESA ANNUAL MEMBERSHIP DUES |
| AHONEN, LAURA | 35708 | 7/10/2025 | 117.04 | MILEAGE REIMBURSEMENT |
| Amazon Capital Services, Inc. | 35709 | 7/10/2025 | 123.08 | SUPPLIES |
| AMERICAN WELDING & GAS, INC | 35710 | 7/10/2025 | 18.27 | WELDING SUPPLIES |
| AMN HEALTHCARE ALLIED INC | 35711 | 7/10/2025 | 3,375.00 | BC CONTRACTED SERVICE |
| ASPIRUS IRON RIVER HOSPITALS & CLINICS | 35712 | 7/10/2025 | 80.00 | HEARTSAVER K-12 CARDS |
| BERGLAND TOWNSHIP | 35713 | 7/10/2025 | 170.00 | O&M WATER & SEWER |
| BIG VALLEY FORD INC. | 35714 | 7/10/2025 | 409.50 | REPAIRS-VEHICLE |
| CHRISTOPHER WUORINEN | 35715 | 7/10/2025 | 228.20 | MILEAGE REIMBURSEMENT |
| CPI | 35716 | 7/10/2025 | 72.57 | 31N SW-WORKSHOP |
| ENOME, INC. (GOALBOOK) | 35717 | 7/10/2025 | 11,126.00 | LEA SUPPORT/31N SW SUPPLIES |
| GREENOUGH, KATHLEEN | 35718 | 7/10/2025 | 100.80 | MILEAGE REIMBURSEMENT |
| HAGEN, MEGAN | 35719 | 7/10/2025 | 1,234.10 | MILEAGE REIMBURSEMENT |
| HUNGERFORD NICHOLS | 35720 | 7/10/2025 | 3,500.00 | BOE- AUDIT SERVICES |
| KOLPACK, SENIA | 35721 | 7/10/2025 | 317.40 | MILEAGE/SUPPLIES REIMBURSEMENT |
| Lane, Darienne | 35722 | 7/10/2025 | 57.49 | REIMBURSEMENT |
| LOEFFLER, CARLA | 35723 | 7/10/2025 | 393.19 | MILEAGE REIMBURSEMENT |
| MAASE | 35724 | 7/10/2025 | 200.00 | SUPERVISOR DUES & FEES |
| MAISA | 35725 | 7/10/2025 | 4,875.79 | MEMBERSHIP DUES |
| MAKI, PHIL | 35726 | 7/10/2025 | 100.00 | LAWN CARE-EWEN |
| MASA | 35727 | 7/10/2025 | 1,929.95 | MEMBERSHIP DUES-ASHLEY NEVINS |
| MASB | 35728 | 7/10/2025 | 3,524.23 | MEMBERSHIP FEES |
| MASSP | 35729 | 7/10/2025 | 450.00 | MEMBERSHIP FEE |
| MCMILLAN TOWNSHIP | 35730 | 7/10/2025 | 119.25 | O&M-WATER & SEWER |
| MICHIGAN SCHOOL BUSINESS OFFICIALS | 35731 | 7/10/2025 | 150.00 | MEMBERSHIP DUES |
| MINER'S INC. | 35732 | 7/10/2025 | 14.08 | SUPPLIES |
| NEVINS, ASHLEY | 35733 | 7/10/2025 | 253.40 | MILEAGE REIMBURSEMENT |
| ONTONAGON AREA SCHOOL DISTRICT | 35734 | 7/10/2025 | 750.00 | CTE BUILDING |
| PARALLEL LEARNING BEHAVIORAL HEALTH P.C. | 35735 | 7/10/2025 | 4,228.97 | SPEECH-CONTRACTED SERVICE |
| SET SEG | 35736 | 7/10/2025 | 115,501.00 | INSURANCE PAYABLE-W/C |
| SOLUTIONWHERE, INC. | 35737 | 7/10/2025 | 1,495.00 | SUBSCRIPTION |
| WILLSUB | 35738 | 7/10/2025 | 14,884.87 | LITTLE LEARNERS |
| MAISA | 35739 | 7/10/2025 | 4,875.79 | MEMBERSHIP DUES |
| STEENWYK, BETH | 35740 | 7/10/2025 | 2,000.00 | CONTRACTED SERVICES |
| WEX BANK | 35741 | 7/10/2025 | 848.06 | O&M-GAS & OIL |
| BAILEY, BERSHERIL L. | 35742 | 7/11/2025 | 1,690.00 | REGIONAL ISD EWIMS |

| Paid To | Check # | Check Date | Check Amount | Invoice Description(s) |
|-----------------------------------|---------|------------|--------------|--|
| BRIAN JOE STARKS | 35743 | 7/11/2025 | 2,938.20 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| DONNA J. JONES | 35744 | 7/11/2025 | 2,500.00 | REGIONAL ISD EWIMS |
| GAYLE M. GREEN | 35745 | 7/11/2025 | 287.50 | REGIONAL ISD GRANT REVIEW |
| JENNIFER ROLLENHAGEN EDS | 35746 | 7/11/2025 | 2,750.00 | REGIONAL ISD EWIMS |
| JENNIFER S. HAMMOND | 35747 | 7/11/2025 | 300.00 | REGIONAL ISD GRANT REVIEW |
| KRISTI L. TEALL | 35748 | 7/11/2025 | 2,750.00 | REGIONAL ISD EWIMS |
| MARIE A. MILLER | 35749 | 7/11/2025 | 550.00 | REGIONAL ISD GRANT REVIEW |
| WILLIAM D. ANDERSON | 35750 | 7/11/2025 | 5,441.58 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| WYNNGATE ASSOCIATES, LLC. | 35751 | 7/11/2025 | 5,469.94 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| MAISA | 35752 | 7/14/2025 | 440,777.50 | EL - MAISA (EL & EM) |
| MAISA | 35753 | 7/14/2025 | 6,999.79 | EL - MAISA (EL & EM) |
| MULDER, TRACEY | 35754 | 7/17/2025 | 246.96 | MILEAGE REIMBURSEMENT |
| Amazon Capital Services, Inc. | 35755 | 7/17/2025 | 102.75 | SPECIAL EDUCATION SUPPLIES |
| BECKMAN, JESSICA | 35756 | 7/17/2025 | 195.72 | MILEAGE REIMBURSEMENT |
| CESA 6 | 35757 | 7/17/2025 | 2,500.00 | WEB PAGE MAINTENANCE |
| CITY OF IRONWOOD | 35758 | 7/17/2025 | 4,462.42 | LITTLE LEARNERS WATER BILL |
| DAILY GLOBE, THE | 35759 | 7/17/2025 | 108.00 | PRINTING & BINDING |
| DOLLYWOOD FOUNDATION | 35760 | 7/17/2025 | 349.53 | LITERACY MATERIALS |
| GOGEBIC COMMUNITY COLLEGE | 35761 | 7/17/2025 | 92.96 | GREEN HOUSE |
| GOGEBIC COUNTY TREASURER | 35762 | 7/17/2025 | 305.63 | SUMMER BOND |
| GOGEBIC RANGE | 35763 | 7/17/2025 | 76.00 | O&M TRASH REMOVAL |
| GOODHEART-WILCOX PUBLISHER | 35764 | 7/17/2025 | 2,827.50 | CTE Textbooks |
| HAGEN, MEGAN | 35765 | 7/17/2025 | 315.00 | ADMIN ACADEMY & UPLIFT CONFERENCE PER DIEM |
| LOEFFLER, CARLA | 35766 | 7/17/2025 | 315.14 | MILEAGE REIMBURSEMENT |
| MUNETRIX, LLC | 35767 | 7/17/2025 | 6,645.21 | LEA SUPPORT SERVICES |
| NORTH STAR BEVERAGE | 35768 | 7/17/2025 | 72.00 | LITTLE LEARNERS CONTRACTED SERVICE |
| OFFICE PLANNING GROUP, INC | 35769 | 7/17/2025 | 185.15 | O&M SUPPLIES |
| PAUL, ERIC | 35770 | 7/17/2025 | 157.64 | MILEAGE REIMBURSEMENT |
| PLUNKETT'S | 35771 | 7/17/2025 | 51.16 | LITTLE LEARNERS |
| PROCARE SOLUTIONS | 35772 | 7/17/2025 | 1,188.00 | LITTLE LEARNERS-CONTRACTED SERVICE |
| QBS | 35773 | 7/17/2025 | 11,495.00 | WORKSHOP |
| QUILL CORPORATION | 35774 | 7/17/2025 | 1,637.41 | CLEANING SUPPLIES |
| RED ROVER TECHNOLOGIES INC | 35775 | 7/17/2025 | 2,626.50 | O&M-SUPPLIES |
| ROZELLE, HEATHER | 35776 | 7/17/2025 | 263.20 | MILEAGE REIMBURSEMENT |
| SEMCO ENERGY | 35777 | 7/17/2025 | 19.94 | ONTONAGON GREENHOUSE |
| STEVE SEWARD CONSULTING | 35778 | 7/17/2025 | 7,300.00 | SUPT-WORKSHOPS-OTHER |
| THRUN LAW FIRM P.C. | 35779 | 7/17/2025 | 3,353.00 | LEGAL SERVICES |
| WILLSUB | 35780 | 7/17/2025 | 14,081.25 | LITTLE LEARNERS-WAGES |
| XCEL ENERGY | 35781 | 7/17/2025 | 355.89 | O&M-ELECTRICITY & HEAT |
| YAKOVICH, CAROL | 35782 | 7/17/2025 | 301.00 | BOE MILEAGE REIMBURSEMENT |
| AMERIPRISE FINANCIAL SERVICES INC | 35783 | 7/18/2025 | 300.00 | 2025 / 2 A02_48 - AMERIPRISE FINANCIAL SERVICES IN |
| COREBRIDGE FINANCIAL | 35784 | 7/18/2025 | 1,724.94 | 2025 / 2 A01_47 - Corebridge Financial 403 |
| HEALTH EQUITY | 35785 | 7/18/2025 | 906.25 | 2025 / 2 H07_125 - H - HSA CONTRIBUTION - OPTIONAL |
| HORACE MANN AUTO | 35786 | 7/18/2025 | 2,786.65 | 2025 / 2 147 - HORACE MANN AUTO |
| MESSA* | 35787 | 7/18/2025 | 8,760.16 | 2025 / 2 H09_164 - H - HEALTH INSURANCE |
| MG Trust Company | 35788 | 7/18/2025 | 1,398.13 | 2025 / 2 A04_49 - MG TRUST COMPANY 403 |

| Paid To | Check # | Check Date | Check Amount | Invoice Description(s) |
|--|---------|------------|--------------|--|
| MICHIGAN DEPARTMENT OF TREASURY | 35789 | 7/18/2025 | 7,648.15 | 2025 / 2 MI |
| MICHIGAN STATE DISBURSEMENT UNIT (MiSDU) | 35790 | 7/18/2025 | 145.52 | 2025 / 2 C01MI_96 - CO1 - CHILD SUPPORT - MI |
| PARADIGM EQUITIES INCORPORATED | 35791 | 7/18/2025 | 150.00 | 2025 / 2 A08_52 - PARADIGM EQUITIES INCORPORATED 4 |
| STATE OF MICHIGAN - MPSERS | 35792 | 7/18/2025 | 93,281.35 | 2025 / 2 DC2+1 - R17 - DC - Pension Plus - 2% - 1% |
| UNITED STATES TREASURY | 35793 | 7/18/2025 | 51,473.98 | 2025 / 2 FICA |
| CARD MEMBER SERVICE | 35794 | 7/23/2025 | 19,332.81 | CC STMT 5/15/25 TO 6/12/25 |
| Amazon Capital Services, Inc. | 35795 | 7/24/2025 | 2,607.15 | INSTRUCTIONAL SERVICES SUPPLIES |
| CCISD | 35796 | 7/24/2025 | 17,261.95 | PERKINS 24-25 |
| CITY OF IRONWOOD | 35797 | 7/24/2025 | 7,665.30 | POLICE & FIRE |
| GLOBAL VENDING GROUP INC | 35798 | 7/24/2025 | 16,415.00 | VENDING MACHINE TO ONTONAGON |
| HIGHLINE CORP | 35799 | 7/24/2025 | 195.00 | O&M-VEHICLE REPAIR |
| LAHTI TOWING & SALES | 35800 | 7/24/2025 | 268.50 | O&M-VEHICLE REPAIR |
| NORTHERN MICHIGAN UNIVERSITY | 35801 | 7/24/2025 | 3,945.00 | 2025 FALL TUITION |
| OFFICE PLANNING GROUP, INC | 35802 | 7/24/2025 | 584.72 | O&M-PRINTING & BINDING |
| OHM ENGINEERING ADVISORS | 35803 | 7/24/2025 | 11,582.75 | CTE RENOVATION DESIGN AND BIDDING |
| ONTONAGON COUNTY TREASURER | 35804 | 7/24/2025 | 107.92 | SHORT TERM TAX COLLECTION |
| ONTONAGON HERALD | 35805 | 7/24/2025 | 77.00 | BOE-PRINTING AND BINDING |
| QUILL CORPORATION | 35806 | 7/24/2025 | 560.09 | CLEANING SUPPLIES/OFFICE SUPPLIES |
| RESPONSE TECHNOLOGIES | 35807 | 7/24/2025 | 1,525.00 | MOCI TECH SUPPLIES |
| SAMARDICH, CHRISTINE | 35808 | 7/24/2025 | 334.60 | MARQUETTE MARESA WORKSHOP PER DIEM |
| SCHOLASTIC, INC. | 35809 | 7/24/2025 | 103.13 | SUPPLIES |
| SDM CARPETRY | 35810 | 7/24/2025 | 34,500.00 | EWEN BUILDING REPAIRS |
| SIVULA, SARA | 35811 | 7/24/2025 | 217.00 | MQT MARESA WORKSHOP PER DIEM |
| TRIER, MICHELLE | 35812 | 7/24/2025 | 217.00 | MQT MARESA WORKSHOP-PER DIEM |
| WASTE MANAGEMENT OFWI-MN | 35813 | 7/24/2025 | 1,288.36 | O&M-TRASH REMOVAL |
| WE ENERGIES | 35814 | 7/24/2025 | 586.73 | O&M-ELECTRICITY |
| BILLIE, ELIZABETH | 35815 | 7/24/2025 | 189.00 | UP ADMIN WORKSHOP |
| BAILEY, BERSHERIL L. | 35816 | 7/25/2025 | 1,690.00 | REGIONAL ISD EWIMS |
| BEATRICE BENJAMIN | 35817 | 7/25/2025 | 1,200.00 | REGIONAL ISD EWIMS |
| BRIAN JOE STARKS | 35818 | 7/25/2025 | 3,117.50 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| GAYLE M. GREEN | 35819 | 7/25/2025 | 150.00 | REGIONAL ISD GRANT REVIEW |
| MARIE A. MILLER | 35820 | 7/25/2025 | 500.00 | REGIONAL ISD GRANT REVIEW |
| WILLIAM D. ANDERSON | 35821 | 7/25/2025 | 1,990.26 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| WYNNGATE ASSOCIATES, LLC. | 35822 | 7/25/2025 | 4,480.50 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| MAISA | 35823 | 7/28/2025 | 317,071.16 | EL - MAISA (EL & EM) |
| MAISA | 35824 | 7/28/2025 | 786,191.45 | 23h - MAISA |
| ECIC | 35825 | 7/29/2025 | 5,578.09 | 32v - ECIC |
| MiAEYC | 35826 | 7/29/2025 | 387,848.13 | 32v - MiAEYC |
| AMERIPRISE FINANCIAL SERVICES INC | 35827 | 8/1/2025 | 300.00 | 2025 / 3 A02_48 - AMERIPRISE FINANCIAL SERVICES IN |
| COREBRIDGE FINANCIAL | 35828 | 8/1/2025 | 1,630.53 | 2025 / 3 A01_47 - Corebridge Financial 403 |
| HEALTH EQUITY | 35829 | 8/1/2025 | 906.25 | 2025 / 3 H07_125 - H - HSA CONTRIBUTION - OPTIONAL |
| HORACE MANN AUTO | 35830 | 8/1/2025 | 2,642.76 | 2025 / 3_147 - HORACE MANN AUTO |
| MESSA* | 35831 | 8/1/2025 | 8,760.16 | 2025 / 3 H09_164 - H - HEALTH INSURANCE |
| MG Trust Company | 35832 | 8/1/2025 | 1,449.54 | 2025 / 3 A04_49 - MG TRUST COMPANY 403 |
| MICHIGAN DEPARTMENT OF TREASURY | 35833 | 8/1/2025 | 8,158.37 | 2025 / 3 MI |
| MICHIGAN STATE DISBURSEMENT UNIT (MiSDU) | 35834 | 8/1/2025 | 145.52 | 2025 / 3 C01MI_96 - CO1 - CHILD SUPPORT - MI |
| PARADIGM EQUITIES INCORPORATED | 35835 | 8/1/2025 | 150.00 | 2025 / 3 A08_52 - PARADIGM EQUITIES INCORPORATED 4 |
| STATE OF MICHIGAN - MPSERS | 35836 | 8/1/2025 | 100,075.24 | 2025 / 3 DC2+1 - R17 - DC - Pension Plus - 2% - 1% |

| Paid To | Check # | Check Date | Check Amount | Invoice Description(s) |
|----------------------------------|---------|------------|--------------|---------------------------------------|
| UNITED STATES TREASURY | 35837 | 8/1/2025 | 55,805.31 | 2025 / 3 FICA |
| Amazon Capital Services, Inc. | 35838 | 7/31/2025 | 1,758.57 | approved upgrade to WM GSRP classroom |
| ANTONIOS RESTAURANT | 35839 | 7/31/2025 | 834.30 | JUNE 2025 INVOICE |
| AT & T | 35840 | 7/31/2025 | 226.13 | LITTLE LEARNERS-PHONE |
| BOETTO, ALEXANDRA | 35841 | 7/31/2025 | 189.00 | UP ADMINISTRATORS ACADEMY PER DIEM |
| CAUDILL, HOLLY | 35842 | 7/31/2025 | 189.00 | UPCED ADMIN ACADEMY PER DIEM |
| COOK, CHRISTINE | 35843 | 7/31/2025 | 1,538.00 | O&M CUSTODIAL SERVICES |
| DABB, LEIGH | 35844 | 7/31/2025 | 63.00 | DSISD ESCANABA CONFERENCE |
| EWEN BUILDING SUPPLY | 35845 | 7/31/2025 | 273.53 | SUPPLIES |
| EWEN-TROUT CREEK | 35846 | 7/31/2025 | 5,892.00 | CTE TRANSPORTATION |
| GOGEBIC COUNTY TREASURER | 35847 | 7/31/2025 | 14,992.07 | SCHOOL RESOURCE OFFICE |
| HAGEN, MEGAN | 35848 | 7/31/2025 | 126.00 | MEDICAID TRAINING PER DIEM |
| HARTMAN PUBLISHING, INC. | 35849 | 7/31/2025 | 858.31 | Textbooks CNA |
| LANE, MEGHAN | 35850 | 7/31/2025 | 189.00 | UP ADMIN ACADEMY PER DIEM |
| LAUZON, HEIDI | 35851 | 7/31/2025 | 189.00 | UP ADMIN ACADEMY PER DIEM |
| MAASE | 35852 | 7/31/2025 | 300.00 | DIRECTOR DUES & FEES |
| MARTHEN, JEANNINE | 35853 | 7/31/2025 | 189.00 | UP LIFT WORKSHOP PER DIEM |
| MASA | 35854 | 7/31/2025 | 9,500.00 | PRINCIPAL TUITION |
| MASB | 35855 | 7/31/2025 | 165.00 | SUPERINTENDENT WORKSHOP |
| MORPH DESIGN | 35856 | 7/31/2025 | 415.00 | MARKETING |
| MSBO | 35857 | 7/31/2025 | 150.00 | MEMBERSHIP DUES-TAMMY GIBSON |
| OLLILA, PATTY | 35858 | 7/31/2025 | 98.00 | MILEAGE REIMBURSEMENT |
| OUR LADY OF PEACE | 35859 | 7/31/2025 | 19,500.00 | RENT/HEAT |
| POWELL, TRAVIS | 35860 | 7/31/2025 | 189.00 | UP ADMIN ACADEMY PER DIEM |
| PREISS, BRITTANY | 35861 | 7/31/2025 | 189.00 | UP LIFT WORKSHOP PER DIEM |
| SAMARDICH, CHRISTINE | 35862 | 7/31/2025 | 70.86 | REIMBURSEMENT |
| SAMSON, REBECCA | 35863 | 7/31/2025 | 308.00 | MAASE SUMMER INSTITUTE PER DIEM |
| SEMCO ENERGY | 35864 | 7/31/2025 | 200.00 | GOISD NEW GAS SERVICE FEE |
| SUDS AND BUCKETS MOBILE | 35865 | 7/31/2025 | 800.00 | VEHICLE REPAIRS |
| UPPER PENINSULA POWER CO. | 35866 | 7/31/2025 | 157.93 | ONTONAGON CTE BUILDING |
| VESTIS | 35867 | 7/31/2025 | 232.30 | LITTLE LEARNERS |
| WILLSUB | 35868 | 7/31/2025 | 15,863.67 | LITTLE LEARNERS-PAYROLL |
| XCEL ENERGY | 35869 | 7/31/2025 | 762.62 | LITTLE LEARNERS |
| MICHIGAN DEPARTMENT OF Licensing | 35870 | 8/4/2025 | 100.00 | GARAGE BUILDING PERMIT |
| BAILEY, BERSHERIL L. | 35871 | 8/8/2025 | 1,690.00 | REGIONAL ISD EWIMS |
| BRIAN JOE STARKS | 35872 | 8/8/2025 | 3,375.60 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| GAYLE M. GREEN | 35873 | 8/8/2025 | 500.00 | REGIONAL ISD GRANT REVIEW |
| JENNIFER S. HAMMOND | 35874 | 8/8/2025 | 25.00 | REGIONAL ISD GRANT REVIEW |
| MARIE A. MILLER | 35875 | 8/8/2025 | 300.00 | REGIONAL ISD GRANT REVIEW |
| WILLIAM D. ANDERSON | 35876 | 8/8/2025 | 3,893.00 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| WYNNGATE ASSOCIATES, LLC. | 35877 | 8/8/2025 | 5,590.16 | REGIONAL ISD PROGRAM FISCAL REVIEW |
| WEX BANK | 35878 | 8/7/2025 | 59.21 | O&M-GAS & OIL |
| 911 | 35879 | 8/7/2025 | 50.00 | CAPITAL IMPROVEMENT |
| AHONEN, LAURA | 35880 | 8/7/2025 | 38.01 | MILEAGE REIMBURSEMENT |
| Amazon Capital Services, Inc. | 35881 | 8/7/2025 | 551.65 | Dry Erase Packets |
| BECKMAN, JESSICA | 35882 | 8/7/2025 | 162.75 | MILEAGE REIMBURSEMENT |
| CDW GOVERNMENT INC | 35883 | 8/7/2025 | 5,462.50 | LICENSING |
| GOGEBIC COUNTY CLERK | 35884 | 8/7/2025 | 11,017.77 | TAX COLLECTION |

| Paid To | Check # | Check Date | Check Amount | Invoice Description(s) |
|--|------------------------------|--------------|-----------------------|--------------------------------|
| HUNGERFORD NICHOLS | 35885 | 8/7/2025 | 1,700.00 | AUDIT SERVICES |
| KELVIN EDUCATION INC | 35886 | 8/7/2025 | 12,738.50 | LEA SUPPORT SERVICES |
| KOLPACK, SENIA | 35887 | 8/7/2025 | 791.00 | MILEAGE REIMBURSEMENT |
| MALONEY, PAULA | 35888 | 8/7/2025 | 1,118.74 | PARENT LIAISON |
| MICHIGAN SCHOOL BUSINESS OFFICIALS | 35889 | 8/7/2025 | 1,150.00 | WORKSHOPS |
| MINER'S INC. | 35890 | 8/7/2025 | 166.93 | SUPPLIES |
| OZZELLO, SARAH | 35891 | 8/7/2025 | 14.02 | REIMBURSEMENT |
| PAUL, ERIC | 35892 | 8/7/2025 | 318.29 | MILEAGE REIMBURSEMENT |
| PEOPLE DRIVEN TECHNOLOGY | 35893 | 8/7/2025 | 589.95 | COMPUTER SUPPLIES |
| QUILL CORPORATION | 35894 | 8/7/2025 | 1,739.70 | Supplies for Onto CTE building |
| SAMSON, REBECCA | 35895 | 8/7/2025 | 189.00 | UP ADMIN ACADEMY PER DEIM |
| STEENWYK, BETH | 35896 | 8/7/2025 | 2,000.00 | CONSULTANT FEE |
| TULPPO, KATHRYN | 35897 | 8/7/2025 | 260.00 | MDE DYSLEXIA TRAINING PER DIEM |
| UP CISM TRAINING | 35898 | 8/7/2025 | 3,100.00 | C4S WORKSHOP |
| REDEEMER CHURCH | 35899 | 8/12/2025 | 161.00 | TEN CENTS - REIMBURSEMENTS |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | TOTAL | \$2,825,598.48 | |
| Gross Payroll Disbursement Totals | | | | |
| | July 18, 2025 | | \$232,963.57 | |
| | August 1, 2025 | | \$250,903.90 | |
| | August 15, 2025 | | \$253,033.38 | |
| | Total of All Payrolls | | \$736,900.85 | |



Career & Technical Education Revenue & Expenditure Report Summary
 July 1, 2025 - July 31, 2025

| REVENUES | | | | | |
|--|---------------------|--------------------|-------------------|---------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 111 PROPERTY TAX LEVY | 1,069,000.00 | 30,789.67 | 0.00 | 1,038,210.33 | 3% |
| 119 PENALTIES & INTEREST ON DELQ TAXES | 900.00 | 0.00 | 0.00 | 900.00 | 0% |
| 128 REVENUE IN LIEU OF TAXES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 151 EARNINGS ON INVESTMENTS | 15,000.00 | 3,825.47 | 0.00 | 11,174.53 | 26% |
| 192 PRIVATE SOURCES | 3,700.00 | 0.00 | 0.00 | 3,700.00 | 0% |
| 199 MISCELLANEOUS LOCAL REVENUE | 20,325.00 | 0.00 | 0.00 | 20,325.00 | 0% |
| 312 STATE AID - RESTRICTED | 272,322.00 | 21,492.90 | 0.00 | 250,829.10 | 8% |
| 414 RESTRICTED FEDERAL REVENUE REC'D THRU STATE | 126,342.00 | 0.00 | 0.00 | 126,342.00 | 0% |
| 418 FEDERAL REV REC'D THRU ANOTHER PUBLIC SCHOOL | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| | 1,507,589.00 | 56,108.04 | 0.00 | 1,451,480.96 | 4% |

| EXPENSES | | | | | |
|--|---------------------|--------------------|-------------------|---------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 127 CAREER & TECH EDUCATION INSTRUCTION | 746,369.00 | 7,340.32 | 1,103.63 | 737,925.05 | 1% |
| 135 OCCUPATIONAL TRAINING | 15,808.00 | 0.00 | 0.00 | 15,808.00 | 0% |
| 212 GUIDANCE SERVICES | 52,874.00 | 4,049.26 | 0.00 | 48,824.74 | 8% |
| 221 IMPROVEMENT OF INSTRUCTION | 14,636.00 | 0.00 | 0.00 | 14,636.00 | 0% |
| 226 SUPERVISION & DIRECTION OF INSTRUCTIONAL STAFF | 193,187.00 | 14,098.05 | 0.00 | 179,088.95 | 7% |
| 231 BOARD OF EDUCATION | 11,193.00 | 805.00 | 0.00 | 10,388.00 | 7% |
| 252 FISCAL SERVICES | 45,342.00 | 3,017.41 | 0.00 | 42,324.59 | 7% |
| 259 OTHER BUSINESS SERVICES | 2,000.00 | 1,148.62 | 0.00 | 851.38 | 57% |
| 261 OPERATING BUILDINGS SERVICES - O/M | 77,516.00 | 21,450.23 | 0.00 | 56,065.77 | 28% |
| 271 PUPIL TRANSPORTATION SERVICES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 283 STAFF/PERSONNEL SERVICES | 500.00 | 0.00 | 0.00 | 500.00 | 0% |
| 284 NON-INSTRUCTIONAL TECHNOLOGY SERVICES | 16,894.00 | 530.09 | 0.00 | 16,363.91 | 3% |
| 289 OTHER CENTRAL SERVICES | 39,698.00 | 2,799.34 | 0.00 | 36,898.66 | 7% |
| 299 OTHER SUPPORT SERVICES | 100,825.00 | 0.00 | 0.00 | 100,825.00 | 0% |
| 411 PAYMENTS TO OTHER PUBLIC SCHOOLS | 75,805.00 | 0.00 | 0.00 | 75,805.00 | 0% |
| TOTALS | 1,392,647.00 | 55,238.32 | 1,103.63 | 1,336,305.05 | 4% |
| TOTAL REVENUE-EXPENDITURES | 114,942.00 | 869.72 | -1,103.63 | 115,175.91 | |



General Education Revenue & Expenditure Report Summary
July 1, 2025 - July 31, 2025

| REVENUE | | | | | |
|---|----------------------|---------------------|-------------------|----------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 111 PROPERTY TAX LEVY | 345,604.00 | 9,886.55 | 0.00 | 335,717.45 | 3% |
| 119 PENALTIES AND INTEREST ON DELINQUENT TAXES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 128 REVENUE IN LIEU OF TAXES | 4,000.00 | 0.00 | 0.00 | 4,000.00 | 0% |
| 151 EARNINGS ON INVESTMENTS | 650,000.00 | 172,482.46 | 0.00 | 477,517.54 | 27% |
| 181 REVENUE FROM COMMUNITY SERVICE ACTIVITIES | 528,000.00 | 25,752.50 | 0.00 | 502,247.50 | 5% |
| 192 PRIVATE SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 199 MISCELLANEOUS LOCAL REVENUES | 176,440.00 | 253.56 | 0.00 | 176,186.44 | 0% |
| 212 RESTRICTED- RE'D FROM NON-ED ENTITY | 16,423.00 | 62,669.00 | 0.00 | -46,246.00 | 382% |
| 311 UNRESTRICTED - STATE REVENUES | 362,700.00 | 32,975.71 | 0.00 | 329,724.29 | 9% |
| 312 RESTRICTED - STATE REVENUES | 19,156,075.00 | 2,280,636.44 | 0.00 | 16,875,438.56 | 12% |
| 315 RESTRICTED - REC'D FROM STATE THROUGH ANOTHER | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 414 RESTRICTED REC'D FROM FEDERAL GOVT THRU STATE | 668,254.00 | 42,824.35 | 0.00 | 625,429.65 | 6% |
| 415 RESTRICTED - REC'D FROM FEDERAL GOVT THRU OTHER | 31,000.00 | 0.00 | 0.00 | 31,000.00 | 0% |
| 419 OTHER REVENUE | 50,000.00 | 4,371.00 | 0.00 | 45,629.00 | 9% |
| 519 OTHER DISTRIBUTIONS REC'D FROM OTHER PUBLIC | 43,720.00 | 0.00 | 0.00 | 43,720.00 | 0% |
| 593 PROCEEDS FROM THE SALE OF CAPITAL ASSETS | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 599 MISC OTHER FINANCING SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| TOTALS | 22,032,216.00 | 2,631,851.57 | 0.00 | 19,400,364.43 | 12% |

| EXPENSES | | | | | |
|---|----------------------|---------------------|-------------------|----------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 113 HIGH SCHOOL INSTRUCTION | 141,417.00 | 133.80 | 0.00 | 141,283.20 | 0% |
| 118 PRESCHOOL INSTRUCTION | 27,000.00 | 2,482.57 | 13,779.74 | 10,737.69 | 9% |
| 133 ADULT/CONTINUING EDUCATION | 14,236.00 | 766.92 | 0.00 | 13,469.08 | 5% |
| 211 TRUANCY/ABSENTEEISM SERVICES | 8,000.00 | 0.00 | 0.00 | 8,000.00 | 0% |
| 213 HEALTH SERVICES | 728,103.00 | 3,627.17 | 0.00 | 724,475.83 | 0% |
| 216 SOCIAL WORK SERVICES | 842,673.00 | 14,239.53 | 0.00 | 828,433.47 | 2% |
| 219 OTHER PUPIL SUPPORT SERVICES | 0.00 | 14,656.26 | 0.00 | -14,656.26 | - |
| 221 IMPROVEMENT OF INSTRUCTION | 1,879,775.00 | 37,122.11 | 0.00 | 1,842,652.89 | 2% |
| 225 INSTRUCTION RELATED TECHNOLOGY | 31,000.00 | 0.00 | 1,651.55 | 29,348.45 | 0% |
| 226 SUPERVISON & DIRECTION OF INSTRUCTIONAL STAFF | 10,000.00 | 0.00 | 0.00 | 10,000.00 | 0% |
| 227 ACADEMIC STUDENT ASSESSMENT | 200.00 | 0.00 | 0.00 | 200.00 | 0% |
| 229 OTHER INSTRUCTIONAL STAFF SERVICES | 307,313.00 | 18,837.37 | 1,079.00 | 287,396.63 | 6% |
| 231 BOARD OF EDUCATION | 43,600.00 | 2,290.58 | 0.00 | 41,309.42 | 5% |
| 232 EXECUTIVE ADMINISTRATION | 379,148.42 | 36,418.33 | 0.00 | 342,730.09 | 10% |
| 233 GRANT WRITER/GRANT PROCUREMENT | 87,405.00 | 6,445.29 | 0.00 | 80,959.71 | 7% |
| 252 FISCAL SERVICES | 674,888.00 | 51,357.77 | 0.00 | 623,530.23 | 8% |
| 259 OTHER BUSINESS SERVICES | 5,057.00 | 367.63 | 0.00 | 4,689.37 | 7% |
| 261 OPERATIONS AND MAINTENANCE | 258,534.00 | 45,948.23 | 0.00 | 212,585.77 | 18% |
| 283 STAFF/PERSONNEL SERVICES | 11,100.00 | 1,000.00 | 0.00 | 10,100.00 | 9% |
| 284 NON-INSTRUCTIONAL TECHNOLOGY SERVICES | 240,427.00 | 17,135.53 | 0.00 | 223,291.47 | 7% |
| 285 PUPIL ACCOUNTING | 18,091.00 | 0.00 | 0.00 | 18,091.00 | 0% |
| 289 OTHER CENTRAL SERVICES | 171,782.00 | 7,494.59 | 0.00 | 164,287.41 | 4% |
| 299 OTHER SUPPORT SERVICES | 29,600.00 | 0.00 | 0.00 | 29,600.00 | 0% |
| 311 COMMUNITY SERVICES DIRECTION | 291,018.00 | 31,658.51 | 0.00 | 259,359.49 | 11% |
| 331 COMMUNITY ACTIVITIES | 46,000.00 | 415.00 | 0.00 | 45,585.00 | 1% |
| 361 WELFARE ACTIVITIES | 379,781.00 | 31,823.49 | 910.99 | 347,046.52 | |
| 351 CUSTODY AND CARE OF CHILDREN | 1,000.00 | 0.00 | 0.00 | 1,000.00 | 0% |
| 391 OTHER COMMUNITY SERVICES | 31,000.00 | 78.00 | 0.00 | 30,922.00 | 0% |
| 411 PAYMENTS TO OTHER PUBLIC SCHOOLS IN MICHIGAN | 165,000.00 | 0.00 | 0.00 | 165,000.00 | 0% |
| 441 PAYMENTS TO OTHER GOVT ENTITIES | 167,381.00 | 0.00 | 0.00 | 167,381.00 | 0% |
| 445 PAYMENTS TO NOT FOR PROFITS | 15,666,422.00 | 99,871.25 | 0.00 | 15,566,550.75 | 1% |
| 452 SITE IMPROVEMENT SERVICES | 750,000.00 | 200.00 | 0.00 | 749,800.00 | 0% |
| 456 BUILDING IMPROVEMENT SERVICES | 83,500.00 | 34,500.00 | 0.00 | 49,000.00 | - |
| TOTALS | 23,490,451.42 | 458,869.93 | 17,421.28 | 23,014,160.21 | 2% |
| TOTAL REVENUE-EXPENDITURES | -1,458,235.42 | 2,172,981.64 | -17,421.28 | -3,613,795.78 | |



Special Education Revenue & Expenditure Report Summary
July 1, 2025 - July 31, 2025

| REVENUES | | | | | |
|---|---------------------|--------------------|-------------------|---------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 111 PROPERTY TAX LEVY | 2,493,525.00 | 71,023.64 | 0.00 | 2,422,501.36 | 3% |
| 119 PENALTIES AND INTEREST ON DELINQUENT TAXES | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 128 REVENUE IN LIEU OF TAXES | 0.00 | 0.00 | 0.00 | 0.00 | - |
| 151 EARNINGS ON INVESTMENTS | 40,000.00 | 17,214.62 | 0.00 | 22,785.38 | 43% |
| 199 MISCELLANEOUS LOCAL REVENUE | 2,000.00 | 0.00 | 0.00 | 2,000.00 | 0% |
| 312 REVENUE FROM STATE SOURCES - RESTRICTED | 3,273,163.00 | 269,294.25 | 0.00 | 3,003,868.75 | 8% |
| 414 REVENUE REC'D FROM FED GOVT THRU STATE - RESTRICTED | 894,681.00 | 0.00 | 0.00 | 894,681.00 | 0% |
| 419 OTHER REVENUE - FEDERAL SOURCES | 610,000.00 | 45,441.00 | 0.00 | 564,559.00 | 7% |
| 519 OTHER DISTRIBUTIONS REC'D FROM OTHER PUBLIC SCHOOLS | 550.00 | 0.00 | 0.00 | 550.00 | 0% |
| TOTALS | 7,313,919.00 | 402,973.51 | 0.00 | 6,910,945.49 | 6% |

| EXPENSES | | | | | |
|--|---------------------|--------------------|-------------------|---------------------|---------------|
| Description | Budget | FYTD Amount | Encumbered | Remaining | % Used |
| 122 SPECIAL EDUCATION | 2,692,295.00 | 47,035.29 | 0.00 | 2,645,259.71 | 2% |
| 213 HEALTH SERVICES | 799,036.00 | 13,488.98 | 0.00 | 785,547.02 | 2% |
| 214 PSYCHOLOGICAL SERVICES | 370,890.00 | 2,178.68 | 0.00 | 368,711.32 | 1% |
| 215 SPEECH SERVICES | 1,026,776.00 | 23,382.96 | 0.00 | 1,003,393.04 | 2% |
| 216 SOCIAL WORK SERVICES | 613,357.00 | 17,564.31 | 0.00 | 595,792.69 | 3% |
| 217 VISUAL AID SERVICES | 100.00 | 0.00 | 0.00 | 100.00 | 0% |
| 218 TEACHER CONSULTANT | 406,040.00 | 4,823.99 | 0.00 | 401,216.01 | 1% |
| 219 OTHER PUPIL SUPPORT SERVICES | 148,043.00 | 7,451.36 | 0.00 | 140,591.64 | 5% |
| 221 IMPROVEMENT OF INSTRUCTION | 17,513.00 | 0.00 | 0.00 | 17,513.00 | 0% |
| 226 SUPERVISION & DIRECTION OF INSTRUCTIONAL STAFF | 214,916.00 | 14,737.13 | 0.00 | 200,178.87 | 7% |
| 227 ACADEMIC STUDENT ASSESSMENT | 164,621.00 | 15,082.24 | 0.00 | 149,538.76 | 9% |
| 231 BOARD OF EDUCATION | 26,120.00 | 1,890.00 | 0.00 | 24,230.00 | 7% |
| 241 OFFICE OF PRINCIPAL | 155,590.00 | 19,612.96 | 1,087.42 | 134,889.62 | 13% |
| 252 FISCAL SERVICES | 211,441.00 | 13,338.04 | 0.00 | 198,102.96 | 6% |
| 259 OTHER BUSINESS SERVICES | 6,000.00 | 2,642.40 | 0.00 | 3,357.60 | 44% |
| 261 OPERATING BUILDING SERVICES (O/M) | 252,129.00 | 45,771.62 | 0.00 | 206,357.38 | 18% |
| 271 PUPIL TRANSPORTATION SERVICES | 404,979.00 | 0.00 | 0.00 | 404,979.00 | 0% |
| 281 PLANNING, RESEARCH, DEVELOPMENT & EVALUATION | 68,582.00 | 830.84 | 0.00 | 67,751.16 | 1% |
| 283 STAFF/PERSONNEL SERVICES | 28,000.00 | 7,897.00 | 0.00 | 20,103.00 | 28% |
| 284 NON-INSTRUCTIONAL TECHNOLOGY SERVICES | 128,257.00 | 6,310.35 | 0.00 | 121,946.65 | 5% |
| 289 OTHER CENTRAL SERVICES | 187,023.00 | 13,091.19 | 0.00 | 173,931.81 | 7% |
| 299 OTHER SUPPORT SERVICES | 129,220.00 | 0.00 | 0.00 | 129,220.00 | 0% |
| 331 COMMUNITY ACTIVITIES | 700.00 | 0.00 | 0.00 | 700.00 | 0% |
| 371 SERVICES TO NON-PUBLIC PUPILS | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| 411 PAYMENTS TO OTHER PUBLIC SCHOOLS | 21,000.00 | 0.00 | 0.00 | 21,000.00 | 0% |
| 611 FUND MODIFICATIONS | 0.00 | 0.00 | 0.00 | 0.00 | 0% |
| TOTALS | 8,072,628.00 | 257,129.34 | 1,087.42 | 7,814,411.24 | 3% |
| TOTAL REVENUE-EXPENDITURES | -758,709.00 | 145,844.17 | -1,087.42 | -903,465.75 | |



**Gogebic-Ontonagon Intermediate School District
Career & Technical Education
Student Handbook
2025-26 School Year**



PO Box 218, Bergland, MI 49910

P: 906-575-3438 ext. 200

www.goisd.org

| ADMINISTRATION (906) 575-3438 | | Telephone Extension |
|--|-------------------|----------------------------|
| Superintendent | Alan Tulppo | 100 |
| Associate Superintendent of Career & Technical Education | Ashley Nevins | 200 |
| STUDENT SERVICES (906) 575-3438 | | |
| CTE Administrative Assistant | Becky Pantti | 200 |
| CTE Student Services Coordinator (WBL & Special Populations) | Paulette Niemi | 200 |
| INSTRUCTIONAL STAFF (906) 575-3438 | | |
| Automotive Technology Instructor | Jon Werkmeister | 200 |
| Business Management Instructor | Denver Sharrow | 200 |
| Construction Instructor | Vacant | |
| Education Academy Instructor | Patti Witt | 200 |
| Food Systems & Natural Resources Instructor | Lori Scott | |
| Health Sciences/Nursing Instructor | Amanda Sprague | 205 |
| Mechanical Drafting/CADD Instructor | Dennis Svoke | 200 |
| Welding Instructor | Michael Lutz | |
| Welding Paraprofessional | Cliff Picotte | |
| BOARD OF EDUCATION | | |
| President | Catherine Shamion | |
| Vice President | Marti Wegner | |
| Treasurer | Carol Yakovich | |
| Secretary | Jim Ojala | |
| Trustee | Bill Steiger | |
| Trustee | Samantha Schutz | |
| Trustee | Dayle Jackson | |

FORWARD

This student handbook is intended for use by students, parents, and staff as a guide to procedures and general information about the district. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the district and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

MISSION STATEMENT

The Gogebic-Ontonagon ISD will serve students and families by creating, leading, supporting, and enriching educational opportunities in Gogebic and Ontonagon counties.

VISION STATEMENT

The Gogebic-Ontonagon ISD anticipates the educational needs and opportunities for students, schools, and communities by identifying, developing, and implementing programs/practices resulting in improved quality of life for our students and families.

NOTICE OF NON-DISCRIMINATION

The district does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, “Protected Classes”), in its programs and activities.

The district prohibits unlawful discrimination, including unlawful harassment and retaliation. The district will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person’s membership in a protected class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person’s ability to benefit from the district’s educational programs or activities.

- Race, color, and national origin harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- Disability harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- Sex-based harassment can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, reference district policies.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to district personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The district will investigate anonymous reports pursuant to its investigation procedures described by policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by policy.

If you or someone you know has been subjected to sex-based discrimination, harassment, or retaliation, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Ashley Nevins, Associate Superintendent of CTE

PO Box 218, Bergland MI 49910

906-575-3438 ext. 203

anevins@goisd.org

If you or someone you know has been subjected to disability-based discrimination, harassment, or retaliation, you may file a complaint with your school district. For all 504 inquiries please reach out to the representative in your local school district.

If you or someone you know has been subjected to any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with district policy.

HANDBOOK DEVELOPMENT

This handbook was developed and approved by the GOISD Board of Education in August 2025. If you have any questions regarding the information contained in this handbook, please direct them to: CTE Administration 906-575-3438 ext. 200 or anevins@goisd.org.

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DISTRICT INFORMATION

District Website www.goisd.org

Board Policies <https://www.goisd.org/about/board-of-education.cfm>

Electronic Version of CTE Handbook <https://www.goisd.org/programs/cte-resources.cfm>

District Addresses

Gogebic-Ontonagon ISD

Main CTE Office

202 Elm Street

PO Box 218

Bergland, MI 49910

CTE Training Center - Ontonagon Location

224 Greenbriar Street

Ontonagon, MI 49953

Contact Information

Main Office: (906) 575-3438 ext. 200

Email: bpantti@goisd.org or anevins@goisd.org

Fax: (906) 575-3373

DISTRICT CALENDAR

Gogebic-Ontonagon ISD 2025-26 School Year Calendar

| August 2025 | | | | | | | September 2025 | | | | | | | October 2025 | | | | | | | November 2025 | | | | | | |
|-------------|----|----|----|----|----|----|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 31 | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | |

| December 2025 | | | | | | | January 2026 | | | | | | | February 2026 | | | | | | | March 2026 | | | | | | |
|---------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | 29 | 30 | 31 | | | | |

| April 2026 | | | | | | | May 2026 | | | | | | | June 2026 | | | | | | |
|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | |
| | | | | | | | 31 | | | | | | | | | | | | | |

| | |
|---|-----------------------------------|
| | First & Last Day of School |
| | Common PL Day |
| | School Breaks/Recess Days |
| | GOISD PL Days |
| △ | Early Start Non-Instructional Day |
| △ | Early Release Day |

GOISD 2025-2026 School Year Dates

August 19, 2025: New Staff Orientation Day
 August 20, 2025: Opening Day: All Staff @ GCC Lindquist Center
 August 21, 2025: Departmental PL Day
 August 22, 2025: GOISD Area-Wide PL Day @ GCC
 August 26, 2025: First Day of School
 September 1, 2025: Labor Day Recess Day
 October 24, 2025: Departmental PL Day / UP Special Ed. Conference
 November 26, 2025: Early Release at Noon Local Time
 November 27-28, 2025: Thanksgiving Break

December 19, 2025: Early Release Day at Noon Local Time
 December 22, 2025 to January 2, 2026: Winter Break
 January 19, 2026: Martin Luther King, Jr. Day Recess Day
 February 16, 2026: Presidents' Day Recess Day
 March 23 to 27, 2026: Spring Break
 April 3, 2026: Good Friday Recess Day
 May 25, 2026: Memorial Day Recess Day
 June 5, 2026: Anticipated Last Day of School / Noon Local Time Release

CTE COURSE SCHEDULE

CTE Schedule 2025-2026 School Year

| CTE Program | Teacher | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period | 7th Period |
|----------------------------------|---------------------------|---------------------------|-------------------|-----------------------|-------------------|----------------------|-------------------|-------------------|
| Automotive | Jon Werkmeister | GCC First Year Block | | GCC Second Year Block | | | | |
| Business | Denver Sharrow | LLW w/Remote Block | | | | | | |
| Construction | N/A | | | | | | | |
| Education | Patti Witt | Watersmeet w/Remote Block | | | | | | |
| Food Systems & Natural Resources | Lori Scott | GCC Block | | | | Intro (Vet. Science) | CTE Center Block | |
| Health Sciences/Nursing | Amanda Sprague | GCC CNA Block | | GCC EKG - Phleb. | | | CTE Center Block | |
| Mechanical Drafting/CADD | Dennis Svoke | GCC w/Remote Block | | | | | | |
| Welding | Mike Lutz & Cliff Picotte | LLW Block | | | | Intro | CTE Center Block | |

CTE COURSE SESSIONS / BLOCK TIMES

| | | | |
|-----------|---------------------------|-----------------|------------------|
| Days | Monday - Friday | | |
| Block 1 | First and Second Period | 8:00 - 9:43 CT | 9:00 - 10:43 ET |
| Block 2 A | Third Period Classes Only | 9:46 - 10:46 CT | 10:46 - 11:46 ET |
| Block 2 | Third and Fourth Period | 9:46 - 11:29 CT | |
| Block 3 | Fifth Period Classes Only | | 12:36 - 1:36 ET |
| Block 4 | Sixth and Seventh Period | | 1:30 - 3:13 ET |

Morning blocks (first through fourth periods) are open to students from Ironwood Area School District, Bessemer Area School District, and Wakefield-Marenisco School District. Afternoon blocks (fifth through seventh periods) are open to students from Ontonagon Area School District, Ewen-Trout Creek School District, and Watersmeet Township School District. The only exception are the courses identified as remote in the schedule above. Students from all six local districts can attend remote classes.

DELAYED START / EARLY RELEASE

In the event of a two-hour delay, there will be no Block 1 courses. In the event of an early release, there will be no Block 3 and 4 courses.

SCHOOL CLOSINGS AND WEATHER DELAYS

When districts run a shortened schedule due to inclement weather or planned half days, students are to only attend their CTE class during their normally scheduled block time. Students are not to report to their CTE classes during any other block time regardless of the schedule their home district is following on those days.

If the student's home district is delayed or canceled, students are not required to report to their CTE class. CTE classes will be delayed or canceled when all six local school districts are delayed or canceled.

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the district will notify students, parents, and the general public about the closure.

Please check:

- TV6 WLUC uppermichigansource.com
- GOISD Facebook Page

STUDENT WELL-BEING

All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, they should notify any district staff immediately.

State law requires that all students must have an emergency medical form completed, signed by a parent or guardian, and filed at the home district.

FIRE AND LOCK DOWN DRILLS

The district complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instruction on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of one time each school year. The alarm system for a school lock down is different from the alarm system for fires and consists of an announcement over the PA system.

ATTENDANCE PROCEDURES

Students are expected to attend class every day that school is in session. Students are to arrive on time for the class start time and stay until the scheduled end time of their class.

If a student is unable to attend school, the student or parent must report that absence to their home district. Students who are more than 5 minutes late are considered tardy.

Excused and unexcused absences are determined by local school district policies and procedures. A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Excessive absence from school is defined as seven or more unexcused absences per semester. At seven days absent, the district will notify the home district to determine an appropriate plan of action. Students may become ineligible to continue in CTE classes.

Students are required to complete missed assignments and make up all work that is assigned by their CTE teachers for the instructional time that has been missed. *Reference District Policy 5301.*

POWERSCHOOL AND GRADES

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via PowerSchool, a web-based student information system. Grades are calculated using the teacher's grading scale as established in their course syllabus. CTE grading will follow the home district grading calendar and report cards will be issued through home districts. Students must follow their home district grading policies in regards to GPA calculation, incomplete grades, etc.

DROPPING OR ADDING A CLASS

All CTE scheduling is executed through the home district. Please contact the school counselor or designee at the home district to initiate a drop/add or change in schedule. Dropping or adding a CTE class is only recommended at the semester break. Dropping of a class should only be done because of scheduling conflicts or other extenuating circumstances. An exit interview with the CTE administration is required to drop a class. New students may enroll in classes as space allows.

DUAL ENROLLMENT

Students in grades 9 and above may be eligible to dual enroll in college classes to obtain high school and college credit. Please contact your home district school counselor for information about enrollment eligibility, charges paid by the district, eligible institutions, and other matters related to dual enrollment. The GOISD will pay for college credits for CTE dual enrollment programs.

HOMEWORK

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

BOOKS AND SUPPLIES

The district will provide free instruction to all students and will not charge a fee for materials necessary to complete CTE classes. Students and parents may purchase additional supplies at their own expense. The district may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the district. The district may assess fees to repair or replace district property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

TECHNOLOGY USE

The district will provide students access to the district's technology resources, including its computers and network resources, in a manner that encourages reasonable use. Any use of district technology that violates Federal or State law is prohibited. Students are expected to use computers, the internet, and other district technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement before they may use or access district technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion. *Reference district policy 3116.*

CELL PHONE USE

Students may not use cell phones or other electronic devices during school hours, unless directed to by their teacher.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The district is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under State or Federal law. A student engaged in any of these activities at school, at a school event, or on district-provided transportation, may be subject to discipline. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates district policy, the student code of conduct, or any applicable building or classroom rule. The CTE Administration or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device. *Reference district policy 5209.*

ANTI-BULLYING POLICY

All types of bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. District policy defines prohibited conduct, reporting an incident, investigation, notice to parents, annual reports, responsible school officials, and posting and publication of policy. *Reference district policy 5207.*

CLASSROOM BEHAVIOR AND EXPECTATIONS

Each program and teacher will establish classroom expectations that students must follow.

CHEATING, PLAGIARISM, AND ACADEMIC DISHONESTY

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to complete an assignment or test.
- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment and will be subject to discipline.

DRESS AND GROOMING

A student's dress, hairstyle, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, district policy, or the dress code; or substantially disrupts the educational environment is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with the CTE administration.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the district, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

DRESS CODE

Tops must have straps or sleeves and must cover the student's entire torso from armpit to armpit. Pants, shorts, and skirts must have an inseam at least 4 inches in length. Clothing may not display material that:

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;
- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains "fighting words";
- Constitutes a true threat of violence;
- Demonstrates hate group association/affiliation or uses hate speech targeting groups based on their membership in a protected class; or
- Displays nipples, genitals, or buttocks.

CTE PROGRAM AND INDUSTRY-APPROPRIATE ATTIRE

Students who represent CTE at an official or school-sponsored function or public event (e.g., clinical rotations, field trips, program competitions) may be required to follow specific dress requirements as a condition of participation or attendance. Students must also wear appropriate attire for their particular industry-related classroom and lab experience as determined by their teacher.

DRIVING AND PARKING OF PERSONAL VEHICLES

Student driving and parking on district property is a privilege, not a right, that may be revoked at any time. Students who drive to CTE classes must be granted permission from their parent and home district and obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from CTE administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, district policy, or law.
4. Students must park in the designated parking areas.

EMERGENCY CONTACT INFORMATION

Parents must provide emergency information for each student enrolled in the district. The information should include the family physician's name, contact information for parents or a responsible adult,

and any necessary emergency instructions. Parents must promptly inform the home district if this contact information changes.

FEES

The district will not charge students a fee to participate in curricular activities. The district may charge students a fee to participate in extracurricular and noncurricular activities to cover the district's reasonable costs. The district may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of district-owned equipment or clothing. The instructor will provide students with information about the fees charged and the equipment or clothing required.

FIELD TRIPS

Classes occasionally take field trips off school property for educational enrichment. All field trips must be pre-approved by the CTE administration. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with district policy, the student code of conduct, or any other applicable rules or behavior expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavior expectations may not be allowed to attend field trips. *Reference district policy 5506.*

FUNDRAISING

It may be necessary that CTE classes and students participate in fundraising activities to support their student leadership organizations and activities. Monies earned during fundraising activities are part of the district program account and can be used for CTE activities only. Students cannot withdraw money for personal use. Student fundraising activities are subject to review and approval by CTE administration.

LOCKER USE

Lockers are district property and may be made available for student use. Lockers are assigned to students on a temporary basis, and district administration may revoke a student's locker assignment at any time. The district retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. CTE administration may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the administration, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules. *Reference district policy 5102.*

LOST AND FOUND

All lost and found items are to be taken to the CTE administration office. Students may claim lost items there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each school year. The district is not liable for loss or damage to personal items.

FIRST AID, ILLNESS, OR INJURY AT SCHOOL

Students who feel ill or are hurt while at school should seek immediate assistance from their teacher or the nearest staff member.

In the event of an accident or student injury at school, the teacher with support from the CTE administration, will complete an accident report and follow district protocol.

When the CTE administration or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, CTE staff will first attempt to contact a parent or other designated responsible adult when possible. If contact cannot be made, the CTE administration will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The district may require a statement from a licensed physician or local health official before allowing the student to return to school. *Reference district policy 5702.*

STUDENT SAFETY

Students are expected to observe all safety rules and to wear safety apparel when required. Appropriate shoes, eye protection, and ear protection must be worn in all areas. Personal and laboratory cleanliness as well as good care of equipment will prevent accidents. Horseplay is a safety hazard and will not be tolerated. To keep accidents to a minimum, it is essential that all students follow the safety program outlined by their teacher. If you should be involved in an accident, report it immediately to your teacher so it can be recorded and proper attention can be given. A student's consistent failure to follow safety rules will result in a recommendation for dismissal from the CTE program.

CLASS PARTIES

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

SCHOOL VISITORS AND VOLUNTEERS

Visitors and volunteers, including parents, may access the district's property subject to all applicable policies. The district may deny such access for any lawful reason. In order to properly monitor the safety of students and staff, all visitors must report to the CTE administration office upon entering the

building. Students may not bring visitors to school without prior written permission from the teacher and CTE administrator.

School volunteers are welcome to participate in program activities with permission from the teacher and CTE administrator. Volunteers are required to complete a volunteer application and consent to a background check screening per district policy. *Reference district policy 3105.*

CHILD ABUSE AND NEGLECT

District employees are mandated reporters of all instances of suspected child abuse or neglect pursuant to the Michigan Child Protection Law. The district will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed. *Reference district policy 5701.*

LAW ENFORCEMENT INTERVIEWS

The district desires to maintain a positive working relationship with law enforcement agencies while protecting students' rights and educational needs. District administration may contact a law enforcement officer at any time the administrator suspects criminal activity, activity that threatens the health or safety of a student or activity that disrupts the school environment. Students may be questioned by law enforcement only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. The CTE administrator or designee will be present for the questioning. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the district's obligation to maintain a safe and orderly learning environment. *Reference District Policy 5201.*

SEARCH AND SEIZURE

School officials may search a student and the student's belongings (e.g., purse, book bag, athletic bag) if they have reasonable suspicion that the search will reveal contraband or evidence of violation of law, district policy, or rule. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches on district property.

A student's failure to permit a search and seizure may be grounds for disciplinary action. *Reference District Policy 5103.*

HOMELESS YOUTH

The district will provide a free public education to homeless children and youth who are in the home district and will afford them the educational rights and legal protections provided by Federal and State

law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the home district's homeless liaison. *Reference District Policy 5307.*

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to a student's equal participation in the district's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the district.

COMMUNICABLE DISEASES AND IMMUNIZATIONS

The district, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

Immunizations and subsequent records are held and managed by students sending district consistent with district policy and state law. *Reference District Policy 5713.*

HEAD LICE

A student with nits within ¼ inch of the scalp or live lice may remain at school. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The district will notify the student's parents and provide educational materials on head lice prevention and treatment.

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the district will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue. *Reference District Policy 5709.*

MEDICATION

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.
- Administration or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- Administration will notify the student's parents of any observed adverse reaction to medication.
- All medications must be in the original container.

Reference District Policy 5703.

ASTHMA INHALERS AND EPINEPHRINE AUTO-INJECTORS/INHALERS

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with district policy. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the administration. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the administration will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances. *Reference District Policy 5703.*

PROTECTION OF PUPIL RIGHTS

The district respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the district's website or upon request from the administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to administration. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the administration. *Reference District Policy 5308.*

SURVEYS, ANALYSES, EVALUATIONS

Parents may inspect any survey created by a third party before that survey is administered or distributed to their student. All survey inspection requests must be made in writing to the CTE administration before the survey's scheduled administration date. The District must obtain written consent from a student's parent before the student is required to participate in a survey, analysis, or evaluation funded, in whole or in part, by the U.S. Department of Education that would reveal sensitive information. For all other surveys, analyses, or evaluations that would reveal sensitive

information about a student, the district will provide prior notice to the student's parent and an opportunity for the parent to opt their student out.

Employees may not request or disclose the identity of a student who completes a survey, evaluation, or analysis containing sensitive information. "Sensitive information" includes: political affiliations or beliefs of the student or the student's Parent; mental or psychological problems of the student or the student's family; sexual behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other persons with whom the student has close family relationships; legally recognized privileges or analogous relationships, such as those with lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or the student's parent; or income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program). *Reference District Policy 5308.*

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the CTE administration with a court order that provides otherwise, district personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with district personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders. *Reference District Policy 5403.*

STUDENT EDUCATION RECORDS AND DIRECTORY INFORMATION

The District may collect, retain, use, and disclose student education records consistent with State and Federal law. See district policy for an overview of the district's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records. A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. CTE Administration will respond to any reasonable request.

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in district policy. The home district is responsible for all directory information. *Reference District Policy 5309.*

DISTRICT TRANSPORTATION

District transportation is a privilege, not a right. Students must comply with the following rules and all school conduct rules while riding in district provided transportation. In addition, students must comply with the student code of conduct while in district vehicles.

When in district vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.

3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for district vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability. Students who violate the district vehicle rules will be referred to the CTE administration. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and district policy.

Records of vehicle misconduct will be forwarded to the appropriate home district administrator and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement. *Reference District Policy 5802.*

VIDEO SURVEILLANCE

The district may monitor any district building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no

expectation of privacy. The district may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the district; or at a school-sponsored activity or athletic event unless otherwise authorized by district policy, applicable law, or a district employee.

STUDENTS WITH DISABILITIES

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The district will follow State and Federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact their home district's special education designee or Section 504 Coordinator. *Reference District Policy 5601.*

STUDENT DISCIPLINE

The district is committed to providing students and staff with a safe learning environment free from substantial disruption. For students who engage in misconduct the district will consult with the home district to determine the appropriate discipline measures, up to and including suspension or expulsion from school.

The district will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The district will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The district reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The district will cooperate with those agencies in their investigations as permitted by law.

The district's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time. *Reference District Policy 5206.*

PUBLIC DISPLAYS OF AFFECTION

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others.

FACILITY CARE

Students will be expected to help keep their lab and classroom clean on a daily basis at the end of each class. Maintenance of facilities, equipment, and supplies is an important part of their training.

DAMAGE TO SCHOOL PROPERTY

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

STUDENT CODE OF CONDUCT

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the district's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the district's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules. For students who engage in misconduct the district will consult with the home district to determine the appropriate discipline measures, up to and including suspension or expulsion from school.

| Prohibited Conduct | Potential Consequence(s) |
|---|---|
| Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs | <ul style="list-style-type: none">● Restorative Practices● Parent Notification● Suspension or Expulsion● Police Referral |
| Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. | <ul style="list-style-type: none">● Restorative Practices● Parent Notification● Suspension or Expulsion● Police Referral |

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|---|--|
| Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion |
| Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Arson: purposefully, intentionally, or maliciously setting a fire on school property. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion up to 180 school days ● Police Referral |
| Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral |
| Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work. | <ul style="list-style-type: none"> ● Restorative Practices ● Credit Loss or Grade Reduction ● Parent Notification ● Suspension or Expulsion |

| | |
|---|--|
| Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion |
| Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral |
| Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion |
| Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral |
| Misuse of District Technology: violating the District's acceptable use policies and agreement. | <ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral |

Reference District Policy 5206.

MiLEAP received \$30,000,000.00 in state school aid funding under section 32v of [P.A. 103 of 2023](#). In August of 2024, Gogebic-Ontonagon ISD was approved as the fiscal agent for this funding under the Early Childhood Workforce Project (32v) Grant. At that time, MiLEAP transferred the \$30,000,000.00 to GOISD to distribute to the identified grantees/contractors. Due to the alignment of some of the activities under the 32v funding, MiLEAP included the funding in two agreements. One agreement was competitively bid and a second agreement was already in place utilizing a sole source designation (outlined below) for FY25. The remaining 32v funding was reserved for future projects.

While MiLEAP included the 32v funding in their agreements for FY25, GOISD is the fiscal agent for this funding and therefore, should have direct agreements with the recipients of the 32v funding. MiLEAP is recommending that the FY26 agreements for this work are executed between GOISD and the 32v recipients.

TEACH Scholarship Program

Contractor: Michigan Association for the Education of Young Children (MiAEYC)

Contract Period: 10/1/2018 – 9/30/2027

Contract Amount: \$4,000,000.00 in 32v funding for FY25; total of \$12,000,000.00 to be awarded until 9/30/2027

Infant Toddler Credential

Grantee: Early Childhood Investment Corporation (ECIC)

Grant Period: 10/1/2024 – 9/30/2029

Grant Amount: \$106,782.00 in 32v funding for FY25; total of \$1,000,000 to be awarded until 9/30/2027



GOISD Center-Based Programs

Paraprofessional Handbook

2025-2026

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Welcome Paraprofessionals

Welcome to the Gogebic-Ontonagon Intermediate School District (GOISD). We are excited to have you on our team and value your essential role in supporting student growth and success in our center-based programs. As a paraprofessional, collaboration with teachers and staff is vital to delivering a high-quality, inclusive educational experience that fosters academic achievement, positive behavior, social development, and student independence.

This handbook is designed to provide helpful information for both new and returning paraprofessionals. It serves as a general guide and reference throughout the school year. If you have questions not addressed on these pages, please contact the case manager, supervisor, or administrative team member. We are committed to supporting you and ensuring your work experience is positive and rewarding.

Please note that this handbook does not constitute a contract of employment and does not guarantee continued employment. GOISD reserves the right to revise or update its contents at any time. Those formal documents will take precedence if there is a conflict between this handbook and District policies, Board bylaws, or collective bargaining agreements. All employees must know and adhere to the guidelines and expectations outlined in official District documents. Other employment policies and procedures are found in the Support Staff Handbook.

Thank you for your dedication to our students. I wish you a successful and fulfilling 2025–2026 school year.

Heidi Lauzon



Director of Special Education
Gogebic-Ontonagon Intermediate School District

Special Education Mission Statement:

The GOISD is committed to delivering a high-quality educational experience for every student. We emphasize academic achievement, behavioral development, and social skill acquisition in a safe, respectful, and inclusive environment. Our goal is to foster independence, dignity, and individualized success.

Paraprofessional Designations

Paraprofessionals are responsible for providing personal care services to students with IEPs. These services are Medicaid-billable and require documentation and specific training. The case managers supervise daily duties, and the special education administrator provides oversight.

General Information:

Work Hours

- **Standard School Day:** 7:30 AM – 3:00 PM
- Two 15-minute breaks per day

Transportation Duties & Stipends

Paraprofessionals assigned to transportation duties are eligible for the following stipends, which are provided in addition to their regular hourly rate.

- Paraprofessionals performing bus supervision duties will receive a \$10 stipend for the before-school bus run and an additional \$10 stipend for the after-school bus run.
- Paraprofessionals assigned to van runs will receive a daily stipend for driving both before- and after-school routes: \$25 for the Gogebic County run and \$30 for the Ontonagon County run.

These stipends acknowledge the added responsibilities involved in student supervision and safe transportation. Typical start time for morning bus or van runs is 6:30 AM, while afternoon runs generally conclude around 3:30 PM.

Daily Schedule

Case Managers or the Principal will provide individualized schedules for paraprofessionals. These may change due to new student enrollments, staff absences, or student crises. Flexibility is essential and greatly appreciated.

Recess and Lunch Duties

The Case Manager or Principal determines recess and lunch assignments. During these times:

- Paraprofessionals should provide necessary personal care to their assigned student(s).
- Actively monitor the room and circulate to ensure student safety.
- Staff take turns using student recess and lunch periods to take their meal breaks while ensuring students remain appropriately supervised.

District Email

Check your district email **daily**. Important information is communicated through email, including:

- Time-sensitive **Medicaid “Moment in Time”** surveys
- Administrative announcements and updates

Professional Development (In-Services)

Refer to the PD schedule for annual in-service dates and details.

Time Worked Outside Regular Hours

All extra time worked **must be pre-approved** by administration, except in emergencies.

In emergencies, notify administration as soon as possible and ensure your timesheet reflects the additional time for approval.

Absence Procedures

Follow the absence reporting procedures outlined in the Non-Certified Staff Handbook.

Additionally, email your Case Manager and Administrator **as soon as possible** if you anticipate an absence.

Paraprofessional Praxis Exam & Crisis Intervention Training

- You must pass and maintain **current crisis intervention certification** (including or excluding the physical intervention component as required).
- Completion of the **Paraprofessional Praxis Exam** is also required.

Phones and Personal Business

Use of personal devices should follow the exact expectations set for students.

Limit personal calls or tasks to your designated break times unless there is an emergency.

Supervision Structure

You report to two key roles:

- **Supervising Teacher(s)**: The teacher(s) in charge of the classroom(s) to which you are supporting a student
- **Case Manager**: The special educator responsible for managing the implementation of student IEPs

Paraprofessional/Teacher Expectations:

Classroom teachers and paraprofessionals can be a powerful team. Together, you can make a real difference in the lives of children. If you have a problem or concern with someone, go directly to the individual to discuss it professionally. Maintain a constructive attitude—if a comment isn’t helpful or positive, it’s best left unsaid.

Role of the Paraprofessional:

Teachers and paraprofessionals are partners in education, working together to provide the best educational experience possible for each child. The special education paraeducator's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge. The teacher must function in a leadership role. The teacher is responsible for

ensuring that the students are moving toward achieving individualized goals and objectives. Paraeducators serve under the direction and supervision of the teacher to assist in carrying out the individualized education program.

Paraprofessional Responsibilities (may include other duties as assigned):

The following is a list of responsibilities you may have in the classroom:

- Work directly with the assigned students per the daily or weekly schedule.
- Record accurate data on skills and behaviors as directed.
- Implement positive behavior strategies and supports to increase learners' independence with academic, social-emotional, and self-help skills & decrease maladaptive behaviors.
- If needed, assist with material preparation (making copies, cutting, laminating, etc.).
- Follow the teacher's direction if the schedule, skill acquisition program, or behavior strategy changes.
- Supervise students in the hallway, recess, bus runs, and other school areas.
- Assist the teacher with crisis problems and behavior management.
- Carry out instructional programs designed by the teacher.
- Assist students with personal care when applicable, including toileting, feeding, and hygiene.

General Paraprofessional Expectations and Conduct:

1. **Be Open-Minded and Receptive:** Approach interactions with a willingness to listen and understand others' perspectives rather than focusing on being right. Collaborate and learn from one another.
2. **Minimize Distractions:** Keep classroom distractions, such as cell phone use and casual conversations, to a minimum. Cross-talk with other staff can cause students to feel overwhelmed or dysregulated. Maintain a focused and calm environment that supports student success.
3. **Actively Supervise:** Always intervene and address concerning behavior in all settings, including hallways, the cafeteria, and the playground. Consistent expectations and intervention support a safe and structured school environment. Intervene/address all concerning behaviors in the hallway, lunchroom, and playground.
4. **Dress Professionally and Practically:** Staff should be prepared for active, hands-on work with students. Recommended attire includes:
 - a. Close-toed, low-heeled shoes for quick movement and safety.
 - b. Clothing that is modest, non-revealing, easy to move in, and not likely to be tugged or pulled by students.
 - c. Outfits should be clean, comfortable, odor-free, and appropriate for daily responsibilities.
5. **Promote Health and Safety:** Your conduct should foster a safe and healthy learning space for all: model and support hygiene, social manners, academic effort, and positive peer interactions.
6. **Commit to Growth:** Take responsibility for your professional development. Learn from your peers and team specialists. Be proactive in developing your skills and seeking support when needed.
7. **Model Professionalism and Respect:** Represent the district in a positive light and build strong, respectful relationships with students, staff, and the community.
8. **Communicate Concerns Appropriately:**
 - a. If you're asked to take on a task outside your comfort zone, bring your concerns to your Case Manager or Administrator for support.
 - b. When unsure about a procedure or situation, ask questions and seek clarity.
 - c. Acknowledge mistakes with humility—we are all human, and learning from errors is part of growth.
9. **Address Workplace Conflicts Constructively:**

- a. Speak directly and respectfully with coworkers if issues arise.
 - b. Avoid gossiping or venting to others, which can harm the work environment.
 - c. If a resolution isn't possible between individuals, seek guidance from a supervisor, principal, or administrator.
When approached with a peer complaint, help the person decide whether to speak with the coworker or involve administration. Timely resolution prevents further conflict.
10. Dependability Matters: Your regular and punctual attendance is essential. Staff and students rely on you each day. If you're delayed due to unforeseen circumstances, call the school immediately. Ensure substitute plans are thorough when absent and include documentation such as the Confidentiality Statement.

Responding to Feedback:

1. Daily Guidance: Teachers will provide paraprofessionals with daily assignments and instructional support aligned with student needs. Training on student programs and behavior plans will occur before sessions whenever possible.
2. On-the-Spot Coaching: Teachers may also provide immediate verbal feedback during the day. This is intended to reinforce consistency and implement behavior strategies effectively. Please do not interpret this feedback as criticism; it is a professional tool to support the team's shared success.
3. Evidence-Based Practices: All coaching and feedback are rooted in research-driven methodologies, such as Applied Behavior Analysis (ABA). The aim is to improve student outcomes through coordinated, consistent staff efforts.

Paraprofessional Expectations in the Center-Based Program Classrooms:

1. Understand Student Needs: You are expected to read and fully understand the Individualized Education Program (IEP), including the needs, goals, and accommodations of each student you support.
2. Proactively Share Observations: You are responsible for communicating relevant information about students to your Supervising Teacher and Case Manager. While they may ask questions, they may not always know what information to request—be proactive in offering insights and asking for guidance.
3. Clarify Roles:
 - a. The Case Manager ensures the IEP is implemented appropriately.
 - b. The Supervising Teacher manages the daily classroom environment and provides direction.
4. Use Time Wisely: If you find yourself without a task:
 - a. Immediately ask your Supervising Teacher for direction.
 - b. If they have no immediate need, ask them to contact another teacher who may benefit from your support.
5. Avoid Appearing Idle: Being unoccupied sends the wrong message to colleagues and administrators, potentially leading them to believe your role is unnecessary. Your work is vital—make sure it shows. Perception matters.

Paraprofessional Expectations in the General Ed Classrooms:

1. Know Your Students: Understand the IEP needs, goals, and accommodations of the students you are assigned to support. You help ensure the IEP is implemented effectively within the general education environment.
2. Support the Teacher: You work under the direction of the general education classroom teacher. Be attentive to their guidance and responsive to student needs.

3. **Build Professional Rapport:** Develop a respectful, supportive relationship with students, not a friendship. Maintain clear boundaries while being approachable and kind.
4. **Be Punctual and Present:** Arrive on time at your assigned classroom. Avoid lingering in hallways or arriving late, which affects supervision and instructional consistency.
5. **Stay Engaged and Proactive:**
 - a. If you are not directly engaged with an assigned student, look for ways to contribute in the classroom.
 - b. Assisting general education students in small groups is appropriate, especially if it aligns with classroom goals or supports your assigned student.
 - c. Paraprofessionals in general education may also be asked to suggest or develop strategies to support classroom activities.
6. **Accountability:** Administration will ask general education teachers and Case Managers to provide feedback on your performance. Consistently demonstrate professionalism, initiative, and dedication to your role.

Case Manager Expectations:

1. **Assignment & Schedule Oversight:**

The Case Manager is responsible for assigning daily tasks and schedules to paraprofessionals. These assignments may change based on evolving student needs and program requirements.
2. **Daily Supervision:**

The case manager oversees the paraprofessionals' day-to-day responsibilities and ensures appropriate alignment with student IEPs and classroom goals.
3. **Communication & Collaboration:**

Case Managers must regularly collaborate with other ISD teachers, staff, and general education teachers to ensure that IEP goals and accommodations are understood and implemented effectively. Paraprofessionals must be familiar with these plans and support their application in general education settings.
4. **Support for Substitute Coverage:**

When a paraprofessional is absent, the Case Manager ensures the substitute has sufficient guidance to fulfill the role. If any concerns arise, the Principal will follow up directly with the Case Manager.
5. **Substitute Preparedness:**

Paraprofessionals must maintain a subfolder with a clearly outlined daily schedule and instructions. Consider: *What must someone know to perform their duties effectively for the day?* Include details that will support continuity of care and instruction.

Promoting Independence:

1. **Foster Growth Through Support Fading:**

While students may initially need high levels of assistance, the goal is to transition toward coaching and indirect support as quickly as appropriate. Avoid overprotectiveness—our mission is to promote independence, not dependence.
2. **Encourage Peer Interaction:**

Independence and social development are enhanced when students engage naturally with peers. Avoid hovering or constantly sitting/standing beside students. Allow room for authentic social interaction and independence.
3. **Use the Least Intrusive Support:**

Start with minimal assistance and increase only as needed. Before staff involvement, empower students to rely on their skills, routines, and peer cues.

4. **Model and Reinforce Appropriate Behavior:**
Highlight positive behaviors and explain their outcomes. Peer modeling and natural consequences are powerful tools for promoting growth and social acceptance.
5. **Support Decision-Making:**
Rather than offering answers, provide students with the resources to solve problems independently. Give them opportunities to make choices and guide their learning.
6. **Maintain Professional Boundaries:**
Build supportive, respectful relationships without becoming a "friend." Boundaries are essential:
 - Do not engage in personal communications (e.g., texting or friending students on social media).
 - Avoid favoritism—treat all students equitably and distribute your support and attention fairly.
 - End each day on a positive note—a smile or kind word goes a long way in building student trust and morale.
7. **Respond Professionally to Behavior Challenges:**
When students display disrespectful behavior, maintain your composure. Do not mirror their tone or frustration. Disabilities cannot be "yelled out" of a child. What you *can* do is:
 - Provide consistent structure, routine, and consequences.
 - Maintain a calm, neutral tone of voice.
 - Uphold a trust-based relationship with the student.
 - Use the CPI Verbal De-escalation Continuum (the kite) as your guide. Review it often and respond rationally, not emotionally.

Behavior Management:

Many of our students have special behavioral needs. The Case Manager is responsible for communicating specialized behavior plans with paraprofessionals and modeling how behaviors should be handled. All educational team members must remain consistent and predictable when addressing problem behaviors with all students.

As a paraprofessional, it's essential to avoid labeling students as "bad" or "naughty." These labels can damage trust and discourage growth. Instead, focus on helping students understand the importance of being **emotionally regulated**—when students learn to manage their emotions, they can better make safe, respectful, and positive choices.

Encourage regulation by:

- Modeling calm behavior during challenging moments.
- Using language like "Let's take a break so we can think clearly," instead of placing blame.
- Recognizing small successes in self-regulation and decision-making.

Your role in supporting emotional development is key to student success—responding with empathy and consistency helps create a safe and respectful learning environment for all.

1. Avoid power struggles. Do not "pick up the rope." You are the adult and the professional.
2. Redirect students by telling them what they should do, **not what they should not do**. Be sensitive to a student's feelings when providing redirections. Redirect quickly and discreetly.
3. Limit verbal redirections to minimize disruption to group activities. Communicate what you need to the students using as few words as possible. If directed by the case manager, use picture cue cards.

4. Provide clear expectations of behavior and check for understanding of those expectations.
5. Provide prescribed, fair, and consistent consequences for inappropriate behavior. If in doubt, contact the administration and the case manager.
6. Catch the student displaying appropriate behavior or finishing a task well and praise him/her.
7. Be specific in praising desired behavior, such as "I like how Carrie is working on her math." "John, I like the way you quickly lined up."
8. Consistently follow individual behavior intervention plans developed by the student's team of professionals.
9. Continually evaluate the stress and frustration level of students. Communicate your observations and perspectives with your Supervising Teacher.
10. Remember that modifying behaviors tends to worsen before they begin to improve.
11. Maintain a calm and neutral tone of voice. Save a loud voice for severe and dangerous situations.
12. Use positive body language. Try not to stand over students or use frustrated facial expressions.
13. Guard yourself against being more ready to criticize than to praise.
14. Assist the teacher in observing, recording, and charting behavior and implementing Behavior Improvement Plans.
15. Debrief crises with the supervising teacher and document them as required.
16. Follow the behavior plan.

You provide behavioral personal care services for students whose behavior impedes their learning or the learning of others. Students receive these services because their IEP team deems this to be the most appropriate and least restrictive environment for said student.

Impeding student behaviors can include:

- Non-compliance
- Physical aggression towards peers/adults includes hitting, kicking, spitting, pinching, biting, throwing objects, etc.
- Damage to property such as tipping over desks, tearing things off of walls, "clearing" a desk or table, etc.
- Verbal outbursts towards peers/adults include yelling, screaming, swearing, name-calling, etc.
- Eloping (aka running from where the student is supposed to be)

In this classroom, there is a high probability that these things will happen to you. You may be hit and kicked; you may have objects thrown at you; students will call you names and swear at you. It's part of this job. When it happens, remain calm and neutral-faced; keep a calm, steady, and quiet voice. If a student gets a reaction out of you, the behavior is more likely to recur. Taking a student's behavior personally is counterproductive, even if it sounds personal (i.e., if he/she calls you a name). Call the team for assistance. If you are escalated, you must be professional enough to have a staff member take your place.

If you have not already been, you will be trained in a crisis intervention program (e.g., Ukeru, CPI, Safety-Care), which will teach you how to properly de-escalate a situation before the need for physical management arises.

Seclusion and Restraint Protocol:

Seclusion and restraint are **not behavioral strategies or interventions**—they are **emergency safety responses** used **only** when all other de-escalation efforts have failed. These measures are implemented **only in situations of immediate and imminent danger** to the student or others, and **only when the risk of harm is greater without their use**.

These emergency responses should be viewed as a **last resort**, not part of a student's behavior support plan. They must be stopped when the student is no longer a risk to themselves or others. Read this document from Michigan parent advocates: [EndSaR](#).

Following any use of seclusion or restraint:

- Complete [all required documentation](#) without delay.
- **Conduct a debriefing** with involved staff to review the incident, reflect on prevention efforts, and identify ways to strengthen future support.

Confidentiality:

Confidentiality is an essential aspect of your job as a paraprofessional. Through your work, you will learn sensitive information about students and families. Such information is personal and private. It must be shared only within the family and the appropriate school team. Not only is it potentially disrespectful to do so, *but it is also illegal*.

Beyond students with disabilities, the privacy rights of all students and families associated with your school must be regarded. The following are suggested guidelines for maintaining confidentiality:

1. Avoid talking about students, other personnel, or other personal matters in front of students.
2. Never discuss information about a student in a public place (e.g., staff lounge, hallway, grocery store, or restaurant).
3. Avoid using names if you are asked about your job.
4. Never discuss information about one student with the parents of another student.
5. Never discuss information about one student with another student.
6. Never discuss information about a student with school personnel who are not considered a member of that student's service-providing team.
7. The school must have written permission from the parent to release any information from the education record.
8. When conferencing or writing confidential information about a student or family, be aware of those around you who may be within hearing distance. Look for a more private place within the school building.
9. No matter who asks you a question about a student, if you are unsure whether you should answer, DON'T. You can do this gently and politely by stating that it is against school policy and the law to do so. Remember, only staff members who need to know should be given information about a student.
10. You may be asked to document a situation in a student's anecdotal record, which could be viewed by parents and /or the court. Keep information objective and factual. ALWAYS write as if the parent is reading it, as they can get a copy. Keep judgmental language **out** of documentation.

START Resources - MDE, Office of Special Ed Project

| Positive Behavioral Interventions and Supports  | Looks Like... CLASSROOM  | Tools  |
|--|---|--|
| 13. Behavioral Expectations are positively stated, visual, clear, appropriate for the level of the student, and posted. Used to increase wanted behavior by noticing when they are following the rules and reviewing them daily or when needed. | → Visual Examples → High School Video | ◇ Behavioral Expectations - Visual Template ◇ Expectations - Visual Template ◇ Learning Environment Checklist |
| 14. Error Correction Procedures are used when expectations are not followed. | → Visual Examples → Letting a student repeatedly make a mistake does not teach them. → Prevent mistakes and allow more opportunities for reinforcement. → Reteach skills that need to be taught. → 1:1 Video | ◇ Errorless Learning Flowchart ◇ Prompt Hierarchy Online |
| 15. Positive Feedback is specific and provided at least 4 times more frequently than corrective feedback or prompting. | → Visual Examples → Elementary video → Middle school video → High school video | ◇ 5:1 Poster ◇ 100 Ways to Say Good Job |
| 16. Reinforcement Systems are used for students who require additional support to increase engagement and independence in task routines and activities. | → Visual Examples → Students should know in advance what they are working for by using choice boards/lists. → Reinforcement distribution varies according to students' needs. → Can be individualized to incorporate students' interests. → Should be for specific behaviors that are posted and encouraged. → Independence facilitator uses in School Video → How to Video | ◇ AFIRM Reinforcement Module ◇ Ideas for Reward ◇ Home Reward Ideas for Teens ◇ Choice Board Templates ◇ Reinforcement Guide for Families ◇ Virtual Reward Room Example |
| 17. Choice-Making and Flexibility: opportunities for choices are numerous and embedded within all activities. This may mean more flexibility for staff and focused strategies on avoiding power struggles. | → Visual Examples → Give students their choice → Change a mini schedule → Come back to a difficult activity at a different time → Switch staff → Adopt a different mindset | ◇ Ways to Provide Choices Poster ◇ Strategies for Single Parents at Home ◇ Social Behavior Mapping |
| 18. Proactive and Preventive Strategies are evident to increase | → Visual Examples | ◇ Behavior Contract Template ◇ Behavior Contract Training |

| | | |
|--|---|---|
| <p>engagement and prevent challenging behaviors</p> | <ul style="list-style-type: none"> → Students can access all of the school and classroom tier 1 supports. → Tier 2 supports are used when needed. → Incredible 5-Point Scale → Behavior Contract Video → Check-in/Check-out Video | <ul style="list-style-type: none"> ◇ Check-in/ Check out Training ◇ Friday 5 Template ◇ 5 Point Scale |
| <p>19. Break Procedures are specified and implemented consistently to assist students with self-regulation. Students are supported to independently initiate and return from break.</p> | <ul style="list-style-type: none"> → Visual Examples → Bitmoji Classroom Example → There is more than one type of break - be clear on which one the student is using → Model, allow time for practice before the student <i>needs</i> it → Designate a specific break area → Designate what the student can do (avoid reward activities) | <ul style="list-style-type: none"> ◇ START Protocols / Scripts ◇ Types of Breaks ◇ Teaching Taking a Break for Home ◇ Video modeling for middle schoolers |
| <p>20. Differential Reinforcement (DR) is used in a consistent manner to reinforce expected behaviors and remove reinforcement for challenging behaviors.</p> | <ul style="list-style-type: none"> → Visual Examples → Explanation video | <ul style="list-style-type: none"> ◇ AFIRM Differential Reinforcement Module |
| <p>21. Responses to Challenging Behavior are emotionally neutral and non-punitive and incorporate more frequent use of visual supports than verbal interaction. Adults quickly and consistently follow a documented behavior support procedure or individual behavior plan.</p> | <ul style="list-style-type: none"> → Visual Examples → Keeping the Volume Down → Functions of Behavior Video → FBA Example → START website BIP examples → BIP Fidelity Checklist Example → Emergency Intervention Plan example → BIP Review Meeting Example | <ul style="list-style-type: none"> ◇ START Protocols / Scripts ◇ BIP Fidelity Checklist Template ◇ FBA Template ◇ Behavior Response Plan ◇ Keeping the Volume Down Full Folder ◇ Keeping the Volume Down Cheat Sheet ◇ Stages of Challenging Behavior ◇ BIP Peer review Rubric ◇ MDE Emergency Intervention Plan FAQs ◇ BIP Review Meeting Checklist ◇ BIP Review Meeting Template |

GOISD District Confidentiality Agreement

Federal law guarantees privacy and confidentiality for special education students and their records. As an employee of the GOISD, you may, under limited circumstances, have access to sensitive student information while on campus. Student Educational Records include all records, files, documents, and other materials that contain personally identifiable information on any student.

As a GOISD employee, you must agree to the following:

1. I will not discuss any student's identity, behavior, or needs within the GOISD with anyone not authorized to work directly with the student.
2. I will not discuss with others the content of any specific student records, nor will I disclose personally identifiable student information, special education status, or other information regarding individual students.
3. I understand that questions about individual students or the content of confidential student records must be directed to the case manager, teacher of record, or school administrator.
4. I understand that appropriate conversations with school personnel who work directly with the student shall be held privately. I will not speak of the student in front of them or their peers. Conversations held in an out-of-school public location, including with school personnel, are not admissible.
5. The classroom teacher should communicate directly with parents in cooperation with the special education teacher. Paraprofessionals should defer all parent requests and messages to the classroom teacher, special education teacher, or case manager.

I read and will follow the GOISD Paraprofessional Confidentiality Agreement.

Sign, date, and return this form to the principal.

Printed Name: _____

Signature: _____ Date: _____

Para Training Videos - Kent ISD:

Each of the six modules below provides the information, content, and knowledge to prepare you for your role as a Paraeducator supporting students receiving special education services. Each module contains one or more videos on specific topics. Using a Chromebook, go to your email to access this document. Print the exit ticket before beginning the video. Watch the short videos within each module, complete the **Exit Ticket responses**, and **submit the finished ticket to Sarah Ozzello at sozzello@goisd.org**.

[PARAEDUCATOR TRAINING EXIT TICKET](#)

SPECIAL EDUCATION OVERVIEW

RESPONSIBILITIES

TEACHING STRATEGIES

BEHAVIOR

COMMUNICATION

ACCESSIBILITY

Glossary of Key Terms for Paraprofessionals

Provided by Heidi Lauzon, Director of Special Education

This glossary is designed to help paraprofessionals understand key expectations, procedures, and concepts relevant to their role in the GOISD Center-Based Programs.

Absence Procedures

Paraprofessionals must follow absence reporting protocols as outlined in the Non-Certified Staff Handbook. In addition, they must email their Case Manager and Administrator as soon as they anticipate an absence. Regular and reliable in-person attendance is essential; unexcused absences or tardiness can disrupt the educational environment.

At-Will Employment

Unless covered by a collective bargaining agreement, GOISD employment is at-will and may be ended by either party. This handbook does not create an employment contract or guarantee continued employment.

Behavior Management

Focuses on emotional regulation using consistent strategies. Key practices include:

- Avoiding power struggles
 - Redirecting positively
 - Limiting verbal corrections
 - Providing clear expectations and consequences
 - Following individual behavior plans
 - Maintaining a calm tone and neutral body language
- Paraprofessionals support students whose behaviors impact learning.

Challenging Behavior (Responses to)

Responses must be emotionally neutral and non-punitive. Visual supports should be used more than verbal prompts. Always follow documented behavior plans.

Choice-Making and Flexibility

Students should be given choices throughout the day. Staff must remain flexible to adapt to student needs and avoid power struggles.

Crisis Intervention Training

Certification in approved crisis intervention techniques is required. This includes strategies for de-escalation and, when applicable, safe physical interventions. (e.g., Ukeru, CPI, Safety-Care)

District Email

Check district email daily for updates, including Medicaid "Moment in Time" notifications and administrative messages.

District Technology Resources

Technology is provided for professional use. Users must sign an Acceptable Use Agreement. There is no expectation of privacy, and misuse may result in disciplinary action.

Dress Professionally and Practically

Wear modest, clean, comfortable clothing that allows for movement and active student support. Closed-toe, low-heeled shoes are required.

Error Correction Procedures

Reteach and model expected behaviors when errors occur. This helps reinforce positive behaviors and prevents repeated mistakes.

Feedback (Responding to)

Teachers will provide ongoing feedback to support your role. Feedback is rooted in evidence-based practices and intended as coaching, not criticism.

Individualized Education Programs (IEPs)

IEPs outline student-specific goals and accommodations. Paraprofessionals assist in implementing these plans under the direction of the Case Manager and supervising teacher.

Personal Care Services

This includes toileting, hygiene, feeding, and other services for students with IEPs. These services are Medicaid-billable and require proper training and documentation.

Phones and Personal Business

The use of personal devices should be limited to scheduled breaks, with emergencies being the exception. Distractions in the classroom should be minimized.

Positive Behavioral Interventions and Supports (PBIS)

PBIS promotes proactive and supportive behavior strategies. Components include:

- Clear expectations
- Error correction
- Positive reinforcement
- Student choice
- Consistent routines

Positive Feedback

To reinforce desired behaviors, offer specific praise frequently—ideally at a 4:1 ratio compared to corrections.

Promoting Independence

Provide students with support in developing autonomy by fading assistance, modeling skills, encouraging peer interaction, and providing choice-making opportunities.

Reinforcement Systems

Students may have personalized systems to motivate learning and task completion. Reinforcement should be meaningful and communicated to students.

Role of the Paraprofessional

Paraprofessionals work under the direction of teachers to:

- Support students academically and behaviorally
- Collect data
- Prepare materials
- Provide personal care
- Assist with classroom management
- Implement instructional programs

Seclusion and Restraint Protocol

Seclusion or restraint may only be used in emergencies with an immediate and imminent risk of harm to the student or others, and no other safe intervention is effective. All incidents must be fully documented and followed by a debriefing with the involved staff. Physical contact with a student must never be made out of anger or used as punishment—such actions are strictly prohibited and against the law.

Special Education Mission Statement

GOISD is committed to a safe, respectful, and inclusive educational environment that supports academic, behavioral, and social growth and emphasizes independence and individualized success.

Supervision Structure

Paraprofessionals report to both (may be the same person):

- **Supervising Teacher:** Oversees classroom instruction
- **Case Manager:** Directs special education services and IEP implementation

Time Worked Outside Regular Hours

All extra time must be pre-approved by the administration. In emergencies, notify the administration immediately and record all time worked.



Parent Handbook

A Guide to Special Education in Your Local District

Welcome to the GOISD Special Education Parent Handbook

This guide is for Gogebic-Ontonagon Intermediate School District (GOISD) families. It's designed to help you understand special education—how it works, your child's rights, and the support available in Gogebic and Ontonagon Counties.

Whether you're just getting started or looking for answers, this guide will walk you through key steps and connect you with helpful resources.

A Letter from the Parent Advisory Committee

Dear Parents,

We created this *Guide to Special Education* to help you understand how decisions are made about special education services, programs, and student support. It's organized in a simple question-and-answer format for easy reading.

Keep this guide handy! You don't need to read it all at once—just use the sections, timelines, and definitions as you need them.

If you have questions or ideas after reading, contact your district's Parent Advisory Committee (PAC) member. They can help connect you with local resources and support. You're also always welcome to attend any PAC meeting.

A complete contact list of committee members is on the GOISD website under the Parent Advisory Committee section, or you can call GOISD for more information.

Sincerely,

The GOISD Special Education Parent Advisory Committee

Gogebic-Ontonagon Intermediate School District (GOISD)

GOISD partners with your local school district to provide extra support and resources for students, families, and teachers. We offer special education services, classroom programs, and expert staff to help all students reach their potential.

We serve schools across Gogebic and Ontonagon counties and are committed to creating meaningful learning opportunities that support students' growth and well-being.

GOISD Supports These School Districts:

- Bessemer Area Schools
- Ewen-Trout Creek Consolidated Schools
- Ironwood Area Schools
- Gogebic County Community School Program
- Ontonagon Area Schools
- Wakefield-Marenisco School District
- Watersmeet Township School District

Contact Information:

- **Website:** www.goisd.org
- **Phone:** 906-575-3438, ext. 300
- **Fax:** 906-575-3373
- **Main Office:**
 - 202 Elm St., PO Box 218, Bergland, MI 49910

If you have questions or need help navigating services, your local district or GOISD staff is here to help.

BEFORE WE BEGIN

Special Education is individualized instruction designed to meet the unique needs of a child with a disability. It includes instruction conducted in a classroom, at home, in a hospital, in an institution, or other settings, at no charge to the parent.

No matter how you arrive here, you may be feeling overwhelmed. Special education is a whole new world you must understand to help your child get the help he or she needs from the school system. The world of special education includes specialists in fields that may be new to you, complicated federal and state laws, and so many new phrases and acronyms that your head may spin. In the world of special education, a “**parent**” may be any of the following:

- The natural or adoptive parent of a student or youth with a disability.
- A person acting in the place of a parent, such as a grandparent or stepparent, with whom the student or youth with an active IEP or 504 Plan lives.
- A foster parent.
- A guardian (but not the state) if the student or youth with a disability is a ward of the state.
- A person legally responsible for the welfare of a student or youth with an active IEP or 504 Plan.
- A surrogate parent who has been appointed following the state board of education policy.

The Purpose of This Handbook

This Handbook aims to help you through the maze of new information you'll encounter in special education. This handbook explains:

- How special education processes work.
- The state and federal laws that regulate special education.
- Your rights as the parent of a child who may need special education.
- Where you can find support and resources.

The Guide to Special Education explains the acronyms, abbreviations, and special phrases you may need to know when working in special education. It also lists other resources that might be helpful to you. This handbook was put together by the Special Education Parent Advisory Committee of the Gogebic-Ontonagon Intermediate School District (GOISD). The Parent Advisory Committee is made up of parents who all have children with active IEPs or 504 Plans. The Parent Advisory Committee members were once new to special education, and they want to make your introduction as easy as possible.

UNDERSTANDING SPECIAL EDUCATION LAW

Children with disabilities residing within the GOISD service area and eligible to receive special education services will be provided appropriate programs and/or services by their local school district, the Intermediate School District, or through an approved contractual agreement.

Federal Laws At the national level, special education is governed by the **Individuals with Disabilities Education Improvement Act, or IDEA**. IDEA has six basic principles. They provide for:

- **Free appropriate public education (FAPE)**
- **Appropriate evaluation**
- **Individualized education program**
- **Least restrictive environment**
- **Parent and student participation and decision-making**
- **Procedural safeguards**

This law also clarifies that children with IEPs or 504 Plans will participate in the general curriculum whenever possible. This handbook explains the principles listed above in detail.

What is Free Appropriate Public Education (FAPE)?

FAPE means special education and related services that:

- Are provided at public expense, under public supervision/direction, and without charge to parents or students.
- Meet requirements set by the Michigan Board of Education and by IDEA.
- Include the state's preschool, elementary, middle, and secondary education.

- Services are provided to meet your child's individualized education program (IEP).

What if my Child Does Not Attend a Public School?

Children who do not attend typical public schools are still entitled to some special education services. Private schools do not need to provide special education services. Still, your child may be eligible to receive special education services through the public school system, even if he or she attends a private school.

Where Can I Get More Information About Special Education Laws?

The internet is a valuable resource for information about special education in general. As with any subject you research online, the information you find is only as reliable as the source. Here are a couple of websites (Federal and State education departments) that may be helpful:

- GOISD Parent Advisory Committee Website (check with GOISD for the specific address)
- US Department of Education (www.ed.gov)
- Michigan Department of Education "Special Education" (www.michigan.gov/mde, then search "Special Education")

You can also access the **MICHIGAN DEPARTMENT OF EDUCATION Phone/E-mail Directory** at <http://mdoe.state.mi.us/staffdir>.

UNDERSTANDING THE SPECIAL EDUCATION PROCESS

Some Terms You Should Know Before You Begin

Special education has a language, with many phrases, acronyms, and abbreviations that may be new to you. Here are a couple of important terms you should know before you begin to read about the special education process:

- **IEP:** IEP stands for **Individualized Education Program**. The IEP is a written plan describing how the school district will meet your child's unique educational needs through special education programs and services.
- **IEPT:** Your child's IEP is created by an **IEPT – Individualized Education Program Team**. This is a group of people that includes you, the parent(s); at least one general education teacher (if the child is or may be participating in a regular education classroom); at least one special education teacher or service provider; someone from the local school district who is the district representative with the authority to commit resources; someone who can interpret and explain evaluation results; others invited by you or the school with special knowledge about your child; and your child, when appropriate (around age 13 and required at the IEP when they turn 16 for transition planning). You are also welcome to bring anyone you choose to the IEPT meeting.

Overview of the Process

When there is a concern that a child may have a disability, a specific process is followed to ensure that the child receives the help they need. This process is outlined by federal and state laws that govern special education. The process may seem complicated, but it boils down to just a few basic steps:

1. **Identification and referral:** If your child is suspected of having a disability, anyone with an educational interest can refer him or her to the local or intermediate school district for evaluation. The request for evaluation must be made in writing. If you suspect that your child has a disability, you can make the referral yourself. After receiving the referral, the district must respond within 10 days.
2. **Evaluation:** A team is assembled to review information about your child and determine what evaluations are needed. Parents and professionals are essential members of this team and provide input for the evaluation.
3. **Determination of eligibility:** Once the school district determines your child has a disability, they, with your input and participation, also decide whether or not he or she is eligible to receive special education services.
4. **Development of a program for your child:** If your child is determined to be eligible, the team (including you) puts together an education plan called an IEP. The IEP team also decides what specific services and/or programs your child will receive.
5. **Services:** Services must be provided within 15 school days after the district offers FAPE.
6. **Annual review:** The IEP must be reviewed and revised at least once a year.
7. **Re-evaluation:** Your child's evaluation must be reviewed or a new evaluation must be completed at least once every three years.

Documentation

Start a file or a notebook as soon as possible. Keep copies of all letters, reports, and other information about your child that you receive. Keep your notes and thoughts too.

IDENTIFICATION AND REFERRAL

Who can refer a child for help? Anyone concerned about a child, including parents, teachers, social workers, licensed physicians, nurses, foster parents, or other agencies, may refer a child suspected of having a disability.

How does someone refer a child for help? A special education referral begins with a **written request for evaluation** sent to the local school district. The district must notify you that they have received it and respond within **10 school days**.

What's in the notification letter the school sends me? The written notice will acknowledge receipt of the request and outline the next steps based on local district policies.

What happens at a Review and Existing Evaluation Data (REED) meeting? At this meeting, you will discuss your child's suspected disability with school personnel. You can provide input on

your child's current performance, strengths, health, and concerns. You can also share existing evaluations or medical reports. The information is recorded on a REED form, and you will be asked to provide written consent for evaluation. If you wish for your child to receive special education programming and services, a REED must be conducted to determine eligibility.

What if I don't permit the evaluation? Your consent is required for the initial evaluation.

Evaluation

When you agree to have the school evaluate your child, a team including specialists from different educational areas will determine the necessary evaluations. As parents, you are essential team members and provide input.

Who evaluates my child? The Multidisciplinary Evaluation Team (MET) conducts the evaluation. This team includes professionals who can assess your child's needs in various areas related to the suspected disability.

Can I provide input on the evaluation? Parents are essential evaluation team members, and your input is valued.

How do I know that my child is being evaluated fairly? Special education laws require evaluations to be non-discriminatory and to assess all areas related to the suspected disability.

Before the IEPT Meeting

Before the IEPT meeting, it is helpful to:

- Read the reports written by the people who evaluated your child.
- Review report cards, progress reports, or the previous year's IEP.
- Make a list of suggestions you would like to include in your child's IEP.
- Write down any questions or concerns you want to bring up.
- Consider observing your child in their current program and/or talking to the teacher (check school policy).
- Gather information about programs your child might be placed in.
- Share information from any outside agencies providing services to your child.
- If possible, both parents should attend the meeting, and you are welcome to bring anyone you choose for support.
- Review your child's school records.
- Familiarize yourself with terms used in IEP meetings (see the glossary).

What does the team do with the evaluation results?

The IEP team uses the evaluation results to determine if your child is eligible for special education services and, if eligible, to develop the IEP. The IEP sets specific educational goals and outlines the necessary programs and services.

What if I don't want my child in special education?

If the team determines your child is eligible for special education, you can decline these services.

DETERMINATION OF ELIGIBILITY

What does it mean to be eligible for services? Eligibility means that your child has a disability that falls under one of the **13 disability categories** defined by federal and state laws **and** needs special education and related services to make progress in school. A child can have a disability but not be eligible for services if the disability is mild and does not significantly impact their learning.

What are the 13 disability categories?

1. Cognitively Impaired
2. Emotionally Impaired
3. Deaf or Hard of Hearing
4. Visually Impaired
5. Physically Impaired
6. Other Health Impaired
7. Speech and Language Impaired
8. Early Childhood Developmental Delay
9. Specific Learning Disability
10. Severely Multiple Impaired
11. Autistic Spectrum Disorder
12. Traumatic Brain Injury
13. Deaf-Blindness

Definitions for each category are in state and federal laws.

What if I disagree with the area of eligibility?

If you disagree with the school district's evaluation, you can request an **Independent Educational Evaluation (IEE)** from someone outside the school district. The school district may be required to pay for this IEE if you follow the correct procedures. More details on obtaining an IEE are provided later in this handbook.

DEVELOPING A PROGRAM FOR YOUR CHILD

Every child with a disability has unique educational needs. To meet these needs, an **Individualized Education Program (IEP)** is developed specifically for your child and reviewed annually.

The IEP should help ensure that your child will:

- Be involved in and progress in the general curriculum.
- Participate with other children with disabilities and non-disabled children in educational, extracurricular, and nonacademic activities.
- Advance toward achieving their annual goals.

What if a required IEP team participant cannot attend the IEP team meeting? The school will likely try to reschedule the meeting or allow the participant to provide input in another way, such as through a written report or phone call, with your consent.

What happens at the IEP meeting? At the IEP meeting, the team will discuss your child's evaluation results, determine their educational needs, and develop the IEP. This includes setting measurable annual goals, identifying necessary services and supports, and deciding on the appropriate educational placement in the **least restrictive environment (LRE)**.

Do all districts have the same IEP form?

No, IEP forms can differ between ISDs and even within an ISD due to electronic IEP software. However, all forms must contain the elements the Michigan Department of Education requires. There are typically two different IEP forms: one for children younger than 16 and another for students aged 16 and beyond (which focuses on transition services). You can view sample IEP forms on the Michigan Department of Education Family Matters website (www.michigan.gov/mde), then search Family Matters.

Transition IEP form, including post-school transition considerations

If appropriate, a different IEP form is used for students aged **16 and over**, or those **aged 13 and over**, to plan their transition from school to adulthood. This form includes questions and requirements to help the IEP team plan for post-secondary education, employment, and independent living. **GOISD partners with Michigan Rehabilitation Services (MRS) to expand transition services for all students with IEPs in Gogebic and Ontonagon Counties** to help them achieve competitive, integrated employment.

Parental rights and age of majority

When students turn **18**, they are generally considered adults, and parents no longer have the right to make educational decisions on their behalf, regardless of any disability. However, if a student requires ongoing support, parents (or another interested party) can seek **guardianship** through the court to continue making decisions. The Transition IEP section indicates if the student has turned 18 and guardianship has been established. If the student is not yet 18, the upcoming rights transfer should be discussed with them at age 17, if appropriate.

Education Development Plan (EDP)

An EDP is often completed starting in middle school to help students explore career interests and plan their high school coursework.

Course of Study

This section of the IEP outlines the student's planned courses and educational experiences that align with their post-secondary goals, working towards a diploma or another path of school completion.

TRANSITION SERVICES

Transition services are a coordinated set of activities to promote movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services are based on students' needs, considering their strengths, preferences, and interests. They are determined by the IEP team beginning at age 16 (or earlier if appropriate). The **GOISD and Michigan Rehabilitation Services (MRS)** partnership aims further to enhance these services within Gogebic and Ontonagon Counties.

Post-Secondary goals

The IEP will include measurable post-secondary goals related to education, employment, and independent living (where appropriate) that the student aims to achieve after high school.

What should I do to prepare for the IEP meeting?

Preparing for the IEP meeting is crucial for effective participation in the meeting. You should:

- Read all evaluation reports carefully and write down any questions.
- Review previous IEPs and progress reports to assess your child's progress and whether goals remain relevant.
- Make a list of suggestions for the new IEP, including needed skills, adaptations, or services.
- Note any questions or concerns you want to discuss. You can even prepare your report with your observations.
- Consider observing your child in their current program.
- Gather information about different program options.
- Collect information from any outside agencies providing services.
- Try to have both parents attend, and feel free to bring support persons.
- Review your child's school records.
- Familiarize yourself with special education terms (refer to the glossary).

What is my role during the IEP team meeting? As a parent, you are an **essential member of the IEP team**. Your input, knowledge of your child, and perspectives are critical in developing an effective IEP. You should actively participate, ask questions, share insights, and advocate for your child's needs.

How does the IEP team decide where to provide services? The IEP team makes placement decisions based on your child's needs and the **Least Restrictive Environment (LRE)** principle. The goal is to educate children with disabilities alongside their non-disabled peers to the maximum extent appropriate. Separate classes or removal from the general education environment only occur when the nature or severity of the disability means that education in general education classes cannot be achieved satisfactorily with supplementary aids and services.

What does “least restrictive environment” mean?

Least Restrictive Environment (LRE) means that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special classes, separate schooling, or other removal from the regular educational environment should only happen when the nature or severity of the disability is such that education in regular classes using supplementary aids and services cannot be achieved satisfactorily.

What should I do after the IEP team meeting? After the meeting, review the IEP documents carefully. If you agree with the plan, you must consent to the initial provision of services. Keep a copy of the IEP for your records and regularly communicate with your child's teachers and service providers.

Visit the school on occasion. Connecting with your child's school and program can help you monitor their progress and proactively address concerns.

What if I have problems with the program or the school? If you have concerns about your child's special education program, address them informally by speaking with the teacher, principal, or special education director. If you cannot resolve the issue, you have other options, such as mediation or filing a formal complaint.

WHAT HAPPENS NEXT?

How is the IEP updated? The IEP is reviewed and updated at least once a year at an annual IEP meeting. You will be invited to participate in this meeting. The IEP team will discuss your child's progress, review the current goals and objectives, and make any necessary revisions to the plan.

What if there's a problem with my child's IEP? Suppose you have concerns about the implementation of the IEP or believe it needs to be changed before the annual review. In that case, you can request an IEP team meeting to discuss your concerns and make necessary modifications.

RE-EVALUATION

When will my child be re-evaluated? Your child will be re-evaluated at least once every **three years** to determine if they still meet the eligibility criteria for special education services. This re-evaluation may involve reviewing existing data, conducting new assessments, or both. You will be notified and can participate in the re-evaluation process. A **Review and Existing Evaluation Data (REED) meeting** will be held to determine the scope of the re-evaluation.

UNDERSTANDING YOUR RIGHTS AND PROCEDURAL SAFEGUARDS

Special education laws provide “**procedural safeguards**” to protect your and your child’s legal rights. Some of the most essential rights and safeguards are:

- **Independent Educational Evaluation (IEE)**
- **Prior written notice**
- **Procedural safeguards notice**
- **Parental participation**
- **Parental consent**
- **Confidentiality**

What is a procedural safeguards notice?

This notice provides detailed information about your rights as parents of a child with a disability. The school district must give you a copy of the procedural safeguards notice at least once a year and at other times, such as upon initial referral or your request for evaluation, upon your request, upon the first due process complaint or state complaint in a school year, and upon a change in placement for disciplinary action.

What does “prior written notice” mean?

Prior written notice means that the school must notify you in writing of specific proposed or refused actions regarding your child’s special education. This includes evaluating your child, changing their placement, or changing their IEP.

What is meant by parental participation

Parents are automatically members of the IEP team and must be allowed to participate in determining the appropriate programs and services for their child. You have the right to provide input at IEP meetings and during evaluation reviews, and to be regularly informed of your child’s progress.

When is parental consent required?

Written parental consent is required before the school can conduct an **initial evaluation** of your child for special education services and before the **school can provide special education services**.

Who can access my child's special education records?

Your child's special education records are confidential and protected by the **Family Educational Rights and Privacy Act (FERPA)**. The school needs your written consent to release this information to anyone outside school personnel with a legitimate educational interest.

RESOLVING DISAGREEMENTS

What is mediation, and when is it used?

Mediation is a voluntary process where a neutral third party helps you and the school district resolve disagreements regarding your child's special education. It can be used at any point to discuss concerns about identification, evaluation, educational placement, or the provision of FAPE.

How can I file a complaint?

If you believe the school district has violated special education laws, you can file a formal written complaint with the Michigan Department of Education (MDE). Complaints must be signed and include a statement of the alleged violation and any proposed resolution if known. You can find helpful resources and the complaint form on the MDE Family Matters website (www.michigan.gov/mde), then Search: Family Matters, and the Procedural Safeguards Notice (https://www.michigan.gov/mde/0,4615,7-140-6598_88185---,00.html).

A complaint about a specific student may include:

- A possible resolution to the problem, to the extent known when the complaint is filed.

What if I'm not a very good writer?

If you need help writing a complaint, contact the **GOISD technical assistance provider** (check with GOISD for contact information). This person can assist you in writing the complaint, inform you of your right to file a formal complaint, and provide you with the Michigan Special Education Problem-Solving Process and Procedural Safeguards Notice.

Parent Advisory Committee

The Gogebic-Ontonagon Intermediate School District (GOISD) Special Education Parent Advisory Committee (PAC) promotes a partnership between families and professionals in the education of students with active Individualized Education Programs (IEPs). The PAC promotes communication, awareness, and collaboration between parents, local school districts, and GOISD.

Meeting Schedule

Parent Advisory Committee meetings are held **virtually monthly**. All parents and caregivers of children receiving special education services are encouraged to participate online. Look for

information on the GOISD website or contact your local special education director for more details.

Parent Advisory Committee Membership

Local school districts appoint PAC representatives. New members are always welcome. To express interest, contact the school principal. The PAC also welcomes parents, caregivers, and volunteers to support its activities.

Parent Advisory Committee Member Responsibilities

PAC members are accessible to local parents for support and information. Some duties include:

- Acting as a liaison between parents, local school districts, and GOISD.
- Providing support and information to parents of students with active IEPs.
- Attending PAC activities to support awareness.
- Providing input and feedback on the GOISD Plan for delivering Special Education Programs and Services.

Questions about the PAC can be directed to your local special education director or any PAC representative. A list of district representatives can be found on the GOISD Parent Advisory Committee webpage.

Contact Information

Local and Intermediate School District Representatives

| NAME | DISTRICT | CONTACT |
|------------------|-----------|--|
| Teresa Burrows | Ontonagon | tburrows76@gmail.com 425-208-2285 |
| Jessica Bartlett | GOISD | mrsbartlett_4511@hotmail.com 906-235-3610 |
| Kami Haffenbredl | Ironwood | khaff03@gmail.com |
| Lisa Spencer | Wakefield | Sillymisslisa@hotmail.com 906-364-0490 |
| Sherry Decremer | Ewen | sdecremer@etc.k12.mi.us 906-287-1485 |

Please contact your local school district's principal or superintendent if you are interested in participating in the PAC.

You can also reach the Gogebic-Ontonagon Intermediate School District for general inquiries:

Gogebic-Ontonagon ISD 200 S. Elm St. Ewen, MI 49925 Phone: 906-575-3438
Special Education Director: Heidi Lauzon, 906-575-3438 ext 301, hlauzon@goisd.org
Technical Assistance Monitor: Elizabeth Billie, 906-575-3438 ext 300, ebillie@goisd.org
Supervisor of Special Education: Rebecca Samson, rsamson@goisd.org
Administrative Assistant: Susan Raykovich, 906-575-3438 ext. 300, sraykovich@goisd.org

Center-Based Programs Principal: Vacant

Bessemer Area School District, 100 West Lead St., Bessemer, MI 49911 Phone:
906-667-0802

Superintendent: Richard Matrella, 906-667-0802, rmatrella@bessemer.k12.mi.us

Ewen-Trout Creek Consolidated School District, 14312 Airport Rd., Ewen, MI 49925 Phone
906-813-0620

Superintendent/7-12 Principal: Tony Basanese (906) 813-0620 Opt. 2,
tbasanese@etc.k12.mi.us

Ironwood Area School District, 650 East Ayer St., Ironwood, MI 49938 Phone: 906-932-0200

Superintendent: Dan Martinsen, 906-932-0932, dan.martinson@ironwoodschoools.org

Ontonagon Area School District, 701 Parker Ave, Ontonagon, MI 49953 Phone:
906-813-0614

Superintendent: Lisa Johnson, 906-813-0614 ext. 100, ljohnson@oasd.k12.mi.us

Wakefield-Marenisco School District, 715 Putnam St., Wakefield, MI 49968 Phone:
906-224-7211

Superintendent: Jason Gustafson, 906-224-7211, gustafsonj@wmschools.org

Watersmeet Township School District, N4720 Hwy 45, PO Box 217, Watersmeet, MI 49969
Phone: 906-358-4504

Superintendent/Principal: George Peterson III, 906-358-4504,
gpeter3@watersmeet.k12.mi.us

Additional Resources

You may also find helpful resources through the Michigan Department of Education (www.michigan.gov/mde) and other state-level organizations.

- Michigan Department of Education: www.michigan.gov/mde
- Office of Special Education and Early Intervention Services: (MDE search)
- Autism Speaks: www.autismspeaks.org
- Special Education Mediation Services: (MDE search)
- GOISD Website: www.goisd.org
- **SAIL's Disability Services:** 906-228-5744

Based on the sources, here is information about Community Mental Health and Michigan Rehabilitation Services:

Community Mental Health (CMH)

- **Gogebic Community Mental Health (CMH)** serves individuals primarily in **Gogebic County**. However, individuals outside of Gogebic County can call the Access line at **833-906-5437 (toll-free) or 906-663-1892** to inquire about eligibility for services, although they would need to come to the office for any services.
- To request services from Gogebic CMH, you can call the numbers above. You can also find more information by visiting their website at <http://gccmh.org> or following them on Facebook.
- In an emergency, you can contact Gogebic CMH at **1-800-348-0032**, 24 hours a day, 7 days a week.
- **Gogebic CMH** provides **specialty mental health services** to individuals with **Intellectual/Developmental Disabilities, Serious Mental Illnesses, and Co-Occurring Substance Use Disorders**.
- Gogebic CMH offers **adult therapy services** that focus on improving psychological functioning and reducing maladaptive behaviors to enhance overall functioning and interpersonal relationships.
- They also provide **Support Coordination/Targeted Case Management**, where a Support Coordinator/Case Manager uses a person-centered approach to identify and implement support strategies that incorporate empowerment, community inclusion, health and safety assurance, and natural support. This includes **linking to other services at Community Mental Health and other Agencies**.
- **Due to low utilization, Gogebic CMH no longer has a separate children's mobile crisis team**. However, they can evaluate the possibility of providing a mobile crisis response on a case-by-case basis within Gogebic County. If they don't have two available providers for a mobile response, they may ask the parent to bring the child to the office in Wakefield for a crisis contact. If the individual is already receiving services, their worker will be contacted.

Michigan Rehabilitation Services (MRS)

- **GOISD (Gogebic-Ontonagon Intermediate School District) has partnered with Michigan Rehabilitation Services (MRS) to expand transition services for all students with IEPs in Gogebic and Ontonagon Counties**. This collaboration aims to help these students achieve **competitive, integrated employment**.
- This partnership builds upon the success of a cash match agreement, which provided vocational rehabilitation services and exceeded expectations in areas such as the number of applications completed, eligibility determinations, and individual employment plans.
- Essential programs funded through this agreement include:
 - **Peer Mentoring/Self-Advocacy Life Skills Classes:** Provided by SAIL (Superior Alliance for Independent Living).

- **Employment Skills Training:** Supported by work-based learning placements during the school year and the GOISD/MRS Summer Youth Work Program, with over 20 students participating.
- **Public Transportation Assistance:** To ensure students can access transportation for work-based learning and summer program sites.
- **SAIL (Superior Alliance for Independent Living)** is highlighted as a valuable resource that offers a person-centered approach to help students develop self-advocacy and life skills.
- **Barb Olson of MRS** is expanding services to **students aged 14-15, focusing on pre-employment training, including** self-assessments, career exploration, and job shadowing. She will also attend IEPs for younger students.
- **Tara Ray** will continue to support **older students (ages 16-25)** in developing **vocational skills**.
- The partnership aligns with **MRS's mission of creating customized workforce solutions for individuals with disabilities** and its vision of fostering a diverse, inclusive workforce.
- **Pre-Employment Transition Services (Pre-ETS)** provided through this partnership offer early intervention for students with disabilities and include:
 - Job exploration and career assessments
 - Work-based learning experiences
 - Counseling on postsecondary education
 - Workplace readiness training
 - Self-advocacy training, including peer mentoring
- MRS is seeking community support through job sites and vendors willing to host students for job shadowing and work experiences (at a contract rate).
- A form, **MRS-2900—Student and Parental/Guardian Referral Consent for Pre-Employment Transition Services**, is available to help students start with MRS.
- For more information, contact **Paulette Niemi, GOISD Transition Coordinator, at pniemi@goisd.org** or **Tasha Weber, MRS Site Manager, at webert6@michigan.gov**.
- The "GOISD Guide to Special Education: A Parent Handbook" mentions **Michigan Rehabilitation Services** as one of the **Adult Services Agencies**. It also lists **Transition Services** as a key topic. It highlights the importance of the **Transition IEP form** for students aged 16 and over (or 13 and over if appropriate) in planning for the transition to adult life.

Glossary of Special Education Terms

This glossary provides clear definitions of commonly used terms in special education. It is designed to help parents and guardians understand the language used in meetings, plans, and communications about their child's education.

This guide is intended to provide a comprehensive overview. Remember to consult with your IEP team and the listed resources for specific information about your child's needs.

Accommodations: Changes in how a student learns or shows what they know, without changing the educational content. Examples include extended test time, preferred seating, or audio versions of textbooks.

Achievement Test: A test that measures how much a student has learned in a specific subject area, such as reading, math, or science, based on grade-level standards.

Adaptive Behavior: The practical, everyday skills needed to live independently and interact socially. These include communication, self-care, and social responsibility.

Advocate: A person who helps parents understand their rights and supports them in working with the school to meet their child's educational needs.

Annual Goals: Learning targets written in a student's IEP that are intended to be reached within one year. These goals guide instruction and track progress.

Behavior Intervention Plan (BIP): A plan included in a student's IEP to improve behavior that gets in the way of learning. It includes strategies and supports based on understanding why the behavior is happening.

Consent: Written permission a school must get from a parent before evaluating a student or starting special education services.

Due Process: A formal procedure that allows parents and schools to resolve disagreements about a student's special education services through mediation or a hearing.

Free Appropriate Public Education (FAPE): A student's legal right to receive special education and related services at no cost, designed to meet their unique needs and prepare them for further education, employment, and independent living.

Independent Educational Evaluation (IEE): An evaluation conducted by someone outside the school district when parents disagree with the school's assessment of their child.

Individualized Education Program (IEP): A written plan developed for a student with a disability. It includes specific learning goals, services, accommodations, and methods for tracking progress.

Individualized Education Program Team (IEPT): The group of people who develop, review, and revise a student's IEP. It includes parents, teachers, school staff, specialists, and sometimes the student.

Least Restrictive Environment (LRE): The setting where a student with a disability can learn alongside peers without disabilities as much as possible, while still receiving the supports they need.

Modification: A change in what a student is expected to learn or do. Modifications adjust the curriculum or expectations, such as reducing the number of assignments.

Parent: A biological, adoptive, or legal guardian who can make educational decisions for the child.

Procedural Safeguards: The rights given to parents and students under special education law. These include the right to be involved in decisions, review records, and challenge decisions through due process.

Special Education: Specially designed instruction and services provided to meet the unique learning needs of a student with a disability at no cost to the family.

Transition Services: Planning and activities included in the IEP that help students with disabilities move from school to post-school life, such as college, work, or independent living.

| 2025-2027 Non-Union Professional Staff Salary Schedule | | | |
|---|-------------------|-------------------|-------------------|
| Step | Level 1 | Level 2 | Level 3 |
| Increment | \$1,025.00 | \$1,225.00 | \$1,425.00 |
| 0 | \$41,496.00 | \$44,496.00 | \$45,760.00 |
| 1 | \$42,521.00 | \$45,721.00 | \$47,185.00 |
| 2 | \$43,546.00 | \$46,946.00 | \$48,610.00 |
| 3 | \$44,571.00 | \$48,171.00 | \$50,035.00 |
| 4 | \$45,596.00 | \$49,396.00 | \$51,460.00 |
| 5 | \$46,621.00 | \$50,621.00 | \$52,885.00 |
| 6 | \$47,646.00 | \$51,846.00 | \$54,310.00 |
| 7 | \$48,671.00 | \$53,071.00 | \$55,735.00 |
| 8 | \$49,696.00 | \$54,296.00 | \$57,160.00 |
| 9 | \$50,721.00 | \$55,521.00 | \$58,585.00 |
| 10 | \$51,746.00 | \$56,746.00 | \$60,010.00 |
| Positions Covered | | | |
| Certified Occupational Therapy Assistant (COTA) | | | |
| Physical Therapy Assistant (PTA) | | | |
| Level 1: Associate's Degree | | | |
| Level 2: Bachelor's Degree | | | |
| Level 3: Bachelor's Degree with advanced certifications | | | |

OVERVIEW

My goal is to learn and contribute in ways that improve mutual growth or development. The critical thinking skills I have gained in various leadership roles have increased my ability to cater to individual needs and drive business objectives.

CONTACT

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- orionaw831@gmail.com
- (906) 285 - 2986
- 210 East Gold St.

Bessemer, MI 49911

VOLUNTEER

- Iseum Sanctuary: Property Management and Tiny Home Construction – 2019
- The Marin School: Internship Teacher's Aide – 2012

EDUCATION

Dominican University of California

San Rafael, CA

BA, HISTORY and ART HISTORY

2013 – 2018, Summa Cum Laude

Double Major

Terra Linda Highschool

San Rafael, CA

3.8 GPA, Diploma Received

2010 - 2013

SKILLS

- ECE Pedagogy, Teaching
- Sales Expert, Finance, Revenue

ORION WEINSTEIN

EXPERIENCE

SALES SUPERVISOR

Ottawa Innovations LLC, Ironwood MI –

May 2024 – June 2025

Responsibilities included scheduling, supporting guest or personnel concerns, and driving daily sales. Often, I was the only opening or closing manager on duty. This entailed coordinating necessary website changes with the marketing department, communicating performance with corporate leadership and engaging local contractors when site changes were in effect. Our location was the flagship store that brought in over seven digits monthly, thus I was often the lead bookkeeper responsible for cash handling, facilitating bank deposits, and discovering or reporting all discrepancies to the corporate finance department.

SALES ASSOCIATE

Ottawa Innovations LLC, Ironwood MI –

February 2022 – April 2024

Job duties included general customer service, assisting in sales, answering questions about products, services, and merchandise. Ensured each customer had a positive experience. Responsible for assisting with inventory and loss prevention. Worked mornings and evenings up to 100 hours per pay period.

FLOOR MANAGER/ LEAD EDUCATOR

Bay Area Discovery Museum, Sausalito CA —

February 2019 – May 2021

Performed administrative tasks such as scheduling, curriculum development, and management of overall customer experience. Participated as a leader in guiding and catalyzing playful learning across museum programs including school workshops, community programs, exhibits, festivals, camps and classes.

FABRICATION LAB ASSISTANT/ MUSEUM EDUCATOR

Bay Area Discovery Museum, Sausalito CA —

December 2015 - February 2019

Welcomed and engaged visitors in exhibit spaces. Helped maintain site safety and cleanliness. Assisted, instructed and developed innovative

- Adobe Suite, Google Suite, Microsoft 365,
- Communication
- Cultural Competence
- Conflict Resolution
- Organization/ Detail
- Capable lifting 50+ pounds

activities for all audiences. Led various classes such as toddler circle times, offsite programming for federally subsidized schools, and STEM lab design courses. Incentivized guests to buy memberships and invest in the museum.

REFERENCES AVAILABLE UPON REQUEST